



OFFICE OF THE CHIEF DIRECTOR: CURRICULUM MANAGEMENT

Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape • Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA

Tel: +27 (0)40 608 4489 • Website: www.ecdoe.gov.za

Enquiries: Ms CN. Xundu-Bula

Email: chulekazi.bula@ecdoe.gov.za

CURRICULUM INSTRUCTION F02/2024

**TO: DEPUTY DIRECTORS-GENERAL
CHIEF FINANCIAL OFFICER
CHIEF DIRECTORS
DIRECTORS HEAD OFFICE & DISTRICTS
CHIEF EDUCATION SPECIALISTS
CIRCUIT MANAGERS
DEPUTY CHIEF/ SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS: GRADES 10–12
TEACHERS: GRADES 10–12
TEACHER UNIONS / ORGANISATIONS OF SCHOOL GOVERNING BODIES**

DATE: 15 APRIL 2024

<p>IMPLEMENTATION OF GRADE 10-12 SCHOOL BASED ASSESSMENT AND MANAGEMENT PLAN</p>

1. BACKGROUND

The aim of assessment in the Curriculum and Assessment Policy Statement (CAPS) is to identify, gather and interpret information about the performance of learners, using various forms of assessment. This information is used to determine learner progress throughout the year, and to understand and improve the learner's development through remediation in areas where assistance is required. Assessment should be both informal and formal, and in both instances regular feedback should be provided to learners to enhance the learning experience. Activities given as informal assessment tasks should prepare the learners to successfully cope with the formal assessment tasks.

Formal assessment includes two components in general, viz. School Based Assessment (SBA) and End-of-Year Examinations.

School Based Assessment (SBA) is the assessment model utilised within CAPS to provide teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. SBA comprises the prescribed formal assessment tasks carried out at school during the year per subject in Section 4 of the CAPS, excluding the end-of-year examinations administered at the end of a grade. The exception to this is the subject Life Orientation where all internal formal tasks comprise the SBA mark for the subject, including the final end-of-year examination.

The marks achieved in SBA are formally recorded and reported on, and together with the marks achieved in the end-of-year examinations, impact directly on the promotion and progression of a learner.

All prescribed formal assessment tasks making up the SBA mark must be included in the learners' evidence of work.

While some formal assessment tasks are categorised as End-of-Year Examinations, they are administered at school during the course of the school year, and they are included in the End-of-Year Examination mark in the following subjects:

- All subjects with a practical component- Practical Assessment Tasks (PATs);
- Life Orientation- Physical Education Task (PET); and
- All Languages (Home Language, First Additional Language and Second Additional Language)-Orals

Schools must ensure that learners have complied with the SBA, PAT (where applicable) and Oral assessment requirements as stipulated in Section 4 of the CAPS, which must be read in conjunction with the Abridged Section 4 CAPS Amendments. In an event that the two documents contain different information, Abridged Section 4 CAPS Amendments will take precedence over Section 4 of the CAPS document.

SBA, PATs and Oral assessments are **COMPULSORY**. In support of these assessments, evidence of learners' work is a **COMPULSORY** requirement for **ALL** subjects.

A learner who takes more than seven (7) subjects must also satisfy the SBA, PAT and/or Oral assessment requirements for the additional subjects. A learner who does not satisfy the SBA, PAT and/or Oral assessment requirements for each subject will not be resulted.

Learners and parents must be informed at the beginning of the year that SBA, PAT (where applicable) and Oral assessments are compulsory components of the learners' promotion mark. The tasks must, therefore, be fully complied with and given the support and attention they deserve. This includes the purchasing of consumables for PATs by schools from their budget allocations and the attendance of sampled learners at Cluster / District Oral Moderation.

2. PURPOSE

This Curriculum Instruction is focusing specifically on Assessment, and is intended to provide Departmental Officials, School Principals and Teachers with a framework on which to plan for all SBA, PATs and Oral assessments for 2024. It outlines the duties and responsibilities of all stakeholders in the administration of SBA, PATs and Oral assessments. This Instruction also includes a Management Plan with important dates for the implementation of SBA, PATs and Oral assessments at school, district and provincial levels. In addition, this Instruction provides clear directions to ensure the maintenance and improved quality of SBA, PATs and Oral assessments.

3. LEGISLATIVE FRAMEWORK & GUIDELINES

The following are the policies upon which SBA, PAT and Oral assessments are 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*
- *Abridged Section 4 CAPS Amendments for Grades 10 - 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*
- *Annual Teaching Plans 2023/2024*

In support of the above legislations, the Directorate: Secondary Curriculum Management and the Directorate: Assessment & Examinations developed the Provincial Curriculum Guideline 11/2007 dealing with *Provincial Continuous Assessment Policy Grades 10–12* to support SBA implementation.

These documents can be found on the following websites:

- <http://www.ecdoe.co.za>
- <http://www.eccurriculum.co.za>
- <http://www.ecexams.co.za>

4. KEY PRINCIPLES RELATING TO SBA, PAT AND ORAL ASSESSMENTS

NOTE:

The SBA mark in every subject in Grade 10 - 11 constitutes a weighting of 40% (SBA): 60% (Examination) and in Grade 12, 25%(SBA): 75% (Examination) of the final promotion mark for the National Senior Certificate, and for Life Orientation the SBA constitutes 100%.

The PAT mark in practical subjects (where applicable) constitutes a weighting of 25% of the final promotion mark for the National Senior Certificate.

The Oral assessment mark in every language constitutes 12.5% of the final promotion mark for the National Senior Certificate.

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, PAT and Oral assessments:

- should be transparent in order for learners and teachers to have a clear understanding of the expectations of an assessment task, the marking criteria, as well as the knowledge, skills and values which are being assessed.
- must inform and evaluate teaching and learning and moreover, provide a basis for remediation and further teaching and learning.
- encompass a variety of teaching and assessment methods as well as learning styles.
- are objective, valid, reliable, fair, time efficient and criterion referenced.
- help to track effective curriculum coverage.

5. THE THREE LEVELS OF MODERATION

There are three levels of moderation directly managed by Secondary Curriculum Management:

5.1 School Based Moderation conducted by the Departmental Head (DH) and Principal at school.

5.2 Cluster Moderation/ District Moderation conducted by the Subject Advisor, Cluster Committee and participating teachers and/or invited Subject Advisors.

5.3 Provincial Centralised Moderation conducted by Provincial Subject Planners and selected moderators.

NOTE:

- Cluster/ District Moderation will be monitored rigorously by Provincial Subject Planners during scheduled District visits as set out in the 2024/2025 Curriculum Year Planner.
- **The Department of Basic Education and UMALUSI** will also sample certain subjects for moderation. Districts will be notified in advance of such dates and the subjects required for these moderation sessions.

The first two levels of moderation are outlined under the roles and responsibilities of each role-player appearing in Section 6 below.

6. ROLES AND RESPONSIBILITIES

The key roles and responsibilities have been identified at **THREE** different organisational levels:

- School level
- Cluster/ District level
- Provincial level

6.1 LEVEL 1: SCHOOL

6.1.1 SUBJECT TEACHER

6.1.1.1 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 2023/2024 Annual Teaching Plan (ATP) for Grade 10 - 12.
- Implement the Abridged Section 4 CAPS Amendments for Grades 10 -12.
- 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 Departmental Head or Subject Heads for moderation, verification and approval in time.
- Request assistance and advice from Subject Advisors in areas of uncertainty.
- Effect all recommendations/ changes made by the HOD or Subject Heads/ Moderator.

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

6.1.1.2 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)*
- Abridged Section 4 CAPS Amendments for Grades 10 – 12.
- National Protocol on Assessment Grades R-12
- Practical Assessment Task (PAT) (if applicable)
- 2023/2024 Annual Teaching

6.1.1.3 The subject teacher is expected to:

- Assess all learners regularly throughout the year according to the Programme of Assessment, mark the tasks, give instant feedback to learners, and remediate. Marking should be done in **RED** ink.
- Keep a mark book/ record book/ mark schedule of all marks obtained by the learners for SBA/ PAT/ Oral assessments 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/ PATs/ Oral assessments 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/ PAT/ Oral assessment marks as they are completed by learners according to the CAPS Annual Teaching Plan and Programme of Assessment.

6.1.2 DEPARTMENTAL/ SUBJECT / LEARNING FIELD HEAD

The Departmental Head (DH) or Subject/ Learning Field Head 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/ PAT/ Oral assessments. The following roles listed below focus on moderation of SBA/ PAT/ Oral assessments only in the context of this Curriculum Instruction.

6.1.2.1 The Departmental/ Subject/ Learning Field Head has the responsibility of ensuring that:

- Subject teachers fulfil all the requirements outlined in 6.1.1 above.
- Subject teachers have a fully developed school Assessment 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 before administration thereof.
- A sample of **10% (or a minimum of 9)** of all learner work for each assessment task appearing on the Programme of Assessment is moderated on completion of the task.
- Moderation must be done in **GREEN** ink.
- **Re-marking** occurs during moderation, and it is not just an audit of the number of tasks completed.
- The moderated pieces of work are signed, stamped, and dated at the top right-hand corner of the first page of the learner's task.
- The teacher's marking process is supervised and evaluated. This must include agreement on remedial measures.
- Verify that teachers have implemented feedback (see 6.1.2.2 below) provided.
- Prepares moderation reports through use of informative moderation tools.
- Ensures that educators are ready to attend cluster moderations and sampling has been done according to dictates of the subject policies.
- Requests reports from educators who attended cluster moderation and **monitor implementation of recommendations from other levels of moderation**.

6.1.2.2 The Departmental/ 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 content coverage as directed by 2023/2024 ATP.
- The appropriateness of the task with respect to the CAPS.
- The correctness of the memoranda/ rubric/ checklist and efficiency of the marking guideline with regards to fair and reliable facilitation of marking.
- The use of past years' question papers and exemplars (limiting cut & paste exercises to promote creativity of question design by teachers).

6.1.2.3 The Departmental/ Subject/ Learning Field Head gives **written, qualitative** comments on the moderated learners' evidence of work in terms of the quality of the answer and the learners' attempt at completing the task using a moderation tool.

6.1.2.4 The Departmental/ Subject/ Learning Field Head 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/ PAT/ Oral assessment policy guidelines.

6.1.2.5 The Departmental/ Subject/ Learning Field Head has responsibility to ensure that:

- All consumables for the PATs are purchased timeously.
- Subject teachers have adequately prepared learners for all examinations, especially Trial and Final examinations for Grades 10 - 12.

- **ALL** teachers are fully prepared for **Cluster/ District moderation meetings and Provincial Centralised 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/ PAT/ Oral assessment 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 assessment moderation meetings on the required date.
- The evidence of learners' work presented at Cluster/ District moderation reflects a wide range of learners' evidence of performance, ranging from Level 1 to Level 7.
- The complete **evidence of 10% (or a minimum of 9)** of the learners for a teacher together with the teacher's file must be presented at cluster/ district moderation meetings.

6.1.3 ROLE OF THE SCHOOL PRINCIPAL

6.1.3.1 The Principal must ensure that:

- All Subject Teachers in each grade in his/ her school have CAPS documents and a Programme of Assessment.
- All teachers have access to the 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 during moderation and is 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 **Curriculum Instructions** issued by the Provincial Education Department are discussed and understood by Departmental Heads 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, PAT and/or Oral assessment 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 is marked and moderated by the subject teacher and the Departmental Head respectively.
- The complete **evidence of 10% (or a minimum of 9)** of learners' evidence of **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.

6.1.3.2 The Principal must inform learners, parents and School Governing Bodies (SGBs) at Parents' meetings that a learner's marks will be "pending" if the **SBA, PAT and/or Oral assessment** 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 learner's performance.

6.1.3.3 The Principal must make **2 copies** of the SBA, PAT and Oral assessment mark sheets. The school must keep one copy, the second copy must be placed in the educator's file that is submitted for Cluster, Centralised District and Centralised Provincial moderation, and the original copy must be sent to the District Office.

6.1.3.4 The Principal must moderate **10% (or a minimum of 9)** of learners' evidence of work already moderated by the Departmental Head for submission to Cluster, Centralised District and Centralised Provincial Assessment Moderation meetings prior to submission. Moderation should be done in **GREEN** ink.

6.1.3.5 In preparation for cluster/ district and provincial moderation, learners' evidence of work should be a **mixture of both files that have been previously moderated, and files that have not been moderated.**

6.1.3.6 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 Moderation meetings.

6.1.3.7 The Principal must ensure that all portfolios/ learners' evidence of work are returned by or collected from the District Office on the due date and returned to learners.

6.2 LEVEL 2: CLUSTER/ DISTRICT MODERATION MEETINGS

6.2.1 THE ROLE OF THE SUBJECT ADVISOR AT CLUSTER/ DISTRICT MODERATION MEETINGS

6.2.1.1 The Subject Advisor will ensure that:

- Teachers have the following documents relevant to planning and SBA/ PAT/Oral Assessments:
 - National Protocol for Assessment Grades R - 12
 - Practical Assessment Task (PAT) (if applicable)
 - Curriculum and Assessment Policy Statement (CAPS)
 - Abridged Section 4 CAPS Amendments for Grades 10 – 12. 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/ PAT/ Oral Assessments 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 assessment committees have been established in each cluster with an elected cluster leader.
- The names of the cluster leaders/PLC leaders and the District Assessment Subject Committee are submitted to the Provincial Head office by **26 April 2024.**
- A plan with the dates of regular on-site school visits is submitted to the District CES/ DCES which will include the following aspects regarding on-site school visits:
 - Checking on content coverage as per the Annual Teaching Plan and Programme of Assessment.
 - Quality of assessment tasks and marking
 - Verification of implementation of recommendations made during the district SBA moderation.
 - Feedback to teachers, Departmental Heads and Principals on the coverage of curriculum and assessment requirements.
 - Alert teachers, Departmental Heads and Principals when teachers are perceived to be falling behind schedule and/or not meeting National and Provincial standards for SBA/ PATs and Oral Assessments.

- **Remediation advice** to teachers, HODs, Principals and EDOs in severe cases of noncompliance.

6.2.1.2 The Subject Advisors will include sampling, monitoring, evaluation and support of SBA/ PAT/ Oral assessments during each on-site visit to a school.

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

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

6.2.1.5 Subject Advisors must use Cluster/ District Assessment Meetings to:

- **Advise, guide and support** teachers in SBA/ PATs/ Oral Assessment and planning.
- Ensure common areas in assessment tasks.
- Inform teachers of the **latest developments** in terms of the **curriculum and assessment requirements**.
- **Discuss and mediate Assessment Instructions, Policy documents and Examination Guidelines, Diagnostic and Chief Markers’ Reports**.
- Identify areas of concern in curriculum content, implementation of CAPS policy and mediate solutions.
- Develop Common Assessment Tasks for implementation.

6.2.1.6 At Cluster/ District Assessment Meetings the Subject Advisor will ensure that:

- Each teacher meets the requirements for SBA/ PAT/ Oral assessments during Cluster/ District Moderation Meetings.
- The complete **evidence of 10% (or a minimum of 9)** of learners’ work together with the teacher’s file must be moderated for each subject.
- **Subject Advisors** manage and co-ordinate Assessment Cluster/ District Moderation Meetings. This duty **must not be delegated to cluster leaders or teachers**.
- Qualitative moderation takes place at Cluster/ District Moderation Meetings and not just auditing of the number of SBA/ PAT/ Oral assessment 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.
- Moderated marks will only be agreed upon by the teachers involved and the **Subject Advisor will be the final arbiter**.
- 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 should make recommendations for Departmental Heads in exceptional cases where marks are to be adjusted by means of re-marking or reassessment as guided by Circular E06 of 2022 (Chapter 8)
- Subject advisors are expected to moderate all teachers’ files during cluster/district 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 **feedback sessions are held with the District Director and Education Development Officers (EDOs)** every quarter.
- Subject advisors are also expected to do **pre-moderation** before submitting to centralized moderation.

6.2.1.7 Subject Advisors must co-ordinate and attend all Cluster/ District Moderation Meetings to ensure uniform interpretation of policy documents and guidelines throughout the district.

6.2.1.8 As there are only **THREE** compulsory Cluster/ District Moderation meetings during the year (**TO INCLUDE** Grades 10 – 12), it is essential that thorough moderation takes place during the first three Cluster/ District meetings. During the Provincial Moderation sessions, a complete remark of the moderated tasks will be undertaken.

6.2.1.9 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 is submitted to the Provincial Head Office, Directorate Secondary Curriculum Management (FET).

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

6.3 LEVEL 3: PROVINCIAL MODERATION

6.3.1 Sample Provincial Moderation by the Directorate: Secondary Curriculum Management will take place throughout the year during District visits scheduled in the Management Plan and the Curriculum Management Year Planner 2024/25 for Grade 10 - 12.

6.3.2 This Provincial Moderation is managed by the Directorate: Secondary Curriculum Management.

6.3.3 All Provincial Subject Planners will lead district Moderation processes scheduled in the Curriculum Management Year Planner 2024/25 during district visits with a team of invited subject advisors.

6.3.4 Where there is no Provincial Subject Planner for a subject, an official will be nominated by the Directorate: Secondary Curriculum Management.

6.3.5 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 Moderation process.

6.3.6 Evidence of learners' work will be remarked and moderated in **PINK** ink.

6.3.7 A copy of the moderator's report will be forwarded to the school on return of the learners' evidence of work.

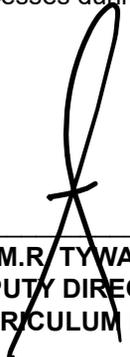
6.3.8 A Provincial moderation report will be compiled for each subject and distributed to schools for the support and remediation of teaching, learning and assessment.

7. SBA MANAGEMENT PLAN 2024

THE **2024 ASSESSMENT MANAGEMENT PLAN** FOR THE DIRECTORATE: SECONDARY CURRICULUM MANAGEMENT, INCLUDING ALL RELEVANT DATES AND RESPONSIBLE PERSONS, IS ATTACHED AS **ANNEXURE A**.

NOTE: This Management Plan must be strictly adhered to by Teachers, Departmental Heads, School Principals, Subject Advisors, District DCEs and District CEs.

It is envisaged that this Curriculum Instruction will assist teachers, Departmental Heads, SMTs, Principals and District Officials in managing and improving the implementation of Assessment procedures and processes during the 2024 academic year.



MR M.R. TYWAKADI
DEPUTY DIRECTOR-GENERAL:
CURRICULUM MANAGEMENT AND DELIVERY

____ 18/04/2024 _____
DATE

ANNEXURE A

2024 ASSESSMENT MANAGEMENT PLAN: GRADES 10 – 12

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
1	Term 1 SBA/ PAT/ Oral assessment tasks (Grades 10 – 12) completed by learners	Identified tasks in CAPS document for Grade 10 - 12 marked and submitted for moderation	28 February -15 March 2024	Subject Teacher
2	Moderation by DH/ Principal/ SMT of Term 1 assessment tasks (Grades 10 – 12)	10% (or a minimum of 9) Learners’ evidence of work moderated	12-24 February 2024	DH/ Principal / SMT
3	Attend Cluster/ District Moderation Meeting for the moderation of Term 1 assessment tasks (Grades 10 – 12)	10% or a minimum of 9 learners’ evidence of work plus teacher’s file to be submitted for moderation at Cluster/ District Level	04- 19 April 2024	Subject Teacher Subject Advisor
4	Compilation of Term 1 Subject reports and submission to Head Office Directorate Secondary Curriculum Management	Subject reports	18-19 March 2024	Subject Advisor / DCES / District CES Curriculum
5	FET Provincial Term 1 moderation (sample subjects and districts)	Moderate and verify sample SBA from selected schools and districts	22 April –10 May 2024	FET Subject Planners
6	Term 2 assessment tasks completed by learners (Grades 10 – 12) (including June Examinations / tests / PATs/ PETs and orals)	Identified tasks in CAPS document for Grade 10 -12) marked and submitted for moderation	20 May – 10 June 2024	Subject Teacher
7	Moderation by DH/ Principal/ SMT of Term 2 assessment tasks (Grades 10 – 12)	10% (or a minimum of 9) of learners’ evidence of moderated work	14-17 May 2024	DH/ Principal / SMT
8	Attend Cluster / District Moderation Meeting for the moderation of Term 2 assessment tasks (Grades 10 – 12)	10% or a minimum of 9 learners’ evidence of work plus teacher’s file to be submitted for moderation at Cluster/ District Level	10-26 July 2024	Subject Teacher Subject Advisor

9	Compilation of Term 2 subject reports and submission to Head Office FET Curriculum Planning	Subject reports	10-12 June 2024	Subject Advisor / DCES / District CES Curriculum
10	FET Provincial Term 2 Grade 10 - 12 Moderation (sample subjects and districts)	Moderation reports	29 July – 01 August	Subject Advisor Subject Planners CES FET Curriculum Planning

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
11	FET District Final Oral Moderation for Languages Grade 12	Sample of learners	13-30 August	Grade 12 Learners Teachers and Subject Advisors
12	FET Provincial Final Oral Moderation and Monitoring for Languages Grade 12	Sample of learners	13-30 August	Grade 12 Learners Teachers, Subject Advisors and Subject Planner
12	Term 3 assessment tasks completed by learners (Grades 10 – 12) (including June Examinations / tests / PATs/ PETs and orals)	Identified tasks in CAPS document for Grade 10 - 12) marked and submitted for moderation	13 August -13 September	Subject Teacher
13	FET Provincial sample moderation and monitoring of Grade 10 - 12 PAT for all subjects with a practical component: Level 1 & 2	10% (or a minimum of 9) of learners' evidence of moderated work	April and July	Grade 10 & 12 learners Subject teachers Subject Advisors
14	Moderation by DH/ Principal/ SMT of Term 3 assessment tasks (Grades 10 – 12)	10% (or a minimum of 9) of learners' evidence of moderated work	13 August – 13 September	Subject Teacher DH Principal
15	Attend Cluster / District Moderation Meeting for the moderation of Term 3 assessment tasks (Grades 10 – 12)	10% or a minimum of 9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster/ District Level	02-18 October	Subject Teacher Subject Advisor
	FET Provincial Term 3 Grade 10 - 12 Moderation (sample subjects and districts)	Moderation reports	21-25 October	Subject Advisor Subject Planners CES FET Curriculum Planning
16	Compilation of Term 3 subject reports and submission to Head Office Directorate Secondary Curriculum Management	Subject reports	16-18 September	Subject Advisor / DCES / District CES Curriculum

17	FET Provincial <u>Term 3</u> Grade 10 and 11 Moderation (sample subjects and districts)	Moderation reports	23-25 September	Subject Advisor Subject Planners CES FET Curriculum Planning
----	---	--------------------	--------------------	--

NOTES

- Perhaps for logical progression we may have to arrange activities in accordance with dates.