



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION
DIRECTORATE: ASSESSMENT MANAGEMENT**

**ASSESSMENT GUIDELINE
No. 01 of 2023**

**TOPIC : GUIDELINE FOR MODERATION OF SCHOOL-
BASED ASSESSMENT (SBA) FOR 2023 NATIONAL
SENIOR CERTIFICATE EXAMINATION**

**TO : DISTRICT DIRECTORS
CES: CLI
DCES: FET SUBJECT COORDINATORS
CIRCUIT MANAGERS
DISTRICT ASSESSMENT OFFICIALS
DISTRICT SUBJECT ADVISORS
PRINCIPALS OF SCHOOLS
TEACHER ORGANISATIONS AND UNIONS**

ENCLOSURES : Annexure A: SBA Moderation Management Plan

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GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

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MEMORANDUM

TO : DISTRICT DIRECTORS
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FROM : MS NADINE POTE
CD: EXAMINATIONS AND ASSESSMENT

GUIDELINES FOR MODERATION OF SCHOOL-BASED ASSESSMENT (SBA) FOR 2023 NATIONAL SENIOR CERTIFICATE EXAMINATION

Dear Colleagues

This Assessment Guideline serves to inform Heads of Institutions and District Offices of the guidelines regarding the moderation of school-based assessment (SBA) for the 2023 National Senior Certificate Examination.

Regards

A handwritten signature in black ink, appearing to read 'Nadine Pote', written over a horizontal line.

MS NADINE POTE
CHIEF DIRECTOR: EXAMINATIONS AND ASSESSMENT
DATE: 25 January 2023

Together, moving Gauteng region forward

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1. INTRODUCTION

Moderation is the quality assurance and control process aiming at ensuring that assessment is accurate, consistent and fair. It also entails ensuring that assessment procedures, practices and the scores awarded to learners are valid, fair and reliable. The moderation of school-based assessment (SBA) should yield timely, specific, relevant and informative feedback to learners, teachers and schools on the status of school-based tasks and the implementation of recommendations.

2. LEGISLATIVE FRAMEWORK

- 2.1. National Education Policy Act, 1996 (Act No 27 of 1996).
- 2.2. South African Schools Act, 1996 (Act No 84 of 1996).
- 2.3. Regulations pertaining to the Conduct, Administration and Management of assessment for the National Senior Certificate, published in the Government Gazette No. 31337, Volume 518 of 29 August 2008 as amended.
- 2.4. Curriculum and Assessment Policy Statements (CAPS) for all approved subjects.
- 2.5. Revised National Protocol for Assessment.
- 2.6. Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the Employment of Educators Act, 1998 (Act No.76 of 1998) and the regulations made in terms of the Act (Chapter E).
- 2.7. Circular S4 of 2017: Erratum to the use of oral marks for both the School Based Assessment and the Examinations for Grades 10 – 12.

3. PURPOSE

This guideline seeks to provide the procedures and processes of SBA Moderation for the 2023 National Senior Certificate Examination to all the Heads of Institutions and District Offices.

4. SCOPE

- 4.1 SBA comprises different forms of assessments which are conducted by the teacher at school level. This includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, classwork pieces, tests and examinations. In subjects with a practical component, SBA includes assessment of the practical skills and in the case of languages, assessment of the oral skill.

- 4.2 SBA constitutes 25% of the final promotion mark in all subjects offered as part of the National Senior Certificate (NSC) qualification.
- 4.3 In Life Orientation (LO) the larger component of the final promotion mark is school-based (80%) and external assessment, which is referred to as Common Assessment Task (CAT), constitutes 20%.
- 4.4 For administrative purposes, Practical Assessment Tasks (PATs) are externally set but administered, assessed and marked by the teacher.
- 4.5 The SBA for languages amounts to 25%, while the oral component counts 12,5% of the 75% examination mark. The Language Oral Assessment (LOA) component mark should be recorded in the SA SAMS working mark sheet. In the case of Grade 12 learners, separate computer-generated mark sheets will be provided for both the SBA and Oral components.
- 4.6 The moderation of SBA should be conducted at School, Circuit/Cluster, District and Provincial levels.
- 4.7 The detailed composition of SBA for each subject is provided in the relevant CAPS documents.

5. MODERATION PROCESS

Schools and Districts must fully moderate each block of assessment to ensure that SBAs are in line with national standards. The moderation process should be incorporated in the planning process for teaching, learning and assessment at the school. The following stages of moderation should be adhered to at school level before any moderation could be conducted by a Teacher Moderators or a Provincial Moderator:

5.1 Pre-assessment moderation

Pre-assessment moderation is the process of quality assuring a task prior to it being administered to the learners. This must be conducted by the Departmental Head (DH)/ senior teacher/ lead teacher at the school or the District Subject Advisor (DSA).

Pre-assessment moderation must ensure that the assessment instruments:

- a) Have clearly articulated instructions and questions that are appropriate, fair and unambiguous.
- b) Enable learners to provide evidence corresponding to the stated learning outcomes.
- c) Are pitched at the appropriate cognitive level.
- d) Are aligned to the assessment criteria.
- e) Are free of any bias.

- f) Are accompanied by marking guidelines/memoranda that provide a range of evidence and alternative responses required to ensure consistency.
- g) Where methods of assessment have been altered to meet the requirements of different modes of delivery, these assessment tasks must be moderated to ensure reliability.

5.2 On-Task moderation

- a) This process occurs while the assessment process is taking place to ensure the accuracy and consistency of work allocation.
- b) The DH/ senior teacher/ DSA should conduct this moderation particularly during practical and language oral assessments.
- c) The subject teacher administering the assessment must ensure that all the resources required to complete the task are available.
- d) The moderation process must ensure that the assessment instruments are administered in fair and conducive conditions.
- e) It is during this stage of moderation that teachers must share their expectations and understanding of assessment standards with each other to make consistent and credible judgements on learner performance.

5.3 Post-assessment moderation

Post-assessment moderation involves the moderation of completed learner evidence of work, which has already been assessed and marked to verify the accuracy, consistency and comparability of results and provide feedback on judgement of assessment.

After moderation has been completed, the DH/ senior teacher/ DSA must provide feedback to the teacher and the learners. The findings/ feedback entail the identification of issues related to learner performance, curriculum coverage, teaching, marking, learning and quality of assessment. Feedback must be used as a platform to discuss recommendations in order to enhance future assessments.

At this phase, the moderator must:

- a) Monitor consistency of marking and record the findings.
- b) Check the results and decisions of the teacher for consistency.
- c) Provide appropriate and necessary support, advice and guidance to teachers.
- d) Liaise with external moderators on the findings generated from moderated records.
- e) Provide immediate moderation feedback to all parties during a meeting and complete a post-moderation report.

6. MODERATION APPROACH

The Gauteng Department of Education employs an integrative pyramidal approach to the improvement of SBA administration across all levels of operation, that is, at the School, Circuit/ Cluster, District and Provincial levels. This pyramidal approach to moderation is based on the developmental and operational elements required to ensure that all SBA standards are consistently applied across all schools.

The developmental elements include the implementation of the moderators' and DSAs' recommendations with the aim of improving the standards of assessment practices in schools. The operational elements of this model encompass the moderation process that cuts across the four levels of moderation. These elements provide the much-needed feedback to the system in the form of reports that indicate areas for improvement, uniform interpretation and application of standards to ensure consistency of assessments.

The moderation of SBA should be conducted at each of these levels to:

- a) Confirm the validity, fairness and practicability of the assessment instruments.
- b) Establish whether assessments are conducted in a fair and consistent manner.
- c) Establish the reliability and fairness of the assessment score.
- d) Provide feedback on the moderation findings with a view to improve the quality of SBA.

The moderation of school-based assessment, at all levels of operation, will focus on the moderation of assessment tasks/ instruments, marking, use of marking guideline/ memorandum, learner evidence of performance and content presentation.

6.1 Moderation Procedure

6.1.1 Moderation of Assessment instruments/ tasks

- a) All assessment tasks for all subjects must be moderated by the DH or Senior Teacher at school, prior to their administration.
- b) Moderation of the assessment instruments should ensure that the:
 - i. The assessment tasks are aligned to the assessment criteria for each subject.
 - ii. The instructions relating to the assessment tasks are clearly stated.
 - iii. The content is relevant to what the learners have been exposed to.
 - iv. The assessment tasks are free of any form of bias and ambiguity.
 - v. The language is proportional to the language level of the learners for which it is designed; and
 - vi. The distribution of cognitive levels is consistent with the policy prescriptions.

- c) The moderation of subjects with a practical or an oral assessment component will be conducted in accordance with the criteria outlined in the Practical Assessment Task and Official Languages' assessment guidelines.
- d) The moderator must also ensure that every assessment task is accompanied by a detailed marking guideline, which is accurately formulated and makes provision for various alternatives that may be provided, especially during the memorandum discussion.
- e) The moderators' comments must be incorporated into the assessment instrument and any changes must be made before it is administered.
- f) The **HISTORY** (copies of previous changes, adjustments and acceptance) of the moderated assessment instrument must be available on request by the relevant authorised official.

6.1.2 Moderation of marking

- a) Moderation of the marking of learner evidence of performance is undertaken to ensure that the marking guideline is consistently applied by the teacher.
- b) Moderation of marking should ensure that the marking guideline accommodates relevant alternative responses.
- c) Moderators should identify any form of shadow and/or global marking.
- d) To enhance the quality of moderation the following moderation methods can be considered:
 - i. **Double Marking:** Involves two different teachers, moderating the same learner evidence of performance, where the original marks and comments given are discussed and agreed upon by the two moderators.
 - ii. **Panel Marking:** Occurs independently but concurrently, conducted by two or more markers/moderators. It may be used for short-lived assessment work such as oral presentations and practical assessments.
 - iii. **Exchange Marking:** Requires two moderators to exchange certain pieces of learners' work for marking, so that (for example) a teacher or DSA in a different school/ district marks the evidence of work of a learner from another school/circuit/district and vice versa.
 - iv. **Consensus Moderation:** Where moderators come together and individually mark a selection of tasks and then compare outcomes. This method is useful for large cohorts to assist in common application of standards.

6.1.3 Moderation of learner evidence of work

- a) Learner evidence of work must be moderated at School, Circuit/ Cluster, District and Provincial levels.
- b) At **School level** a minimum of **10%** of learner evidence of work, for each assessment task, must be moderated by the DH or senior teacher. The sample must be representative of **High, Middle and Low performance**.
- c) Where 10% constitutes a number larger than 10, no more than 10 learner evidence of formal assessments should be moderated per assessment task. Where there are fewer than 6 learners, all learners' work must be moderated per assessment task.
- d) At **Circuit/ Cluster level**, a minimum of 10% of learners' work may be moderated among teachers/ schools during this moderation.
- e) At the **District and Provincial level**, a minimum of 6 learners' work must be moderated. The maximum number of learner files to be submitted for Provincial Moderation is **10** per school. The sample must be selected from the following categories of performance:
 - i. Above average;
 - ii. Average; and
 - iii. Below average.
- f) A written report on the findings of the moderation process must be provided by officials involved in the various levels of moderation with a view to improve quality of the assessment practices within the system.
- g) The report must focus on the findings, challenges and recommendations based on the criteria stipulated in the moderation instruments.

6.2 Conducting Moderation At Different Levels

6.2.1 School Moderation

Moderation of SBA at school level will be undertaken in the following manner:

- a) The principal must ensure that all teachers develop a formal programme of assessment which must be consolidated into the formal school assessment plan.
- b) The assessment plan must be communicated to learners and parents within the first two weeks of the new academic year.
- c) The school must take full responsibility for moderation and monitoring of SBA.
- d) A record must be kept of all assessment tasks and evidence of each individual learner and teacher's work as prescribed in Curriculum and Assessment Policy Statements (CAPS) for all approved subjects in the National Senior Certificate (NSC): a Qualification at Level 4 on the National Qualification Framework (NQF).
- e) At each School Assessment Team (SAT) meeting, the DH must report on the moderation findings during that period.

- f) The principal must ensure that all irregularities discovered during the moderation process are resolved by the School Assessment Irregularities Committee (SAIC) and reported at the SAT meeting.
- g) A parallel report highlighting the irregularities must be sent to the District Assessment Irregularities Committee (DAIC) at the District Office.
- h) Moderation findings must be reported to the relevant officials within the stipulated time frames with a view to improve the quality of assessments.

6.2.2 Circuit/ Cluster Moderation

- a) At circuit/ cluster level the moderation of sample learner performance must be conducted by teachers who are teaching that particular subject.
- b) No school must moderate its own sample during circuit/ cluster moderation.
- c) The DSA must supervise and provide professional guidelines on how to conduct moderation.
- d) Each subject in each circuit/ cluster must have a lead teacher who will generate a report after the moderation.
- e) The DSA will consolidate reports from various circuit/clusters in the district and develop a composite report indicating the corrective measures to be implemented.
- f) All schools must be moderated at the circuit/ cluster level, with a focus on term tasks as prescribed in the relevant CAPS documents, using subject-specific moderation tools.

6.2.3 District Moderation

Moderation will be conducted in three phases as follows:

- a) All subjects across all districts will be allocated Teacher Moderators (TM) to conduct moderation.
- b) The **Director for Assessment Management** will be responsible for the appointment of the TMs.
- c) Each TM will be assigned \pm 10 schools to moderate.
- d) The **CAT/ IT** and **Tourism** TMs will be allocated 5 schools each to cater for both SBA and PAT moderation.
- e) The outcome of the moderation process will be communicated to schools to ensure that the variance between the SBA marks and the examination marks is managed.
- f) The subject report must highlight the standard of the assessment instruments constructed, standard of marking and standard of learners' performance.
- g) The DH or the senior teacher and the DSA must monitor the implementation of the moderator's recommendations.

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- h) The report should identify schools that are struggling in the implementation of specific SBA components and recommend on-site visits by the Subject Advisor.
- i) SBA marks that are above the acceptable tolerance range of 10% must be reported to the Province for correction.
- j) The Subject Advisor should:
 - i. Take responsibility for the moderation of SBA across all schools in the district.
 - ii. Follow-up on moderators' reports regarding schools that are experiencing problems with the implementation of SBA. This will include acting on the recommendations made by the moderator.
 - iii. Provide support to ensure that recommendations are implemented as required.
- k) Incorrect calculations, underscoring and/or inflated SBA marks of learners from individual schools must only be changed by the Subject Advisor, based on the recommendation provided by the moderator.
- l) Moderation at district level must be conducted according to the following criteria:

No. of schools per subject	Grades to be moderated	No. of Learner Evidence of Performance per subject	Moderator	Categories of sample	Sampling criteria include, but not limited to
4 schools 5 schools	Grade 10 Grade 11	6 LEP per school 6 LEP per school	DSA	2 x above average 2 x average 2 x below average	a. Schools with rejected SBA b. Schools performing below 65 % c. School performing above 85%
All schools	Grade 12	6 LEP per school	TM		
15 schools	3 Grades	90 LEP		6	

- m) Different Subject Advisors may sample different schools for moderation at District Level.
- n) Schools that were sampled in phase 1 District moderation **may** be exempted from phase 2 moderation based on the quality of the SBA practices in that school.
- o) Moderation must be conducted in accordance with the provincial management plan.
- p) Moderation may be centralised, decentralised or conducted online.
- q) The district must notify the Assessment Management Directorate of any moderation modality to be followed.
- r) TMs conduct moderation at the end of each term.

7. PROVINCIAL MODERATION

Moderation at this level is a pre-requisite of the Department of Basic Education and Umalusi (external quality assurance body). The Province will appoint Provincial Moderators to moderate a sample of learner evidence of work from selected schools across all districts. The Provincial Moderators will be provided with a set of criteria, in each subject, that will be used in each phase of moderation. The Province will employ the moderation process outlined below to ensure that appropriate methods are used to uphold the credibility and integrity of internal assessments.

7.1 *Methodology*

The Provincial moderation of SBA will be conducted for sampled schools from the 15 districts reflected in learner performance. The samples, drawn from 10 schools across the 15 Districts, will cover low, medium and high scores.

The Provincial moderation method will be two-pronged:

- a. **Qualitative moderation** – this will mainly involve compliance moderation to check the task completion and adherence to CAPS Chapter 4 requirements.
- b. **Analytical moderation** – this will entail question, item and error analysis of individual scripts to provide in-depth understanding of the range of responses, to note the strengths, weaknesses and provide recommendations for improvements. Particular attention will be given to common errors and misconceptions identified in the learners' responses.

7.2 *Phases of Provincial Moderation*

- a) Provincial Moderation will be conducted in two phases, as follows:
 - i. **Phase one** will focus on term one and two as a verification process of District moderation.
 - ii. **Phase two** moderation will concentrate on term three tasks, with a special focus on the preparatory examination. This phase will also include the analytical moderation of the ten critical subjects to determine the comparability and consistent application of assessments standards.
- b) The Assessment Management Directorate will:
 - i. Draw up a Provincial moderation management plan.
 - ii. Coordinate the selection and appointment of Provincial Moderators.
 - iii. Arrange the submission of assessment tasks with the District Assessment Official.

- iv. Ensure that learner evidence of performance, which is representative of all the selected schools in the subject, is moderated.
- v. Issue composite provincial moderation reports to districts and schools.
- c) The roles and responsibilities of appointed Provincial Moderators will be to:
 - i. Quality assure the learner evidence of work that was moderated at district level.
 - ii. Moderate outside office hours (including weekends).
 - iii. Complete a report on the quality of the moderation and submit it to the Moderation Sub-Directorate.
 - iv. Provide a Diagnostic report after each phase of moderation.
- d) The selected schools will be required to submit samples of learner evidence of performance that were not moderated in phase 1 provincial moderation.
- e) The appointed Provincial Moderators will quality assure assessment tasks of another district.
- f) Learner subject performance, in previous years, will be used to determine if there is a need for adjustment of marks.
- g) Each subject will develop a report on the findings in each moderated subject. The report will then be collated. All collated reports are to be submitted to the DCES: Moderation by **04 November 2023**.
- h) The report will assist in the prediction and management of variance between marks for SBA and Examination results.
- i) Moderation should be scheduled to take place within the periods outlined in **Annexure A**.

8. GENERAL REQUIREMENTS

8.1 Recording of learners' marks

- a) Learner performance must be recorded in accordance with the *National Protocol for Assessment Grade R-12 and Section 4 of the Curriculum and Assessment Policy Statement in all subjects listed in the National Curriculum Statement Grade R-12*.
- b) The teacher record of assessment must:
 - i. Include a complete record of assessment in that particular subject.
 - ii. Be maintained by the teacher for every subject taught in respect of the National Senior Certificate.
 - iii. Be available for monitoring and moderation purposes at every level, and all reports presented at the School Assessment Team (SAT) meetings must be filed in the teacher's file.

8.2 Colour of pens

Moderation (re-marking)	Conducted by	Colour of Pen
Teacher's original assessment	Subject Teacher	Red
School moderation	Head of Department	Black
Circuit/ Cluster moderation	DSA/ Lead teacher	Brown
District moderation	Teacher Moderator District Subject Advisor	Green
Provincial moderation	Provincial Moderator	Purple
	Provincial Senior Moderator	Orange
	Provincial Chief Moderator	Pink



2023 SBA Moderation Management plan

Date	Activity	Responsibility
23 January 2023	Issue memorandum on 3 months window period for Grade 12	Moderation Sub-directorate
18 January 2023	Issue and mediate at PAT meeting the Assessment Guideline on the Moderation of SBA Issue a Memorandum on SBA moderation annexures Issue Assessment Instruction on TM and PM applications	Moderation Sub-directorate
10 February 2023	Submission of composite Annexure K 2 (District management plan) to the Moderation Sub-directorate	District Assessment Officials
10-12 February 2023	Post Provincial Assessment Moderation of Nov 2022 SBCT Please check with Ms Maluleke if we still have funds for the compensation for 2022/23 Financial year	Moderation Sub-directorate
17 February 2023	Submission of Post Assessment Moderation reports for Nov 2022 SBCT	SBCT Chief Moderators
24 February 2023	Closing date for application of Teacher and Provincial Moderators	District Assessment Officials
15 Feb-16 March 2023	SBA Standard Setting Meetings Mediation of SBA Diagnostic reports, rejected SBAs, Oral reports and mitigations	Moderation Sub-directorate
06 – 10 March 2023	Selection of Teacher Moderators	District Subject Advisors District Assessment Officials
13 – 17 March 2023	Submission of Annexure K, Teacher Moderator's and Provincial Moderator's application forms	District Assessment Officials
12-21 April 2023	Training of Teacher Moderators	District Subject Advisors District Assessment Officials Assessment Directorate
15 – 22 April 2023	Grade 10-12 Phase 1 moderation of SBA Complete record of moderation (Annexure C) kept at District	District Subject Advisors Teacher Moderators
12 May 2023	Phase 1 moderation reports (Annexure L and M) submitted to the Moderation Sub-directorate	District Assessment Officials
11 – 18 May 2023	Training on report writing	MGSL
24 April – 12 May 2023	Training of SBA moderation processes	MGSL
15 – 31 May 2023	SBA school support visits	Assessment Directorate
19 – 21 May 2023	Pre-Assessment Moderation of SBCT	SBCT moderators
26 May 2023	Submission of Pre-Assessment Moderation reports for SBCT	SBCT Chief Moderators
05 – 09 June 2023	Desktop verification of Gr 10 & 11 Oral assessment and marks	Moderation Sub-directorate
As per DBE & Umalusi management plan	DBE Moderation and Umalusi Verification	DBE & Umalusi
22 July – 05 Aug 2023	Grade 10-12 Phase 2 district moderation of SBA Complete record of moderation (Annexure C) kept at District	District Teacher moderators District Assessment Official

11 – 13 August 2023	Post Assessment Moderation of SBCT	Moderation Sub-directorate
18 August 2023	Submission of Post Assessment Moderation reports for SBCT	SBCT Chief Moderator
12-25 August 2023	E-moderation – Languages	MGSL
11 August 2023	Phase 2 moderation reports (Annexure L and M) submitted to the Moderation Sub-directorate	District Assessment Officials
17 – 21 August 2023	Phase 1 Provincial Moderation of SBA	Moderation Sub-directorate
25 August 2023	Phase 1 Provincial Moderation reports (Annexure 5)	Provincial Chief Moderators
28 August – 01 September 2023	IRR follow-up visits at school level	Moderation Sub-directorate
End of August – end of September 2023	District Quality Assurance of Oral marks and Signing- off computerised mark sheets	District Subject Advisors District Assessment Official
As per DBE & Umalusi management plan (29 Sept- 10 Oct 2023)	DBE Moderation and Umalusi Verification	DBE & Umalusi
13 – 15 October 2023	Phase 3 District moderation of SBA for all schools Collection of Teacher Moderator claim forms	District Teacher moderators District Assessment Official
27 October 2023	Phase 3 District moderation reports submitted to the Moderation Sub-directorate	District Assessment Officials
19 – 22 October 2023	Phase 2 Provincial Moderation of SBA and LO CAT	Moderation Sub-directorate
27 October 2023	Phase 2 Provincial Moderation reports (Annexure 5)	Provincial Chief Moderators
23- 27 October 2023	District Quality Assurance of SBA marks and Signing- off computerised mark sheets	District Subject Advisors District Assessment Official
03 – 05 November 2023	Pre-Assessment Moderation of SBCT	Moderation Sub-directorate
10 November 2023	Submission of Pre-Assessment Moderation reports for SBCT	SBCT Moderators
13 – 17 November 2023	Submission of NOL portfolios to Moderation Sub-directorate	District Assessment Official
Submission of computerised mark sheets to Moderation Sub-directorate		
18 – 22 Sept 2023	Oral	District Assessment Official
30 Oct – 3 Nov 2023	SBA and LO CAT	District Assessment Official
06 – 08 November 2023	PAT	District Assessment Official
October – December 2023	Mopping up of Oral, SBA, LO CAT, and PAT	Provincial Subject Coordinators
January 2024	Composite report on SBA to schools	Moderation Sub-directorate Provincial Subject Coordinators

MANAGEMENT PLAN FOR THE ADMINISTRATION OF TOURISM PAT 2023

DATE	ACTIVITY	RESPONSIBILITY
26-27 July 2023	Writing of TRSM PAT	School SMT. TRSM teacher must not invigilate. District monitoring
21-25 Aug 2023	Marking of TRSM PAT scripts	TRSM subject teachers
21 – 25 Aug 2023	School based moderation	Departmental head/ Senior Teacher
28 Aug – 29 September 2023	Provincial moderation	Teacher moderators District subject advisor Provincial subject coordinator
26-29 October 2023	Provincial moderation	Moderation and Quality Assurance Provincial moderators



2023 plan for subjects with a Practical Assessment Task

Subject	Phase 1	Phase 2	Phase 3 (Final Phase)	Responsibility
Engineering Graphics & Design (EGD)	03 May – 09 June 2023	26 July – 25 August 2023	15 August – 13 October 2023	Moderation sub directorate
Electrical Technology • Digital Systems (ELTD) • Electronics (ELTE) • Power System (ELTP)	03 May – 09 June 2023	26 July – 25 August 2023	15 August – 13 October 2023	Provincial Curriculum Coordinator Teacher moderators Provincial Curriculum Coordinator
Civil Technology • Civil Services (CVTV) • Construction (CVTC) • Woodworking (CVTW)	03 May – 09 June 2023	26 July – 25 August 2023	15 August – 13 October 2023	Provincial Curriculum Coordinator
Mechanical Technology (E-Tech) • Automotive (MCTA) • Fitting and Machining (MCTF) • Welding and Metal Work (MCTW)	03 May – 09 June 2023	26 July – 25 August 2023	15 August – 13 October 2023	
CAT / IT	20 June – 21 July 2023	29 August – 22 September 2023	10 – 27 October 2023	
Consumer Studies Hospitality Studies	20 June – 21 July 2023	26 July – 29 September 2023		
Tourism	20 June – 21 July 2023	15 August – 29 September 2023		
Visual Arts and Design Retrospective/ PAT	26 July – 16 October 2023			
Agricultural Technology Agricultural Management Practices	04 September – 20 October 2023			



2023 LO CAT Provincial Management Plan for the Administration

No.	Activity	Responsibility	Due Date
1	Mediate LO CAT management plan to LO subject Advisors at a special meeting	Moderation Sub Directorate	July 2023
2.	Develop and mediate the LO CAT management plan to school principals, HODs and LO teachers	SES: Life Orientation SES: Assessment	July 2023
3.	Schools to submit LO CAT management plans and stats for absent learners to the districts	HOD'S	End of July 2023
4.	Districts receive the marking management plan of the LO CAT from schools	SES: Life Orientation	Beginning of August 2023
5.	Districts to submit monitoring plans/schedules to Head Office	SES: Life Orientation	End of August 2023
6.	Life Orientation CAT paper written.	Province	4 September 2023
8.	Monitoring of the writing of Life Orientation CAT and indicate the number of candidates that did not sit for the paper to the Moderation Sub Directorate.	SESs at district offices SES: Life Orientation	
9.	Submit the collated monitoring tools to Head Office (Exam Unit)	SES: Exams	4 September 2023
10.	Submit the composite list (Form 1) of candidates that did not write LO CAT to Moderation Sub Directorate, Head Office	SES: Life Orientation	15 September 2023
11.	Pre-National Memo Discussion to prepare for National marking guideline discussions	SES: Life Orientation	6 September 2023
12.	National Marking guideline discussion	DBE	7 & 8 September 2023
13.	Gauteng receives the approved marking guideline from DBE and prints the guidelines for distribution	Examination unit	11 September 2023
14.	Provincial Marking guideline discussion at Marking venue for all Life Orientation markers	Provincial exam unit	11 – 15 September 2023
17	Marking and moderation of the LO CAT scripts at Central venue	Grade 12 LO teachers/HOD/ Senior Education	20 – 27 September 2023
18	Monitor the marking of LO CAT scripts	Examination unit	
20	LO CAT Supplementary paper written	School principals	11 October 2023
21.	Monitoring of the writing of Life Orientation CAT Supplementary and indicate the number of candidates that did not sit for the paper to the Moderation Sub Directorate.	SESs at district offices SES: Life Orientation	11 October 2023
22.	Submit the composite list (Form 2) of candidates that did not write LO CAT Supplementary to Moderation Sub Directorate, Head Office	SES: Life Orientation	16 October 2023
27	Submission of LO CAT report to Chief Director	Director Assessment	01 December 2023

MANAGEMENT PLAN: ORAL MODERATION TIME FRAMES FOR 2023

No	Activity	Responsibility	Due Date/s
1	District workshops and briefing of oral moderation leaders, language HODs and language educator representatives on the oral requirements for 2022/ongoing support/ training of language HODs from schools	FET Curriculum Language Coordinators at districts	06-10 March 2023
2	Ongoing support/training of language educators at schools	Language HOD/ Language Oral moderation leaders Monitored by District FET Language Advisors	Ongoing
3	Submission of a detailed composite District moderation management plan for all languages, showing details of oral moderation Annexure N and Annexure O	District FET Language Advisors	5 May 2023
4	Oral Assessment of all Grade 10-12 language learners	Language educators	ongoing
5	District Term 1 Oral grade 10-12 Internal school moderation	Language HOD Monitored by District FET Language Advisors	Ongoing
6.	District Grade 10-12 Oral moderation report	District FET Language Advisors	12 May 2023
7.	Submission of Composite List of Oral Moderators (Annexure L) to the Moderation Unit electronically.	District FET Language Advisors	26 May 2023
7.	District Term 2 Oral grade 10-12 Internal school moderation	District FET Language Advisors	ongoing
8.	Submission of T1 and T2 working mark sheets and statistical analysis sheets to the District Language Advisors	Language HOD; monitored and controlled by the School Principal	09 June 2023
9.	District Grade 10-12 Oral moderation report submitted to Moderation Sub-directorate	District FET Language Advisors	23 June 2023
10.	Grade 12 Provincial Oral Moderation and District/Provincial Monitoring	Oral moderation leaders, District Language Advisors and Monitored by Head Office FET Curriculum Language Coordinators and Moderation Unit	18 July – 18 August 2023
11.	Submission of completed travel claim forms by oral moderation leaders, to Head Office	District FET Language Advisors, District Language Coordinator	18-22 September 2023
12	Quality Assurance of working mark sheets , by oral moderation leaders and District Language Advisors Submission of oral moderation leaders' reports	Oral moderation leaders District Language Advisors	11-15 September 2023
13.	Submission of all verified working mark sheets and computer-generated mark sheets together with reports from oral moderation leaders to the District Language Advisors. Control mechanisms by Districts must be in place	Principal, Languages HOD District Language Advisors	As per the District management plan
14.	Composite District Oral Moderation Report for all Subjects submitted to Moderation Sub-Directorate	District Language Advisors	29 September 2023

15.	Submission of all completed and Moderated computer-generated mark sheets.	District Language Advisors, District Assessment Official	18-22 September 2023
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GET SBA MODERATION MANAGEMENT PLAN 2023

Annexure E

Date	Activity	Responsibility
18 January 2023	Issue and mediate the Provincial Moderation management plan at PAT meeting.	Head Office Moderation Unit
10-12 February 2023	Post Assessment moderation of Nov. 2022 SBCT	Appointed moderators
10 February 2023	District Moderation Management Plan (for GET) to Head Office	District DCES's
17 February 2023	Submission of SBCT Post moderation report	Chief moderators
15 Feb-16 March 2023	SBA Std. Setting Meetings (Roadshows) – mediation of the outcomes of all Districts and Provincial moderation processes in 2022.	Moderation Unit and District Assessment Officials.
24 February 2023	Closing dates for application of GET moderators	District Assessment Officials
17 – 20 April 2023	Training of school- based moderators	Head Office: GET Moderation Unit
17 – 23 April 2023	Phase 1 District Moderation (Term 1 SBA tasks)	Subject Advisors
17 – 23 April 2023	Monitor and support District Moderation	Head Office Moderation Unit
24 April -12 May 2023	Training of DSA on SBA moderation processes	MGSL
12 May 2023	Phase 1 moderation reports submitted to Head Office on Status of SBA: in GET phases and School visit reports on moderation	District Assessment Officials District DCES's District DCES's
19-21 May 2023	Pre-Assessment Moderation of SBCT	Appointed moderators
26 May 2023	Submission of SBCT Pre-moderation report	SBCT Chief Moderators
As per DBE management plan	AUDIT OF QUALITY ASSURANCE OF SBA BY Auditor General.	Auditor General
24 July – 30 July 2023	Phase 2 District Moderation (Mid -year school-based scripts)	Subject Advisors
24 July – 30 July 2023	Monitor and support Phase 2 District Moderation	Head Office Moderation Unit.
4 – 6 August 2023	SBCT Post Assessment moderation on sampled Mid-year school- based test and answer scripts	Appointed moderators
11 August 2023	Phase 2 moderation reports submitted to Head Office Moderation unit together with Minutes of the meeting of the second DAT meeting on moderation processes	District Assessment Official
11 August 2023	SBCT reports submitted to Head Office	Appointed Chief moderators
05,12, and 26 August 2023	Training on E-moderation MST subjects	MGSL
13 – 20 October 2023	Phase 3 District Moderation on Term 3 SBA tasks, tracking of SBA completion and verification of working mark sheets	District Subject Advisors

13 – 20 October 2023	Monitor and support District Moderation	Head Office Moderation Unit.
27 October 2023	Phase 3 moderation reports submitted to Head Office Moderation	District Subject Advisors District Assessment Official
23 – 27 October 2023	Quality assurance of End of year School based tests at District level	Subject Advisers
03 – 05 November 2023	Provincial Pre – Assessment moderation of end of the year school-based controlled tests	Appointed Provincial moderators
10 November 2023	SBCT Pre-moderation reports of end of the year school based controlled tests	Appointed Chief moderators