

KING'S COMMERCIAL COLLEGE

CELL: 082 750 9014
TEL/FAX: 047 150 0017
email:kingscommercialcollege1@gmail.com
website:http://www.kingscommercialcollege.co.za



NO 16 EAGLE STREET
MTHATHA
5099

ASSESSMENT POLICY

1. BACKGROUND

- This assessment policy was designed taking into account the provisions of the *National Curriculum Statement Grades R – 12*.
- The *National Curriculum Statement Grades R – 12* (NSC) stipulates policy on curriculum and assessment in the schooling sector.
- To improve on its implementation, the National Curriculum was amended, with amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the Subjects Statements, Learning programme Guidelines and Subject Assessment Guidelines in Grades R – 12.
- The amended *National Curriculum Statement Grades R – 12: Curriculum and Assessment Policy* (January 2011) replaces the *National Curriculum Statement Grade R – 9* (2002) and the *National Curriculum Statement Grades 10 – 12* (2004).

2. OVERVIEW

2.1 The *National Curriculum Statement Grades R – 12* (January 2011) represents a policy statement for learning and teaching in South African schools and consists of the following:

- Curriculum and Assessment Policy Statements (CAPS) for all approved school subjects.
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*
- *National Protocol for Assessment Grades R – 12*

2.2 The *National Curriculum Statement Grades R – 12* should also be read in conjunction with the following documents:

- *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*
- *Directives issued by Umalusi.*

3. ASSESSMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R – 12

3.1 IMPORTANCE OF ASSESSMENT

- Assessment is a process of collecting, analysing and interpreting information to assist educators, parents and other stakeholders (DBE) in making decisions about progress of learners. The *National Curriculum Statement* is the formal curriculum in South African schools.

3.2 TYPES OF ASSESSMENT

- Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment.
- Classroom assessment should be both formal and informal. In both cases it is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.

3.2.1 INFORMAL ASSESSMENT

- Informal or daily assessment is the monitoring and enhancing of learners' progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners. Informal or daily assessment may be as simple as stopping a lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close gaps in learners' knowledge and skills and improve teaching. Informal assessment builds towards formal assessment and teachers should not focus only on the formal assessment.

3.2.2 FORMAL ASSESSMENT

- Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and grade. Teachers must ensure that assessment criteria are very clear to learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction.
- Examples of formal assessment include projects, oral presentations, assignments, tests, practical demonstrations, examinations etc.

- The forms of assessment used should be appropriate to the age and the developmental level of learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed as contemplated in the various Curriculum and Assessment Policy Statements.
- Progression (Grades 8) and promotion (Grades 9 - 12) of learners to the next grade should be based on recorded evidence in formal assessment tasks. This means that those tasks that are used for formal assessment are recorded and should be used to decide whether a learner should progress or be promoted to the next grade.
- Teachers are required to record learner performance in all assessment tasks. They are not required to record performance in informal or daily assessment tasks. Teachers may however, choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.
- The teacher must submit the annual formal programme of assessment, annual teaching plans etc to the School Management Team (SMT) before the start of the school year. This will be used to draw up the school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

3.3 COMPOSITION OF FORMAL ASSESSMENT

- Assessment in the National Curriculum Statement Grades R – 12 comprises School Based Assessment and Practical Assessment Tasks for certain subjects offered in the Further Education and Training Phase and a final end-of-year examination.
- School-Based assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitude of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of assessment.
- School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. School-Based Assessment Tasks and Practical Assessment tasks include a variety of assessment as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements.

- The purpose of an end-of-year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects from grade 8 -12.

3.3.1 **SCHOOL-BASED ASSESSMENT**

- School-Based Assessment is a compulsory component for progression and promotion in all the different school phases and is as follows:

Phase	S.B.A Component %	End-of-year examination %
Senior Phase	40	60
Further Education and Training Phase	25	75

- Moderation should ensure that the quality and standard of the School-Based Assessment, as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements, have been met.
- In grade 12, School-Based Assessment must be moderated by the Department of Basic Education (at cluster and provincial level) and by Umalusi.

3.3.2 **PRACTICAL ASSESSMENT TASKS**

- A practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects by the school.
 - (a) Languages: Oral mark
 - (b) Life Orientation
 - (c) Tourism
- The Practical Assessment Tasks mark must count 25% of the end-of-year examination mark.
- The composition of the Practical Assessment Tasks of all subjects listed above is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.
- Moderation should ensure that the quality and standard of Practical Assessment Tasks as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements have been met.
- In grade 12, Practical Assessment Tasks must be moderated by experts in each subject and quality assured by Umalusi.

3.4 COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

- Both School-Based Assessment and Practical Assessment Task components must:
 - (a) Comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements;
 - (b) Include a mark awarded for each assessment task and a consolidated mark;
 - (c) Be guided by assessment components as specified for each subject in Chapter 4 of the Curriculum and Assessment Policy Statements;
 - (d) Be available for monitoring and moderation;
 - (e) Be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- The teacher file with assessment tasks must:
 - (a) Be a complete record of assessment in that particular subject;
 - (b) Be maintained by the teacher for every subject in respect of the National Curriculum Statement Grades R – 12;
 - (c) Be available for monitoring and moderation purposes at every level.
- Failure by the teacher to maintain a file with assessment tasks constitutes an act of misconduct and will be dealt with in terms of paragraph 5(3) of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A Level 4 on the National Qualifications Framework (NQF)* and school *Policy for the recruitment, appraisal and development of teachers*.
- The absence of a School-Based Assessment and /or Practical Assessment Task mark in any subject in grade 8 -11, without any valid reason, will result in the candidate, registered for that particular subject, receiving an incomplete result. The candidate will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and /or a Practical Assessment Task requirements, such a candidate will not be resulted and he or she must repeat the subject and redo the School-Based Assessment and/ or Practical Assessment Task for that subject.
- In the event of a learner not complying with the requirements of School-Based Assessment and/ or Practical Assessment Task in any subject in grades 8 -12, but where a valid reason is provided:
 - (a) He or she may be granted another opportunity to be assessed in the assigned tasks, based on the decision by the Head of the Assessment body;

(b) The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself or herself for the School-Based Assessment and / or Practical Assessment Task. Should the learner fail to fulfil the outstanding School-Based Assessment and/ or Practical Assessment Task requirements, he or she, registered for that particular subject will an incomplete result.

- ‘Valid reason” in this context includes the following;
 - (a) Illness, supported by a valid medical certificate, issued by a registered medical practitioner;
 - (b) Humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;
 - (c) The learner appearing in a court hearing, which is supported by written evidence;
 - (d) Any other reason as may be accepted as valid by the Head of the assessment body or his or her representative.
- In the event of a learner failing to comply with the School-Based Assessment and / or Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.
- Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/ or Practical Assessment Task in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in Chapter 4 of the Curriculum and Assessment Policy Statements.

4. REGISTRATION REQUIREMENTS

4.1 DURATION

The duration of the National Senior Certificate is 3 years, namely grade 10 – 12. A learner must;

- Offer seven or more subjects or more subjects listed in the National Curriculum Statement Grades R-12 for all three grades and complete the programme requirements for these separately, and
- Comply with the SBA requirements for grades 10, 11 and 12 and the external assessment requirements for grade 12 as contemplated in the policy document *National Protocol on Assessment Grades R – 12*, and the *Curriculum and Assessment Policy Statements*.

4.2 ENTRANCE REQUIREMENTS FOR GRADES 10-12

The minimum entrance requirements for grade 10 are;

- An official Grade 9 school report which indicates that a learner has met the requirements for promotion to Grade 10; or
- A General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or
- A NQF Level 1 Certificate which require two languages; or
- A recognised equivalent qualification obtained at NQF level 1 which requires two languages.

4.3 PROGRAMME REQUIREMENTS FOR GRADE 10-12

The approved National Senior Certificate are grouped into two categories, namely **Groups A and B**,

A learner in grade 10 -12 must select four subjects from **Group A** as follows;

- Two (2) official languages, provided that one of the two official languages is offered as a Home Language, and the other, as either Home Language or First Additional Language, and provided that one of the two languages is the language of learning and teaching.
- Mathematics or Mathematical Literacy.
- Life Orientation

A learner may select any three subjects from **Group B**.

SEE ADDENDUM 1: APPROVED SCHOOL SUBJECTS

4.4 PROVISOS

- Not more than one language may be offered from the same group, namely;
 1. isiXhosa, isiZulu, SiSwati and isiNdebele;
 2. Sepedi, Sesotho and Setswana
- The same language shall not be offered at Home Language and First Additional Language level.
- A candidate may not offer both Mathematics and Mathematical Literacy.

4.5 SUBJECT CHANGES

- A learner may change a maximum of **TWO** subjects in Grade 10, provided this is done by the beginning of the third term, subject to approval by the Principal;
- A learner may change **TWO** subjects in Grade 11, provided this is done before **28 February** each year, subject to approval by the Principal.
- In exceptional cases, a learner may change **ONE** subject in Grade 12, provided this is done before **15 December** (promoted learners) and **31 January** (Full time repeaters).

- Approval for changing a subject a subject in Grade 12 must be obtained from the Head of the assessment body (Provincial Office). The following documents are needed;
 - A letter of motivation from the learner's parent or guardian;
 - A letter from the Principal, either supporting or providing reasons for not supporting the change; and
 - A letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the Curriculum and Assessment Policy Statements of the previous grades that were not completed..
- A learner who changes in Grade 10, 11 or 12 will be exempted from the School-Based Assessment requirement for the new subject for the period before the change was effected, provided that ;
 - The learner has complied with all the School-Based Assessment requirements for the subject he or she wants to change from for the period before the change is effected; and
 - The learner complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was effected.

5. IRREGULARITIES

Examination irregularities must be dealt with in terms of paragraphs, 47, 48 and 49 of the *National Policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and the School Assessment Irregularities Policy Statement.

SEE ADDENDUM 3: SAIC POLICY

6. RECORDING AND REPORTING LEARNER PERFORMANCE

6.1 RECORDING

- Recording is a process in which the teacher documents the level of a learner's performance. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/ be promoted to the next grade.
- Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process and to plan ahead.

6.2 REPORTING

Reporting is a process of communicating learner performance to learners', parents, schools and other stakeholders. Learner performance can be reported in a number of ways and these include report cards, parents meetings, school

visitation days, parent-teacher conferences, phone calls, letters and newsletters and so on.

The main purpose of reporting is to;

- provide learners with regular feedback and should be developmental;
- inform parents/guardians on the progress of the individual learner; and
- give information to other schools, district, provincial and national offices on the current level of performance of learners.

Recorded information should; inform teachers and others about the performance of learners; provide constructive feedback to learners about their progress; provide feedback to other role players; inform planning of teaching and learning activities and inform intervention strategies.

- The language in which reporting is done is the Language of teaching and Learning (English).
- Recording of learner performance is against the assessment task and reporting is against the total marks obtained in all tasks completed. The promotion of a learner is based on the composite marks obtained in all four terms.
- Teachers should show in their files that they have covered all the formal tasks set.

6.3 RECORDING AND REPORTING IN GRADES 8-12

Seven levels of competence have been described for subjects listed in the National Curriculum Statement Grades R-12. The various achievement levels and their corresponding percentages are shown below;

ACHIEVEMENT LEVEL	ACHIEVEMENT LEVEL	%
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

- These descriptors are intended to assess learners and grade them at the correct level.
- Teachers or examiners must record learners' results in marks and report them as percentages.
- The percentage obtained will determine the rating code on the scale of achievement.

6.4 ASSESSMENT RECORDS

- Assessment records are developed and kept at school and these include record sheets, teacher files, learner profiles, report cards and schedules.
- The management, maintenance and safety of learner profiles, schedules and report cards is the responsibility of the school management.
- The management and maintenance of record sheets and the teacher's file is the responsibility of every teacher.

6.4.1 RECORD SHEETS

Teachers are expected to keep efficient current mark sheets of the learners' progress electronically / in files/ books/ folders.

6.4.2 REPORT CARDS

- A report card is an official document that is used to provide feedback to parents on the achievement of learners.
- Formal report cards will be sent to parents once a term. The report card must provide a holistic picture of the learner's achievement.
- The school will ensure that there are no errors or corrections that will compromise the legal status of the report cards.
- All reports cards should be printed from the school management administration system (SASAMS).
- Report cards must reflect the same results that are on the progression/ promotion schedule.
- Report cards will be issued after the promotion schedules have been approved by the EDO.

6.4.3 PROGRESSION/ PROMOTION SCHEDULES

- Schedules will be completed four times a year.
- A schedule is a quarterly record which provides a summary about the progress of all learners in a grade in the school.
- All progression/ promotion schedules will be printed from the school administration management system (SASAMS).
- Schedules are approved by the EDO at the end of each quarter and copies are submitted to the district office.

7. PROGRESSION AND PROMOTION REQUIREMENTS

7.1 PROGRAMME REQUIREMENTS FOR GRADES 8-9

A learner must for each of Grades 8-9 offer and complete nine (9) subjects.

- Two official languages provided that one of the two languages is offered at Home Language level and the other language, either at Home Language level or First Additional Language level, provided that one of the two languages is the language of teaching and learning. **(English Home Language; IsiXhosa Home Language; English FAL and Afrikaans FAL).**
- **Mathematics; Natural Sciences; Life Orientation; Social Sciences; Technology; Creative Arts and Economic and Management Sciences.**

- Immigrant learners exempted from achieving one official language may offer his or her home language in lieu of one official language, provided it is an approved language on at least First Additional Language level.
- Not more than one language shall be offered from the same language group

7.2 PROMOTION REQUIREMENTS FOR GRADES 8-9

Learners in grade 8-9 will be promoted from grade to grade if they have offered nine (9) subjects listed in 7.1 above and have complied with the promotion requirements in eight (8) subjects, provided the School-Based Assessment component of the ninth subject has been completed.

- Adequate Achievement (level 4) in one language at Home Language level;
 - Moderate Achievement (level 3) in the second required official language at First Additional Language level;
 - Moderate Achievement (level 3) in Mathematics;
 - Moderate Achievement (level 3) in any three (3) of the other required subjects;
 - Elementary achievement (level 2) in any two of the required subjects.
 - Immigrant learners may be exempted from achieving one official language provided they obtain at least an Elementary Achievement (Level 2) in all 3 remaining subjects.
- A learner may only be progressed once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four (4) years.
 - A learner who is not ready to function at the expected level and who has been retained in the previous phases for four years or more and who is likely to be retained again in the third phase for four years or more should receive the necessary support.

7.3 PROMOTION REQUIREMENTS FOR GRADES 10-11

Learners in Grades 10-11 will be promoted from grade to grade if they have offered and completed the School Based Assessment, Practical Assessments Tasks, where applicable, and end-of-the-year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, National Protocol For Assessment Grades R-12 and the Curriculum and Assessment Policy Statement of the various subjects.

- a. Achieve minimum of 40% in three subjects, one which is an official language at home language level, and 30% in three other subjects, provided the School Based Assessment component is submitted in the subject failed.

Promotion requirements	Percentage required	Rating
Subject 1: Home Language	40%	3
Subject 2:	40%	3
Subject 3:	40%	3
Subject 4:	30%	2
Subject 5:	30%	2
Subject 6:	30%	2
Subject 7:	0-29%	1

SEE ADDENDUM 1: APPROVED SCHOOL SUBJECTS

7.4 PROGRESSION REQUIREMENTS FOR GRADE 10 – 11

In terms of Policy Regulation pertaining to the ***National Curriculum Statement Grade R – 12 promulgated as Notice No. 1114, in Regulation Gazette No. 9886 of 28 December 2012***, a learner may only be retained once in the Further Education and Training Phase in order to prevent the learner being retained in this phase for longer than four years. The basic principle relating to this policy statement is that a learner should not spend more than four years in the phase. **However, the following criteria have been adopted as pre-requisites to allowing a learner to be progressed from either Grade 10 to Grade 11, or from Grade 11 to Grade 12:**

- the learner must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11, and repeated either Grade 10 or Grade 11;
- the learner must have passed the Language of Learning and Teaching (LoLT) and any other three of the seven subjects offered; (Life Orientation included). If the Home language is the LoLT, then only for this criteria, a 30% mark will be accepted;
- the learner must have attended school on a regular basis. Absenteeism in excess of 20 days, without a valid reason, will disqualify the learner from being progressed; and
- the learner must have complied with prescribed School Based Assessment (SBA) requirements for that academic year.

NB: The learner must satisfy all the above criteria to be progressed to the next grade.

Each of the criteria listed above is elaborated as follows:

- a) **Criteria 1:** Failed to satisfy the Promotion requirements of either Grade 10 or grade 11.

The following three scenarios would be relevant in this case:

Scenario 1

A learner repeats Grade 10 and does not meet the promotion requirements at the second year.

Scenario 2

A learner has met the requirements for Grade 10, but is repeating grade 11 and does not meet the requirements.

Scenario 3

A learner repeats Grade 10 but does not meet the promotion requirements. She / he is progressed to grade 11. She / he does not meet the promotion requirements in grade 11 in the first year.

- b) **Criteria 2:** Pass four of the seven subjects offered and one of the four subjects passed must be the Language of Learning and Teaching (LoLT).

The learner must pass the Language of Learning and Teaching (LoLT), which could either be English FAL or Afrikaans FAL. The rationale for the inclusion of the LoLT is based on principle that for the learner to succeed in the next grade, he /she have to be competent in the LoLT, which is one of the key determinants of success from one grade to the other. If the Home Language is the LoLT of the learner, for the purpose of progression only, the learner must obtain 30% so as to ensure equivalence with the pass requirements for the First Additional Languages. One of the four subjects passed by the learner could be Life Orientation. This implies that the learner could pass three other subjects and Life Orientation.

- c) **Criteria 3:** Regular School Attendance

Regular school attendance will ensure that the learner has had exposure to the school curriculum for the duration of the school year. If the learner has been absent for more than 20 days, without a valid reason, this constitutes irregular attendance.

- d) **Criteria 4:** Compliance with the School Based Assessment (SBA) Requirements

Compliance with the SBA requirements will ensure that the learner has satisfied the assessment requirements of each of the subjects, and this will confirm the learner's commitment to the subject. Despite the fact that the learner is required to pass only four of the seven subjects, he / she must satisfy the SBA requirements for all subjects, including the subjects he/she has failed.

However, while legislation allows for progression, a parent / guardian may decide that the learner should be retained in the same grade because it is deemed in the best educational interest of the learner. This final decision by the parent/ guardian must be based on substantive evidence of the learners' holistic performance at the school and through a consultative process involving the learner, the parent, the teachers involved and any other support professionals necessary.

8. ANNUAL ASSESSMENT PROGRAMME

8.1 ASSESSMENT IN GRADE 8-9

- Learners will be assessed internally according to the requirements as specified in the policy document, National Protocol for assessment Grade R-12 and the curriculum and Assessment Policy statement.
- The end-of year assessment must consists of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, National Protocol for Assessment Grade R-12 and the Curriculum and Assessment Policy statement.
- School-Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component must be 40% during the year, and the final examination component 60% of the promotion mark.

8.2 FORMAL ASSESSMENT TASKS IN GRADE 8 – 9

PROGRAMME OF ASSESSMENT: GRADE 8

SEE ADDENDUM 2

8.3 ASSESSMENT IN GRADE 10 -11

- Learner will be assessed internally according to the requirements specified in the policy document, National Protocol for Assessment grades R-12 and the Curriculum and Assessment Policy statement for the subject listed in the Curriculum statements Grades R-12. The School based Assessments (SBA) marks allocated to assessments tasks completed during the year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.
- The weighting for assessment in the subject Life Orientation in Grades 10 and 11 is an exception where the SBA component will consist of 100% of the total mark. The SBA will be externally moderated.
- The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, National Protocol for Assessment grades r-12 and the Curriculum and assessment Policy statements for the subject listed in the National Curriculum Statement Grades r-12.

PROGRAMME OF ASSESSMENT GRADE 10

SEE ADDENDUM 2:

PROGRAMME OF ASSESSMENT GRADE 11

SEE ADDENDUM 2:

8.4 ASSESSMENT IN GRADE 12

- The School Based Assessment (SBA) mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the policy document, National Protocol for Assessment Grades R-12 and the Curriculum and Assessment Policy Statements for the subjects listed in the National Curriculum Statements Grades R-12. The SBA will be externally moderated.
- The weighing in the subject Life Orientation in Grade 12 is an exception. The SBA component will be 100% of the total mark. The SBA will be externally moderated.
- The final mark is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above e.g. a final mark of 70, 3 will be rounded down to 70 and a final mark of 70.6 is rounded up to 71.

PROGRAMME OF ASSESSMENT GRADE 12

SEE ADDENDUM 1:

9. MODERATION OF TASKS

Moderation of the assessment tasks can take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	<p>The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes.</p> <p>Each task which is to be used as part of Program of Assessment should be submitted to the subject head for moderation before learners attempt the task.</p> <p>The teacher and the learner portfolio should be moderated twice a year by the head of the subject or her / his delegate.</p>
Cluster / district/	Teacher portfolios and a sample of learner portfolios must be moderated three times per year during the first, second and third quarter.
Provincial / National	Teacher portfolios and a sample of learner portfolios must be moderated once a year.

9.1 School Based Moderation

- Moderation at **School Level** is compulsory and is reflected in the Curriculum Assessment Policy Statements.
- Moderation therefore forms an integral part of the **School Formal Assessment Plan**.
- Moderation at School Level must start with **Task Moderation**, even before any teaching takes place. Task moderation (pre-moderation) is the responsibility of the Head of Department. This is to ensure that quality teaching will naturally follow.
- The moderator must sample 10% of learner portfolios for moderation. Where there is a 10% or more discrepancy of marks the moderator must make an adjustment.
- A **written Moderation Report** must be filed in the Educator's Portfolio. Copies of this report must also be sent to the Principal.
- Colour of moderation pens:
 - Educator's original assessment: Red
 - H.O.D moderation: Green

SEE SCHOOL MODERATION POLICY

10. APPEALS AND GRIEVANCESS PROCEDURE (PARENT AND LEARNERS)

DEFINITION

A grievance is any dissatisfaction on the part of the parent / learner in connection with the academic progress of the learners.

INTENTION

It is believed that it is the mutual interest of parents(s) and/ or learners and the school to have an avenue to address concerns as quickly and as fairly as possible.

PROCEDURE

Should a parent or learner have complaint to make, the following is a recommended channel.

- i. The parent / learner should lodge a complaint to the subject teacher.
- ii. If the issue is not resolved; the learner / parent will consult the Head of Department.
- iii. If the H.O.D cannot resolve the issue, it is then referred to the Assessment Committee.

The decision of the Assessment committee is final.

This policy has been adopted /reviewed:

Date:.....

Educators:

.....
.....
.....

Principal:

Director:.....

