



Province of the
EASTERN CAPE
EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES

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CURRICULUM INSTRUCTION F03/2019

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS OFFERING ARTS
SUBJECTS
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 18 MARCH 2019

**GRADE 10 - 12 SCHOOL-BASED ASSESSMENT QUARTERLY MODERATION FOR SCHOOLS
OFFERING ARTS SUBJECTS: DANCE STUDIES, DESIGN STUDIES, DRAMATIC ARTS, MUSIC AND
VISUAL ARTS**

1. Curriculum Instruction F03/2019 refers to: Grade 10 - 12 School-Based Assessment (SBA) Quarterly Moderation for schools offering Arts Subjects.
2. The National Protocol on Assessment (Chapter 3, page 5) stipulates that "School-Based Assessment is compulsory" and that "moderation should ensure that the quality and the standards ... have been met".
3. In 2019, as an intervention to improve results with an emphasis on achieving Levels 5, 6 and 7, Districts are to ensure that **high quality moderation** is undertaken during level 2 moderation processes and procedures. This should include:
 - Evidence of High Quality Tasks / tests that support the standard of the final examinations;
 - Evidence of the implementation of all cognitive levels in all assessment;
 - Evidence of accurate marking and marking guidelines;
 - Accurate interpretation of the expectations of CAPS;
 - Accurate interpretation and implementation of nationally prescribed marking rubrics;
 - Curriculum coverage with an emphasis on range and depth as required by CAPS;
 - Planning and subject administration done by the subject teacher with an emphasis on subject improvement to increase the number of level 5, 6 and 7 achievements by learners.
4. All districts where the Arts Subjects are presented, need to ensure that moderation of Grade 10 - 12 learners is moderated by a **Subject Specialist**. A Subject Specialist will meet at least two of the criteria set out below:
 - meet the criteria set out in PAM to have at least a degree and the subject on level 2;
 - have taught the subject for at least 3 years;
 - achieving excellent results in teaching the subject.



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5. Districts and School management need to ensure that all relevant teachers can access moderation by a subject specialist as contained in this Curriculum Instruction.
6. The following are suggestions to assist Districts to ensure that moderation is conducted by a Subject Specialist:
 - Where a District has a Subject Advisor for the Arts Subjects, he/she needs to conduct the moderation and develop a moderation plan that indicates the moderation session, date, time and names of teachers in the cluster.
 - Districts are to assist with the transport and accommodation arrangements for the Subject Specialist where necessary.
 - Where lead teacher(s) is/are available in the district, districts should arrange for them to conduct moderations.
 - Isolated schools to facilitate cross district moderation sessions with districts that are in the same region.
 - Dance moderation to be arranged by Ms. Noloyiso Macauley (SES) from the Sarah Baartman district.
 - District Curriculum CES and SES to collaborate on a moderation plan where necessary.
 - The table below contains a **suggested** cluster moderation plan:

Design					
	Cluster	Schools	Districts	Moderator(s)	Venue
1.	Cluster 1	Vuley Valey SSS Lady Grey Arts Academy	Amathole East	Ms. S Belle	
2.	Cluster 2	Pearson HS Victoria Park Linkside Johann Carinus Art Centre Gonubie High School	Nelson Mandela Metro Sarah Baartman	Ms. J McGrath	Grahamstown, Johann Carinus Art Centre

Dramatic Arts					
	Cluster	Schools	Districts	Moderator(s)	Venue
1.	Cluster 1	Lady Grey Arts Academy Ugie High School Nongeke SSS Nthabezulu SSS Cibeni SSS	Joe Gqabi Alfred Nzo East OR Tambo Coastal	Mr. T Sekhobo Ms. Nodada	Mthatha Trinset
2.	Cluster 2	Cradock High School Lingelihle SSS Zwelivumile SSS Willowvale SSS	Chris Hani East Chris Hani West Amathola East Joe Gqabi	Invite Mr. Sekhobo from Joe Gqabi as moderator	Queenstown JJ Serfontein
3.	Cluster 3	Mclachlan High School, Paul Sauer SSS Victoria Girls High School Global Leadership	Sarah Baartman	Ms. S Smith	Jeffrey's Bay Global Leadership Academy
4.	Cluster 4	All schools offering Dramatic Arts from Nelson Mandela Bay	Nelson Mandela Metro	Mr. G Everard Ms. S Rother	Port Elizabeth Alexander Road
5.	Cluster 5	All schools for Dramatic Arts in Buffalo City	Amathola East Buffalo City Metro	Mr. P Taljaard	East London Clarendon Girls High School

building blocks for growth



Music					
	Cluster	Schools	Districts	Moderator(s)	Venue
1.	Cluster 1	Mt Ayliff SSS Bonxa SSS All Schools in Amathole East	Alfred Nzo West Amathole East	Ms. P Nzama	Butterworth District Office
2.	Cluster 2	All schools in Sarah Baartman	Sarah Baartman	Ms. Lynn Gouws	Uitenhage
3.	Cluster 3	All Schools in Nelson Madella	Nelson Mandela Metro	Mr. P Myer Ms. Z Strydom Ms. P Nzama (to also support with school visits to Cowan and Molly Blackburn)	Port Elizabeth DF Malherbe
4.	Cluster 4	Lady Grey Arts Academy	Joe Gqabi	Ms. P Nzama	Lady Grey Arts Academy
5.	Cluster 5	All Schools in Buffalo City Metro	Buffalo City Metro	Ms. A Kobus	East London Clarendon Girls high School

Visual Arts					
	Cluster	Schools	Districts	Moderator(s)	Venue
1.	Cluster 1	Bonxa SSS Ezingcuka SSS Batandwa Nodondo SSS	Alfred Nzo West Amathole East Chris Hani East	Mr. R Kayanja Mr. P V Matthee	Cala, Batandwa Nodondo
2.	Cluster 2	Lady Grey Arts Academy Queens Girls HS Queens College	Joe Gqabi Chris Hani West	Mr. P V Matthee	Queenstown, JJ Serfontein
3.	Cluster 3	All schools in Buffalo City Metro	Buffalo City Metro	Ms. T Schultz	East London Belgravia Art Centre
4.	Cluster 4	All Schools in Nelson Mandela Metro	Nelson Mandela Metro	Ms. T Olander	Port Elizabeth Alexander Road HS
5.	Cluster 5	Mclachlan HS Global Leadership Academy Nico Malan HS	Sarah Baartman		Humansdorp Nico Malan
6.	Cluster 6	Johan Carinus Art Centre Ntsika SSS Mbulelo SSS	Sarah Baartman	Mr. G Germond	Grahamstown, Johann Carinus art Centre

NOTE: DISTRICT CES CURRICULUM should plan collectively to ensure moderation is completed and should negotiate timeously with the suggested facilitator/moderator in the table above.

Please remember that teachers are not be utilised during school time.

DISTRICT MODERATION PLANS SHOULD CO-INCIDE WITH THE SBA MODERATION DATES OUTLINED IN THE APPROVED CURRICULUM FET PROGRAMMES YEAR PLANNER 2019



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7. Responsibilities of the teacher:

- To ensure that the SBA Tasks are completed per term as required by CAPS Chapter 4 prior to the moderation.
- To prepare and have available the required documentation as per the CAPS:
 - Mark sheets (SASAMS printout and mark sheets per task);
 - Rubric(s) and assessment tools that were used for the assessment tasks;
 - Evidence of internal moderation.
- To ensure that all teacher and learner evidence is available, e.g. Teacher Planning and PAT instructions for learners including marking guidelines and tasks that were completed by learners.
- To ensure that evidence of at least 3 learners with low achievement, 3 average achievement and 3 high achievers is available for moderation.
- To attend the moderation session as per District arrangement.
- To participate in the process of moderation.

8. Responsibilities of the HOD/Subject Head:

- To ensure that the internal moderation of SBA has taken place.
- To ensure that all mark sheets and documentation has been verified, moderated and signed by the relevant stakeholders.
- To assist the teachers with arrangements to attend the moderation.

9. Responsibilities of the Subject Advisor / District Official:

- To develop a moderation plan that will allow all SBA Tasks to be moderated by a Subject Specialist.
- To ensure that all teachers are present at the moderation sessions.
- To ensure that schools have timeously received all information pertaining to the moderation sessions.
- To ensure verification on completion of tasks per term as required by CAPS has been conducted.
- To be available on the day of moderation to monitor and facilitate the moderation sessions.
- To ensure that all schools receive this Curriculum Instruction timeously.
- To distribute evidence of Good Practice with teachers.
- To monitor and follow up on teachers that indicate that they are experiencing problems.

10. Responsibilities of the Moderators:

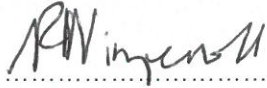
- To lead and guide the moderation process.
- To moderate the quality of the SBA Tasks.
- To ensure that all SBA tasks are completed as per the CAPS for the quarter.
- To moderate the marks allocated by the teacher.
- Complete a moderation report per school.
- Complete a composite moderation report for the cluster.
- To submit the moderation report to the CES: Curriculum FET Planning Ms. L. Kota-Mgwali within 7 days of the moderation.
- To share GOOD PRACTICE with all teachers at the moderation session.
- To provide guidance to teachers who need support.



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We trust that all teachers and relevant district personnel will ensure that these requirements are adhered to so that quality teaching and learning takes place to culminate in authentic SBA marks for the Arts Subjects.

All enquiries regarding the logistics of the moderation sessions can be directed to the relevant District CES Curriculum or the CES FET Curriculum Planning, Ms. L. Kota-Mgwali at lutho.kota@ecdoe.gov.za.



MS P VINJEVOLD
DEPUTY DIRECTOR GENERAL: EPEM

27/03/2019.....
DATE