

Tom Newby School

Policy Document



Assessment



TOM NEWBY SCHOOL
ASSESSMENT POLICY



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Custodians	Principal and SAT
References and Legislation	<ol style="list-style-type: none"> 1. South African Schools Act No. 84 of 1996 2. Constitution of South Africa, Act No. 108 of 1996 3. Gauteng Schools Education Act, No 6 of 1995 4. School code of conduct 5. School Disciplinary Procedure 6. Doe Publication: Values and Human Rights in the curriculum 7. White Paper 5, 6 and 7 8. Gazette No. 36041 and 36042 9. N4PR – 2013 – Grade 1 – 7 (Revised) 10. NPA – 2013 – Grade 1 – 7 (Revised) 11. National Protocol on Assessment Grade 1 – 12 (Revised) 12. Circulars S15/2015: Promulgation of amendment to policy and regulation pertaining to the national curriculum statement Grades R-12 13. Section 4 of the various Curriculum documents 14. Assessment Guideline No. 1 of 2014 15. Assessment Guideline No. 6 of 2015: Possible retention schedules and learners at risk 16. Guideline No. 5 of 2015: submission of stats 17. National Assessment Circular No. 3 of 2015 18. National Protocol for Assessment Grades R-12 (NPA) (Revised) 19. National Policy pertaining to the Program and Promotion Requirements of the National Curriculum Statement Grades R-12 (N4PR) (Revised) 20. Circular 73/2008 School assessment irregularity committee 21. CAPS for all approved subjects 22. SIAS document 23. Regulations pertaining to the national curriculum statement Grade R-12 24. Circular 41 of 2001 25. Assessment guideline 3 of 2014 and 10 of 2015: Common exams 26. Circular 3/2014: Attendance of learners during exams

	<ul style="list-style-type: none"> 27. Circular 4 and 7 of 2015: Common exams 28. Assessment circular 1/2014: Implementation of Assessment Grade R-9 29. National assessment circular 3/2015: adjustment of marks in the senior phase 30. Circular E03/2016: Progressed learners 31. Circular 3/2016: SASAMS 32. Assessment guideline 2/2016: Moderation in Grade 4-9 33. Gazette 40046: Progression 34. Circular E27/2016: Capturing of marks on SASAMS 35. Circular 4/2016: absenteeism 36. Circular S1/2016: Strengthening of CAPS 37. Circular E33/2017: Collection of data 38. CAPS amendments to Chapter 4 2019
Application and Scope	<ul style="list-style-type: none"> 1. Management Team 2. All personnel 3. Principal 4. Parents, including the School Governing Body 5. Learners
Composition of Committees and Teams	Refer Appendix 1 for current composition.

Contents

1. ABBREVIATIONS.....	8
2. PREAMBLE	8
3. AIMS.....	8
4. OBJECTIVES	8
5. VISION	8
6. MISSION	9
7. COMPOSITION AND RESPONSIBILITIES OF SAT	9
7.1 Composition of the SAT	9
7.2 Jurisdiction of the SAT	9
7.3 Roles and responsibilities of the SAT.....	9
7.4 Jurisdiction of the SAIC.....	12
7.5 Roles and responsibilities of the SAIC	12
7.6 Jurisdiction of the SBST	12
7.7 Roles and responsibilities of the SBST	12
8. MANAGEMENT PLANS	13
9. MINIMUM REQUIREMENTS FOR FORMAL ASSESSMENT TASKS	14
9.1 Foundation Phase	14
9.2 Intermediate Phase	18
9.3 Senior Phase.....	19
10. EXAMS AND FORMAL ASSESSMENT TASKS.....	21
11. SCHOOL ASSESSMENT PLANS.....	25
12. MODERATION.....	26
12.1 Pre-moderation.....	26
12.2 Post Moderation	27
13. MARKING/MODERATION MANAGEMENT PLAN	28
14. RECORDING AND REPORTING	29
14.1 General	29

14.2 Recording and reporting: Foundation Phase	31
14.3 Recording and reporting: Intermediate Phase	31
14.4 Recording and reporting: Senior Phase	31
14.5 Procedure for promotional meetings prior to generating schedules and reports	31
14.6 Dealing with borderline cases	31
14.7 Levels and codes to be used on report cards.....	32
14.8 Generating schedules, submission and verification, and report cards.....	32
14.9 Management of data capturing for CMM	32
14.10 Procedures for incomplete SBA/PAT and Oral marks	33
14.11 Procedures for absenteeism for Formal Assessment.....	33
14.12 Procedures for inviting parents to meetings	33
14.14 Procedures for distribution of reports	34
14.14 Promotion requirements	34
14.15 Assessment strategies and feedback.....	35
15. ANALYSIS OF RESULTS	36
16. INTERVENTION STRATEGIES.....	36
17. SCHOOL ASSESSMENT IRREGULARITY COMMITTEE (SAIC).....	38
18. APPEALS.....	39
19. LEARNER PROFILES	40
20. STAFF DEVELOPMENT.....	41
Signatures	41
ANNEXURE 1 COMPOSITION OF SAT AND DUTIES OF MEMBERS	42
ANNEXURE 1 SAMPLE CURRICULUM MANAGEMENT PLAN.....	43
ANNEXURE 2 TASK REQUIREMENTS AND WEIGHTINGS FOUNDATION PHASE ..	44
ANNEXURE 3 MARKS AND PERCENTAGE BREAKDOWN PER TASK GRADE 4-6 ENGLISH HL.....	45
ANNEXURE 4 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 AFR FAL	46
ANNEXURE 5 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 MATHS	47

ANNEXURE 6 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 NSTECH	49
ANNEXURE 7 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 LIFE SKILLS ...	51
ANNEXURE 8 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 SS	52
ANNEXURE 9 MARKS AND PERCENTAGE BREAK DOWN PER TASK GRADE 7 ENGLISH HL.....	53
ANNEXURE 10 MARKS AND PERCENTAGE BREAK DOWN PER TASK GRADE 7 AFRIKAANS HL	54
ANNEXURE 11 TASK REQUIREMENTS & WEIGHTINGS GRADE 7 MATHS.....	55
ANNEXURE 12 TASK REQUIREMENTS & WEIGHTINGS GRADE 7 NS	56
ANNEXURE 13 TASK REQUIREMENTS & WEIGHTINGS GRADE 7 TECHNOLOGY	57
ANNEXURE 14 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 LO	58
ANNEXURE 15 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 CA	59
ANNEXURE 16 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 SS	60
ANNEXURE 17 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 EMS	61
ANNEXURE 18 EXAM MODERATION CONTROL SHEET.....	63
ANNEXURE 19 MODERATION DUTY LIST.....	64
ANNEXURE 20 NON-EXAMINATION MODERATION SHEET AND DUPLICATING	67
ANNEXURE 21 BOOK CONTROL AND WORK CONTROL SHEETS	69
ANNEXURE 22 PERFORMANCE ANALYSIS SAMPLE.....	69
ANNEXURE 23 EXAMINATION VENUE RULES	69
ANNEXURE 24 DIAGNOSTIC GRID FOR EXAMINATION	70
ANNEXURE 25 STAKEHOLDER COMMITMENT AGREEMENT	71
ANNEXURE 26 IRREGULARITY REPORT	74
ANNEXURE 27 APPEALS STRUCTURE AND PROCEDURES	75
ANNEXURE 28: EXAMINATION LAYOUT	77
ANNEXURE 29: EXAMINATION CONTROL SHEET (ELECTRONIC).....	79
ANNEXURE 30: MODERATION FORM.....	80
ANNEXURE 31: PARENT APPEAL FORM ON ASSESSMENT IRREGULARITY	82

ANNEXURE 32: CAPS GUIDELINES ON SUPERVISION W.R.T FORMAL ASSESSMENT.....	84
ANNEXURE 33 FORMAT OF EXAMINATION PAPERS ENGLISH HL GRADE 4-6	86
ANNEXURE 34 FORMAT OF EXAMINATION PAPERS AFRIKAANS FAL GRADE 4-6	87
ANNEXURE 35 FORMAT OF EXAMINATION PAPERS LS (PSW) GRADE 4-6	88
ANNEXURE 36 FORMAT OF EXAMINATION PAPERS SS GRADE 4-6.....	90
ANNEXURE 37 FORMAT OF EXAMINATION PAPERS SS GRADE 7.....	93
ANNEXURE 38 FORMAT OF EXAMINATION PAPERS ENGLISH HL GRADE 7	94
ANNEXURE 39 FORMAT OF EXAMINATION PAPERS EMS GRADE 7	95
ANNEXURE 40 FORMAT OF EXAMINATION PAPERS CA GRADE 7.....	96
ANNEXURE 41 FORMAT OF EXAMINATION PAPERS EMS GRADE 7.....	97
ANNEXURE 42 FORMAT OF EXAMINATION PAPERS AFRIKAANS FAL GRADE 7..	98
ANNEXURE 43: SAMPLE ASSESSMENT PLAN	99

1. ABBREVIATIONS

CA	Creative Arts
CAPS	Curriculum and Assessment Policy Statement
D.O.	District Office
EMS	Economic Management Sciences
FP	Foundation Phase
HOD	Head of Department
IP	Intersen Phase
LO	Life Orientation
LS	Life Skills
NS	Natural Sciences
PE	Physical Education
SAC	School Assessment Committee
SAIC	School Assessment Irregularity Committee
SAT	School Assessment Team
SBA	School Based Assessment
SBST	School Based Support Team
SP	Senior Phase
SS	Social Sciences
TNS	Tom Newby School

2. PREAMBLE

This policy is formulated in line with the National Curriculum Statements (CAPS) for Grades 1 – 7. This forms the basis for ongoing curriculum development delivery for all grades. This policy will govern the assessment and evaluation of learners at Tom Newby School. All stakeholders are expected to adhere to this policy.

3. AIMS

This policy aims to ensure that the on-going gathering of valid and reliable information about the performance of a learner, against clearly defined criteria, using a variety of methods, tools and techniques in different contexts is a norm at Tom Newby School. The school will work towards implementing the principles of assessment, i.e. validity, fairness, authenticity, consistence and integration.

4. OBJECTIVES

This policy aims to outline assessment systems, strategies and procedures to be implemented by Tom Newby School towards ensuring the correct implementation of national and provincial policies.

5. VISION

Ensuring that each learner does well at Tom Newby School and leaves the school with the knowledge and values that will give them the best chance of success in adult life.

6. MISSION

To ensure quality learning and teaching takes place in class every day.

7. COMPOSITION AND RESPONSIBILITIES OF SAT

7.1 Composition of the SAT

Refer Annexure 1 for current composition.

7.2 Jurisdiction of the SAT

- a) The SAT/SAC will have jurisdiction in any assessment and moderation matter relating to or occurring during the various stages of internal School Based Assessment (SBA) processes, which include among others.
 - Implementation of assessment policies, processes and procedures.
 - Monitoring and moderation of SBA
 - Conduct of SBA
 - Appeals after reporting on SBA – together with SAIC
 - Support processes for outstanding SBA – together with SAIC and SBST.
- b) The SAT co-ordinator will carry the administrative and management responsibilities of the SAC by;
 - Proper planning for the SAT meetings.
 - Proper logistic arrangements for SAT meetings.
 - Proper conduct of all SAT monthly meetings.
 - Proper recording and reporting of all proceedings of the SAT meetings.
- c) The administration and management of the SAT is the responsibility of the Principal at the School.

7.3 Roles and responsibilities of the SAT

- a) Develop a School Assessment Policy to be submitted and signed off by the DAO every three years.
- b) Develop and maintain a school assessment plan that will be an integral part of whole school assessment planning. This will include:
 - Management plans for the implementation of school based assessment
 - Moderation processes
 - Possible retention schedules and progression/promotion schedules
 - Marking – moderation plans.

- c) Keep records of SAT meetings with the agenda, register of attendance and minutes of the meetings to be available at all times for monitoring and evaluation processes and for submission to stakeholders upon request.
- d) Compile, present and mediate school-assessment plans to parents. Evaluate/monitor the plans on an on-going basis and, where necessary, make amendments.
- e) Disseminate, mediate and monitor the implementation of National and Provincial Assessment and moderation policies.
- f) Compile a marking moderation management plan per term.
- g) Assign responsibilities and spheres of responsibilities to SAT members by coordinating the management of assessment administration.
- h) Identify and refer learners experiencing barriers to learning and development to the SBST.
- i) The HODs will coordinate the design of intervention programs to support learner achievement. This will be ratified by SAT.
- j) Teachers identify the informal INSET (teacher development) programs to be conducted. The SMT will ensure that educators receive both informal and formal INSET as per IQMS PGPs.
- k) Ensure that learner diversity is accommodated through the use of a variety of forms of assessment.
- l) Train, support and ensure the implementation of a variety of teaching and learning activities. This process will be managed by the Deputy Principal in charge of Curriculum. Those who assess must be appropriately experienced and have the appropriate capability to provide credible assessment and to assess learners in a fair, reliable and valid manner.
- m) Innovate systems to track the completion of internal assessment.
- n) Coordinate exam processes from Grades 4-7 (and Grade 3 Provincial Papers) that include the appointment of the chief invigilator, processing of exam question papers, thorough moderation; changes; adaptations; the final duplication of the examination question papers and storage and distribution of papers.
- o) Facilitate the implementation of an effective, uniform recording and reporting system.
- p) Coordinate the term reports on learner performance and dissemination of these reports to the parents/guardians.
- q) Compilation and analysis of statistics.
- r) Design of support strategies to address gaps in learner performance.

- s) Address issue of multiple retentions and over-aged learners at the SAT meetings.
- t) Facilitate the completion of the Possible Retention (GET Band) and Progression/Promotion Schedules. Principal to convene meetings to discuss these processes before submission to the District. Minutes of these meetings should be made available upon request.
- u) Facilitate parent and/or learner appeals against assessment decisions. Keep a register of appeals.
- v) Track learners without marks for SBA/ORAL and PAT.
- w) Track Progressed learners, learners at risk and learners with adjusted marks.
- x) Facilitate the portability of profiles from the primary to the secondary school. Verify and certify the information on the official Learner Profiles, Possible Retention (GET Band) and Promotion/Progression Schedules and the report cards. Coordinate the updating of the profile on a termly basis. Ensure the effective use learner profiles.
- y) Attendance of educators at the SAT meetings is tracked by the Deputy Principal Curriculum/SAT coordinator.
- z) Submit monthly written reports to the DAT/DAC on all assessment and moderation activities and decisions taken at SAT meetings, including successes and challenges experienced during implementation, monitoring and support.
- aa) Give feedback to teachers about district assessment meetings and keep records of feedback sessions.
- bb) Participate in assessment projects as requested by the District Assessment Committee.
- cc) Keep a register of communication with parents.
- dd) Adopt a moderation model and plan that is evaluated and reviewed annually. The effective functioning of the quality assurance structure will contribute towards maintaining the expected high standards that the policy demands.
- ee) Do analysis of results to inform intervention strategies.
- ff) Manage and report on referrals to SBST and DBST using SIAS document.
- gg) Adhere to submission deadlines that include term statistics, submission of learner SBAs, PATs and Oral tasks. Verify all statistics before submission.
- hh) Create a tracking system to check the completion of Internal moderation.
- ii) Collaborate with SAIC and SBST.
- jj) The SAT coordinator must report all the proceedings of SAT, in writing, to the Principal, within seven days after each SAT meeting held. The report must include, among other

things, members' attendance, challenges of the school managing assessments and moderation, recommendations to mitigate the challenges, etc.

7.4 Jurisdiction of the SAIC

The SAIC will have jurisdiction in any alleged internal assessment irregularities relating to or occurring during the various stages of internal SBA processes, which include:

- Compilation of SBA marks.
- Monitoring and moderation of SBA.
- Conditions under which educators conduct SBA.
- Conditions under which learners are internally assessed.
- Capturing and processing of data in respect of SBA.
- Setting and moderating of internal assessment of question papers.
- Any other irregularity related to SBA.

7.5 Roles and responsibilities of the SAIC

- a) Work closely with examination officials based at the District Office in respect of all internal assessment irregularities that could occur at all stages.
- b) Investigate all irregularities committed by educators in the internal assessment process.
- c) Investigate all irregularities committed by any other person involved in the internal assessment process.
- d) Investigate all irregularities committed by learners during the internal assessment process.
- e) Investigate any other internal assessment irregularity as and when requested by the District Director or his or her nominee.
- f) Report all internal assessment irregularities in writing to the DAIC.
- g) Collaborate with SAT and SBST.

7.6 Jurisdiction of the SBST

To put in place a properly co-ordinated team and educator support services that will support the learning and teaching processes by identifying and addressing learner, educator and institutional needs. Where appropriate, institutions should strengthen these teams with expertise from the local community, district support teams and higher education institutions.

7.7 Roles and responsibilities of the SBST

- a) Coordinating all learner, educator, curriculum and institution development support in the school. This includes linking this support team to SAT and SAIC structures and

processes, or even integrating them so as to facilitate the coordination of activities and avoid duplication.

- b) Collectively identifying institutional needs and, in particular, barriers to learning at learner, educator, curriculum and institutional levels.
- c) Collectively develop strategies to address the needs and barriers to learning. This should include a major focus on educator development and parent consultation and support.
- d) Drawing in the resources needed, from within and outside of the institution, to address these challenges.
- e) Monitoring and evaluating the work of the team within an 'action-reflection' framework.
- f) The above functions can best be met through the development of a problem-solving process that brings together the various team members around specific needs and challenges.
- g) Collaborate with SAT and SAIC.
- h) Assist in solving irregularities in collaboration with the SAT and SAIC.
- i) Assist in the tracking of all progressed learners and/or learners at risk.
- j) Assist in the managing of the Learner Profiles with the SAT.

8. MANAGEMENT PLANS

8.1 Management Plans for post-moderation of SBAs are developed based on the Assessment Plan. For each formal assessment, a reasonable time is allocated for teachers to mark learner assessment tasks and an HOD moderation and SAT monitoring date is allocated. Generally, the allocated time period for marking of assessments is no longer than one school week or five working days. Refer Annexure 2 for sample management plan.

8.2 Management Plans for post-moderation of Examinations are developed based on the marking load of each teacher. Generally, teachers are allowed 3 days to mark scripts. Thereafter, the assessments are submitted to HODs for moderation. When required, team marking is undertaken to support teachers who have a heavy mark load as a result of the exam schedule.

8.3 Management of learners' books, teachers' files and preparation is allocated to the Annual School Management Plan and adjusted, if necessary, to accommodate progress through the year's work.

- a) HODs are required to complete the following reports: Work Report, Book Report and Impromptu Class Visit Reports. Work Report and Book Report dates are

communicated to the teachers so that they can prepare their files and other documents for monitoring. Although the Impromptu Class Visits are added to the management plan, the visits are not pre-arranged and may occur at any time of the year, on as many occasions as are required, to evaluate whether support is required.

- b) Generally, novice and new teachers are monitored more frequently than seasoned teachers.

9. MINIMUM REQUIREMENTS FOR FORMAL ASSESSMENT TASKS

9.1 Foundation Phase

GRADE 1: HL English

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

In Term 1 there is only one Formal Assessment Task (made up of a number of parts dealing with different aspects of Language) in Grades 1-3. Schools are encouraged to conduct a baseline assessment in the first term. In addition, informal assessment must take place which informs daily teaching and learning but is not formally recorded. However, there must be evidence of informal assessment.

GRADE 1: FAL Afrikaans

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

In Term 1 there is only one Formal Assessment Activity in Grades 1 – 3. In addition, suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

GRADE 1: Maths

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

Formal Mathematics assessment tasks include more than one topic in Mathematics. The assessment tasks over the year need to cover all content areas and topics, but not everything in the curriculum needs to be formally assessed or formally reported upon. Numbers, Operations and Relationships make up 60% of Mathematics in Grades 1 - 3. This means that 60% of the formal assessment each term and over the year should be focused

on Numbers, Operations and Relationships. Each formal assessment task should not be seen as a single event or test. Some of the criteria can be assessed at the same time, but others will be assessed at different times. There must be evidence of informal assessment.

GRADE 1: Life Skills

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

Assessment in Life Skills during the Foundation Phase is largely informal, and is on-going. The formal assessment of each learner once per term, should be formally recorded by the teacher.

GRADE 1: SAL Zulu (Introduced in 2018)

Assessment practices in the SAL should be informal and continuous (respond to greetings, commands, making instructions, recite action songs and poems, engage in dialogues, participate in role-play, respond to stories, name objects, etc.) Most of the assessment should take place through observation, oral responses and demonstration. The teacher records the results of the assessment using a checklist. The **Second Additional Language will not be considered for promotion and progression in Grades 1 to 3.**

GRADE 2: HL English

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

In Term 1 there is only one Formal Assessment Task (made up of a number of parts dealing with different aspects of Language) in Grades 1-3. Schools are encouraged to conduct a baseline assessment in the first term. In addition, informal assessment must take place which informs daily teaching and learning but is not formally recorded. There must be evidence of informal assessment.

GRADE 2: FAL Afrikaans

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

In Term 1 there is only one Formal Assessment Activity in Grades 1 – 3. In addition, suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

GRADE 2: Maths

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

Formal Mathematics assessment tasks include more than one topic in Mathematics. The assessment tasks over the year need to cover all content areas and topics, but not everything in the curriculum needs to be formally assessed or formally reported upon. Numbers, Operations and Relationships make up 60% of Mathematics in Grades 1 - 3. This means that 60% of the formal assessment each term and over the year should be focused on Numbers, Operations and Relationships. Each formal assessment task should not be seen as a single event or test. Some of the criteria can be assessed at the same time, but others will be assessed at different times. There must be evidence of informal assessment.

GRADE 2: Life Skills

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

Assessment in Life Skills during the Foundation Phase is largely informal, and is on-going. The formal assessment of each learner once per term, should be formally recorded by the teacher.

GRADE 2: SAL Zulu (To be introduced in 2019)

Assessment practices in the SAL should be informal and continuous (respond to greetings, commands, making instructions, recite action songs and poems, engage in dialogues, participate in role-play, respond to stories, name objects, etc.)

Most of the assessment should take place through observation, oral responses and demonstration. The teacher records the results of the assessment using a checklist.

The ***Second Additional Language will not be considered for promotion and progression in Grades 1 to 3.***

GRADE 3: HL English

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

In Term 1 there is only one Formal Assessment Task (made up of a number of parts dealing with different aspects of Language) in Grades 1-3. Schools are encouraged to conduct a baseline assessment in the first term. In addition, informal assessment must take place which informs daily teaching and learning but is not formally recorded. There must be evidence of informal assessment.

GRADE 3: FAL Afrikaans

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

In Term 1 there is only one Formal Assessment Activity in Grades 1 – 3. In addition, suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

GRADE 3: Maths

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

Formal Mathematics assessment tasks include more than one topic in Mathematics. The assessment tasks over the year need to cover all content areas and topics, but not everything in the curriculum needs to be formally assessed or formally reported upon. Numbers, Operations and Relationships make up 60% of Mathematics in Grades 1 - 3. This means that 60% of the formal assessment each term and over the year should be focused on Numbers, Operations and Relationships. Each formal assessment task should not be seen as a single event or test. Some of the criteria can be assessed at the same time, but others will be assessed at different times. There must be evidence of informal assessment.

GRADE 3: Life Skills

Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	4

Assessment in Life Skills during the FP is largely informal, and is on-going. The formal assessment of each learner once per term should be formally recorded by the teacher.

GRADE 3: SAL Zulu

Zulu SAL will not be offered in Grade 3 due to time constraints in the hours per week allocated for curriculum delivery.

The **Second Additional Language will not be considered for promotion and progression in Grades 1 to 3.**

9.2 Intermediate Phase

The following task requirements are based on the National CAPS documents. Refer to Section 4 of the relevant CAPS document or the most recent amendments to assessment and relevant school Subject Policies for details of task requirements and weightings.

HL ENGLISH

	Term 1	Term 2	Term 3	Term 4	Total
GRADE 4	5	3	2	3	13
GRADE 5	5	3	2	3	13
GRADE 6	5	3	2	3	13

Marks allocation for each task

Grade	SBA				Examination Term 4	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks		
Grade 4	90	90	60	240	90	330
Grade 5	90	90	60	240	90	330
Grade 6	100	100	70	270	100	370

FAL AFRIKAANS

	Term 1	Term 2	Term 3	Term 4	Total
GRADE 4	5	3	2	3	13
GRADE 5	5	3	2	3	13
GRADE 6	5	3	2	3	13

Marks allocation for each task

Grade	SBA				Examination Term 4	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks		
Grade 4	90	90	60	240	90	330
Grade 5	90	90	60	240	90	330
Grade 6	100	100	70	270	100	370

MATHEMATICS

	Term 1	Term 2	Term 3	Term 4	Total
GRADE 4	1 + Test	1 + Exam	1 + Test	Exam	7
GRADE 5	1 + Test	1 + Exam	1 + Test	Exam	7
GRADE 6	1 + Test	1 + Exam	1 + Test	Exam	7

NSTECH

	Term 1	Term 2	Term 3	Term 4	Total
GRADE 4	Task 1: Practical Task/Investigation Task 2: Test	Task 1: Practical Task/Investigation Task 2: Exam	Task 1: Practical Task/Investigation Task 2: Test	Exam	7
GRADE 5	Task 1: Practical Task/Investigation Task 2: Test	Task 1: Practical Task/Investigation Task 2: Exam	Task 1: Practical Task/Investigation Task 2: Test	Exam	7
GRADE 6	Task 1: Practical Task/Investigation Task 2: Test	Task 1: Practical Task/Investigation Task 2: Exam	Task 1: Practical Task/Investigation Task 2: Test	Exam	7

LIFE SKILLS

	Component	Term 1	Term 2	Term 3	Term 4	Total
GRADE 4	PSW	1	Test	1	Exam	4
	Creative Arts: Visual	1	1	1	1	4
	Creative Arts: Music	1	1	1	1	4
	Physical Education	1	1	1	1	4
GRADE 5	PSW	1	Test	1	Exam	4
	Creative Arts: Visual	1	1	1	1	4
	Creative Arts: Music	1	1	1	1	4
	Physical Education	1	1	1	1	4
GRADE 6	PSW	1	Test	1	Exam	4
	Creative Arts: Visual	1	1	1	1	4
	Creative Arts: Music	1	1	1	1	4
	Physical Education	1	1	1	1	4

SOCIAL SCIENCES

	Component	Term 1	Term 2	Term 3	Term 4	Total
GRADE 4	History	Project	Exam	Test	Exam	4
	Geography	Test	Exam	Task	Exam	4
GRADE 5	History	Test	Exam	Task	Exam	4
	Geography	Test	Exam	Project	Exam	4
GRADE 6	History	Test	Exam	Project	Exam	4
	Geography	Test	Exam	Task	Exam	4

9.3 Senior Phase

The following task requirements are based on the National CAPS documents.

Refer to Section 4 of the relevant CAPS document or the most recent amendments to assessment and relevant school Subject Policies for details of task requirements and weightings.

GRADE 7: HL ENGLISH

	Term 1	Term 2	Term 3	Term 4	Total
GRADE 7	5	3	3	3	14

Marks allocation for each task

Grade	SBA				Examination Term 4	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks		
Grade 7	110	120	100	330	120	450

GRADE 7: FAL AFRIKAANS

	Term 1	Term 2	Term 3	Term 4	Total
GRADE 7	5	3	3	3	14

Marks allocation for each task

Grade	SBA				Examination Term 4	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks		
Grade 7	110	120	100	330	120	450

GRADE 7: MATHEMATICS

Term 1	Term 2	Term 3	Term 4	Total
Task 1: Test Task 2: Assignment	Task 1: Investigation Task 2: Exam	Task 1: Test Task 2: Project	Task 1: Exam	7

GRADE 7: NS

Term 1	Term 2	Term 3	Term 4	Total
Task 1: Test Task 2: Investigation/ Practical	Task 1: Investigation/ Practical Task 2: Exam	Task 1: Test Task 2: Project	Task 1: Exam	7

GRADE 7: TECHNOLOGY

Term 1	Term 2	Term 3	Term 4	Total
Task 1: PAT	Task 1: Exam	Task 1: PAT	Task 1: Exam	4

GRADE 7: LIFE ORIENTATION

Component	Term 1	Term 2	Term 3	Term 4	Total
PSW	1	Exam	1	Exam	4
Physical Education	1	1	1	1	4

GRADE 7: CREATIVE ARTS

Component	Term 1	Term 2	Term 3	Term 4	Total
Visual Art	1	1 + Exam	1	1 + Exam	6
Music	1	1 + Exam	1	1 + Exam	6

GRADE 7: SOCIAL SCIENCES

Component	Term 1	Term 2	Term 3	Term 4	Total
History	1	Exam	1	Exam	4
Geography	1	Exam	1	Exam	4

GRADE 7: EMS

Term 1	Term 2	Term 3	Term 4	Total
Task 1: Assignment/Poster/Case Study Task 2: Test	Task 1: Exam	Task 1: Project - Entrepreneurship	Task 1: Exam	5

10. EXAMS AND FORMAL ASSESSMENT TASKS

- 10.1 Subject teachers are responsible for setting exams, tasks, tests and assignments.
- 10.2 a) Tests and Formal Assessment Tasks must be submitted for moderation at least two weeks before the date of the assessment.
- b) Internal Examinations must be submitted, for moderation, in accordance with the schedule compiled by the SAT and SMT. This may vary from year to year according to District Office moderation requirements. All Internal Examinations must be submitted electronically. Refer Annexure 18 for Exam Moderation Control Sheets.
- 10.3 a) Moderation of Formal Assessment Tasks and Tests is generally three-fold. HODs, senior teachers and master teachers are responsible for the first moderation. The Principal and Deputy Principal are responsible for the second and third moderation. Refer Annexure 19 for the current list of moderation responsibilities.
- b) Moderation of Internal Examinations is generally three-fold. Examinations are only moderated by members of the management team: HODs, Deputy Principal and Principal.

- c) Before duplication, all formal assessments are returned to the examiner for final approval.
- 10.3 Educators are encouraged to type their own Formal Assessment Tasks, Examinations and Tests except for mathematics. Educators may request administrators to type mathematics papers. Where an administrator is required to type the task, the hand written task must be submitted no less than 5 working days before the date of submission to the moderation team.
- 10.4 a) Submission for duplicating of Tests and Formal Assessment Tasks: 4 working days before the assessment date.
- b) Submission for duplicating of Internal Examinations: 10 working days before the examination date.
- 10.5 Common Papers and Provincial Papers must be collected from District Office by the Principal or Deputy Principal. Confidentiality is paramount and persons collecting the papers are required to sign a secrecy clause.
- 10.6 Educators and administrative staff are required to sign a secrecy clause when they commence employment. Breaches in confidentiality are viewed as grounds for disciplinary action. To this end, the content of examinations may not be discussed with parents, learners or teachers who have children at a school that might be writing that examination. Examination papers, electronic and hard-copy, must be stored securely.
- 10.7 Examination rules are issued to teachers via memo and are read to learners before the exam begins. A copy of the rules is also on display in the classroom. Refer Annexure 23 for rules.
- 10.8 To reduce the incidence of dishonesty in assessment, different grades are grouped in exam venues. This pairing results in learners from different grades sitting next to each other.

Grade 4 and 6 learners are grouped together and Grade 5 and 7 learners are grouped together. Where exam time allocation differs, the longest exam begins first (Group A) and the learners writing the shorter exam begin at a later time (Group B) so that all learners finish at the same time. Five minutes before Group B is ready to begin writing, Group A learners should be asked to finish the question they are currently answering and turn their examination scripts face-down. Group

A will be allowed a 5-minute mental break while Group B is readied for their examination. Once Group B is ready, all learners continue with the assessment.

Important: The 5-minute break is not part of the allocated examination time. For this reason, the examiner should start the exam session 10-minutes earlier than indicated on the exam schedule where differing time allocation requires staggered starting times. Learners are also allocated 5-minutes to read through the paper before they begin the session.

For example: Starting time for session: 08:30 Ending time for session: 10:30

Grade 7 English Paper (2 hours)

Grade 5 Geography Paper (1 hour)

08:20	Grade 7 papers handed out
08:30	Grade 7 exam session begins
09:20	Teacher requests Grade 7s to complete the section they are busy with and turn papers face-down. Papers handed out to Grade 5s.
09:25	Grade 7 5-minute break Grade 5 10-minute reading time
09:30	Grade 7 exam session continues Grade 5 exam session begins
10:30	Exam session ends

- 10.9
- a) Subject educators are responsible for the safe keeping of Tests and Formal Assessment Tasks.
 - b) The Deputy Principal is responsible for the safe keeping of Internal, Common and Provincial Examinations. These examinations must be stored in the walk-in safe, sealed in envelopes and clearly labelled as soon as they have been duplicated by the administrative team and sorted/stapled by the examining educator.
 - c) All relevant classroom displays must be removed/obscured for the duration of any formal assessment.
- 10.10
- a) In the event of an extended power failure, financial provision has been made for duplicating of assessments to be undertaken by another school or private company.
 - b) The school has numerous duplicating machines. However, in the event that all of the machines are out of commission, financial provision has been made

for duplicating of assessments to be undertaken by another school or private company.

- c) All Intersen Phase assessments are electronically backed up on the school server. In the event of fire, these back-ups will be used to generate new copies of assessments.
- 10.11 In the event of papers getting lost after the administration of the exam, if there is time, a new paper will be set and the learners will be required to re-write the exam. If time does not allow for this strategy, then a substantive SBA mark will be used.
- 10.12 In the event of the security of examinations being compromised, if there is time, a new paper will be set. If time does not allow for this strategy, then a substantive SBA mark will be used.
- 10.13 Countdown to SBA assessments is the responsibility of subject teachers who must put the countdown on display in the classroom, for each class, at least 2 weeks before the assessment date. Countdown to exams, in Term 2 and Term 4, is displayed in each classroom, in the reception office, on main notice board, on the D6 communicator and in the weekly Quo Vadis from the beginning of the term.
- 10.14 It is preferable that no electronic devices are brought to school during formal assessment times, however, this is not always practical, so the following rules apply:
- All electronic devices must be switched off during exams and formal assessments, unless they are required for that particular exam, e.g. research on a tablet or an activity that must be carried out electronically. It is the responsibility of the invigilator to check that the devices have been switched off.
 - Where security allows, phones and tablets may be handed in to the educator/invigilator and placed in clearly labelled envelopes.
 - If electronic devices are left in school bags, the teacher must ensure that the bags are stored securely.
 - No smart watches are allowed to be worn during formal assessment.
- 10.15 During an exam, the teacher on duty is required to write the time allocation and a count-down, in 15 or 10-minute intervals, to the end of the session, must be written on the board. Teachers must cross off the times, as the session progresses, to indicate how much time is left. Educators may not mark scripts or do

administration during invigilation times – they should walk around and ensure that learners are focused on completing the assessment task.

For example: 1 hour. 45 minutes. 30 minutes. 15 minutes.

10.16 **Procedure for distribution, collection and return of examination scripts:**

- Exams are distributed to invigilators in labelled envelopes.
- Absentees' names should be entered on the envelope control sheet.
- Papers should be handed out and placed face-down.
- Once all papers have been handed out, the invigilator should instruct the learners to turn the scripts over and write their name and class.
- Learners have 5 minutes to read through the paper – no writing allowed.
- At the end of the session, the teacher must collect the individual scripts, in alphabetical order, personally from each learner.
- The teacher must count the number of scripts and it should correlate with the number of learners that wrote the exam.
- Exam scripts must be placed in the exam envelope and handed in to the allocated secretary.
- The subject teacher can collect the exam scripts from the secretary and must sign for receipt, after having checked that the correct number of scripts is in the envelope.

11. SCHOOL ASSESSMENT PLANS

- 11.1 Subject teachers must submit the annual formal programme of assessment to the SMT before the start of the school year. This information will be used by the SAT to compile a provisional annual assessment plan. This assessment plan will be used to compile a quarterly assessment plan as the year unfolds. The SAT must ensure that the assessments on the plan are fairly distributed so that learners are not faced with the challenge of having too many 'learning' assessments over the same period of time.
- 11.2 The quarterly assessment plan will be provided to the parents and learners in the first week of each term.
- 11.3 The quarterly assessment plan will be pasted into learners' homework diaries and posted on the D6 communicator and on the school web site. Parents need to sign acknowledgement of receipt in the relevant section of the homework diary.

- 11.4 Subject controllers and HODs should monitor the progress of assessment according to the assessment plan. Educators who need to make adjustments to the plan must inform the Subject controller, HOD and Deputy Principal, in writing. The Deputy Principal will, after approval of the amendments, make the necessary adjustments to the electronic assessment plans and the HODs will ensure that the adjustments are made to the hard copies in the school diary. Request for amendments, under normal circumstances, require at least a 48-hour notice period.
- 11.5 The following information must appear of the Assessment Plan:
- a) All subjects for the Grade.
 - b) Task descriptions
 - c) Mark allocation
 - d) Due dates or Start/End Dates (Week ending)
- 11.6 Only week ending dates are indicated on the assessment plan. Since all classes might not be completing the assessment on the same day of the week, it is incumbent of the educator to notify the parents, in writing (school diary) and on D6 (homework communicator) or Dojo (if in use) of the specific date of each class's assessment.

12. MODERATION

12.1 Pre-moderation

- a) Every assessment task at Tom Newby School is first moderated by the HOD/Subject Controller for that subject and then it is moderated by the Deputy Principal and Principal. The tools relevant to the task (memorandum, rubric, grid, etc.) must be handed in together with the assessment task. All assessment tasks must be given in for pre-moderation at least two weeks before the assessment is due to be written.
- b) During the pre-moderation process, the following are some of the aspects that are considered:
 - Are the questions clear?
 - Is content relevant?
 - Is the activity bias free?
 - Link between outcomes assessed and criteria provided.
 - Are methods appropriate?
 - Are the tools relevant to the task?
 - Is higher order thinking incorporated?
 - Time frames and mark allocation.
 - Check validity, fairness and reliability.
 - Check layout and font size.

- Check diagrams and images for clarity.
- c) Refer Annexure 20 for Non-Examination Moderation Control Sheets. Refer Annexure 19 for Moderation Duty lists per subject and grade.
- d) All internal Examinations must be moderated as per the moderation control sheet. Refer Annexure 30.

12.2 Post Moderation

- a) Post moderation must be done on **all** assessments, including PAT and oral assessments.
- b) The HOD or teacher responsible for that subject must collect a duplicated sample (5 scripts) for moderation as well as the mark book or file.
- c) During the post-moderation process, the following are some of the aspects that are considered:
 - Is the marking accurate (marked according to memo or rubric)?
 - Is mark allocation accurate?
 - Have marks been transferred to mark file correctly?
 - Is there any feedback to the learner?
 - Consistency of marking.
- d) No assessments may be given back to the learners before post moderation is completed.
- e) The moderator must give feedback to the teacher after the post-moderation is completed. If there is a difference between the mark given by the teacher and the moderator, then the moderator must discuss this with the teacher and decide what method will be used to correct this error.
- f) The moderator must keep copies of the moderated scripts and moderation notes/discussions, if applicable, in a moderation file.
- g) The educator must, after moderation, record the learners' marks on an assessment sheet and return the assessments to the learners.
- h) The class average should be calculated and entered on the assessment sheet. A copy of the assessment sheet must be submitted to the HOD, then to the Deputy Principal. Thereafter, the marks must be captured on Edu Pac/SA SAMS and the copy of the assessment sheet returned to the relevant moderator for filing.
- i) Colour of moderation pen:
 - Red – educator
 - Green – School moderation
 - Black – District moderation
 - Purple – Provincial moderation
 - Orange – Chief moderator's moderation

13. MARKING/MODERATION MANAGEMENT PLAN

- a) Learners' books and teachers' files are monitored once per term using various monitoring tools. Refer Annexure 21.
- b) The schedule for monitoring is indicated on the annual management plan and adjusted, if required. Five days-notice of a change to the management plan is an acceptable period of time for notification.
- c) The number of days set aside for marking of assessment tasks and tests varies according to the grade and complexity of the task. Refer to the management plan for assessment for details.
- d) The number of days allocated for marking examinations is usually 3 days, i.e. an exam written on a Monday, needs to be marked by the Thursday. Exceptions may be made where educators have a variety of grades/subjects to mark.
- e) SBA marks are captured by educators as per 11.2 (g)-(h) and verified by cross referencing with a colleague.
- f) Exam results are captured by educators once the SAT has consulted and approved the results and averages. Data capturing is verified by the teacher by cross referencing with a colleague.
- g) The HODs and Grade Control teachers analyse the marks, per subject and class to ensure that there are no discrepancies or unusual results. The SAT meets with teachers from each grade to analyse the class averages, comparative class averages and comparative marks to previous terms. Any anomalies are investigated and action taken, or preventative measures put in place to ensure that these anomalies do not occur again.
- h) Once the reports have been printed, the class teacher and a colleague cross reference to ensure that the marks are correct. There may be minimal variation in marks due to the weightings and rounding off applied by the departmental formulae but where there is uncertainty, the anomalous entry should be referred to the SAT.
- i) Diagnostic Analysis:
 - Full question analysis is only compulsory for examinations. For other formal assessment, a narrative analysis is recommended.
 - A diagnostic tool must appear on the last page of all examinations. This diagnostic tool is a grid in which all questions and mark allocations are listed. When the exam has been marked and returned to learners, the learners will be required to enter their actual mark in the relevant section of the grid. To ensure accuracy, learners should check each

other's entries. The teacher must then transcribe the marks onto an electronic spreadsheet for diagnostic purposes. Refer Annexure 24 for sample grid.

14. RECORDING AND REPORTING

14.1 General

The success of a continuous assessment model rests on sound and meticulous methods of recording learner achievement over a period of time. The data collected is made up of the educator's observation and the learner's work. An observation book/sheet or file with the names of learners and dates must be used to record data gathered. The educator should assess using criteria to show the learner's progress towards achieving the National Curriculum Statements.

Progression of learners to the next grade should be based on recorded evidence. This means that those tasks that are used for formal assessment are recorded and should be used to decide whether a learner should be promoted to the next grade. **Only an educator can assess formal assessments tasks.**

Records should be:

- Uncomplicated and easily interpreted by the educator and others.
- Flexible enough to accommodate the addition and deletion of information when the need arises.
- Genuine factual indications of learner's strengths and areas of support needed.
- Comprehensive enough to demonstrate learner progress.
- Ongoing and continuous.
- National Curriculum Statements must be shown.
- Helpful in the reporting process.
- Readily accessible.
- Kept in a secure place to protect the confidentiality of learner progression.
- Averages for each formal assessment must be entered onto the mark sheet.

Day-to-day recording

The performance of learners towards achieving National Curriculum Statements must be written in a record book. The records must be manageable and can be formal and informal. Records must indicate the progress of the learner/s continuously and must be used by the

educator for reflecting, giving feedback and support.

Learners must receive **feedback** on their achievement and progress. Feedback must describe what they can do and where they need to improve.

Detailed descriptions of what the learner has achieved and areas in which the learner needs support is also important. A follow-up plan of action must be given to those learners who need support in specific areas. (See Learner support form). This form is completed for each individual learner in need of support.

Formal records

For each learner, a minimum number of assessments as above, must be kept for each subject. These records must relate to the National Curriculum Statements. These are summative records based on all the various day to day information on performance records that have been gathered. These records will assist the educator in making valid and reliable judgements and reports about each learner's performance progress. These records should be about the achievements of the learner and indicate areas in which the learner needs to improve and requires support.

Marks for grammatical and spelling errors may only be deducted if the question or assignment is testing those skills OR if the language error is such that the intention of the writer cannot be identified. **The school corrections policy must be applied to all formal assessment tasks and all formal written work completed by learners**, i.e. corrections must be completed and the corrections must be controlled by the educator. This application is integral to the learning process and forms part of the support program at TNS.

The school corrections policy, as it applies to each grade, will be made available to teachers. A copy must be placed on display in each classroom and be pasted onto the front inside cover of all learner exercise books.

National Curriculum Statements assessed in each task should be indicated on the mark sheet. Dates for each assessment must also be shown.

The recorded pieces of evidence for the year should reflect three to five different forms of assessment. More information on this is provided in Section 4 of the CAPS document.

A Learner Profile for each learner must be kept. These profiles must be updated at least once a term. Learner profiles are kept in the school safe and teachers must sign the register before a profile is removed from the safe.

Progression Schedules must be completed for each grade every term and the end of year schedule must be submitted to the District office.

14.2 Recording and reporting: Foundation Phase

In the Foundation Phase, the recording and reporting of learner performance covers the four subjects offered: English HL, Afrikaans FAL, Mathematics and Life Skills.

14.3 Recording and reporting: Intermediate Phase

In the Intermediate Phase (Grades 4 – 6), the recording and reporting of learner performance covers the six subjects set out in the National Curriculum Statements (NCS), English, Afrikaans, Mathematics, NS/Tech, SS and Life Skills. SS consists of Geography and History and they must be shown separately on the report card. Life Skills incorporates Creative Arts, Physical Education and Personal and Social Well-being.

14.4 Recording and reporting: Senior Phase

In Grade 7, the recording and reporting of learner performance covers the following subjects: English, Afrikaans, Mathematics, Natural Sciences (NS), Technology, Social Sciences (SS), Economic Management Sciences (EMS), Creative Arts (CA) and Life Orientation. SS consists of Geography and History and each must be shown separately on the report card. Life Orientation incorporates Physical Education. Creative Arts incorporates Visual Art and Music.

14.5 Procedure for promotional meetings prior to generating schedules and reports

The SAT meets to identify possible retentions and borderline retentions before schedules and reports are generated. Subjects with particularly high or low standard averages are investigated. If one class's averages are much higher or lower than the other classes, then an enquiry will be launched.

14.6 Dealing with borderline cases

Where learners have failed a subject by between 1 and 5% and this mark may impact on retention in a grade, the SAT may request that an assessment or exam be re-marked or

moderated. If the mark is unchanged, the SAT will discuss an alternate course of action. In Grade 7, the moderation percentages provided by the GDE will be applied.

14.7 Levels and codes to be used on report cards

RATING CODE	PERCENTAGES	DESCRIPTION OF COMPETENCE
7	80 – 100	Outstanding Achievement
6	70 – 79	Meritorious Achievement
5	60 – 69	Substantial Achievement
4	50 – 59	Adequate Achievement
3	40 – 49	Moderate Achievement
2	30 – 39	Elementary Achievement
1	0 – 29	Not Achieved

14.8 Generating schedules, submission and verification, and report cards

At the end of each term, a composite sheet is completed indicating the averages for each subject per grade per class. The SAT meets and analyses these results. Any problems or discrepancies are investigated.

Once the marks have been approved, a composite sheet for each class is completed and handed in for the marks and comments to be captured onto the computer system. A mark sheet is given back to the register teacher for checking. Two teachers need to check the mark sheet and approve it. Amendments are made if required, averages per child and per subject are calculated and reports are printed. The register teacher, as well as the Principal, sign the report. An original school stamp is printed on the report.

Reports are distributed to parents at a special parents' evening at which parents sign for receipt of the report. Alternative collection times are arranged for parents who are not able to attend.

14.9 Management of data capturing for CMM

Once all the reports have been printed, the Deputy Principal completes the CMM data and submits it to District Office. The Deputy Principal then simplifies the data for analysis purposes. A breakdown of the number of codes 1 – 7 are given together with a graph and averages for each subject per grade.

14.10 Procedures for incomplete SBA/PAT and Oral marks

- a) Learners who were absent for an SBA or Oral should be given an opportunity to complete the assessment during break or after school. If this is not possible, then alternative assessment may be given, e.g. project to be completed at home, or, another substantive SBA mark may be used.
- b) Learners who have not submitted a task timeously or who were not prepared for an SBA and could therefore not complete the task may be given an extension. Such extension will carry a penalty of 2% per day. Failure to submit or produce the required assessment by 3 weeks before the end of a term will result in a zero being allocated, provided that the teacher can provide evidence that all reasonable efforts were made to accommodate submission of said task. Arrangements or agreements with regard to expanded/extended opportunities must be formal in nature and learners must sign acknowledgement.

14.11 Procedures for absenteeism for Formal Assessment

- a) Learners who are absent for a formal assessment activity are required to submit a doctor's note. If it is practicable, the learner can be given an opportunity to complete the assessment. If this is not possible, then another substantive SBA mark may be used.
- b) Learners who are absent and not able to submit a doctor's note must provide substantive evidence of illness in order to qualify for the concession in (a).
- c) Learners whose absence is not due to illness or a substantive reason (to be evaluated by the SBA) will qualify for the concession in (a) but a penalty of up to 20% will be applied.
- d) Learners who have been absent for all assessments and/or where no other substantive SBA has been completed will be marked as absent and 'unable to assess' will be entered on a report card until such time as a substantive activity can be assessed.

14.12 Procedures for inviting parents to meetings

- a) Parents are invited to attend at least one formal parent/teacher conference, per term.
- b) Parents of learners who are at risk are invited to a formal parent/teacher support meeting during which a strategy for improvement is discussed. At these meetings, all stakeholders are required to sign a commitment agreement. Refer Annexure 25.
- c) Parents may also be invited to a meeting, or may request a meeting, at any point during the year, as required.

14.14 Procedures for distribution of reports

- a) Reports are distributed to parents at a special parents' evening at which parents sign for receipt of the report. Alternative collection times are arranged for parents who are not able to attend.
- b) In the event of parents not collecting reports within 2 weeks of the next term, parents are contacted telephonically.
- c) If parents do not collect the report within 2 weeks of telephonic contact, then the report will be mailed to the parent via registered mail.

14.14 Promotion requirements

A learner can only be retained once in a phase and documented proof to motivate why the learner was or is retained, the nature of support that was provided and planned to be given must be stated. **No learner may be retained in a phase for more than 4 years.** Progression will be with the age cohort as a general principle.

Grade 1 – 3

The following are the minimum requirements that a pupil must achieve at the end of the year to be permitted to progress to the following Grade:

- | | | |
|---|------------------|--|
| 1 | English | - Level 4 (50% - 59%) – Adequate Achievement |
| 2 | Afrikaans | - Level 3 (40% - 49%) – Moderate Achievement |
| 3 | Maths | - Level 3 (40% - 49%) – Moderate Achievement |

Grade 4 - 6

The following are the minimum requirements that a pupil must achieve at the end of the year to be permitted to progress to the following Grade:

- | | | |
|---|-------------------------------|--|
| 1 | English | - Level 4 (50% - 59%) – Adequate Achievement |
| 2 | Afrikaans | - Level 3 (40% - 49%) – Moderate Achievement |
| 3 | Maths | - Level 3 (40% - 49%) – Moderate Achievement |
| 4 | Any other two subjects | - Level 3 (40% - 49%) – Moderate Achievement |

Grade 7

The following are the minimum requirements that a pupil must achieve at the end of the year to be permitted to progress to the following Grade:

- | | | |
|---|------------------|--|
| 1 | English | - Level 4 (50% - 59%) – Adequate Achievement |
| 2 | Afrikaans | - Level 3 (40% - 49%) – Moderate Achievement |
| 3 | Maths | - Level 3 (40% - 49%) – Moderate Achievement |

- | | | |
|---|-----------------------|---|
| 4 | Three subjects | - Level 3 (40% - 49%) – Moderate Achievement |
| 5 | Two subjects | - Level 2 (30% - 39%) – Elementary Achievement |

The Department of Education reserves the right to adjust learners' marks in Grade 7. Details of these adjustments are furnished on an annual basis. Refer to the most recent Circular for details pertaining to the current year.

14.15 Assessment strategies and feedback

- a) Continuous assessment must be applied.
- b) The learners' performance and competence as they progress towards achieving Curriculum Statements must be assessed.
- c) A variety of methods, tools and techniques must be used when assessing learners.
- d) Sound meticulous and ongoing records of learner achievement must be used. The performance of learners (within a Phase and subject) towards achieving Curriculum Statements must be recorded.
- e) Learners must receive feedback on their performance. This feedback must be meaningful and can take the form of a mark, a constructive comment, or both.
- f) Areas in which support is needed, action taken and outcomes of the action for learners in need of support in specific subjects must be recorded. The learner support form and observation sheets can be used for this recording.
- g) If learners are to receive additional support in the following year then the subject in which the learner needs additional support, the nature of support plan to be given, when and how the progress of the learner will be reported must be stated on the learner support form.
- h) **One report per term** must be sent to the learner's parent/s or guardian/s using the official Tom Newby School report card.
- i) Where learners are receiving support, the SBST must ensure that the parent/s or guardian/s are fully informed of the process. Copies of all documents relating to a learner must be made available to the parent/s or guardian/s of the learner.
- j) The **right to confidentiality** regarding the progress of each learner should be maintained at all times.
- k) At the end of the year a summative record sheet for each learner must be filed in the learner profile.
- l) There will be at least one parents' evening per term.

15. ANALYSIS OF RESULTS

- a) Educators should use the format of Annexure 22 to compile a question analysis for all relevant formal assessments. The assessment should inform future teaching and/or support.
- b) A copy of the performance analysis and a short qualitative report on the findings (where necessary) and strategies for intervention must be sent to the relevant Subject Controller. Where necessary, the report may be submitted to the Deputy Principal/Principal for additional action. This action may take the form of special remedial action or teacher training.
- c) The names of progressed learners, retained learners and learners at risk should be highlighted on the question analysis sheets so that their performance can be tracked.
- d) The information from the performance analysis can be used in the following ways:
 - Additional teaching of concepts where an entire group appears to require support
 - Adjusted teaching: teach the same concept in a different way
 - Extra time with individual learners
 - Referral to the SBST
 - Referral to Back to Basics, via the SBST
 - Additional consolidation exercises for homework

16. INTERVENTION STRATEGIES

- a) Teachers identify learners in need of support and observation sheets are completed for each subject. The names of these pupils are then given to the SBST. Additional support is arranged through the SBST. (Back to basics program, remedial work, Kumon).
The function of the observation sheets and reporting system outlined below is to identify learners at risk in time to support them and to follow-up on progress by obtaining a holistic picture of each learner.

Phase co-ordinators

Foundation Phase:	Mrs Borsattino	
Intermediate Phase:	Miss Botha	
Senior Phase	Mrs Fourie	
Grade co-ordinators	Grade 1	Mrs Benade
	Grade 2	Mrs Lubbe
	Grade 3	Mrs Graham
	Grade 4	Mrs Mpesu

Grade 5	Mrs Gough
Grade 6	Mrs P Singh
Grade 7	Miss Klemp

At the end of each term, the grade co-ordinator and the phase co-ordinator must meet with the class educators for that specific grade.

- At this meeting each learner's progress must be discussed.
- The educators then have to decide on an intervention strategy to assist learners who are at risk of being retained. The assistance of the SBST can be called in where necessary.
- At the next meeting feedback must be given on progress of learners who received intervention and more learners can be identified.
- Support forms must be completed throughout the year.
- From Grade 4 where learners are taught by different educators, it is important that all educators who teach a specific learner are present when the learner's progress is discussed. This will ensure a comprehensive description of a learner's progress and will also enable the class educators to supply information on the progress in all learning areas on the support forms.
- In the same forum, decisions have to be made on which learners must be on the possible retention schedules.

b) Intervention Strategies

- **Learners with barriers to learning/learners at risk (Inclusion)**

Learners who experience barriers to learning or who are at risk are identified and possible support methods are implemented. Example – A3 size exam paper, oral assessment etc.

- **Learners who do not submit formal assessments within the require time frames (Expanded/extended opportunities)**

Learners who have not submitted a task timeously or who were not prepared for an SBA and could therefore not complete the task may be given an extension. Such extension will carry a penalty of 2% per day. Failure to submit or produce the required assessment by 3 weeks before the end of a term will result in a percentage of 1 (1%) being allocated, provided that the teacher can provide evidence that all reasonable efforts were made to accommodate submission of said task. Arrangements or agreements with regard to expanded/extended opportunities must be formal in nature

and learners must sign acknowledgement.

- **Learners without SBA marks**

If a pupil is absent for an assessment, the teacher must provide the learner with an opportunity to do the assessment. If this is not possible, then the pupil's mark must be calculated on the work he/she has achieved in the other assessments done in that subject that term. If a learner misses the end of the year exam, then the pupil's year mark must be given for the exam missed.

c) A zero mark may be allocated in the following circumstances:

Failure to submit or produce the required assessment by 3 weeks before the end of a term, provided that the teacher can provide evidence that all reasonable efforts were made to accommodate submission of said task.

When the learner has not provided any correct answers in a test/exam/project.

d) The role of the SBST with regards to interventions and concessions is to monitor, recommend a course of action and support a program.

17. SCHOOL ASSESSMENT IRREGULARITY COMMITTEE (SAIC)

a) The SAIC has jurisdiction over any alleged internal assessment irregularities relating to or occurring during the various stages of internal SBA processes, which include:

- Compilation of SBA marks.
- Monitoring and moderation of SBA.
- Conditions under which educators conduct SBA.
- Conditions under which learners are internally assessed.
- Capturing and processing of data in respect of SBA.
- Setting and moderating of internal assessment of question papers.
- Any other irregularity related to SBA.

b) Irregularities must be submitted to the SAIC via an Irregularity Report and District Office must be notified where serious irregularity is reported, particularly in cases involving staff misconduct. Refer Annexure 26.

c) Tom Newby School's SAIC consists of the following members: Miss Mynhardt, Mr De Bruyn, Mrs Fourie, Mrs Landers and Mrs Croucamp (SGB).

d) All assessment irregularities must be submitted, in writing (Irregularity Report), to the Principal. An investigation will be conducted and a full meeting will be convened if necessary.

e) If an educator suspects a learner of "cheating", the educator must collect the learner's answer script, as well as any incriminating evidence and issue the learner with a new

answer script. At the end of the session, the educator must report the incident to the Principal.

- f) Formal assessment tasks must be conducted in the presence of the teacher. Any formal task done at home will be constitute and irregularity. If a learner has completed an assignment, project or task at home that should have been completed during contact time, then the educator should refer the matter to the SAIC. The SAIC will investigate and, if the allegation is confirmed, then the following guideline may be applied: *The task will be marked as if the work was completed at school and a penalty deduction of between 20 and 30% will be applied to the mark.*
- g) Parents have the right to appeal decisions or outcomes with regard to assessment tasks and tests/exams. Refer internal appeal form in Annexures.
- h) Where necessary, parents of learners involved irregularities, will be called to a meeting. If the nature of the irregularity is serious enough, a disciplinary hearing may be convened.

18. APPEALS

- a) Forms for appeals are available from the Principals' secretary.
- b) Any parent has the right to appeal the outcome of his/her child's results.
- c) Grounds for appeal:
 - The results on the report card are incorrect.
 - The promotion decision contradicts existing policy.
 - Incorrect weighting was used in calculating the final results.
 - Assessment was used as a punitive measure.
 - The learner was not given a reasonable expanded opportunity regarding valid absenteeism or valid humanitarian reasons.
- d) Guiding principles
 - The initial appeal must be lodged by the parent/guardian, in writing, at the school.
 - Appeals should be substantiated with concrete evidence.
 - All action must be documented.
 - The appellant should be given reasonable access to recording tools, marked assessment tasks and memoranda.
 - The process should be transparent and opportunities given to both parties to state their case.
 - Final decisions must be consistent with existing legislation.
 - Successful applicants must be accommodated in the following grade.

The school must inform the District Assessment Official of any changes to the schedules if an appeal is upheld.

e) Appeal structures

SAT and SAIC: final decision to be approved by Principal

DAT and DAIC: final decision to be approved by District Director

PAT and PAIC: final decision to be approved by HOD

f) Time frames

Initial appeal: from the date of report issue to the end of January of the following academic year.

Feedback to appellant: 3 working days from submission of written appeal.

Appeal to district office: within 3 days of feedback from the school

Feedback to school by district office: within 5 days of submission of written appeal

Feedback to parent, by Principal, on behalf of district office: within 3 working days of feedback from D.O.

Appeal to PAIC by Principal: within 1 working day

Appeal to PAIC by parent: within 3 working days

Feedback by PAIC: within 7 working days

g) An appeals register must be kept by the school and all relevant documents must be stored in the Learner Profile.

h) The process for appeals must be included in the report envelope of all learners who have not met the requirements for promotion at the end of the year.

i) Refer Annexure 27 for appeals structure and procedures.

j) See memo 482/2009, 388/2012 and 48/2015.

19. LEARNER PROFILES

a) A Learner Profile for each learner is compulsory. These profiles must be updated at least once a term. The SBST is responsible for ensuring that updates are carried out and that the educators and admin staff are trained appropriately.



b) Learner profiles are kept in the school safe and teachers must sign the register before a profile is removed from the safe.

c) Learners' personal details & academic records are also stored electronically on Edu Pac.

20. STAFF DEVELOPMENT

The SDT and SAT should identify teachers who need support with regards to assessment. Different strategies need to be implemented to help the educator. Problem areas identified can also be included in the school improvement plan (SIP).

Signatures

Recommended by: (Principal)	G Mynhardt	Signature:	
Date:	15 November 2022		
Approved by: (SGB Chairperson)	A Naicker	Signature:	
Date:	15 November 2022		
Verification by GDE: (District Director/IDSO)		Signature:	
Date of Verification:			
Certified by :		Signature:	
Date:			

ANNEXURE 1 COMPOSITION OF SAT AND DUTIES OF MEMBERS

COMPOSITION OF THE SAT - 2023

Principal	: Miss Mynhardt
Deputy Principal	: Mr De Bruyn
HODs	: Mrs Landers, Mrs Singh, Mrs Fourie, Mrs Steyn
Grade Leaders	: Grade 1: Mrs Benade Grade 2: Mrs Van Aswegen Grade 3: Mrs Graham Grade 4: Miss Mpesu Grade 5: Mrs Y Singh Grade 6: Miss Barnes Grade 7: Miss Van Copenhagen

FUNCTIONS AND RESPONSIBILITIES

- a) Compile Assessment Management Plan: Miss Mynhardt, Mr De Bruyn and Mrs Landers
- b) Draw up the School Assessment Policy: Mr De Bruyn and Miss Mynhardt
- c) Train staff on Assessment Policy: All Heads of Department
- d) Ensure implementation of Assessment Policy: All Heads of Department
- e) Identify learners at risk and manage continuous support (with SBST): Mrs Steyn
- f) Follow-up on progress of learners at the end of each term: Mrs Steyn
- g) Train educators on the completion of support forms and observation sheets:
Mrs Steyn (Grade 4 – 7) and Mrs Borsattino (Grade 1 – 3)
- h) Control the completion of support forms:
Mrs Steyn (Grade 4 – 7), Mrs Borsattino (Grade 1 – 3) and all other educators
- i) Train educators on completion of schedules: Mr De Bruyn and Mrs Landers
- j) Make decisions about progression of learners: All SAT members
- k) Ensure that the weighting of marks in the INTERSEN phase is correct according to Circular 22 of 2002 and CAPS 2016 (Revised): Mr De Bruyn
- l) Control the completion and use of Profiles: Miss Botha
- m) Control the completion of schedules and verify correctness: Mr De Bruyn and Mrs Landers
- n) Submit CMM data: Mr De Bruyn

ANNEXURE 1 SAMPLE CURRICULUM MANAGEMENT PLAN

EMS GRADE 7

Term 1										
Task	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:
	17-Jan	24-Jan	31-Jan	07-Feb	14-Feb	21-Feb	28-Feb	06-Mar	13-Mar	20-Mar
1. ASSIGNMENT										
2. CONTROLLED TEST										

Term 2											
Task	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:	Week 11:
	03-Apr	10-Apr	17-Apr	24-Apr	01-May	08-May	15-May	22-May	29-May	05-Jun	12-Jun
1. EXAM											

Term 3											
Task	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:	Week 11:
	10-Jul	17-Jul	24-Jul	31-Jul	07-Aug	14-Aug	21-Aug	28-Aug	04-Sep	11-Sep	18-Sep
1. ASSIGNMENT											
2. CONTROLLED TEST											

Term 4										
Task	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:
	02-Oct	09-Oct	16-Oct	23-Oct	30-Oct	06-Nov	13-Nov	20-Nov	27-Nov	02-Dec
1. ASSIGNMENT										
2. CONTROLLED TEST										

Pre-moderation	PreM
Assessment	A

Post-moderation	PostM
Capturing of marks	C

ANNEXURE 2 TASK REQUIREMENTS AND WEIGHTINGS FOUNDATION PHASE

English Home Language

Component	Grade 1	Grade 2	Grade 3
Listening and speaking	25%	20%	15%
Phonics	20%	20%	20%
Reading and comprehension	25%	25%	25%
Handwriting	10%	10%	10%
Writing	20%	25%	30%
Total	100%	100%	100%

Afrikaans First Additional Language

Component	Grade 1	Grade 2	Grade 3
Listening and speaking	60%	50%	40%
Phonics (Reading and comprehension)	40%	45%	50%
Writing	0%	5%	10%
Language use	0%	0%	
Total	100%	100%	100%

Maths

Content area	Grade 1	Grade 2	Grade 3
Numbers, operations and relationships	65%	60%	58%
Patterns, functions and algebra	10%	10%	10%
Space and shape	11%	13%	13%
Measurement	9%	12%	14%
Data handling	5%	5%	5%
Total	100%	100%	100%

Life Skills

Grade 1 and 2			Grade 3			Weighting		
						Grade 1	Grade 2	Grade 3
Beginning knowledge and PSW		2 hours per week	Beginning knowledge and PSW		3 hours per week	40%	40%	40%
CA	PA	1 hour per week	CA	PA	1 hour per week	15%	15%	15%
	VA	1 hour per week		VA	1 hour per week	15%	15%	15%
Physical Education		2 hours per week	Physical Education		2 hours per week	30%	30%	30%

ANNEXURE 3 MARKS AND PERCENTAGE BREAKDOWN PER TASK GRADE 4-6 ENGLISH HL

TERM 1								
GRADE 4			GRADE 5			GRADE 6		
Task 1	Mark	%	Task 1	Mark	%	Task 1	Mark	%
Oral	20	7.6	Oral	20	7.6	Oral	20	7
Task 2		%	Task 2		%	Task 2		%
Transactional writing	10	3.6	Transactional writing	10	3.6	Transactional writing	10	4.4
Task 3		%	Task 3		%	Task 3		%
Essay writing	20	3.6	Essay writing	20	3.6	Essay writing	20	4.4
Task 4		%	Task 4		%	Task 4		%
Reading comprehension	25	10	Reading comprehension	25	10	Reading comprehension	30	9.5
Task 5		%	Task 5		%	Task 5		%
Language structures and conventions	15	7	Language structures and conventions	15	7	Language structures and conventions	20	6.5

TERM 2								
GRADE 4			GRADE 5			GRADE 6		
Task 6	Mark	%	Task 6	Mark	%	Task 6	Mark	%
Oral: Paper 1	20	7.7	Oral: Paper 1	20	7.7	Oral: Paper 1	20	7
Task 7		%	Task 7		%	Task 7		%
Writing: Paper 3	30	7.2	Writing: Paper 3	30	7.2	Writing: Paper 3	30	8.8
Task 8		%	Task 8		%	Task 8		%
Comprehension and Language: Paper 2	40	17	Comprehension and Language: Paper 2	40	17	Comprehension and Language: Paper 2	50	16

TERM 3								
GRADE 4			GRADE 5			GRADE 6		
Task 9	Mark	%	Task 9	Mark	%	Task 9	Mark	%
Oral	20	7.7	Oral	20	7.7	Oral	20	7
Task 10		%	Task 10		%	Task 10		%
Project	40	3.6	Project	40	3.6	Project	50	4.4

GRADE 4	Mark	%	GRADE 5	Mark	%	GRADE 6	Mark	%
TOTAL SBA	240	75	TOTAL SBA	240	75	TOTAL SBA	270	75

TERM 4								
GRADE 4			GRADE 5			GRADE 6		
Task 11	Mark	%	Task 11	Mark	%	Task 11	Mark	%
Oral: Paper 1	20	8	Oral: Paper 1	20	8	Oral: Paper 1	20	7
Task 12		%	Task 12		%	Task 12		%
Writing: Paper 3	30	7	Writing: Paper 3	30	7	Writing: Paper 3	30	8
Task 13		%	Task 13		%	Task 13		%
Comprehension and Language: Paper 2	40	10	Comprehension and Language: Paper 2	40	10	Comprehension and Language: Paper 2	50	10

GRADE 4	Mark	%	GRADE 5	Mark	%	GRADE 6	Mark	%
TOTAL EXAM MARK	90	25	TOTAL EXAM MARK	90	25	TOTAL EXAM MARK	100	25

ANNEXURE 4 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 AFR FAL

TERM 1								
GRADE 4			GRADE 5			GRADE 6		
Task 1	Mark	%	Task 1		%	Task 1		%
Oral	20	7.6	Oral	20	7.6	Oral	20	7
Task 2		%	Task 2		%	Task 2		%
Transactional writing	10	3.6	Transactional writing	10	3.6	Transactional writing	10	4.4
Task 3		%	Task 3		%	Task 3		%
Essay writing	20	3.6	Essay writing	20	3.6	Essay writing	20	4.4
Task 4		%	Task 4		%	Task 4		%
Reading comprehension	25	10	Reading comprehension	25	10	Reading comprehension	30	9.5
Task 5		%	Task 5		%	Task 5		%
Language structures and conventions	15	7	Language structures and conventions	15	7	Language structures and conventions	20	6.5

TERM 2								
GRADE 4			GRADE 5			GRADE 6		
Task 6	Mark	%	Task 6	Mark	%	Task 6	Mark	%
Oral: Paper 1	20	7.7	Oral: Paper 1	20	7.7	Oral: Paper 1	20	7
Task 7		%	Task 7		%	Task 7		%
Writing: Paper 3	30	7.2	Writing: Paper 3	30	7.2	Writing: Paper 3	30	8.8
Task 8		%	Task 8		%	Task 8		%
Comprehension and Language: Paper 2	40	17	Comprehension and Language: Paper 2	40	17	Comprehension and Language: Paper 2	50	16

TERM 3								
GRADE 4			GRADE 5			GRADE 6		
Task 9	Mark	%	Task 9	Mark	%	Task 9	Mark	%
Oral	20	7.7	Oral	20	7.7	Oral	20	7
Task 10		%	Task 10		%	Task 10		%
Project	40	3.6	Project	40	3.6	Project	50	4.4

GRADE 4	Mark	%	GRADE 5	Mark	%	GRADE 6	Mark	%
TOTAL SBA	240	75	TOTAL SBA	240	75	TOTAL SBA	270	75

TERM 4								
GRADE 4			GRADE 5			GRADE 6		
Task 11	Mark	%	Task 11	Mark	%	Task 11	Mark	%
Oral: Paper 1	20	8	Oral: Paper 1	20	8	Oral: Paper 1	20	7
Task 12		%	Task 12		%	Task 12		%
Writing: Paper 3	30	7	Writing: Paper 3	30	7	Writing: Paper 3	30	8
Task 13		%	Task 13		%	Task 13		%
Comprehension and Language: Paper 2	40	10	Comprehension and Language: Paper 2	40	10	Comprehension and Language: Paper 2	50	10

GRADE 4	Mark	%	GRADE 5	Mark	%	GRADE 6	Mark	%
TOTAL EXAM MARK	90	25	TOTAL EXAM MARK	90	25	TOTAL EXAM MARK	100	25

ANNEXURE 5 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 MATHS

GRADE 4

Term	1		2		3		4
Number of tasks	2		2		2		1
Form of assessment	Assignment	Test	Investigation	Exam	Project	Test	Exam
Marking guideline	Memo	Memo	Memo and rubric	Memo	Rubric	Memo	Memo
Number of papers	1	1	1	2	1	1	2
Minimum marks	25	25	25	Paper 1: 25 Paper 2: 25	25	25	Paper 1: 25 Paper 2: 25
Maximum time allocation		1 hour		1 hour per paper		1 hour	1 hour per paper
Term weighting for reporting purposes	50%	50%	50%	50%	50%	50%	SBA + End of year exam=100%
	100%		100%		100%		
SBA weighting (75%)	15%	11.25%	11.25%	15%	11.25%	11.25%	
End of year exam							25%

GRADE 5

Term	1		2		3		4
Number of tasks	2		2		2		1
Form of assessment	Assignment	Test	Investigation	Exam	Project	Test	Exam
Marking guideline	Memo	Memo	Memo and rubric	Memo	Rubric	Memo	Memo
Number of papers	1	1	1	2	1	1	2
Minimum marks	25	25	25	Paper 1: 30 Paper 2: 30	25	25	Paper 1: 30 Paper 2: 30
Maximum time allocation		1 hour		1 hour per paper		1 hour	1 hour per paper
Term weighting for reporting purposes	50%	50%	50%	50%	50%	50%	SBA + End of year exam=100%
	100%		100%		100%		
SBA weighting (75%)	15%	11.25%	11.25%	15%	11.25%	11.25%	
End of year exam							25%

GRADE 6

Term	1		2		3		4
Number of tasks	2		2		2		1
Form of assessment	Assignment	Test	Investigation	Exam	Project	Test	Exam
Marking guideline	Memo	Memo	Memo and rubric	Memo	Rubric	Memo	Memo
Number of papers	1	1	1	2	1	1	2
Minimum marks	25	25	25	Paper 1: 40 Paper 2: 40	25	25	Paper 1: 40 Paper 2: 40
Maximum time allocation		1 hour		1 hour per paper		1 hour	1 hour per paper
Term weighting for reporting purposes	50%	50%	50%	50%	50%	50%	SBA + End of year exam=100%
	100%		100%		100%		
SBA weighting (75%)	15%	11.25%	11.25%	15%	11.25%	11.25%	
End of year exam (25%)							25%

Content areas to be covered in exams:

Term 2 and 4:

Paper 1 - CA 1

Paper 2 – CA 2, 3, 4 and 5

Examination guidelines: Refer CAPS Amendments – Page 55-56

ANNEXURE 6 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 NSTECH

Grade 4

Term	1		2		3		4
Form of assessment	Practical task/ Investigation (40%)	Test (60%)	Practical task/ Investigation	Exam (60%)	Practical task/ Investigation (40%)	Test (60%)	Exam
Tool of assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Memo
Minimum marks	20	20	20	40	20	20	40
Maximum time allocation	Task dependent	40 mins	Task dependent	80 mins	Task dependent	40 mins	80 mins
Content and skills focus	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Term 3	Term 3	Term 3 (40%) Term 4 (60%)
No of assessments	2		2		2		1

Grade 5

Term	1		2		3		4
Form of assessment	Practical task/ Investigation (40%)	Test (60%)	Practical task/ Investigation	Exam (60%)	Practical task/ Investigation (40%)	Test (60%)	Exam
Tool of assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Memo
Minimum marks	20	35	20	50	20	35	50
Maximum time allocation	Task dependent	1 hour	Task dependent	1½ hours	Task dependent	1 hour	1½ hours
Content and skills focus	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Term 3	Term 3	Term 3 (40%) Term 4 (60%)
No of assessments	2		2		2		1

Grade 6

Term	1		2		3		4
Form of assessment	Practical task/ Investigation (40%)	Test (60%)	Practical task/ Investigation	Exam (60%)	Practical task/ Investigation (40%)	Test (60%)	Exam
Tool of assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Memo
Minimum marks	20	40	20	60	20	40	60
Maximum time allocation	Task dependent	1 hour	Task dependent	1½ hours	Task dependent	1 hour	1½ hours
Content and skills focus	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Term 3	Term 3	Term 3 (40%) Term 4 (60%)
No of assessments	2		2		2		1

1. Calculating the marks for each term:**Term 1**

A: Practical task/investigation (Learner mark \div total mark \times 40)

B: Test (Learner mark \div total mark \times 60)

Total Term 1 mark: $A+B = 100$

Term 2

A: Practical task/investigation (Learner mark \div total mark \times 40)

B: Exam (Learner mark \div total mark \times 60)

Total Term 1 mark: $A+B = 100$

Term 3

A: Practical task/investigation (Learner mark \div total mark \times 40)

B: Test (Learner mark \div total mark \times 60)

Total Term 1 mark: $A+B = 100$

Term 4

Learner mark (Exam) \div total mark \times 100

2. Calculating the Final year mark:

SBA (Terms 1, 2 and 3) + Mid-year exam + Year-end exam

Learner's SBA mark: Terms 1, 2 and 3 \div Total SBA task mark \times 75

Learner's exam mark: Mid-year exam + Year-end exam \div Total exam mark \times 25

Final year mark: SBA (75%) + Exam (25%) = 100%

ANNEXURE 7 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 LIFE SKILLS

	Component	Term 1	Term 2	Term 3	Term 4
GRADE 4	PSW	1 (30)	Test (30) 45 mins	1 (30)	Exam (30) 45 mins
	Creative Arts: Visual	1 (20)	1 (20)	1 (20)	1 (20)
	Creative Arts: Music	1 (20)	1 (20)	1 (20)	1 (20)
	Physical Education	1 (30)	1 (30)	1 (30)	1 (30)
Total		100	100	100	100

	Component	Term 1	Term 2	Term 3	Term 4
GRADE 5	PSW	1 (30)	Test (30) 45 mins	1 (30)	Exam (30) 45 mins
	Creative Arts: Visual	1 (20)	1 (20)	1 (20)	1 (20)
	Creative Arts: Music	1 (20)	1 (20)	1 (20)	1 (20)
	Physical Education	1 (30)	1 (30)	1 (30)	1 (30)
Total		100	100	100	100

	Component	Term 1	Term 2	Term 3	Term 4
GRADE 6	PSW	1 (30)	Test (30) 75 mins	1 (30)	Exam (60) 75 mins
	Creative Arts: Visual	1 (20)	1 (20)	1 (20)	1 (20)
	Creative Arts: Music	1 (20)	1 (20)	1 (20)	1 (20)
	Physical Education	1 (30)	1 (30)	1 (30)	1 (30)
Total		100	100	100	100

Note: For Grade 6, the Year-end exam (60) should be divided by 2 to calculate a mark out of 30 for recording purposes.

Personal and Social Well-being

Refer to pages 46-47 for details of assessment tools and criteria.

Physical Education

Refer to pages 44-46 for details of assessment tools and criteria.

ANNEXURE 8 TASK REQUIREMENTS & WEIGHTINGS GRADE 4-6 SS

GRADE 4			
Term 1	History (25 marks)	Project	School Based Assessment 75%
	Geography (25 marks)	Test	
Term 2	History (25 marks)	Exam	
	Geography (25 marks)	Exam	
Term 3	History (25 marks)	Test	
	Geography (25 marks)	Task	
Term 4	History (25 marks)	Exam	Examination 25%
	Geography (25 marks)	Exam	

TNS Policy

Term 2 Examination, out of 25, must cover Term 1 and Term 2 work and should 1-hour long.

Term 4 Examination, out of 25, must cover Term 3 and Term 4 work and should 1-hour long.

GRADE 5			
Term 1	History (30 marks)	Test	School Based Assessment 75%
	Geography (30 marks)	Test	
Term 2	History (30 marks)	Exam	
	Geography (30 marks)	Exam	
Term 3	History (30 marks)	Task	
	Geography (30 marks)	Project	
Term 4	History (30 marks)	Exam	Examination 25%
	Geography (30 marks)	Exam	

TNS Policy

Term 2 Examination, out of 30, must cover Term 1 and Term 2 work and should 1-hour long.

Term 4 Examination, out of 30, must cover Term 3 and Term 4 work and should 1-hour long.

GRADE 6			
Term 1	History (40 marks)	Test	School Based Assessment 75%
	Geography (40 marks)	Test	
Term 2	History (40 marks)	Exam	
	Geography (40 marks)	Exam	
Term 3	History (40 marks)	Project	
	Geography (40 marks)	Task	
Term 4	History (40 marks)	Exam	Examination 25%
	Geography (40 marks)	Exam	

TNS Policy

Term 2 Examination, out of 40, must cover Term 1 and Term 2 work and should 1-hour long.

Term 4 Examination, out of 40, must cover Term 3 and Term 4 work and should 1-hour long.

ANNEXURE 9 MARKS AND PERCENTAGE BREAK DOWN PER TASK GRADE 7 ENGLISH HL

TERM 1		
GRADE 7		
Task 1	Mark	%
Oral	20	4
Task 2		%
Transactional writing	10	2.2
Task 3		%
Essay writing	30	2.2
Task 4		%
Reading comprehension	30	3.4
Task 5		%
Language in context	20	3.5

TERM 2		
GRADE 7		
Task 6	Mark	%
Oral: Paper 1	20	4
Task 7		%
Writing: Paper 3	40	4.4
Task 8		%
Comprehension and Language: Paper 2	60	6.8

TERM 3		
GRADE 7		
Task 9	Mark	%
Oral	20	4
Task 10		%
Literature	30	3.3
Task 11		%
Project	50	2.2

GRADE 7	Mark	%
TOTAL SBA	330	40

TERM 4		
GRADE 7		
Task 6	Mark	%
Oral: Paper 1	20	18
Task 7		%
Writing: Paper 3	40	16
Task 8		%
Comprehension and Language: Paper 2	60	26

GRADE 7	Mark	%
TOTAL EXAM MARK	120	60

ANNEXURE 10 MARKS AND PERCENTAGE BREAK DOWN PER TASK GRADE 7 AFRIKAANS HL

TERM 1		
GRADE 7		
Task 1	Mark	%
Oral	20	4
Task 2		%
Transactional writing	10	2.2
Task 3		%
Essay writing	30	2.2
Task 4		%
Reading comprehension	30	3.4
Task 5		%
Language in context	20	3.5

TERM 2		
GRADE 7		
Task 6	Mark	%
Oral: Paper 1	20	4
Task 7		%
Writing: Paper 3	40	4.4
Task 8		%
Comprehension and Language: Paper 2	60	6.8

TERM 3		
GRADE 7		
Task 9	Mark	%
Oral	20	4
Task 10		%
Literature	30	3.3
Task 11		%
Project	50	2.2

GRADE 7	Mark	%
TOTAL SBA	330	40

TERM 4		
GRADE 7		
Task 6	Mark	%
Oral: Paper 1	20	18
Task 7		%
Writing: Paper 3	40	16
Task 8		%
Comprehension and Language: Paper 2	60	26

GRADE 7	Mark	%
TOTAL EXAM MARK	120	60

ANNEXURE 11 TASK REQUIREMENTS & WEIGHTINGS GRADE 7 MATHS

Term	1		2		3		4
Number of tasks	2		2		2		1
Form of assessment	Assignment	Test	Investigation	Exam	Project	Test	Exam
Marking guideline	Memo	Memo	Memo and rubric	Memo	Rubric	Memo	Memo
Number of papers	1	1	1	2	1	1	2
Minimum marks	50	40	40	Paper 1: 50 Paper 2: 50	50	40	Paper 1: 50 Paper 2: 50
Maximum time allocation		1 hour		1½ hours per paper		1 hour	1½ hours per paper
Term weighting for reporting purposes	40%	60%	40%	60%	40%	60%	SBA + End of year exam=100%
	100%		100%		100%		
SBA weighting (40%)	8%	6%	6%	8%	6%	6%	
End of year exam (60%)							60%

Content areas to be covered in exams:

Term 2:

Paper 1 - CA 1, 2

Paper 2 – CA 3, 4 (where applicable)

Term 4:

Paper 1 - CA 1, 2

Paper 2 – CA 3, 4 and 5

Examination guidelines: Refer CAPS Amendments – Page 54 - 55

ANNEXURE 12 TASK REQUIREMENTS & WEIGHTINGS GRADE 7 NS

Term	1		2		3		4
Form of assessment	Practical task/ Investigation	Test	Practical task/ Investigation	Exam	Project	Test	Exam
Tool of assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Memo
Minimum marks	20	60	20	80	30	60	80
Maximum time allocation	Task dependent	1½ hours	Task dependent	2 hours	Task dependent	1½ hours	2 hours
Content and skills focus	Term 1	Term 1	Term 2	Term 1 & 2	Any: Term 1- 3	Term 3	Term 3 & 4
No of assessments	2		2		2		1

3. Calculating the marks for each term:

Term 1

A: Practical task/investigation (Learner mark ÷ total mark x 40)

B: Test (Learner mark ÷ total mark x 60)

Total Term 1 mark: A+B = 100

Term 2

A: Practical task/investigation (Learner mark ÷ total mark x 40)

B: Exam (Learner mark ÷ total mark x 60)

Total Term 1 mark: A+B = 100

Term 3

A: Practical task/investigation (Learner mark ÷ total mark x 40)

B: Test (Learner mark ÷ total mark x 60)

Total Term 1 mark: A+B = 100

Term 4

Learner mark (Exam) ÷ total mark x 100

4. Calculating the Final year mark:

SBA (Terms 1, 2 and 3) + Mid-year exam + Year-end exam

Learner's SBA mark: Terms 1, 2 and 3 ÷ Total SBA task mark x 75

Learner's exam mark: Mid-year exam + Year-end exam ÷ Total exam mark x 25

Final year mark: SBA (75%) + Exam (25%) = 100%

ANNEXURE 13 TASK REQUIREMENTS & WEIGHTINGS GRADE 7 TECHNOLOGY

Grade 7

	Term 1	Term 2	Term 3	Term 4
Form of assessment	PAT 1 Assignment	Term 2 Exam	PAT 2 Project	Term 4 exam
Grade 7	70 marks	60 marks	100 marks	60 marks
Term weighting	100%	100%	100%	100%
SBA	10%	10%	20%	60%
Promotion Mark	40%			
	100%			

Duration of exams: 75 minutes

Cognitive levels across the formal and informal assessment as well as examinations:

Specific Aim 1: Investigate, design, make, evaluate and communicate (50%)

Specific Aim 2: Structures, processing, mechanical and electrical/electronic systems and control (30%)

Specific Aim 3: Technology, society and the environment – Indigenous/Impact/Bias (20%)

For a list of verbs that must be used in the planning and setting of quality examination papers to integrate low, middle and higher order cognitive assessment, please refer to page 7 of the Technology revisions to CAPS Chapter 4 2019.

ANNEXURE 14 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 LO			
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Term	Grade 7	Marks per term	
		Recording	Reporting
1	Written task	70	100
	PET	30	
2	Mid-year Examination	70	100
	PET	30	
3	Project	70	100
	PET	30	
4	End-of-year Examination	70	100
	PET	30	
	Total	400	400

ANNEXURE 15 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 CA

The requirements (number and nature of tasks) and weighting for Creative Arts are indicated below:

Creative Arts			
Formal assessments (SBA during the year)		End-of-year examination	
40%		60%	
Assessment of practical work in two art forms 30% Assignment/written test in two art forms 10%		Performance/presentation in each art form 40% Written examination paper/s with questions from each selected arts form 20%	
Assessment per term			
Term 1 Practical assessment Visual Art: 50 marks (5%) Music: 50 marks (5%)	Term 2 Practical and written exam Visual Art: 100 marks (10%) Music: 100 marks (10%)	Term 3 Practical assessment Visual Art: 50 marks (5%) Music: 50 marks (5%) Total 10%	Term 4 Practical and written exam Visual Art: 100 marks (30%) Music: 100 marks (30%)
Weighting SBA% / EXAM %			
5%+5%=10%	10%+10%=20%	5%+5%=10%	30%+30%=60%

It is recommended that assessment tasks be done in Term 4 in each art form. Below are some examples of programmes of assessment and assessment instruments for practical work in each art form.

ANNEXURE 16 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 SS

School based assessment: 40% including mid-year examination

Year-end examination: 60%

Term 1	History (50)	Task	40%
	Geography (50)	Project	
Term 2	History (50)	Exam	
	Geography (50)	Exam	
Term 3	History (50)	Test	
	Geography (50)	Test	
Term 4	History (50)	Exam	60%
	Geography (50)	Exam	

ANNEXURE 17 TASK REQUIREMENTS AND WEIGHTINGS GRADE 7 EMS

For promotion purposes, the year mark (School-Based Assessment – SBA) is added to the end-of-year examination mark.

	Term 1		Term 2	Term 3	Term 4
Form of assessment	Assignment/Poster /Case Study	Controlled test	Exam	Project	Exam
Assessment tool/s	Rubric/ Memo	Memo	Memo	Rubric/ Memo	Memo
Total Mark	50	50	100	50	100
Week of completion	5	10	9	6	10
Time allocation		1 hour	2 hours		2 hours

SBA	EXAMINATION
Term 1: 100 (20% weighting)	Written examination: 100
Term 2: 100 (10% weighting)	
Term 3: 50 (10% weighting)	
Total SBA = 250 (Convert to 40% weighting)	Convert to 60%
Year mark: SBA + Term 4 examination = 100%	

Formal assessment for Term 1 consists of two tasks:

1. Assignment / Poster /Case study (50%)
2. Controlled Test (50%).

The assignment / poster must include the following topics:

- The history of money
- Needs and wants

The controlled test must include the following topics:

- Goods and services
- Inequality and poverty

Formal assessment for Term 2 consists only of a mid-year examination (100%).

The mid-year examination must include all topics covered in Term 1 and Term 2.

- Term 1: 30% of content covered
- Term 2: 70% of content covered

Formal assessment for Term 3 consists of one task: a project (100 %)

The content of the project must be on Entrepreneurship.

Formal assessment for Term 4 consists of an end-of-year examination (60%).

The end-of-year examination must include all topics covered in Term 1 -4.

- Financial literacy: 50 Marks (50% weighting)
- The Economy: 25 Marks (25% weighting)
- Entrepreneurship: 25 Marks (25% weighting)

ANNEXURE 18 EXAM MODERATION CONTROL SHEET
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EXAMINATION MODERATION SHEET

SUBJECT		GRADE	
EXAMINER/S			
MODERATOR/S			
MARK ALLOCATION		DURATION	

MEMO INCLUDED	YES		NO	
---------------	-----	--	----	--

ANSWER ON QUESTION PAPER		ANSWER ON ANSWER SHEET	
ANSWER ON LINED PAPER		OTHER (SPECIFY)	
SPECIAL EQUIPMENT REQUIRED BY LEARNERS			

HOD			
Comments:			

PRINCIPAL			
Comments:			

DEPUTY PRINCIPAL			
Comments:			

EDUCATOR			
Comments:			

APPROVED FOR SUBMISSION

PRINCIPAL'S SIGNATURE		DATE	
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DEPARTMENT FEEDBACK

APPROVED		NOT APPROVED	
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Action Taken:			

APPROVED FOR DUPLICATING

PRINCIPAL'S SIGNATURE		DATE	
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ANNEXURE 19 MODERATION DUTY LIST

MANAGEMENT DUTIES FOR 2020

16 January 2020

	RESPONSIBILITIES	NOMINATED
1	FP TERMLY MEETINGS	T Landers
2	FP STAFF ISSUES	T Landers
3	HOD FILE UPDATED	T Landers
4	HOD MEETING	T Landers
5	SMT MEETING	T Landers
6	END OF TERM ARRANGEMENTS	T Landers
7	INSPECTIONS	T Landers + C Borsattino
8	ORDER BOOK	T Landers + C Borsattino
9	TERM SCHEDULES	C Borsattino
10	POSSIBLE RETENTION'S	C Borsattino
11	PROGRESSION SCHEDULES	C Borsattino
12	BREAK DUTY LIST	C Borsattino
13	SAT MEETINGS (SCHOOL & DISTRICT)	C Borsattino + T Landers
14	HOD DISCIPLINE (KUDO HOD Level)	T Landers
15	CLUSTER MEETINGS	M Niebuhr – Life Skills C Tromp – Afrikaans D Graham – English T Lithgow - Maths
16	APPARATUS STOCK CONTROL	S Lolli
17	BOOK STOCK CONTROL	S Lolli
18	BOOK CONTROL	Subject Controllers/HODs
19	IQMS	Control Teachers + T Landers
20	D6 CONTROL	Per Grade
21	PHOTOCOPYING CONTROL	Ref note moderation overleaf
22	BUDGET	Control Teachers
23	STATIONERY	Control Teachers
24	NEW ENROLMENT PLACEMENTS	Control Teachers (IP) T Landers (FP)
25	CLASS LISTS	Control Teachers (IP) T Landers (FP)
26	ASSEMBLY BOOK	S Agostinho
27	WEEKLY ASSEMBLY	T Landers
28	PARENTS INFORMATION EVENING	T Landers
29	ORIENTATION DAY	T Landers
30	FINAL ASSEMBLY	T Landers + M Van Den Berg

SUBJECT CONTROLLERS (Subject responsibility)	
M Albertyn	Grade 4-6 Geography. Grade 4-6 History
M Mpesu	Grade 4-6 NS Tech
T Landers	Grade 1 English
C Lubbe	Grade 2 English
D Graham	Grade 3 English
L Benade + M v/d Berg	Grade 1 Afrikaans
S Lolli	Grade 2 Afrikaans
C Tromp	Grade 3 Afrikaans

M v/d Berg + S Van Zyl	Grade 1 Life Skills
S Agostinho	Grade 2 Life Skills
M Niebuhr	Grade 3 Life Skills
L Benade	Grade 1 Maths
C Lubbe	Grade 2 Maths
T Lithgow	Grade 3 Maths

GRADE CONTROLLERS			
Grade 1: L Benade	Grade 2: C Lubbe	Grade 3: D Graham	Grade 4: M Mpesu
Grade 5: M Gough	Grade 6: P Singh	Grade 7: L Klemp	

HEADS OF DEPARTMENT (Subject responsibility)	
M Botha	Grade 1-7 Afrikaans. Grade 7 LO. Grade 7 SS. Grade 4-6 Life Skills
A Singh	Grade 7 EMS. Grade 4-7 AC. Grade 1-7 English
M Fourie	Grade 1-7 Maths. Grade 7 Technology. Grade 7 NS
M Van den Berg (HOD Duty)	Grade 1-3 Life Skills

Book Control Procedures

PL1 Level Teacher Procedures for submission

Teacher → 3 books to **Subject Controller** → 1 books to **HOD**

Subject Controller Procedures for submission

Subject Controller → 3 books to **HOD** → 1 books to Deputy Principal.

HOD/HOD responsibility Procedures for submission

HOD → 3 books to Deputy Principal → 1 books to Principal.

Example: P Singh → J De Bruyn → G Mynhardt

All book/work reports must be submitted to the Principal before being returned to the educator who is being evaluated.

Process for subject specific photocopying approval

(Hard copy notes only. E-notes follow different procedures and staff will be advised)

Teacher → **Subject Controller** → **HOD** → Principal.

Subject Controller → **HOD** → Principal.

HOD → Deputy Principal → Principal.

Process for general communication photocopying approval

Author → Grade Controller/Activity Controller/Event Controller → Principal

Assessment Post Moderation

(Details of what must be submitted, as well as specific schedules will be provided by Subject Controllers/HODs as required)

Teacher → **Subject Controller** → **HOD**

Subject Controller → **HOD** → Deputy Principal

HOD → Deputy Principal → Principal

Examination Assessment Moderation

Teacher → HOD → Principal → Deputy Principal → Teacher → Duplicating

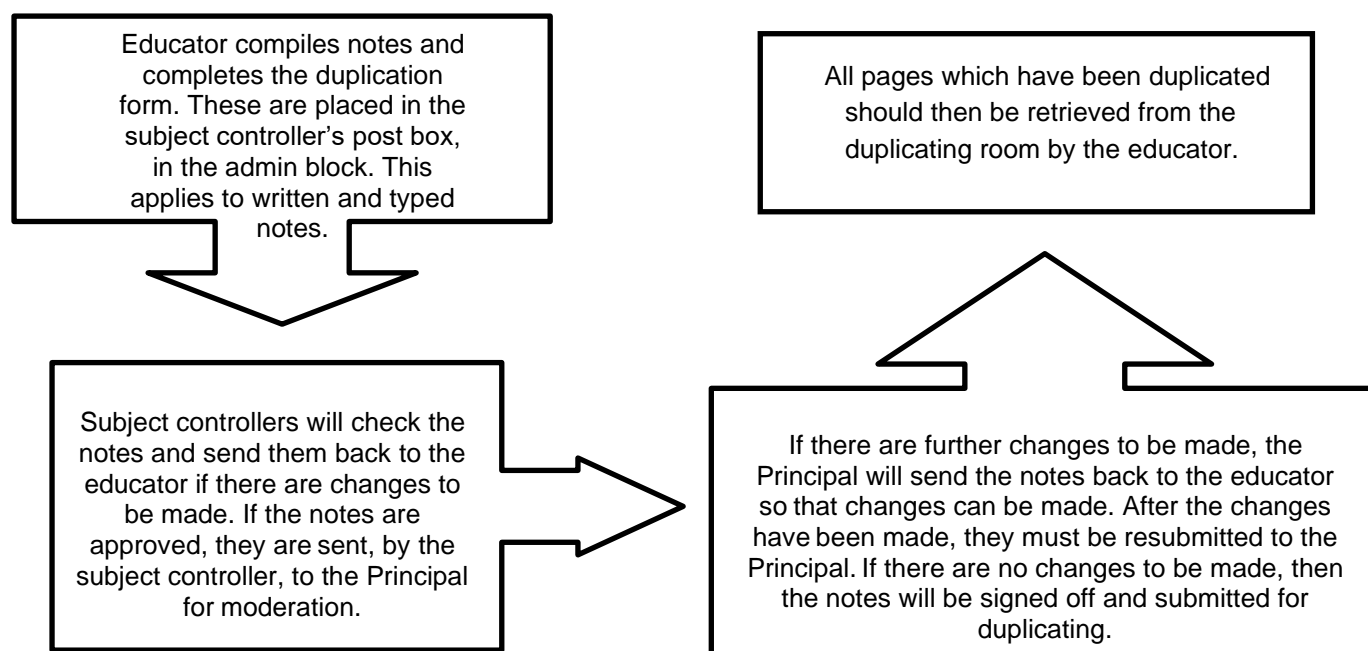
Subject Controller → HOD → Principal → Deputy Principal → Subject Controller → Duplicating

HOD → Subject Controller → Principal → Deputy Principal → HOD → Duplicating

ANNEXURE 20 NON-EXAMINATION MODERATION SHEET AND DUPLICATING

TOM NEWBY SCHOOL DUPLICATION POLICY 2018

This policy applies to non-examination duplication only. Please consult your Department Head for procedures relating to exams. All pages for duplication, if more than 10 copies are required, must follow the flow chart below. For fewer than 10 copies, the photocopier located in the Front Office may be used.



Please take note of the following important points:

- All hard copy typed notes should be formatted as follows:
 - Font style: Arial
 - Font size: 14
 - Spacing: Line – Single; Before and After - Zero
 - Indents: Zero
 - Page margins: Top, bottom, left and right – 2cm
- All pages to be duplicated must be submitted to the duplicating office at least one week before the required date. Please take this time frame into account when you begin submitting notes for moderation
- Hand written notes should be neatly written and submitted to the subject controller before being handed to a secretary for typing.
- All letters being sent to parents must follow the above procedure and must be co-signed by Miss Mynhardt.
- It is important to check that all pictures used will photocopy clearly before submitting to the relevant subject controller.
- Notes should not have page borders—the photocopier often compromises the integrity of the lines in relation to the edge of the page.
- All pages must be trimmed prior to handing the sheets to the learners. Indicate on the duplicating sheet if trimming is required or trim yourself, as required.

NOTE TO DUPLICATING OFFICER: A COPY OF ALL LETTERS THAT ARE SENT HOME TO PARENTS MUST BE SUBMITTED TO THE FOLLOWING PEOPLE – FRONT OFFICE, ACCOUNTS OFFICE, ADMISSIONS OFFICER, DEPUTY PRINCIPAL AND PRINCIPAL'S SECRETARY.

DUPLICATING/LAMINATING CONTROL SHEET

(This control sheet must accompany any documents that require duplicating or laminating. See reverse for procedures and policy. Formal tests must be submitted with a blue copy of this control sheet)

LEARNING AREA			
GRADE			
SUBMISSION DATE		REQUIRED BY	
EDUCATOR			

First moderator's name			
APPROVAL SIGNATURE			
DATE			
Comments:			
Second moderators name			
APPROVAL SIGNATURE			
DATE			
Comments:			
Final moderator's name			
APPROVAL SIGNATURE			
DATE			
Comments:			

DETAILS OF COPIES REQUIRED

# OF ORIGINAL PAGES		INDICATE NUMBER OF COPIES ON REVERSE OF ORIGINAL PAGES OR WITH A POST IT STICKER
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BACK TO BACK		SINGLE	
BLACK AND WHITE		COLOUR	

TRIM	YES	NO
------	-----	----

OTHER INSTRUCTIONS

COMPLETED BY DUPLICATING OFFICER

SIGNATURE : _____

DATE : _____

ANNEXURE 21 BOOK CONTROL AND WORK CONTROL SHEETS

Refer IQMS Files for current year control sheets

ANNEXURE 22 PERFORMANCE ANALYSIS SAMPLE

Performance Analysis: FOR TEACHER USE ONLY

Section 1

Question	Q1	Q2	Q3	Q4	Q5	Q6
Possible Mark	2	5	3	2	10	3
Learner Mark						

Section 2

Question	Q1	Q2	Q3
Possible Mark	5	5	10
Learner Mark			

ANNEXURE 23 EXAMINATION VENUE RULES

1. Switch off all smart phones, tablets and other similar electronic devices.
2. Follow all instructions given by the teacher on duty.
3. Be honest.
4. Remember to write your name and class on your answer script.
5. Be quiet during the exam session, even if you have completed your assessment task.
6. Hand smart watches in to the duty teacher for safe-keeping.
7. You may read a book if you finish your exam before the end of the exam session.

ANNEXURE 25 STAKEHOLDER COMMITMENT AGREEMENT

Stakeholder Commitment Agreement

1. Introduction

The Stakeholder Commitment Agreement is a written agreement between the school and the parents. It is a document that clarifies what parent/s and school can do to help the learner reach higher academic standards. The agreement serves as a clear reminder of everybody's responsibility to take action at school and at home so that the learner can learn what is required. It is a written commitment indicating how all members of a school community - parents, teachers, principals, learner, and concerned community members - agree to share responsibility for learning. The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities of the individuals influencing learner's achievement. However, the underlying assumption is that a learner's academic success will improve when the home and school work together.

Overall, if the agreement is taken seriously and implemented effectively it will assure that there will be support for the academic success of the learner by enhancing effective communications between school and the home. If written effectively. The agreement can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the learner.

2. Legislative Framework

The Regulations pertaining to the National Curriculum Statement Grade R – 12, promulgated as Government Gazette no: 36041 of 28 December 2012 and the DBE guideline on implementation of Promotion and Progression requirements for Grade 10 and 11 provide legislative framework for the development of commitment agreement.

DBE Guidelines propose a consultative approach in the implementation of the progression policy. It is necessary for a school to hold a special meeting with the parent/s of a learner that has not met the promotion requirements more than once in Grade 10 and 11 in order to carefully and clearly explained the school's decision.

At the culmination of a consultative meeting with the parent/s there should be signing of the commitment agreement. The agreement which emphasises that there is joint responsibility for the decision that has been taken. It stipulates the collaborative support, responsibility and commitment to ensure regular school attendance, completion of School Based Assessment Tasks, setting achievable targets to track the learner's progress must be in place. It must be printed in duplicate. Both copies must be signed by the learner, parent/guardian and a representative of the school. This document is an undertaking in good faith of the key stakeholders to motivate the learner to succeed in his/her renewed efforts to make the required academic progress. One copy must be kept on file at the school and the other remains with the parents/guardians. It should be used as an accountability tool to monitor progress or lapses made during the course of the year.



TOM NEWBY SCHOOL

P O BOX 13077, Northmead, Benoni, 1511
 Tel: 011 849 5311 Fax: 011 849 7316
 Email: info@tomnewbyschool.co.za
 Website: www.tomnewbyschool.co.za

STAKEHOLDER COMMITMENT AGREEMENT

Name/s of parent/s _____
Name of Learner _____ **Grade** _____

agree that this agreement outlines how the parents, the school and the learner will share the responsibility for this learner's improved academic achievement and the means by which the school and parents will build and develop a partnership that will help the learner achieve higher academic standards.

This commitment agreement is in effect for the following period:
 Start date: _____ End date: _____

SCHOOL RESPONSIBILITIES

Tom Newby School will:

1. Provide quality instruction in a supportive and effective learning environment that provides the tools with which the participating learner can work to meet the required academic standards.
2. Hold parent-teacher-learner performance meetings (at least Quarterly in the school) during which this agreement will be discussed as it relates to the individual learner's achievement.
3. Provide parents with frequent reports on their child's progress.
4. Provide parents reasonable access to staff for consultation with parents.
5. Provide reasonable access to additional classes such as Back-to Basics.
6. Other: _____.

PARENTS RESPONSIBILITIES

As parent/s, I/we will support the child's learning in the following ways:

1. Monitor attendance.
2. Ensure that homework is completed.
3. Allow my child to relay a summary of lesson content delivered during a school day.

4. Participate, as appropriate, in decisions relating to my child's education.
5. Promote positive use of my child's extracurricular time. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
6. Enrol my child in the required additional classes provided by the school and monitor attendance
7. Other: _____.

LEARNER'S RESPONSIBILITIES

As learner, I will share the responsibility to improve my academic achievement and achieve the high-quality standards. Specifically, I will:

1. Do my homework every day and ask for help when I need it.
2. Pay attention during lessons, take notes and use these notes to give a verbal summary of the lesson content from each school day to my parents.
3. Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Parent Name/s	Signature	Date

Learner's Name	Signature	Date

Staff member's Name	Signature	Date

Principal's Name	Signature	Date

ANNEXURE 26 IRREGULARITY REPORT

TOM NEWBY SCHOOL ASSESSMENT IRREGULARITY REPORT

All assessment irregularities must be reported to the SAIC. Teachers should refer to the Assessment Policy for guidelines regarding action that they are authorised to take in the event of an assessment irregularity.

Reporter's name	
Date of report	
Signature	

Details of Irregularity

Date	
Time	
Location	
Names of persons involved	
Nature of irregularity	
Action taken (if any)	

SAIC REPORT

SAIC Member's Names	
---------------------	--

Discussion notes and outcome	
Recommendation	
Details of action taken (Date taken, taken by whom, etc.)	

SAIC SIGNATURES

	Date	
--	------	--

All SAIC recommendations must be approved by the Principal. A copy of this Report must be placed in the Learner Profile.

ANNEXURE 27 APPEALS STRUCTURE AND PROCEDURES

APPEALS

Forms for Appeals are available via e-mail from Anna-Marie.Valentin@gauteng.gov.za on request. The attached Form 5/5 (Appeals register for FET) must be submitted to the District Office at the end of February 2015 for the attention of A. Valentin on the 5th floor.

Any parent has the right to appeal the outcome of his/her child's results.

Grounds for appeals:

- The results on the report card are incorrect
- Promotion decision contradicts existing policy
- Incorrect weighting was used in calculating the final results
- Assessment is used as a punitive measure
- Learner not given a reasonable expanded opportunity regarding valid absenteeism and valid humanitarian reasons

Guiding principles:

- The initial appeal must be lodged in writing at the school by the parent or guardian
- No appeal will be accepted by the DAT before it was handled by the school
- Appeals should be substantiated with concrete evidence
- All actions must be documented
- The appellant should have reasonable access to recording tools, marked assessment tasks and memorandums
- The process should be transparent and opportunity should be given to both parties to state their case.
- Final decisions must be consistent with existing legislation
- Successful appellants must be accommodated in the next grade
- The school must inform the District Assessment Official of any changes on the schedules after an appeal was resolved

Appeal structures:

- SAT (School Assessment Team) together with SAIC (School Assessment Irregularity Committee) – final decision to be signed by the school principal
- DAT together with DAIC – final decision to be signed by the District Director
- PAT together with PAIC – final decision to be signed by the HOD

Time frames:

- Initial written appeal by appellant to school – From date report cards were issued till end of January
- Feedback by school to appellant – Within 3 working days after appeal was lodged
- Appeal to District Office – Within 3 working days after feedback was given by the school
- Feedback to school by District – within 5 working days after the appeal was received
- Feedback to parent by principal – Within 3 working days after feedback was received from District
- Appeal to PAIC by school principal – Within 1 working day after feedback was given by District

- Appeal to PAIC by parent – within 3 working days after feedback was given to parent by principal
- Feedback by PAIC – within 7 working days after the appeal was received. PAIC report to District and District report to school.
- Copy of appeal register from school to District Assessment Official – end of February
- Copy of appeal register from District to HO – end of March

ANNEXURE 28: EXAMINATION LAYOUT

TOM NEWBY SCHOOL EXAMINATION FORMAT POLICY 2019

Please take note of the following important points:

- All hard copy examinations should be formatted as follows:
- Font style: Arial
- Font size: 12
- Spacing: Line – 1,5; Before and After - Zero
- Indents: Zero
- Page margins: Top, bottom, left and right – 2cm
- It is important to check that all pictures used will photocopy clearly before submitting to the relevant subject controller.
- Exams should not have page borders—the photocopier often compromises the integrity of the lines in relation to the edge of the page.
- Exams must have the standard exam heading on page 1, as per the example below (Electronic template available from secretaries)
- Exams must have a Question breakdown, for purposes of analysis, at the end of the paper. (See example below)
- Instructions to the learners must be simple and unambiguous.



TOM NEWBY SCHOOL EXAMINATION



Subject	NATURAL SCIENCE AND TECHNOLOGY	Examiner	MRS A TOMIZER
Date	14 November 2019	Total marks	45
Grade	5	Duration	1 HOUR
		Moderator	MRS I.X. PLODE
Special instructions/ Equipment	Ruler, screwdriver and hammer		
<p>This assessment has been compiled using notes and information contained in the Tom Newby School resource material. The marking memorandum has been compiled accordingly. While alternative responses will be given due acknowledgement, the official memorandum will be considered a priority document to ensure uniformity of marking.</p>			

Name:	Surname:	Class:
-------	----------	--------

Instructions:

1. This paper is made up of Section A: Theory (25 marks) and Section B: Case Study (20 marks).
2. Write your answers on the answer sheet provided.

Performance Analysis: FOR TEACHER USE ONLY

Section 1

Question	Q1	Q2	Q3	Q4	Q5	Q6
Possible Mark	2	5	3	2	10	3
Learner Mark						

Section 2

Question	Q1	Q2	Q3
Possible Mark	5	5	10
Learner Mark			

ANNEXURE 29: EXAMINATION CONTROL SHEET (ELECTRONIC)
--

Please provide a soft copy for self-typed papers
ELECTRONIC EXAMINATION MODERATION SHEET

SUBJECT		GRADE	
EXAMINER/S			
MODERATOR/S			
MARK ALLOCATION		DURATION	

MEMO INCLUDED	YES		NO	
---------------	-----	--	----	--

ANSWER ON QUESTION PAPER		ANSWER ON ANSWER SHEET	
ANSWER ON LINED PAPER		OTHER (SPECIFY)	
SPECIAL EQUIPMENT REQUIRED BY LEARNERS			

HOD	
Comments:	

DEPUTY PRINCIPAL	
Comments:	

EDUCATOR/S	
Comments:	

APPROVED FOR SUBMISSION

PRINCIPAL'S SIGNATURE		DATE	
-----------------------	--	------	--

DEPARTMENT FEEDBACK

APPROVED		NOT APPROVED	
----------	--	--------------	--

Action Taken:	

APPROVED FOR DUPLICATING

PRINCIPAL'S SIGNATURE		DATE	
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ANNEXURE 30: MODERATION FORM

Tom Newby School: Internal Moderation Tool - Exams

Subject		Grade	
Examiner/s			
Moderators	HOD: _____ Principal: G Mynhardt Deputy Principal: J De Bruyn		
Date Submitted			
Record of route to approval			
Date: _____	Moderator: _____		
Comment			
Date: _____	Moderator: _____		
Comment			
Date: _____	Moderator: _____		
Comment			
Internal Approval			
HOD		Date	
Principal		Date	
Deputy		Date	
Examiner/s		Date	

General Information and Layout				
	Description	Y	N	Comment
1.	Has the standard TNS heading been included?			
2.	Is the subject, grade, mark allocation and time allocation indicated at the start of the paper?			
3.	Are the introductory instructions about the exam clear?			
4.	Are the examiner and moderator's names reflected?			
5.	Are the questions numbered correctly?			
6.	Are the pictures/illustrations clear and of copyable quality?			
7.	Is the exam free of spelling and grammar errors?			
8.	Have the following format requirements been adhered to for the exam script? Arial font, size 12, 1,5 line spacing, zero before and after spacing, margins set to 2 (top, bottom, left and right).			
9.	Have the following format requirements been adhered to for the answer script? Arial font, size 14, single line spacing, zero before and after spacing, margins set to 2 (top, bottom, left and right).			
10.	If an answer sheet is being used, has sufficient provision been made for answers?			
11.	Has a diagnostic analysis been included at the end of the answer script or on a separate sheet if the answers are written on folio paper?			
12.	Is the allocated time appropriate and suitable for the subject and grade?			

References				
	Description	Y	N	Comment
1.	Are reading passages/extracts referenced where required?			
2.	Are diagrams and pictures referenced and labelled where required?			
Mark allocation and Sectioning				
	Description	Y	N	Comment
1.	Is there a correlation between the mark allocation and level of difficulty?			
2.	Has the exam been sub-divided according to policy?			
3.	Has each sub-section been clearly labelled?			
4.	Has each sub-section been correctly totalled?			
Cognitive levels and Questioning Techniques				
	Description	Y	N	Comment
1.	Have a variety of question types been included according to CAPS? For example: multiple choice, short answers, case studies, T&F, etc.			
2.	Are reading passages an appropriate length for the grade?			
3.	Where appropriate, have word/vocabulary boxes been included?			
4.	Have cognitive levels been indicated on the memo?			
5.	Are the questions clear, unbiased and unambiguous?			
6.	Have various cognitive levels been taken into account, as per CAPS?			
Content				
	Description	Y	N	Comment
1.	Is the language used grade appropriate?			
2.	Has the relevant CAPS content been included?			
Memorandum				
	Description	Y	N	Comment
1.	Does the mark allocation on the memo tally with the mark allocation on the exam script?			
2.	Is the memo a separate document?			
3.	Do the exam script and the memo correlate?			
4.	Does the memo make provision for alternate answers?			
5.	Does the memo provide information regarding the mark distribution within questions?			
Subject Specific Requirements				
	Description	Y	N	Comment
1.				
2.				
3.				
General Comments				

ANNEXURE 31: PARENT APPEAL FORM ON ASSESSMENT IRREGULARITY
**TOM NEWBY SCHOOL: PARENT APPEAL FORM ON
ASSESSMENT IRREGULARITY**

All assessment irregularities must be reported to the **SCHOOL ASSESSMENT IRREGULARITY COMMITTEE (SAIC)**. Parents should refer to the attached guidelines with regard to grounds for appeal and procedures to follow.

SECTION 1: TO BE COMPLETED BY PARENT

Parent's name	
Date of appeal	
Signature	
Learner's name	
Learner's class	

Details of Irregularity

Date of assessment	
Type of Assessment	
Subject	
Grade	
Relevant teacher/s	
Nature of irregularity/Reason for appeal	
Action taken thus far (if any). Attach separate report if necessary.	

SECTION 1: TO BE COMPLETED BY SAIC

SAIC Member's Names	
Discussion notes and outcome	

Recommendation
Details of action taken (Date taken, taken by whom, etc.)

SAIC SIGNATURES

	Date	
	Date	
Principal:	Date	

All SAIC recommendations must be approved by the Principal. A copy of this Report must be placed in the Learner Profile.

APPEALS ON ASSESSMENT TASK RESULTS

Any parent has the right to appeal the outcome of his/her child's assessment task results.

Grounds for appeals:

- The results on the report card/assessment are incorrect.
- Assessment decision contradicts existing policy.
- Incorrect weighting was used in calculating the final results.
- Assessment is used as a punitive measure.
- Learner not given a reasonable expanded opportunity regarding valid absenteeism and valid humanitarian reasons.
- Learner was unfairly prejudiced by assessment, e.g. insufficient time, questions not covered in work schedule, rubric is inadequate, etc.

Guiding principles:

- The initial appeal must be lodged in writing at the school by the parent or guardian.
- No appeal will be accepted by the SAIC unless it was discussed with the subject teacher.
- Appeals should be substantiated with concrete evidence.
- The appellant should have reasonable access to recording tools, marked assessment tasks and memorandums.
- The process should be transparent and opportunity should be given to both parties to state their case.
- Final decisions must be consistent with existing legislation.

Appeal structures:

- SAT (School Assessment Team) together with SAIC (School Assessment Irregularity Committee) – final decision to be signed by the school principal.

Time frames:

- Initial written appeal by appellant to school – 14 school days from the date that the assessment results were issued.
- Feedback by school to appellant – within 3 working days after appeal was lodged.

ANNEXURE 32: CAPS GUIDELINES ON SUPERVISION W.R.T FORMAL ASSESSMENT

GRADE 4 – 6

Investigation promotes critical and creative thinking. It can be used to discover rules or concepts and may involve inductive reasoning, identifying or testing patterns or relationships, drawing conclusions, and establishing general trends. To avoid having to assess work which is copied without understanding, it is recommended that whilst initial investigation could be done at home, the **final write-up should be done in class, under supervision, without access to any notes**. Investigations may be marked using rubrics and/or memoranda. The rubric can be specific to the task, or generic, listing the number of marks awarded for each skill.

GRADE 4 – 6

All the formal tasks should be done in class under the supervision of the teacher and **schools must provide resources where needed**. In the case of a project, data collection may be done outside the school without supervision of the teacher and the **rest of the work be done in class**.

The Personal and Social Well-being project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/resources/information to perform the task outside of contact time. **The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.**

GRADE 7 A & C

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. It should be planned and developed as a step by step and interrelated set of formative assessment activities. **The activities should be done in class and be mediated by the teacher** to ensure active, creative and critical participation by all learners.

GRADE 7 EMS

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year long Formal Programme of Assessment in each grade and subject. **All formal assessment must be completed under teacher supervision.**

GRADE 7 MATHS

To avoid having to assess work which is copied without understanding, it is recommended that whilst initial investigation could be done at home, the **final write-up should be done in class, under supervision, without access to any notes.**

GRADE 7 LS

Project

The **project** will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will collect data/resources/information outside of contact time to perform the task. **The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.**

ANNEXURE 33 FORMAT OF EXAMINATION PAPERS ENGLISH HL GRADE 4-6

GRADE 4		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2 hours	Reading Comprehension: Question 1 – Literary/Non-literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	40
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	30
TOTAL EXAM MARK		90

GRADE 5		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2 hours	Reading Comprehension: Question 1 – Literary/Non-literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	40
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	30
TOTAL EXAM MARK		90

GRADE 6		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2 hours	Reading Comprehension: Question 1 – Literary/Non-literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	50
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	30
TOTAL EXAM MARK		100

ANNEXURE 34 FORMAT OF EXAMINATION PAPERS AFRIKAANS FAL GRADE 4-6

GRADE 4		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2 hours	Reading Comprehension: Question 1 – Literary/Non-literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	40
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	30
TOTAL EXAM MARK		90

GRADE 5		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2 hours	Reading Comprehension: Question 1 – Literary/Non-literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	40
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	30
TOTAL EXAM MARK		90

GRADE 6		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2 hours	Reading Comprehension: Question 1 – Literary/Non-literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	50
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	30
TOTAL EXAM MARK		100

ANNEXURE 35 FORMAT OF EXAMINATION PAPERS LS (PSW) GRADE 4-6

GRADE 4 and 5

The Grade 4 and 5 examination and test will consist of two sections. The total for the exam/test is 30 marks.

Section A: 15 marks	Section B: 15 marks
<p>All questions are compulsory</p> <p>a. The questions will be matching columns and/or fill in/complete sentences and or lists.</p> <p>b. Questions will test understanding and factual knowledge.</p>	<p>All questions are compulsory.</p> <p>a. Case study may be used.</p> <p>b. The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</p> <p>c. Questions will be short open-ended and knowledge based questions that include information that learners have acquired from the PSW class.</p> <p>d. Learners will provide direct responses and full sentences in point form.</p> <p>e. One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</p> <p>f. Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</p>
<p>Note: Information provided in the case study should be current, up-to-date, age-appropriate and learner-friendly.</p>	

GRADE 6

Grade 6 Test

Section A: 15 marks	Section B: 15 marks
<p>All questions are compulsory</p> <p>a. The questions will be matching columns and/or fill in/complete sentences and or lists.</p> <p>b. Questions will test understanding and factual knowledge.</p>	<p>All questions are compulsory.</p> <p>a. Case study may be used.</p> <p>b. The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</p> <p>c. Questions will be short open-ended and knowledge based questions that include information that learners have acquired from the PSW class.</p> <p>d. Learners will provide direct responses and full sentences in point form.</p> <p>e. One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</p> <p>f. Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</p>
<p>Note: Information provided in the case study should be current, up-to-date, age-appropriate and learner-friendly.</p>	

Grade 6 Exam

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> a. The questions will be matching columns, true or false, multiple choice or list. b. Questions will test understanding and factual knowledge c. Responses will be short and direct and may be one word, a phrase or a sentence. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> a. Case study may be used. b. The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. c. Questions will be short open-ended and knowledge based questions that include information that learners have acquired from the PSW class. d. Learners will provide direct responses and full sentences in point form. e. One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph. f. Learners will solve problems, make decisions and give advice. They will provide a few direct responses. 	<p>Learners will be expected to and a</p> <ul style="list-style-type: none"> a. 10-mark and a 5-mark question. b. Questions will focus on the application of knowledge and skills. c. Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue. d. Each question will focus on the specific information or the integration of content. e. A short text/diagram/data can be provided as a stimulus.
<p>Note: Information provided in the case study should be current, up-to-date, age-appropriate and learner-friendly.</p>		

ANNEXURE 36 FORMAT OF EXAMINATION PAPERS SS GRADE 4-6**GRADE 4****TERM 1****Geography test**

The Geography Term 1 test should assess Term 1 content as follows through source-based mediums such as pictures, sketch maps and extracts:

Places where people live (settlements)

Total: 25 marks

History project

Local history

Total: 25 marks

TERM 2

The Term 2 examination should assess Term 1 and 2 content as follows:

Geography exam

Places where people live (settlements)

Map skills

Total: 25 marks

History exam

Local history: 12 marks

Qualities of a good leader: 13 marks

Total: 25 marks

TERM 3**Geography task**

Data-handling case study: Food and farming in South Africa

Total: 25 marks

History test

The Geography Term 3 test should assess Term 1 content as follows through source-based and paragraph writing:

Transport through time

Total: 25 marks

TERM 4**Geography Exam**

Food and farming in South Africa: 12 marks

Water in South Africa: 13 marks

Total: 25 marks

History Exam

Transport through time: 12 marks

Communication through time: 13 marks

Total: 25 marks

GRADE 5**TERM 1****Geography test**

Map skills (focus Africa)

Total: 30 marks

History test

Source based and paragraph writing: Hunter gatherers and herder in Southern Africa.

Total: 30 marks

TERM 2

The Term 2 examination should assess Term 1 and 2 content as follows:

Geography exam

Places where people live (settlements)

Map skills (focus Africa)

Physical features of South Africa

Total: 30 marks

History exam

Hunter gatherers and herder in Southern Africa

First farmers in Southern Africa

Total: 30 marks

TERM 3**Geography project**

Weather, climate and vegetation of South Africa

Total: 30 marks

History task

Source based and paragraph writing: An ancient African society - Egypt.

Total: 30 marks

TERM 4**Geography Exam**

Weather, climate and vegetation of South Africa

Minerals and mining in South Africa

Total: 30 marks

History Exam

An ancient African society - Egypt

A heritage trail through the provinces of South Africa

Total: 30 marks

GRADE 6**TERM 1****Geography test**

Map skills (focus World)

Total: 40 marks

History test

Source based and paragraph writing:

An African kingdom long ago in Southern Africa - Mapangubwe.

Total: 40 marks

TERM 2

The Term 2 examination should assess Term 1 and 2 content as follows:

Geography exam

Map skills (focus World)

Trade (focus South Africa and world)

Total: 40 marks

History exam

An African kingdom long ago in Southern Africa - Mapangubwe

Explorers from Europe find Southern Africa

Total: 40 marks

TERM 3**Geography task**

Data handling, case study and paragraph writing: Climate and vegetation around the world

Total: 40 marks

History project

Democracy and citizenship in South Africa

Total: 40 marks

TERM 4**Geography Exam**

Climate and vegetation around the world

Population – why people live where they do (focus South Africa)

Total: 40 marks

History Exam

Democracy and citizenship in South Africa

Medicine through time

Total: 40 marks

ANNEXURE 37 FORMAT OF EXAMINATION PAPERS SS GRADE 7**TERM 2 EXAM**

The Term 2 examination should assess Term 1 and 2 content as follows:

Geography

Map skills (focus local maps): 25 marks

Earthquakes, volcanoes and floods: 25 marks

Total: 50 marks

History

The kingdom of Mali and the city of Timbuktu: 25 marks

The transatlantic slave trade: 25 marks

Total: 50 marks

TERM 3 TEST

The Geography Term 3 test should assess Term 3 content as follows through the medium of data-handling, case study and paragraph writing:

Geography

Population growth and change (Focus: world)

Total: 50 marks

The History Term 3 test should assess Term 3 content as follows through the medium of source-based assessment, essay writing and paragraph writing:

History

Colonisation of the Cape in the 17th and 18th centuries.

Total: 50 marks

TERM 4 EXAM

The Term 4 examination should assess Term 3 and 4 content as follows:

Geography

Population growth and change (Focus: world): 25 marks

Natural resources and conservation in South Africa: 25 marks

Total: 50 marks

History

Colonisation of the Cape in the 17th and 18th centuries: 25 marks

Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century: 25 marks

Total: 50 marks

ANNEXURE 38 FORMAT OF EXAMINATION PAPERS ENGLISH HL GRADE 7

GRADE 4		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2½ hours	Reading Comprehension: Question 1 – Literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	60
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	40
TOTAL EXAM MARK		120

ANNEXURE 39 FORMAT OF EXAMINATION PAPERS EMS GRADE 7

Formal assessment for Term 4 consists of an end-of-year examination (60%).

The end-of-year examination must include all topics covered in Terms 1-4. The weighting of the examination is as follows:

Financial literacy:	50 marks (50% weighting)
The economy:	25 marks (25% weighting)
Entrepreneurship:	25 marks (25% weighting)

ANNEXURE 40 FORMAT OF EXAMINATION PAPERS CA GRADE 7

The Term 2 examination must include all topics covered in Terms 1 and 2.

The end-of-year examination must include all topics covered in Terms 1-4.

The examination must include theory of the arts (elements, concepts, definitions), history of the genre/styles, composition, improvisation and reflection (understanding of the arts).

Learners may write ONE question paper or TWO separate papers, one for each art form.

When developing examination papers, the following grid should be attached and presented for moderation:

Question#	LOW Accessible to all learners who are functioning at the relevant grade.		MEDIUM Accessible to the above average learners		HIGH Accessible to most capable learners	
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
1						
2						
3						
Etc.						
Total marks						
Target	30% of paper		40% of paper		30% of paper	

ANNEXURE 41 FORMAT OF EXAMINATION PAPERS EMS GRADE 7**Formal assessment for Term 2 consists only of a mid-year examination (100%).**

The mid-year examination must include all topics covered in Term 1 and Term 2.

- Term 1: 30% of content covered
- Term 2: 70% of content covered

Formal assessment for Term 4 consists of an end-of-year examination (60%).

The end-of-year examination must include all topics covered in Term 1 -4.

- Financial literacy: 50 Marks (50% weighting)
- The Economy: 25 Marks (25% weighting)
- Entrepreneurship: 25 Marks (25% weighting)

ANNEXURE 42 FORMAT OF EXAMINATION PAPERS AFRIKAANS FAL GRADE 7

GRADE 4		
PAPER NUMBER	Description	Marks
Paper 1 Completed during the term	Oral: Reading/Listening and Speaking	20
Paper 2 Duration: 2½ hours	Reading Comprehension: Question 1 – Literary text Question 2 – Visual Text Question 3 – Summary Question 4 – Language structures and conventions in context	60
Paper 3 Duration: 1½ hours	Writing: Transactional text Essay	40
TOTAL EXAM MARK		120

ANNEXURE 43: SAMPLE ASSESSMENT PLAN

**TOM NEWBY SCHOOL
GRADE 7 ASSESSMENT PLAN – TERM 1 2020**

	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
Week 1 17/01						
Week 2 24/01						
Week 3 31/01	Afrikaans Voorbereide Lees (20)					
Week 4 07/02	English Dialogue (10)					
Week 5 14/02	Maths Assignment (50)	Afrikaans Dialoog (10)	EMS Assignment (50)			
Week 6 21/02	English Unprepared Reading (20)	Afrikaans Verhalende opstel (30)				
Week 7 28/02	NS Biodiversity Practical (20)	Geography Map skills Practical (50)	Music Rhythms (50)	English Narrative Essay (30)		
Week 8 06/03	History Term Test (50)	Maths Summative Test (40)	NS Test (60) EMS Test (50)	English Comp/Lang Test (50) Afrikaans Begrip/ Taal (50)	Tech Practical Week ending 06/03 (70)	Art Mask (50) Phys Ed Online assessment (30)
Week 9 13/03						
Week 10 20/03						