



Province of the  
**EASTERN CAPE**  
EDUCATION

**DIRECTORATE: CURRICULUM FET PROGRAMMES**

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**CURRICULUM INSTRUCTION F01 OF 2019**

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

**DATE:** 18 MARCH 2019

**IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) GRADES 10 - 12  
AND MANAGEMENT PLAN: 2019**

**1. BACKGROUND**

The aim of assessment in 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.



*Isama eliqoqambiryo!*

Learners and 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 Curriculum Instruction is intended to provide Departmental Officials, School Principals and Teachers with a framework in which they plan for SBA for 2019. It outlines the duties and responsibilities of all stakeholders in the implementation of SBA. The Curriculum 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 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 Provincial Curriculum Guideline 11/2007: Provincial Continuous Assessment Policy Grades 10 – 12 to support SBA implementation.

These documents can be found on 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 sample 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) or Subject Heads 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 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)

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 or Subject 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. 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 before administration.
- A sample **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 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 moderation process is supervised and evaluated. This must include agreement on remedial measures.
  - Verify that teachers 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.
- The correctness of the memoranda/rubric/checklist.
- The use of past question papers and exemplars (limiting cut & paste exercises to promote creativity of question design by teachers).





- 7.1.2.3 The HOD or Subject Head gives **written, qualitative** comments to 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.
- 7.1.2.4 The HOD or Subject 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 policy guidelines.
- 7.1.2.5 The HOD or Subject Head 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.
  - The complete **evidence of 10% (or a minimum of 9)** 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 documents 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.
- The complete **evidence of 10% (or a minimum of 9) 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 **and PAT** 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.

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 12 April 2019.
- 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 the 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 Advisors 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 approved **Curriculum Management Year Planner 2019/20**.

- 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.

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

7.2.1.5 Subject Advisors must use Cluster / District SBA Meetings to:

- Advise, guide and support teachers in SBA 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.
- Identify areas of concern in curriculum content, implementation of CAPS policy and mediate solutions.
- Develop Common Assessment Tasks for implementation.

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

- Each teacher meets the requirements for SBA during Cluster / District Moderation Meetings.
- The complete **evidence of (10% (or a minimum of 9))** together with the teacher's file must be moderated for each subject.
- **Subject Advisors** manage and co-ordinate SBA Cluster / District Moderation Meetings. This duty **must not** be delegated to Cluster Chairpersons, cluster leaders 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.
- 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 with the awarding of high or low marks are not perpetuated.
- 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 SBA 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 SBA moderation.

7.2.1.7 Subject Advisors must co-ordinate and 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 **THREE** compulsory Cluster / District SBA 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 SBA Moderation sessions a complete remark of the moderated tasks will be undertaken.

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 **12 April 2019**. These schedules must be based on the allocated dates contained in the Curriculum Management Year Planner 2019/20. 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 by the Directorate Curriculum FET Programmes will take place **throughout** the year during District visits scheduled in the Management Plan and the Curriculum Management Year Planner 2019/20 for Grade 10 - 12.
- 7.3.2 This Provincial Moderation is managed by the Directorate: Curriculum FET Programmes.
- 7.3.3 All Provincial Subject Planners will lead district SBA Moderation processes scheduled in the Curriculum Management Year Planner 2019/20 during district visits with a team of invited subject advisors.
- 7.3.4 Where there is no Provincial Subject Planner for a subject, an official will be nominated by the Directorate: Curriculum FET Planning.
- 7.3.5 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 SBA Moderation process.
- 7.3.6 Evidence of learners' work will be remarked and moderated in **PURPLE** ink.
- 7.3.7 A copy of the moderator's report will be forwarded to the school on return of the learners' evidence of work.
- 7.3.8 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 2019

BELOW PLEASE FIND THE PROVINCIAL DIRECTORATE CURRICULUM FET **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 2019.

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

#### 2019 SBA MANAGEMENT PLAN: GRADES 10 – 12

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
1	<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	17 January – 15 March 2019	Subject Teacher
2	SBA moderation by HOD / Principal / SMT of <b>Term 1</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) Learners' evidence of work moderated	17 January to 15 March 2019	HOD/ Principal / SMT
3	Prepare for <b>Term 1</b> SBA Moderation Cluster Meetings	Moderation of learners' evidence of work and teachers' file with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	17 January – 15 March 2019	Subject Teacher HOD Principal
4	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	02 – 12 April 2019	Subject Teacher Subject Advisor



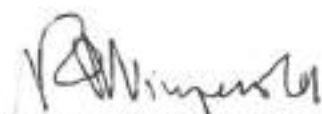
5	FET Provincial <b>Term 1</b> SBA moderation (selected subjects and districts – see Year Planner 2019)	Moderate and verify sample SBA from selected schools and districts	16 – 17 April 2019	FET Subject Planners
6	Compilation of <b>Term 1</b> Subject reports and submission to Head Office FET Curriculum Planning	Subject reports	15 - 18 April 2019	Subject Advisor / DCES / District CES Curriculum
7	<b>Term 2</b> SBA 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	02 April – 16 June 2019	Subject Teacher
8	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	10 - 14 June 2019	HOD/ Principal / SMT
9	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 2</b> SBA tasks (Grades 10 – 12)	9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster / District Level	09 – 19 July 2019	Subject Teacher Subject Advisor
10	Compilation of <b>Term 2</b> subject reports and submission to Head Office FET Curriculum Planning	Subject reports	22 – 23 July 2019	Subject Advisor / DCES / District CES Curriculum
11	FET Provincial <b>Term 2</b> Grade 10 - 12 SBA Moderation (selected subjects and districts – See Year Planner)	Moderation reports	24 – 25 July 2019	Subject Advisor Subject Planners CES FET Curriculum Planning
12	<b>Term 3</b> SBA 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	09 July – 20 September 2019	Subject Teacher
13	FET District Final <b>Oral Moderation</b> for Languages Grade 12	Sample of learners	06 – 16 August 2019	Grade 12 Learners Teachers
14	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	06 - 30 August 2019	Grade 10 & 12 learners Subject teachers Subject Advisors
15	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	16 - 20 September 2019	Subject Teacher HOD Principal
16	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 3</b> SBA tasks (Grades 10 – 12)	9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster / District Level	01 – 11 October 2019	Subject Teacher Subject Advisor
17	FET Provincial sample moderation and monitoring of Grade 10 - 12 PAT for all subjects with a practical component: Level 2	10% (or a minimum of 9) of learners' evidence of moderated work	07 – 25 October 2019	Grade 10 & 12 learners Subject teachers Subject Advisors
18	Compilation of <b>Term 3</b> subject reports and	Subject reports	14 – 16 October 2019	Subject Advisor / DCES / District CES



	submission to Head Office FET Curriculum Planning			Curriculum
19	FET Provincial <b>Term 3</b> Grade 10 - 12 SBA Moderation (selected subjects and districts – See Year Planner)	Moderation reports	15 – 16 October 2019	Subject Advisor Subject Planners CES FET Curriculum Planning

### CONCLUSION

It is envisaged that this Curriculum 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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 DEPUTY DIRECTOR GENERAL: EPEM