Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTMENT VAN ONDERWYS

PROVINCIAL ASSESSMENT GUIDELINES FOR NATURAL SCIENCES

INTERMEDIATE & SENIOR PHASE

SEPTEMBER 2007

PREFACE

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the district curriculum personnel, provincialised the National Assessment Guidelines for Natural Sciences with the purpose of increasing the capacity of teachers to have a clear picture on the process of assessment in general and on continuous assessment in the learning area in particular.

This process has been informed by the Policy on Assessment of February 2007, National Assessment Guidelines of 2007, the Teacher's Resource Book for Senior Phase of 2005 and the National Curriculum Statement (NCS) in Natural Sciences.

Critical engagement with the document is encouraged. We invite you to be as rigorous and as vigorous as you can and have complete faith in your professionalism as you implement the NCS. We urge you to consult this document in the assessment process of learners. We also invite your suggestions for improving the document.

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1. INTRODUCTION

This document serves to highlight issues on assessment in Natural Sciences in the Intermediate and Senior Phase. Emphasis is given to school based assessment.

The document should be read/ utilized in conjunction with Natural Sciences National Assessment Guideline document. Therefore, the purpose of this document is not to repeat any part of the national assessment guidelines which are based on the Assessment Policy of February 2007, but merely to expand on issues not clearly stated yet crucial for micro planning of learner assessment.

2. Natural Sciences at a glance

The Natural Sciences offers a particular way of understanding the world we live in. The Natural Sciences Learning Area differs from other Learning Areas because of:

- the way in which information is gathered and interpreted;
- the way in which information is verified before general acceptance;
- the acknowledgement of the limitations of scientific enquiry; and
- the domain of knowledge that is covered.

The NCS is designed in such a way that by the time learners have reached the Senior Phase, they will have experienced an integrated approach at Foundation and Intermediate Phases, in which Science is related to a number of other Learning Areas and various curriculum policies.

At the senior phase level, learners are gradually introduced to aspects in science disciplines; for example, Life Sciences, Physical Sciences, Agricultural Sciences and Geographical Sciences, through an integrated as well as diversified teaching

and learning of knowledge strands / content areas. The approach at this level presents a continuum throughout the years, thereby allowing a smooth transition to science at Further Education and Training level, as well as the world of work.

3. NATURAL SCIENCES LEARNING OUTCOMES AND ASSESSMENT STANDARDS

LO 1: SCIENTIFIC INVESTIGATIONS

AS: Plans investigations:

Identifies factors to be considered in investigations and plans ways to collect data on them, across a range of values.

AS: Conducts investigations and collects data

Conducts investigations, collects and records information based on the investigations

AS: Evaluates data and communicates findings:

Considers the extent to which the conclusions reached are reasonable answers to the focus question of the investigation.

LO 2 CONSTRUCTING SCIENCE KNOWLEDGE

AS: Recalls meaningful information:

At the minimum, recalls procedures, processes and complex facts.

AS: Categorizes information:

Applies classification systems to familiar and unfamiliar objects, events, organisms, and materials.

AS: Interprets information:

Interprets information by translating tabulated data into graphs, by reading data off graphs and by making predictions from patterns.

AS: Applies knowledge:

Applies conceptual knowledge to somewhat unfamiliar situations by referring to appropriate concepts and processes

LO 3: SCIENCE SOCIETY AND THE ENVIRONMENT

AS: Understands science as a human endeavour:

Identifies ways in which people build confidence in their knowledge systems

AS: Understands sustainable use of the earth's resources:

Identifies information required to make a judgment about resource use.

In the Natural Sciences Learning Area the "process of investigation" is central and constitutes an integral part in planning the achievement of all three Learning Outcomes. Although all three Learning Outcomes (LOs) are equally weighted, Learning Outcome 1 is naturally integrated with other two Learning Outcomes during the process of teaching and learning. Hence, the teaching and learning of science involves the development of a range of process skills that are indispensable to man's quest to understand the world. The process of investigation in the classroom is the same as the one conducted in the scientist's laboratory.

4. CONTINUOUS ASSESSMENT (CASS) IN NATURAL SCIENCES

Continuous assessment comprises of two different activities: Informal daily assessment activities and formal assessments.

Continuous assessment through informal daily assessment and the formal programme of assessment should be used to:

- Develop learner's knowledge, skills and values;
- Assess learner's strengths and weaknesses;
- Provide additional support to learners;
- Motivate and encourage learners;
- Revisit or revise certain sections of the curriculum.

In Grades 4-8 all assessment of the National Curriculum Statement are internal and make up 100% of the final mark for promotion. In Grade 9 continuous assessment forms 75% and CTA 25% of the final mark for promotion.

4.1 INFORMAL DAILY ASSESSMENT

The daily assessment tasks are planned teaching and learning activities that take place in the classroom. Learners' progress should be monitored during learning activities. This can be done through question and answer sessions, short assessment tasks completed during the lesson by individuals, pairs or groups or through homework exercises.
The result of the informal assessment tasks are not formally recorded unless the teacher wishes to do so. However, teachers may use the learners' performance in these tasks to provide verbal or written feedback to learners, the school management team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

4.2 FORMAL ASSESSMENT

In addition to daily assessment, teachers should develop a year long formal programme of assessment for each grade. As the National Assessment Guidelines (2007) suggest, formal assessment is carried out to obtain reliable records that will enable the teacher to determine a learner's overall competence in the Learning Outcomes and Assessment Standards. The formal assessment should enable the teacher to make informed, valid judgments about various levels of performance and learner competence in Natural Sciences. Formal assessment tasks should comprise of various forms of assessment and assess a

variety of skills and knowledge suggested in the Assessment Standards in the grade.

5. PLANNING FOR ASSESSMENT

An important part of planning is to decide, at the Learning Programme Level, what type of assessment will be used and on the range of tasks to be assessed.

Each school should have a School Assessment Programme, which is a compilation of the assessment plans for all the grades. All schools should also have a Teacher Assessment Plan, which is derived from the Work Schedules and indicate the details of assessment per grade. Districts/ schools are at liberty to choose a focus area of their choice unless the Province indicates otherwise. The assessment plan in Natural Sciences should be in line with the assessment programme included in the Work Schedule for Natural Sciences.

Natural Sciences should have **six** formal assessment tasks per year in grades 4 - 6. In Grades 7- 8 there should be **eight** formal assessment tasks. In Grade 9 there should be **six** formal assessment tasks and the CTA at the end of the year. A task refers to a series of assessment activities that are designed to assess a range of skills and competencies. Each task consists of different forms of assessment such as observation, translation activities, model making, practical activity, assignment, test, etc. The tasks should reflect research skills, analytical skills, developmental skills, management skills, communication skills, evaluation skills, presentation skills, etc.

5.1. TEACHING AND LEARNING IN NATURAL SCIENCES

All four strands/ themes should be partially covered in each term but emphasis must be given to a particular strand/ theme when formally assessing for recording purposes. All four strands / themes should be completed in Grades 4 - 8 by the

end of fourth term and in Grade 9 by the end of third term to accommodate CTA in the fourth term. All four strands should be covered in all tasks given.

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADES 4 – 6

Learning Area	Term 1	Term 2	Term 3	Term 4	Total
Natural Sciences	1	2	1	2	6

5.2. SUGGESTED PROGRAMME OF ASSESSMENT FOR GRADES 4 – 6

<table>
<tr><th colspan="4">ASSESSMENT PLAN</th></tr>
<tr><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th><th>TERM 4</th></tr>
<tr><td rowspan="2">Task 1:
INVESTIGATION:
Learning Outcomes:….
Assessment Standards…..

Forms of assessment:
Assignment, practical activity, translation activity, presentation, etc
(Matter and materials)</td><td>Task 2:
ASSIGNMENT
Learning Outcomes:….
Assessment Standards…..

Forms of assessment:
Written work, drawings/diagrams, Calculations, etc
(Earth and Beyond)</td><td rowspan="2">Task 4:
PROJECT
Learning Outcomes:….
Assessment Standards…..

Forms of assessment:
Assignment, practical activity, translation activity, presentation, etc

(Energy and Change)</td><td>Task 5:
CASE STUDY
Learning Outcomes:….
Assessment Standards…..

Forms of assessment:
Interviews, translation activity, presentation, etc
(Life and Living)</td></tr>
<tr><td>Task 3:
CONTROLLED TEST/ EXAM
Learning Outcomes:….
Assessment Standards…..
(All four</td><td>Task 6:
CONTROLLED TEST/ EXAM
Learning Outcomes:….
Assessment Standards…..</td></tr>
</table>

	strands/themes)		(All four strands/themes)

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADES 7 – 8

Learning Area	Term 1	Term 2	Term 3	Term 4	Total
Natural Science	**2**	**2**	**2**	**2**	**8**

5.3. SUGGESTED PROGRAMME OF ASSESSMENT FOR GRADES 7 – 8

ASSESSMENT PLAN			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
Task:1 RESEARCH PROJECT **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Assignment, practical activity, translation activity, presentation, etc (Energy and Change)	**Task:3 INVESTIGATION** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Assignment, practical activity, translation activity, presentation, etc (Matter and materials)	**Task: 5 TRANSLATION TASK** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Graphs, tables, sketches, map, concept map, description, written presentation, explanations, drawing, etc (Earth and Beyond)	**Task:7 INVESTIGATION** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Assignment, practical activity, translation activity, presentation, etc (Life and Living)
Task:2 ASSIGNMENT **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Simulation, interview,	**Task:4 CONTROLLED TEST/ EXAM** **Learning Outcomes:….** **Assessment Standards…..**	**Task:6 CASE STUDY** **Learning Outcomes:….** **Assessment Standards…..**	**Task:8 CONTROLLED TEST/ EXAM** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Short questions, structured

Task2. **TRANSLATION TASK** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Graphs, tables, sketches, map, concept map, description, written presentation, explanations, drawing, etc (Energy & Change)	**Task4:** **CONTROLLED TEST/EXAM** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Short questions, structured questions, translation, mind map, descriptions, written presentation, explanations, concept map (All four strands/themes)	**Task 6:** **INVESTIGATION** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** practical activity, translation activity, mind map, observation presentation, etc (Earth & Beyond)	

- **Learning Outcomes and Assessment Standards will be determined by the nature of the Tasks. However, integration of ALL Learning Outcomes is preferred.**

5.5 .SUGGESTED WEIGHTING OF TASKS IN THE PROGRAMME OF ASSESSMENT

ASSESSMENT TASKS	WEIGHTING GRADES 4-8	MARKS GRADES 4-6	MARKS GRADES 7-8	WEIGHTING GRADE 9	MARKS GRADE 9
Investigation	30%	90	90 (45x2)	30%	90 (45x2)
Project	20%	60	60	20%	60
Controlled Test/Exam	20%(Grade 4-6) 10%(Grade 7-8)	60 (30x2)	30 (15x2)	10%	30
Case Study	10%(Grade4-6) 20%(Grade7-8)	30	60	20%	60

Translation task	10%	30	30	20%	60
Assignment	10%	30	30		
Total	100%	300	300	100%	300

5.6. Proposed mark allocation for Grade 4 -9

Assessment Tasks	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**
Project	60	60	60	**60**	60	60
Investigation	90	90	90	100 x 2 investigations converted to **90**	100 x 2 investigations converted to **90**	90
Controlled Test/ Examination	50x2 Tests (converted to 30)	50x2 Tests (converted to 30)	100x2 Tests (converted to 30	100x2 Tests (converted to **30)**	100 x 2 Tests (Converted to **30)**	100 (Converted to **30)**
Translation Task	30	30	30	30	30	60
Assignment	30	30	30	30	30	
Case study	60	60	60	60	60	60
Total Marks	300	300	300	300	300	300

- These are proposed minimum marks for each tasks

6. ASSESSMENT TASKS FOR THE PROGRAMME OF ASSESSMENT IN NATURAL SCIENCES

The following section describes the assessment tasks and the evidence expected from the various forms/ types of assessment that could be used by the educators to assess learning achievement.

Assessment Tasks	**Evidence**
Research	Research report, questionnaires, surveys, observation sheets, interviews,
Assignment	Practical tasks, drawings, acquisition of knowledge, skills development, and calculation exercises, etc.
Case Study	Simulations, observation, interviews, presentations etc.
Project	Project portfolios, building models, compile reports, posters, and presentations.
Test /Examinations	Written, practical, oral, audio-visual Tests can be on projects/assignment/research. Practical tests are used to assess the manipulation skills. Tests should be used to assess overall understanding of skills, knowledge, and values. Tests can be used to validate projects.
Investigation	Practical activities, observations survey, audit, presentations, assignments, translation activity

concept map, role play, descriptions, written presentation, explanations, functional writing questionnaire, translation, etc (Life and Living)	**Forms of assessment:** Short questions, structured questions, translation, mind map, descriptions, written presentation, explanations, concept map **(All four strands/themes)**	**Forms of assessment**: Interviews, translation activity, presentation, etc (Matter and Materials)	questions, translation, mind map, descriptions, written presentation, explanations, concept map **(All four strands/themes)**

Number of formal recorded assessment tasks for Grade 9

Learning Area	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
Natural Science	**2**	**2**	**2**	**CTA**	**6**

5.4. SUGGESTED PROGRAMME OF ASSESSMENT FOR GRADE 9

PROGRAMME OF ASSESSMENT			
ASSESSMENT PLAN			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
Task1. **PROJECT** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** Interviews assignment, practical activity, translation activity, presentation, etc (Matter & Materials)	**Task3: INVESTIGATION** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:** practical activity, translation activity, mind map, observation presentation, etc (Energy & Change)	**Task 5:** **CASE STUDY** **Learning Outcomes:….** **Assessment Standards…..** **Forms of assessment:**: Interviews, translation activity, presentation, etc (Life & Living)	**CTA**

Translation Task	Explanations, descriptions, drawing graphs, calculation exercises, making tables of data collected, diagrams etc.

7. FURTHER EXPLANATION OF ASSESSMENT TASKS IN NATURAL SCIENCES

7.1 Project

Activities like assignments, research, excursions, site visits, demonstrations, exhibitions, etc. can be part of the project. Assessment tools e.g., rubrics and checklists should vary according to different projects and should be based on the nature of the project.

A project in Natural Sciences is any exercise which has the following elements:

- Problem-orientated with opportunities to analyze problems or case studies.
- An investigation
- Practical exercises
- Comprehensive and open-ended
- Tackled without close supervision, but with assessor guidance and support.

Tasks and activities for this form of assessment will require learners to investigate, design, make, evaluate and communicate suggestions / solutions. Projects can involve individual or a group of learners. The assessor directs the choice of the project, usually by providing the learner with a topic or the brief for the investigation.

7.2 Assignment

An Assignment is a problem solving exercise with clear guidelines and a specified length**.** It is more structured and less open-ended than projects, but they do not necessarily involve strict adherence to a prescribed procedure and they are not concerned exclusively with manual skills. They include short exercises used formatively to assess learners' development of cognitive skills.

7.3 Test

Tests could be used for summative or formative purposes. They usually consist of a range of questions. Learners are required to respond to questions within a specified time. Tests are usually used to assess the recall of information and cognitive skills such as problem solving or analysis etc.

7.4 Case Study

Case studies are a detailed description of a specified situation. The situation can be real or simulated by the teacher. They can be taken from books, newspapers, magazines, videos or radios. Their purpose is to link real examples of Natural Science in the world outside to classroom activities.

7.5 Research

A research involves the collection of data and / or information to solve a problem or to understand a particular set of circumstances. Learners should also process, present and use the information to solve the problem at hand.

7.6 Investigations

There are many different types of investigations, including practical work, e.g. demonstrations, field-work, practical exercises, and open investigations. A science investigation is designed to collect and analyze evidence in order that learners solve problems, answer questions and test hypotheses. In this way

learners are actively involved and are encouraged to explore objects, situations and events in their immediate environment, to collect and record information and draw conclusions.

7.6.1 Categories of Investigations

Investigative skills are grouped into four skills categories:

- Focus on the problem / issue and plan investigations
- Gather, select and manipulate data / information
- Analyse data, evaluate and re-evaluate the problem / issue
- Make decisions and communicate findings

Skill Categories and subskills that are relevant to LO1

FOCUS ON THE PROBLEM / ISSUE AND PLAN INVESTIGATIONS	GATHER, SELECT AND MANIPULATE DATA / INFORMATION	ANALYSE DATA, EVALUATE AND RE-EVALUATE THE PROBLEM / ISSUE	MAKE DECISIONS AND COMMUNICATE FINDINGS
Identify Problems/ Issue/ Phenomena	Observe and Measure	Identify Trends and Evaluate information	Share findings
Ask questions	Sort information	Identify critical and essential view points	Use different ways to present fingdings Communicate conclusions , recommendations
Refine questions	Collect and Select relevant Scientific knowledge and skiils. Record Data	Reflect on reliability and validity of findings i.e argue how scientific input generate solutions Evaluate Hypothesis	Explain argument with logical reasoning. Adapt report for different Audiences
	Compare Sources of information	Consider alternatives	Report

Formulate Plan action to address problem/issue	Experiment and Classify Information	Comparison with non-scientific inpu Draw conclusions	Indicate possible consequences, relate viewpoints
	Draw graphs	Justify Conclusions	
Make predictions	Classify		
Hypothesisiing	Follow instructions		
Design a Test	Make models		
Design Experiments	Compare sources of information		
Design Trials	Formulate a detailed innovative solution/strategy to address the issue/ problem	Decide on the best solution/ strategy	Adapt report for different audiences
Design surveys		Reflect on reliability and validity of plan/solution/strategy	
Identify control and measure variables		Reevaluate and justify solution /strategy	
		Formulate final solution/strategy	

7.6.2 Suggested Assessment criteria for a scientific investigation / project (including report and presentation of findings)

No	CRITERIA
1	***Choice of topic and aim:*** Where did you get the idea / origin of your idea? (2) Is the idea for your investigation relevant and useful? If so, Why? (1) Describe the aim of your investigation(2)
2	***Focus question:*** Describe the focus question. Is your focus question Clear? (1) Can it be fairly tested? Discuss this. (3) Identify all possible variables present in the focus question (1)
3	***Variables:*** Independent Variables: What will you deliberately change? (3) Dependent Variables What will you measure? (3) Constant Variables Variables that will be fixed / kept the same / not allowed to change(4)
4	**Hypothesis:** Hypothesis, suspicions, hunches and educated guesses Explain and describe your hypothesis before you start What outcomes do you expect? (5)
5	**Literature Review:** Information on the topic gathered from other sources? (1) Careful referencing of sources i.e website, title, author etc. (2x2)
6	**Planning the investigation:** Record what you needed to do the investigation(3) Record If and how your focus question changed (2) When did you start? When and where was each stage completed? (5)

7	**Collecting data:** Describe the design of the investigation, especially data collection. (5) Describe your practical work step by step, any experiments you did etc(5)
8	**Data Presentation and choosing the methods used:** Any three ways e.g. narrative account, model, tally chart for questionnaire, table of numeric data, video, tape recording, photographs, etc (3 x methods x 5marks maximum each i.e 5 marks for appropriate method; 3 marks for less appropriate method; 1 mark max for inappropriate method.)
9	***Processing and treatment/analyzing of data*** Methods for treatment of data to extract information e.g. graphs (3) Conclusions drawn for processed and treated data (5) Compare hypothesis / predictions with the actual results of investigation(3) Discuss whether your hypotheses are confirmed or rejected (4)
10	**Verbal / Visual presentation of the investigation project:** Layout of presentation: sequence, effective use of 3-5 colours Manner of presentation: knowledge of subject, enthusiasm, confidence Adjudicator allocates marks out of 10
11	**Learner's own evaluation of the project / investigation:** What would you have done differently? (Provide a personal, hand written account after the assessment and review of other's investigations)

7.7 TRANSLATION TASKS

A Translation task is the changing of information that is given in one form into another form, to assess process skills.

e.g.

- words into diagrams
- tables into graphs
- summary into text
- picture into diagram
- picture into words
- graphs into text

- diagrams into text
- text into graphs

8. MODERATION

It is a policy that moderation should be done per term in all grades, at school level, cluster level and district level.
Moderation will be carried out to ensure that appropriate standards are maintained in the assessment process in the province. This will be done on a sample basis at the different levels of the process.

According to the Assessment Policy of February 2007, continuous assessment should be moderated externally by professional support services within the guidelines set by the Provincial Education Department.

In Grades 4 - 8, CASS makes up 100% of the final Natural Science mark or level of achievement. In Grade 9 CASS makes up 75% of the final Natural Science mark or level of achievement and 25% comes from Common Task for Assessment (CTA) which will be used as a moderating tool for school based assessment.

9. STAGES OF MODERATION

LEVELS OF MODERATION	WHO MODERATES	PORTFOLIOS TO BE MODERATED
SCHOOL	Principal/HOD/Representative of the principal	All Portfolios should be submitted to the HOD and the HOD should sample according to the school assessment policy.
CLUSTER	Educators/ Cluster Leader (Learning Area Committee Chairperson) / District Curriculum Personnel	10 % of learners' portfolio per school(minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).
PROVINCE	Provincial Learning Area Chair persons/ their Representatives	Determined by the Provincial Learning Area Executive Committee
NATIONAL	UMALUSI	Determined byUMALUSI

10. MODERATION PROCEDURE

LEVEL 1: SCHOOL LEVEL

This moderation should be conducted on an ongoing basis as tasks are completed in the classroom situation.

The moderation at school level should be conducted as follows:

- All assessment tasks and tools must be moderated by HOD **before** administered to the learners.
- The learning area teacher marks tasks in **red** ink.
- The learning area head of department, Deputy Principal or Principal, must then exercise further control in **green** ink. (THE SCHOOL MODERATING TEAM).
- Comments, signature and a school stamp must appear on the moderated work. A school moderation tool (see annexure C) must be filled in and be submitted by the subject teacher during cluster moderation.
- In schools where there is no SMT member qualified in the learning area, arrangements with the neighbouring school can be made. If this is not possible, seek help from the cluster level.
- Two copies of the mark schedule (see annexure B) must also be signed by the teacher, HOD and Principal
- The number of learner portfolios to be presented for cluster moderation should be determined as follows:
  10% of learners' portfolio must be prepared for moderation (minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).

LEVEL 2: CLUSTER LEVEL

- Cluster moderation will take place according to the district CASS moderation schedule.
- Each teacher brings along his/her master portfolio, required number of learner portfolios and two copies of the mark schedule

ROLE OF THE DCES INTERSEN

- Coordinates CASS moderation plans/ programmes for the district for the year
- Communicates the plans/ programmes to all circuit managers and schools
- Ensures that the venues are booked and confirmed.
- Collates all the learning area reports

ROLE OF THE LEARNING AREA SPECIALIST (SES)

- Assisted by the learning area cluster chairperson (teacher), organizes clusters moderation venue, attendance registers, moderation instruments and report form (see annexure).
- Together with the Cluster chairperson decide on the role of each teacher (who moderates which assessment tasks).
- Should moderates all the teacher master portfolios.
- Together with the Cluster chairperson decide on the moderation time per school
- Verifies the evidence of School Moderation
- Ensures that all the schools have signed the attendance register (Annexure G)
- Signs copy of mark lists after moderation
- Compiles the final moderation report (Annexure F) of the entire district.

ROLE OF THE CLUSTER CHAIRPERSON (TEACHER)

- Fills in the moderation tool with the assistance of all the teachers in the moderation venue and records the findings
- Leads discussion/report on the moderator's findings.
- Signs learner portfolios.

- Verifies and signs copy of mark lists already signed and stamped by the Principal and HOD.
- Compiles the final moderation report (Annexure E).

MODERATION PLAN

TIME	GRADES 4 - 8	GRADE 9
Term 1	March	April
Term 2	July	June
Term 3	September	September
Term 4	November	CTA

LEVEL 3: PROVINCIAL LEVEL

- Provincial learning area specialists (DCES) are responsible for this moderation.
- This level of moderation takes place at the same time as the capturing of marks is done.
- The reports provided by the district DCES plays a vital role in this level of moderation.
- Common Tasks for Assessment (CTA) moderation will be conducted on a continuous basis when the learners are writing it.

LEVEL 4: NATIONAL LEVEL

- This level of moderation can take place at any time during any other level of moderation.