



EDGEMEAD | HIGH SCHOOL

—————"to have life more abundantly"————

MISSION

To Provide an Opportunity for a Balanced Education for all who choose to Learn and Grow the Edgemean Community.

EDGEMEAD HIGH SCHOOL ASSESSMENT POLICY

Updated February 2025 by SM Paulsen

CONTENTS

1. **RATIONALE AND PURPOSE OF THE POLICY**
2. **ROLES AND RESPONSIBILITIES**
3. **SCHOOL-BASED ASSESSMENT (SBA) PROCEDURES**
4. **PLANNING AND IMPLEMENTATION**
 - 4.1 TARGET SETTING
 - 4.2 CONTROL OF LEARNERS WORK
 - 4.3 SUBMISSION OF WORK BY LEARNERS
 - 4.4 ORIGINALITY AND INTEGRITY OF LEARNERS' WORK
 - 4.5 STANDARDISATION OF TASKS
 - 4.6 ABSENCE
 - 4.7 MONITORING OF ASSESSMENT PROCESSES
 - 4.8 INTERNAL MODERATION (QUALITY ASSURANCE)
5. **RECORDING, RECORD KEEPING AND REPORTING**
 - 5.1 RECORDING OF MARKS
 - 5.2 THE CHECKING OF ASSESSMENTS BY LEARNERS
 - 5.3 MARK AND PROMOTION SCHEDULES
 - 5.4 RECORD KEEPING
 - 5.5 REPORTING

6. **EXAMINATIONS**
7. **CONCESSIONS AND ALTERNATIVE ADAPTIVE METHODS OF ASSESSMENT**
8. **INTERVENTION AND SUPPORT**
9. **SUBJECT CHANGES**
10. **THE ROLE OF THE SBST**
11. **PROMOTION**
12. **IRREGULARITIES**
13. **APPEAL PROCEDURES**
14. **EXTERNAL MODERATION AND OTHER DISTRICT MEETINGS**

AND TERMS USED IN THIS DOCUMENT

AAPR	Annual Academic Performance Report
APIP	Academic Performance Improvement Plan
CAPS	Curriculum Assessment Policy Statements
CASS	Continuous Assessment (also referred to as SBA)
DAIC	District Assessment Irregularities Committee
EHS	Edgemoor High School
FET	Further Education and Training (Grades 10 to 12)
GET	General Education and Training (Grades 8 and 9)
IEB	Independent Examinations Board
NSC	National Senior Certificate (Grade 12 external examinations)
QMS	Qualitative Management System
SAIC	School Assessment Irregularities Committee
SBA	School-Based Assessment (also referred to as CASS)
SBST	School Based Support Team
WCED	Western Cape Education Department

NOTE:

The term ***parent/s*** as used in this document refers to the biological parent/s or the legal guardian/s of a learner.

Ed-Admin is the management information system used by the school.

POLICY FRAMEWORK

Apart from various Circulars and Minutes issued by the WCED, this EHS Assessment Policy reflects relevant national legislation, such as:

1. [National Protocol for Assessment Grades R - 12 \(NPA\)](#)
2. [National Policy pertaining to the Programme and Promotion Requirements](#) of the National Curriculum Statement Grades R - 12 (*NPPPR*)
3. Curriculum and Assessment Policy Statements (*CAPS*) for each approved school subject, as listed in the policy document *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12 (NPA)*.
3. [Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination \(CAM Regulations\)](#)

Please note the following extract taken from these Regulations:

Objectives, scope and application

- (1) To regulate and control the administration, management and conduct of the National Senior Certificate examination and assessment process.
- (2) These Regulations apply to both public and independent assessment bodies assessing and examining the National Curriculum Statement Grades R- 12.

5. National Education Policy Act: [Learner Attendance Policy](#)
6. [Guideline on the Quality Assurance of School-Based Assessment for Grades 10-12](#)

1. RATIONALE AND PURPOSE OF THE POLICY

Edgemead High School is committed to developing academic excellence. Assessment is an integral part of teaching and learning. It reflects learner progress and is used to monitor academic growth. Assessment and recording procedures are also necessary to meet specific statutory requirements.

This policy aims to ensure that learners experience a variety of assessment types which are fair, valid and reliable, and that there is uniformity in all subject departments and phases. Assessment will be used to identify learners at risk, develop effective intervention strategies and inform whole-school target setting.

2. ROLES AND RESPONSIBILITIES AND ACADEMIC ACCOUNTABILITY

THE CONCEPT OF ACCOUNTABILITY

While accepting that the parent and the child must play their part, it cannot be denied that the educator's main job is to ensure the best results for the learners. And there is no doubt that most parents do in fact hold educators responsible for their children's success - just as a doctor or lawyer is held accountable by clients/patients. After all, if a child's whole future - as a person and in a career - is strongly dependent on his/her academic success, is it not natural for the parent to expect the school to do its best to ensure this? However, in terms of NCS, learners need to accept greater accountability for academic work than was previously demanded.

Parents hold the Principal to account. They expect him to know what is going on in the School and to implement a system that does not allow educators to neglect their duty. Prevention, not cure, is what they demand. However, parents need to be equally aware that, once the school has done its part, they too are accountable and must provide the correct environment for their child.

There is benefit for all involved - learners, school, parents and staff. The learners are assured of effective teaching; the school's image as a sound academic institution is upheld; and educators are more likely to receive favourable evaluations.

WCED Officials

- Ensure adherence to national and provincial policies.
- Support, monitor, moderate and verify assessment.
- Check and validate promotion results and decisions.
- Deal with appeals related to promotion decisions.

Principal

- Serves as the accountable officer in all curriculum and assessment matters.
- Signs off all promotion schedules and learner reports.
- Deals with appeals regarding promotion.

Deputy Principal (Academics)

- Manages all curriculum, assessment and related administrative processes.
- Initiates academic policies, procedures, practices and systems to improve assessment, including record-keeping and reporting.
- Gathers information and statistics for reporting on academic matters.
- Oversees the finalisation of learner reports, mark and promotion schedules.
- Analyses data and undertakes research or other systemic evaluations when required.
- Supports and liaises with the other members of the Academic Leadership Team, Grade Heads, Subject Heads, tutors, teachers, parents and learners regarding academic matters.
- Refers all assessment irregularities to the School Assessment Irregularities Committee (SAIC) so that they can be reported to the District Assessment Irregularities Committee (DAIC).
- Completes the Annual Academic Performance Review (AAPR) for SGB and WCED.
- Completes the APIP for SGB and WCED.

Academic Leadership Team

Consists of the Deputy Principal (Academics); DH of Academics; Grade Heads and Subject Heads

Administrative capacity

- Serves as the link between
- n the Deputy Principal (Academics) and teaching staff by disseminating information and ensuring directives are implemented.
- Supports and liaises with Subject Heads, tutors, teachers, parents and learners regarding assessment matters.
- Provides valuable input from all stakeholders.
- Brings relevant information to the attention of the Deputy Principal (Academic).
- Reports all irregularities and concerns regarding curriculum delivery and assessment to the Deputy Principal (Academics).
- Collaborates with the Deputy Principal (Academics) in developing academic policies, procedures and practices.

Subject Heads

- Ensure that their subject departments adhere to curriculum and assessment requirements.
- Ensure that all assessments are CAPS compliant, in all aspects.
- Ensure that the prescribed content is covered in each grade, as outlined in the CAPS curriculum.
- Ensure that all curriculum planning and a formal programme of assessment have been drawn up by the start of each academic year and that they are implemented.
- Conduct regular class visits as part of the quality assurance process, with a view to providing feedback and insights, and guiding and developing subject teachers in the delivery of content etc.
- Guide, support and develop subject teachers in all assessment matters.
- Consult examiners' and Umalusi's reports after the NSC examinations and implement changes where necessary.
- Ensure that proper moderation of all assessments takes place, in accordance with this policy document, and that moderation records are maintained and kept up-to-date.
- Ensure that electronic mark books are compiled correctly and that marks for all assessments have been captured immediately after they have been marked.
- Set goals, analyse subject results and ensure that suitable interventions are put in place where necessary.
- Stay abreast of trends and methodology, share best practice and constantly evaluate assessment practices within their subject departments.
- Ensure attendance at and provide feedback to colleagues from WCED workshops and any other relevant meetings
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Academic Leadership Team.
- Maintain subject records containing all the documents required by the WCED, such as all completed SBA tasks (formal and informal), the annual programme of assessment, all relevant learning programmes, subject record/mark sheets, interventions, etc., including the minutes of all subject meetings.

Grade Heads

- Liaise with the Deputy Principal (Academics) on academic matters that affect learners/grade/tutors.
- Arrange meetings and monitor learners' academic progress as required.
- Forward academic queries to the relevant staff.
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Deputy Principal (Academics).
- SBST member

PL1 teachers

- Plan and implement assessment.
- Ensure that the relevant curriculum content has been covered prior to assessment.
- Notify learners timeously of assessment dates and activities, as well as the sections of work that will be assessed.
- Check each task to ensure that learners have been taught the work that will be assessed.
- Check that every learner completes and complies with assessment requirements.
- Consult examiners' and Umalusi's reports after the NSC examinations and take action where necessary.
- Provide feedback to colleagues after WCED and other subject meetings.
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Subject Head.
- Ensure that all assessments are set, marked and moderated in accordance with this policy document.
- Maintain all evidence of learner performance, which will include the capturing of results electronically immediately after marking, as well as updating marks after moderation, where necessary.
- Put the necessary interventions in place to assist learners, particularly those at risk.
- Keep parents informed of learner progress and assessment.
- Make contact with parents where deadlines have been missed, work not handed in, homework repeatedly not done or where there is cause for concern and where intervention is necessary.
- Communicate with tutors regarding any academic concerns, as well as providing the relevant feedback required for parent meetings.
- Keep an up-to-date assessment portfolio.
- Maintain a teacher's portfolio, which is a compilation of all completed SBA tasks (formal and informal), the annual programme of assessment, all relevant learning programmes, subject record/mark sheets, interventions etc.

Learners

- Ensure that they are familiar with the school's assessment policy, processes and procedures.
- Abide by the requirements and prescripts of this policy.
- Collate and maintain all evidence of their own learning and assessment, particularly the formal assessment tasks, since these will be used to determine promotion to the next grade.
- Ensure that their work is clearly labelled, stored and easily located, according to the various subject teachers' instructions.
- Provide the subject teacher with the relevant documents when an assessment is missed. This must be placed in the learner's evidence of work (portfolio).

Parents/Guardians

- Familiarise themselves with the school's assessment policy, as well as all related processes and procedures
- Maintain contact with the school, in particular the subject teachers and tutors, regarding the academic progress of their children
- Attend all meetings and interviews requested by the school, particularly those pertaining to assessment, intervention and promotion
- Respect and support their children, the teachers and the assessment policy, processes and procedures of the school

3. SCHOOL-BASED ASSESSMENT (SBA) PROCEDURES

SBA is a compulsory requirement for a learner to be promoted to the next grade, as it provides the evidence needed to make promotion decisions.

Various assessments will take place regularly throughout the year, in line with CAPS requirements for each subject.

4. PLANNING AND IMPLEMENTATION

All subject departments will draw up an assessment programme of all formal assessments for each grade by the start of the academic year. These will be used to produce an annual School Assessment Plan of all formal assessment dates for each grade. This will be provided to learners and parents early in the academic year, where possible.

All assessment programmes must be carefully planned and structured. The Subject Head is responsible for ensuring that all the assessments (and therefore the content covered) are strictly CAPS compliant. This includes, but is not limited to:

- the types of assessments
- the outcomes that must be achieved
- the weightings
- the time allocated
- the total marks allocated
- the timeframes

Teachers are responsible for maintaining full, up-to-date records of all the assessments completed by their classes.

Parents must be kept informed of their child's progress. This may include, but is not limited to, the following:

- quarterly progress reports
- detailed subject comments for Grade 12, such as after the mid-year examinations
- telephone calls or emails to parents, especially where results are of concern, deadlines have been missed or work is outstanding
- parent-teacher meetings

4.1 TARGET SETTING

FIVE Tips for Setting Successful Targets/Goals with learners

i. Firstly, plan with the big picture in mind:

Example: "Get 83% for English."

In other words, write down a specific %, based on your previous year's final mark.

ii. Have an Action Plan:

Break the big picture into smaller, doable increments. Each action item to begin with a verb:

Examples: "Attend every class," "Review notes with study partner before major tests,"

"Prepare each night for the next days' lessons", "Read 10 pages each night to finish my book on time or "Attend Academic / Maths support."

iii. Review action plans regularly.

Keep action plans where it can be seen often i.e. in Subject Workbooks.

iv. Include parents.

Parents to sign workbooks where action plan and Target % is.

v. Aim for progress—not perfection.

Sometimes improvement takes time. Learners may not be able to accomplish all the action items on their action plans. Aiming for progress—rather than for perfection—will allow learners to maintain perspective

TARGETS (ALL grades to follow these steps although only FET is captured on Ed-Admin)

- Subject teachers to set one lesson aside to discuss targets (see tips attached as guidance).
- Issue each learner with a, per learner, per subject Target form (that tracks learner target achievement over all 5 years of their school career). Subject teachers to take for every subject learner.
- Learners to fill in the previous year's Final mark and base their new Target % on that
- In their workbooks they must write down
 - a) Target % and
 - b) Action item(s) that will assist them in reaching their target (Subject teachers can assist with subject specific ideas. See point 2)
- Parent to sign.
- Subject teachers to Ed-Admin all Targets. (Grade 10, 11, 12)
- Subject Heads fill out target summary on staff drive under academic forms.
- Subject Heads to ensure that Target forms are kept for the following year.
- Extra note: because Grade 12s do not hand in at the end of the year, they can stick their target piece of paper in their workbooks with their Action Plan.

NB

- Please note that this is a collaborative effort on the part of learner and teacher.
- Do not merely assign target percentages to learners without their involvement. merely accept the target percentages which learners decide upon.
- A useful guideline is that the target symbol should be about 5% higher than the candidate can expect to get.
- These target percentages should be taken very seriously.
- We work in terms of percentages and so learners should record both the percentage and the symbol which they want to achieve. The stress falls on the percentages, however.
- The target may not be achieved in all aspects of portfolio work but should be attained overall.

4.2 CONTROL OF LEARNERS WORK

Standard of work

Educators must set high standards of work. The following should be demanded of all learners:

- Work must be of a good quality.
- Work must be properly headed and dated.
- Care must be taken about the way in which the work is set out.
- Learners must manage their own work. These will be evaluated as part of SBA.

Control of work

Learners' workbooks should be checked regularly, both for work done in class and at home. A class's work (though not necessarily every learner's work) must be checked every time an educator has that class.

There are at least four procedures for checking which can be used:

- Work can be collected by the educator and checked.
- Books can be checked in class.
- Learners can be asked to own up if their work is not done or not done properly.
- Learners will be required to make a declaration of authenticity in their portfolios.
- The above procedures can be used in two different ways:
For the whole class at a time.
For a selected group from the class at a time.
- There are two methods of checking:
Cursorily: merely glancing at the work to ensure that it has been done and seems to meet the requirements (listed in 1.1) above.
Thoroughly: actually, marking and commenting. These tasks should be outlined by the Subject Head, as should the method of evaluation and the suggested remedial action.

- Please ensure that learners mark their work - correct errors, fill in missing items, tick correct answers. (If educators require learners to do work in rough first and then copy over neatly, the neat version should have some indication in it that it was originally checked - even 1 big tick would do.) The thoroughness of this task could also be evaluated for SBA.
- Each teacher is to have a mark book or spreadsheet in which assessments ratings and marks must be entered regularly, thus obtaining a continuous picture of each learner.
- Subject Heads will be expected to comment on educators' control of books for evaluation and will request to see sets of work. Grade Heads and the Principal may also request this.
- Contact must be made with the parents of consistent defaulters. See *Intervention Policy*

In order to be classroom prepared

Ensure that you give explicit instructions as regards

what must be done;
how it must be done;
when it must be done for.
where it must be done.

- Learners should be informed that the onus rests on them to ensure that they understand.
- Learners must write down their work/tasks/tests in their diaries.
- If learners are given work which is due only sometime later, they should be required to enter this work twice: on the day given and for the day before it is due.
- The general guidelines as regards the amount of time to be classroom prepared, are set out in the homework diaries:
Grade 8 & 9 learners are expected to spend at least 60 - 80 minutes, Grade 10 - 12 learners about 80 -100 minutes on academics each day (excluding revision for exams).

It is vital that learners realise that the academic demands of high school syllabuses are extremely taxing. Unless they get into the habit at the beginning of the year of spending a good amount of time on their academics, they cannot expect to achieve the results of which they are capable.

- Suggested methods: set a short test, write a memo, take in study notes.
- Learners can be guilty of one of two offences:
Work not done/not completed/not at school.
Inferior work (as regards quality and/or neatness).

Teachers are to email the parents of regular defaulters (cc Grade Head and Head of Academics)

Diaries

- Each learner is issued with an official school diary. This is not just used for recording academics. There are also records of target symbols, marks and exam timetables. Furthermore, learners may not be out of the class during a period without their diary.
- Diaries should be used by Subject Educators and Class Tutors when dealing with problem learners. Parents should also be encouraged to consult homework diaries regularly.

Use of diaries:

Diaries must be completed neatly so they can read what they have written.
The information must be detailed, specifying precisely what the homework is.

Diaries must be organised. They should write the subjects on the left-hand side of the page and then the homework next to each subject. They may be asked to sign their diaries after finishing their homework each day. If the diary is lost, the learner must buy a new school diary from the Secretaries' office. A diary may not be used for any purpose other than school-related issues. No pictures, graffiti, etc are allowed.

Purpose of the diary:

THIS DIARY IS NOT JUST FOR YOUR ACADEMICS.

**WITHOUT IT: YOU MAY NOT LEAVE YOUR CLASSROOM.
IN IT: YOU MUST RECORD MARKS, PROJECTS, TIMETABLES.
THROUGH IT: YOUR EDUCATORS MAY CONTACT YOUR PARENTS.
WITH IT: YOU CAN KEEP OUT OF TROUBLE.**

**USING A DIARY IS AN IMPORTANT SKILL
SO
BRING IT WITH YOU EACH DAY
AND DO NOT LOSE IT!**

This diary must be filled in neatly, so you can read what you have written.

The information must be detailed so you know exactly what it refers to. It is pointless just writing down 'Afrikaans'. You must write Ex 42 pg. 106 no's 1 – 10.

Diaries must be organized – write the subjects on the left-hand side of the page and then add the work details.

REMEMBER

Grade 8 & 9 learners are expected to spend 60-80 minutes a day on academics, reading or revising the day's work or doing projects.

Grade 10 – 12 should spend 80-100 minutes each day.

If there is no written work that time should be spent reading. The new syllabuses and the new exam formats require you to read a great deal before you can even begin to answer the questions. Unless you read regularly each week, you will not be able to cope academically. There is, therefore, never a day when you can say 'I have nothing to prepare.'

It is vital that you realise how demanding High School is. Unless you set good study habits from the beginning of the year, you cannot hope to achieve your best.

No pictures, letters, etc. may be pasted into the diary.

If you do lose this diary, you must buy a new one from the office.

This diary is not meant to be a private diary and may be checked at any stage.

Signature:

Learner.....Parent.....
.....

4.3 SUBMISSION OF WORK BY LEARNERS

4.3.1 Deadlines/Due dates

- Deadlines for assessment tasks are to be adhered to by everyone.
- Due dates and/or interim deadlines are to be clearly indicated as part of the instructions for the task and progress should be monitored, where relevant.
- Deadlines may be negotiated between teachers and learners but should always be the same for all learners in the grade who are taking the subject, even though they may be taught by different teachers.
- Any changes to these requirements must be approved and managed by the Subject Head.
- No minus marks may be done for late submissions.

4.3.2 Procedure for work not handed in on time

- As far as possible all SBA tasks/projects must be done in class. Learners may use devices to do research and ultimately submit their work. The subject departments must agree on timeframes, and all must adhere to that.
- Another way to make sure that learners are held accountable for late submissions is to have a “hand in on time” criteria in their rubrics. In this way there is a consequence for their tardiness.
- Where extenuating circumstances exist, and/or if the learner is in Grade 12, deviations from this procedure may be allowed, but this must be approved by the Deputy Principal (Academics).
- The concept of “duly performed” must be applied. This means that all tasks must be completed and handed in by a learner, even though the due date (see *Deadlines* above) has passed.
- In the case of individual oral presentations, learners absent on their presentation day must be given the opportunity to present on another date. This new date will be negotiated between the learner and the educator and will only apply if the learner has been absent with a valid reason.

4.3.3 Group work

- Group work is a compulsory component of certain subjects and learners may not exempt themselves by working individually.
- Peer assessment in group work should be used to reflect the amount of input of individual group members i.e. a learner should not be awarded the average mark for the group when the learner played little or no part in the research or preparation.
- Learners absent for group oral presentations must submit a medical certificate and the assessment will be rescheduled, where possible. The other group members should not be disadvantaged by the absence of a peer.

4.4 ORIGINALITY AND INTEGRITY OF LEARNERS' WORK

Dishonesty is to the detriment of the development of a learner's skills and competence. Cheating and plagiarism in any form, as well as any other dishonest act aimed at misleading the teacher in terms of authenticity or originality, are serious offences and will not be tolerated. This includes work copied from resources or from other learners, the use of artificial intelligence, and where information has been downloaded from the Internet.

In such cases, learners will be given X:irr for the assessment and could face disciplinary action.

All of the following are considered plagiarism:

- turning in someone else's work as your own (this includes the use of artificial intelligence applications, such as ChatGPT)
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Plagiarism.org (n.d.) Retrieved from <https://www.plagiarism.org/article/what-is-plagiarism> (Accessed 16/02/2023)

"You are allowed to borrow ideas or phrases from other sources provided you cite them properly and your usage is consistent with the guidelines set by fair use laws. As a rule, however, you should be careful about borrowing too liberally - if the case can be made that your work consists predominantly of someone else's words or ideas, you may still be susceptible to charges of plagiarism. Also, if you follow the words of a source too closely, and do not use quotation marks, it can be considered plagiarism even if you cite the source."

Plagiarism.org (n.d.) Retrieved from <http://www.plagiarism.org/ask-the-experts/> (Accessed 23/02/2015)

All sources used in assignments must be annotated or acknowledged in a properly constructed bibliography or reference list. The school reserves the right to make use of a plagiarism checker or any other means of identifying plagiarism.

4.5 STANDARDISATION OF TASKS

For a task to be standardised, it needs to be written by all learners in the grade on the same day and, preferably, at the same time. This means that it is usually not possible for a learner to write the assessment ahead of time or when they return to school after being absent.

A medical certificate or other relevant documentation is required from all learners when any type of standardised task is missed. (See 4.6 ABSENCE)

4.6 ABSENCE

The National and Provincial Education Departments expect learners to attend school every day of the academic year. As such, schools may not give learners permission to be absent.

NOTE:

The South African Schools Act clarifies expectations regarding compulsory attendance.

Furthermore, the Provincial Gazettes 33150 of 4 May 2010 and 5190 of 31 October 1997 make it clear that learners are expected to attend school regularly. The policy is applicable to public schools and was implemented in schools from 1 January 2011.

Some of the key aspects of the policy are as follows:

- * All learners, with the exception of Grade 12 learners, must attend school on every school day, including examination periods (before, during and after examinations) for the total number of official school days of each year
- * A learner's record will be cancelled in the class register if they are absent from school for 10 consecutive school days without a valid reason.

Provincial Gazette 5190 also states that “a learner at school who has been repeatedly absent without leave from school and/or classes shall be guilty of serious misconduct”. This document also indicates that “a learner at a school may be suspended by the governing body or expelled by the Head of Department if, after a fair hearing, he or she is found guilty of misconduct”.

Extract taken from the National Education Policy Act: [Learner Attendance Policy](#)

This means that assessments may take place on any day of the academic year. A learner who is not present for an assessment will be X:abs, unless there is a valid reason for their absence, in this instance will be A:abs. In both cases of A:abs and X:abs a second opportunity to write the assessment will be stipulated at the discretion of the school.

The following are the only valid circumstances for missing assessments:

- Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner.
- Humanitarian reasons e.g. the death of an immediate family member, if supported by valid written evidence, such as a copy of the death certificate.
- Appearing in a court hearing, supported by written evidence.
- Representing on provincial or national level for sport or other.
- Any other reason as may be declared valid by the School Assessment Irregularities Committee (SAIC), such as official provincial or national representation.

In some exceptional circumstances, alternative arrangements may be made by the Deputy Principal (Academics).

Learners who miss an assessment with a valid reason (as indicated above) and provide the relevant supporting written evidence covering the relevant dates, will be given A:abs and a second opportunity will be afforded to the learner at a date and time that suits the school.

Since the term results will be incomplete, the quarterly report will indicate “absent” alongside the relevant subject/s. Only the marks obtained for the assessment activities that were completed by the learner during the course of the year will be included in the calculation of the final SBA mark.

Where projects or similar assignments (usually with longer-term deadlines) are due on a day when a learner is absent, the learner should preferably arrange to have the assignment delivered to school.

Submission of required documentation

It is the learner’s responsibility to ensure that the supporting documentation, such as a medical certificate, is given to the relevant subject teacher/s immediately on the learner’s return to school and/or by the required date, whichever is the earliest.

If the learner is unable to return to school, a parent is responsible for ensuring that the documentation is received timeously.

Where necessary, the subject teacher must contact the parents to follow up on outstanding documentation. Until such time as this is received, the learner will be given X:abs for any assessments that were missed.

It is advisable to give the original document to the tutor (for safekeeping and as their absentee note) and to provide copies to the relevant subject teacher/s. This will be kept in the learner’s portfolio in place of any assessments that were missed.

In the case of an examination being missed, the original document must be given to the delegated person in the front office. Copies must also be given to all subject teachers whose examinations were missed, as well as the tutor.

PLEASE NOTE: This must be done by the end of the official examination period, at the latest. If this is not submitted by the due date, the learner will be given X:abs for any examinations that were missed.

4.7 MONITORING OF ASSESSMENT PROCESSES

It is the responsibility of Subject Heads to ensure that their subject department adheres to all assessment requirements. Assessments must be CAPS compliant in terms of the type of assessment, the time, total marks and weightings allocated, the time frames etc.

4.8 INTERNAL MODERATION (QUALITY ASSURANCE)

School-based assessments must be moderated to ensure that internal assessments are consistent, accurate, fair and well-designed. Internal moderation ensures that teachers are assessing learners’ work according to the required standards and that there is consistency. “The needs of learners experiencing barriers to learning should be taken into account” (*Gazette 29626, 2007*). Moderation should adhere to external moderation requirements.

The moderation process includes the following:

- the moderation of all assessments before they are distributed to learners;
- the moderation of all assessment memoranda;
- the moderation of all marking that is done in the subject department; and
- ensuring that there is a record of these procedures.

Moderation is developmental and supportive. Moderators have a duty to develop and support all teachers with regard to quality teaching, learning and assessment.

4.8.1 Focus of moderation (taken from National Policy Document: [Guideline on the Quality Assurance of School-Based Assessment for Grades 10-12](#))

Moderation of assessment tasks:

(a) All assessment tasks for all subjects, must be moderated by the departmental head or specialist senior teacher at the school prior to the administration of the assessment tasks. In the absence of the requisite subject expertise or capacity at a school level, moderation should be conducted by a subject specialist from a neighbouring school/cluster.

(b) Moderation of the assessment task should be done using the following evaluation criteria:

(i) The assessment tasks are aligned to the CAPS;

(ii) Assessments tasks and tools are reliable, valid, fair, and appropriate instructions relating to the assessment tasks are clearly stated;

(iii) The content must be in keeping with what the learner has been exposed to in the teaching and learning process;

(iv) The assessment task must be free of any bias;

(v) The language of the assessment task is in keeping with the language level of the learners for which it is designed;

(vi) The cognitive levels at which the assessment tasks are pitched are consistent with the requirements as stipulated in the CAPS; and

(vii) Accommodations are incorporated into the design and administration of the assessment tasks for learners who have been identified as experiencing a barrier to learning based on the SIAS.

(c) The moderator must also ensure that every assessment task is accompanied by detailed marking guidelines and an assessment grid. The marking guidelines must be accurately formulated and must make provision for the various alternative responses that may be provided to the assessment task. The assessment grid must indicate the content area(s) covered by the assessment 14 Guideline on the Quality Assurance of School-based Assessment in Grades 10-12 task, the cognitive levels and the allocation of marks, addressed by the assessment task set.

(d) The comments from the moderation process must be incorporated into the amendment of the assessment task before it is administered. This must be verified by the departmental head at the school. In the absence of a departmental head, a subject specialist from a neighbouring school/cluster can moderate the assessment task at school level.

(e) The assessment task may be moderated at district, provincial or national levels as part of the external moderation process conducted at these levels. This external moderation will normally be conducted after the assessment task has been administered, except in cases where the assessment task is designed at district or provincial level. Moderation of assessment tasks set at district and provincial level must be internally conducted prior to being administered at schools.

4.8.2 Stages of internal moderation

The Subject Head must ensure that proper moderation occurs at all stages, and that it is also clearly recorded.

All formal assessment tasks are to be approved by the respective Subject Head, together with the marking rubric/criteria or memorandum, before they are given to the learners to complete.

The assessment can only be accepted as final once the task has been circulated and approved by all other teachers whose learners will be required to complete it. This will also ensure that the work being assessed has been covered in all the subject classes.

(i) Pre-Assessment Moderation

i.e. moderation of assessment instruments and memoranda

Assessment instruments and marking guidelines must be quality assured before the task is given to learners.

Subject Heads need to ensure that assessments are original. Questions from previous tests, examinations and other tasks, as set by this school, other schools or any other external examining body (IEB, WCED, DBE NSC examinations etc.), may not be used verbatim.

If it is absolutely necessary to re-use an internal SBA task, excluding examinations and tests, it must be re-evaluated and amended if necessary.

All assessment tasks, for all subjects and for all grades, are to be moderated prior to being given to learners to complete (for example this includes, but is not limited to, formal examinations, standardised tests, projects and practical assessment tasks).

Detailed and accurately formulated marking memoranda, or the relevant marking guidelines such as rubrics, must be submitted for moderation at the same time as the assessment tasks. These must be accurately prepared and must make provision for any valid alternative responses. Moderation must be done against the set criteria as stipulated by CAPS.

The Subject Head must ensure that any relevant adjustments have been made to an assessment task before it is administered.

Assessment tasks must be set well ahead of time and this process must be carefully managed by the Subject Head. The assessment, together with its corresponding marking guidelines, rubric and/or memorandum, should be circulated to all subject teachers timeously, being mindful that changes may have to be made, and that time may be needed to get it printed.

Some departments may have to liaise with teachers at other schools or have face-to-face moderation with their Curriculum Advisor.

Learners must receive the assessment criteria/rubric for all tasks when these are issued, where relevant (e.g. research task or project)



EDGEMOOR | HIGH SCHOOL

"to have life more abundantly"

SBA INTERNAL MODERATION REPORT

Subject:	Paper:	Grade:	Duration:
Examiner:			
Subject Moderator:		Senior Moderator:	

Teachers teaching that grade	Signatures of teachers confirming they have seen the FIRST, SECOND and FINAL DRAFTS of the exam paper with the guideline memo.	DATES (first)	DATES (second)	DATES (final)

FINAL DRAFT to Subject Head/Moderator with very few errors and in final format, please!

Comment/s by Subject Head/Moderator:

SIGNATURE OF SUBJECT HEAD AFTER FINAL DRAFT

DATE

Submit to Senior Moderator after all amendments and signed by Subject Head.

Comment/s by Senior Moderator:

SIGNATURE OF MODERATOR

DATE**SETTERS CHECKLIST: (all areas must comply before submitting for internal moderation)**

	TECHNICAL CRITERIA	YES ✓
1	Outlines included	✓
2	Marking guideline included	✓
3	Logo correct	✓
4	Grade	✓
5	Subject and paper	✓
6	Date and duration	✓
7	Moderator's name	✓
8	Font and font size	✓
9	Pages numbered	✓
10	General instructions clearly stated	✓
11	Diagrams/illustrations clear	✓
12	Specific question instructions clear	✓
13	Language/terminology used is correct	✓
14	Mark allocation and totals correct	✓
15	Minimum waste of space to save paper	✓
	CONTENT COVERAGE	YES ✓
16	Content adheres to outline	✓
17	Various question techniques used	✓
18	Content is grade appropriate	✓
	COGNITIVE LEVELS	YES ✓
19	Cognitive levels are according to guidelines of subject	✓
	MARKING GUIDELINE	YES ✓
20	Allows for varying learner responses where applicable	✓

SIGNATURE OF SETTER

DATE

(ii) Post-Assessment Moderation

i.e. moderation of learner evidence

Learner evidence must also be quality assured after marking has been completed. This is to ensure fairness and consistency.

Proper moderation of learners' work must take place to ensure that the marking guideline was consistently applied (i.e. not merely shadow marking).

At least 10% of the assessments of each subject class must be moderated. The minimum number of moderated scripts should be three. The moderated scripts must cover the range of results for that class, i.e. top, middle and bottom.

The moderation of learners' work must be done in green pen to distinguish it from the teacher's marking which is in red. This must be recorded.

The moderator should give clear and objective feedback to the teacher. Teachers must implement the moderator's recommendations. This means that the teacher must go back to every learner's script to check and make the necessary adjustments. This is to ensure that the moderation process does not only affect the learners whose work was selected for moderation.

The moderation, and any re-marking that may arise as a result, must be completed before the answer scripts are returned to the class. Learners will be given the moderated mark.

NOTE: *For subjects that have a practical or oral component, moderation will be conducted in accordance with the required processes and policies, as stipulated by the WCED/DBE.*



MODERATION OF LEARNER EVIDENCE / SCRIPT MODERATION

REPORT ON RELIABILITY OF MARKING

Subject Name:										
Name of Educator/Marker:										
Name of Moderator:										
Description of FAT										
Term and Date of Assessment										
Date of Script Moderation										
Mark Total:										
Surname & Initials of Candidate:			Recording of Mark Difference					Mark of Learner	Moderated Mark	Mark Difference
Total of each Question										
Questions Moderated	Class section		Q1	Q2	Q3	Q4	Diff (abs)			
1	Surname and Initial of learner									
2										
3										
4										
5										
Mark difference										

Average Mark Difference Divide the total mark difference by the number of learners moderated.		
% Difference [Average Mark difference divided by total of the task total, multiply by 100 (for percentage).		
Comments		

SUMMARY REPORT: MODERATION OF LEARNER EVIDENCE	Yes	No	COMMENTS AND FINDINGS <i>(Make notes of any evidence, challenges, examples of best practices etc.)</i>
a) A Sample of scripts (minimum three) were marked to standardize the marking guideline before marking commences amongst all subject teachers.			
b) A sample of scripts were selected at random from batches for post-moderation.			
c) Sampling is from a range based on learners demonstrating: • Low achievement • Moderate and • High achievement.			
d) Post-moderation is done by a subject specialist at the school or by another teacher from a neighbouring school.			
e) Marking of learner evidence was done in accordance with the marking guidelines/assessment instruments. Refer to comments in the above script moderation instrument.			
f) The marks are accepted as reliable, and no remarking is required.			
RECORDING OF MARKS			
g) Marks from assessments have been added and totalled accurately.			

SUMMARY REPORT: MODERATION OF LEARNER EVIDENCE	Yes	No	COMMENTS AND FINDINGS (Make notes of any evidence, challenges, examples of best practices etc.)
h) Marks of scripts verify correctly on Class lists.			
i) Marks of scripts verify correctly on record sheet, i.e. learner marks are accurately recorded on the record sheets.			
j) Analysis of Results and subject report completed.			
k) Report to principal completed.			
l) Subject improvement plan for grade completed (if applicable).			
m) There is evidence of intervention for codes A:ABS and X:ABS			
n) All mark anomalies or discrepancies are reported to the DH/Subject Head.			
o) Record Sheets are signed by the Subject Head and Principal			

NAME of MODERATOR:	
SIGNATURE of MODERATOR	
DESIGNATION	
DATE:	

5. RECORDING, RECORD KEEPING AND REPORTING

5.1 RECORDING OF MARKS

Teachers are responsible for keeping full, up-to-date records of all assessments completed by their own classes throughout the year.

All subject teachers must record learners' marks electronically on WCED recording sheets and Ed-Admin, immediately after marking has been completed, before moderation, and before returning the assessment to the learners. Adjustments must be captured after moderation, where necessary.

It is the subject teacher's responsibility to ensure that marks have been entered accurately. Any mark adjustments that arise out of moderation (or where learners have found errors after going through their marked assessments) must be made immediately.

In Terms 1 to 3, each learner should be given the opportunity to check their final term mark with each of their subject teachers.

Learners may never be given a zero, unless that is what they obtained for a test or task. Codes A:abs or X:abs must be entered on the WCED recording sheets and a second opportunity must be afforded for tests and exams and tasks. On Ed-Admin the cell must be left blank if the learner does not use the second opportunity, so that the report card will show that the learner has not sat for test/exam/task.

5.2 THE CHECKING OF ASSESSMENTS BY LEARNERS

All assessments must be returned to learners timeously for them to check that:

- everything has been marked
- marks have been allocated for each question
- the marks have been added up correctly

After handing back the marked and moderated assessment task to learners for checking, the teacher must work through the assessment with their class, with a view to identifying common errors and improving their answering techniques. This is an integral part of the learning process. Learners are encouraged to value this process and to make use of the opportunity to identify their mistakes and learn from them.

5.3 MARK AND PROMOTION SCHEDULES

Quarterly mark schedules provide a summary of the progress of all learners in a specific grade. This schedule is used to compile learner reports each term and will be provided to the relevant staff for checking.

The promotion schedule is completed at the end of the year and is a compilation of learner performance across all four school terms. This final promotion schedule, which is presented to the district office team at the end of the academic year, indicates whether the learner is ready to be promoted to the next grade or not.

In Terms 1 to 3, subject teachers must inform their learners of how the term marks have been calculated, including the weightings for each assessment, and have them check their final individual subject marks with the marks captured on Ed-Admin.

The accuracy of the assessment marks captured for each learner, and the careful checking thereof, is the responsibility of the subject teacher. The stored data will be used to generate the quarterly learner reports and will be used for calculating the final SBA mark, which is used for promotion purposes, as well as academic awards.

5.4 RECORD KEEPING

Evidence of learners' work

Learners are responsible for organising and maintaining evidence of all their formal assessment tasks. They should ensure that their work is clearly labelled, stored and easily located, according to their subject teachers' instructions. These marked assessment tasks should be readily available.

The safekeeping of all marked assessments is the learner's responsibility. Since these may be required for moderation by the education authorities and/or for promotion purposes, it is advisable that all formative assessments are kept on school property.

The evidence of learners' work must be kept for the duration of a phase and for at least six months after the end of the Grade 12 year.

Subject files and educator portfolios

The Subject Head must ensure that there is a subject record of all formal assessments and assessment tools completed during the year for each grade. These should be kept up to date and should be available on request.

The educator should keep a file containing the following:

- all planning documents e.g. the annual scheme of work and assessment programme
- all the assessment tasks (both formal and informal) and assessment tools
- evidence of pre and post moderation
- all recording sheets for these assessments
- evidence of intervention, including meetings with parents

Learner profiles and other documents

A learner profile is a continuous record of information that gives a holistic impression of a learner and their progress and performance. It assists the teacher in the next grade or school to understand the learner better and, therefore, to respond appropriately to the learner.

The compilation of learner profiles starts in Grade R and continues until the learner completes Grade 12. A learner's profile is kept at the learner's current school and moves from one school to the next.

Each profile is kept in a secure, safe location. There should be a system of profile management, so documents do not go missing. Each profile is confidential, and it is never sent home to parents.

The learners' profiles must be updated at the end of the academic year. It contains important information about the learner. There must also be evidence that the child has been discussed, where necessary.

A learner profile includes the following information:

- personal information
- medical information
- schools attended and record of attendance
- participation and achievements in extra-curricular activities
- areas needing additional support
- learner performance

At EHS, a designated counsellor in the SBST and Enrolment Secretary is responsible for these documents, including the security and the updating of required information.

A learner's profile must be requested from the previous school within three months of the learner's admission to EHS. Where the learner profile is not available, a new profile must be started for the learner.

The learner profiles must be safeguarded and should accompany learners throughout their schooling career. Once the learner has passed Grade 12 or exited the schooling system for any reason, the learner profile should be stored by the most recent school attended for a period of three years and then destroyed.

The learner profile is a confidential document and should be treated as such. Under no circumstances should sensitive information be shared with anyone without the written permission of the parents or guardians.

Parents and other stakeholders have a right to access and view the learner profile on request. However, this should be done in the presence of the school management.

All other documentation obtained as part of the admission process, such as the Application for Admission forms, copies of learners' and parents' Identity Documents etc., will be retained by the Admissions Administrator.

5.5 REPORTING

Parents are to be kept informed of learner progress and assessment by various means, which may include, but is not limited to, the following:

- Telephone calls or emails to parents, where necessary
- Conversations or interventions with tutors and/or teachers
- Issuing of quarterly progress reports
- Detailed comment slips for each subject in Term 2 for Grade 12 and where deemed necessary for learners in other grades and/or in other terms

In all grades, the National Coding System for recording and reporting will be used when reporting on a learner's progress and promotion:

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

The overall progress of learners will be checked and monitored by their tutors. Relevant staff will be required to attend meetings to discuss concerns and to give input regarding learners, as requested.

Minutes of formal parent meetings, emails, records of telephone calls, as well as any other correspondence and information must be documented, filed in the learner's profile and/or recorded electronically.

6. EXAMINATIONS

Internal examinations are part of the formal recorded assessments tasks of each subject. All learners in Grades 8 to 11 will write examinations in all subjects in Terms 2 and 4. In Grade 12, internal examinations will be written in all subjects in Terms 2 and 3. These examinations will be set in accordance with the requirements outlined in the subject-specific CAPS documents. Learners will be guided in terms of subject-specific examination procedures and techniques.

Scripts will be returned to learners for checking. Since they are required to attend school every day, learners must be present when their scripts are returned. This is a valuable part of the learning process and essential for academic progress, as areas for improvement can be identified and analysed.

Grade 12 learners will write the National Senior Certificate at the end of their academic year. While administered at the school, these examinations are set, marked and moderated externally. This excludes Life Orientation, where the final mark will be based on the internal assessments and an externally set WCED Common Assessment Task.

7. CONCESSIONS AND ALTERNATIVE ADAPTIVE METHODS OF ASSESSMENT

According to National and WCED policy ([WCED Circular 0017/2016](#) and [Assessment Management Minutes 0005/2017](#), [0001/02019](#), [0011/2020](#) and [0004/2022](#) in particular), certain examination accommodations and concessions are permitted for learners who experience barriers to learning and assessment. This process must be managed by the school counsellor and Wellness Department.

These may include the following:

- Use of special aids or equipment, such as the use of a computer in non-IT assessments
- Use of a reader or scribe (*amanuensis*)
- Enlarged print (18pt or 20pt)
- A handwriting or spelling concession
- Additional time
- Medication/food intake
- Ad hoc support like cases of injury

All examination concessions and accommodations are managed by the school counsellor and Wellness Department in line with WCED regulations. The designated school counsellor/s will liaise with the WCED and process and manage all applications for those learners who require alternative assessment and/or have any other special needs.

There are strict conditions, as outlined in the relevant policy documents, that apply to the various accommodations, concessions and exemptions. An examination accommodation or concession will only be allowed if it has been recommended by an educational psychologist. The recommendation must be based on a full assessment and the final professional report must be submitted to the school.

Please note that the costs of educational psychologists and any special requirements such as private invigilators, scribes, readers etc. must be carried by the parent(s)/guardian(s).

The assessment report and recommendation from the educational psychologist must be handed in timeously for the necessary application to be made to the WCED according to their timeframes. Provision will also have to be made to accommodate learners who require special arrangements.

The WCED application deadlines are as follows:

GET Phase (Grades 8 and 9):

An application should have been made by the primary school in the Grade 7 year.

(If this was not done in Grade 7, then parents must request this, and provide the required supporting documents, by the end of the first term in order for the application to be processed in time for the mid-year examinations)

FET Phase (Grades 10, 11 and 12):

Applications close at the end of March of a learner's Grade 10 year.

(Please note that the WCED will not permit any new applications outside of these dates, unless it is for a medical emergency.)

Learners with Immigrant status may apply for a concession from passing Afrikaans First Additional Language (in the GET phase) and/or for an exemption from taking Afrikaans First Additional Language (in FET phase only). These applications are managed by the Subject Head of Afrikaans. In this case learners must do an additional subject in lieu of Afrikaans FAL

8. INTERVENTION AND SUPPORT

1. When work is not handed in on time, an email must send to parents to inform of such.
2. Four weeks before the final exams of the year start, all names of learners with outstanding SBA have to be submitted to the Head of Academics.

Teachers must provide feedback when a learner's work and/or progress is of concern. This can be written (e.g. on a learner's script) or verbal. Concerns must be communicated to parents.

Academic support given to learners, as required, may include one or more of the following:

- Internal arrangements made by the school, which may include peer tutoring, a daily support programme, afternoon tuition sessions in specific subjects.
- Securing the cooperation of parents in making use of external sources of support, such as educational psychologists, remedial teachers, subject tutors and/or similar.
- Referral to external service providers or the WCED Support Services.

9. SUBJECT CHANGES

Learners and parents should understand that, as SBA happens throughout the year and is a requirement for promotion, it is not advisable, and sometimes not even possible, for learners to change subjects during the academic year.

The Regulations Pertaining to the National Curriculum Statement Grades R–12, 2016 published in Government Gazette No. 40472 of 02 December 2016 and Circular 0028/2016, dated 30 July 2016, state the annual due dates for parents/guardians and learners to request subject changes in Grades 10–12.

Management and administration of requests for subject changes and corrections for Grades 10–12

- The purpose of this minute is to request principals to ensure that learners are correctly registered on CEMIS. All Grades 10–12 learners have to be correctly registered for the subjects they are offering, and their details captured correctly on CEMIS at the beginning of each year.

Subject changes

- A subject change is required when a learner is changing the subject(s) he/she is offering.
- Subject changes must be avoided, unless it is regarded as essential, in which case the following procedure will apply:
 - The parent/guardian must apply for the subject change in writing to the school.
 - The decision whether to effect the necessary subject change will be based on the learner's history, the performance of the learner in the old subject and the reason for the change.
 - Where necessary, consultation will take place, where necessary, with the learner, parent/guardian, the subject teacher and the curriculum advisor to decide whether or not it is in the best interest of the learner to change a subject.
 - If there is agreement regarding the subject change, the parent will be required to sign a memorandum of agreement (MoA) with the school and subject teacher.
 - The CEMIS administrator of the school must keep a copy of the MoA for record purposes.
 - All subject changes for Grades 10–11 will be approved by the principal and captured on CEMIS.
 - Head Office and district office officials will monitor these requests for subject changes.
 - Where subject changes are requested for Grade 11 learners in December, principals are required to provide evidence that they have met with the prospective Grade 12
 - Parents/guardians between November and 15 December of the Grade 11 year and have provided the necessary feedback and advice in terms of the Grade 11 results so that all subject change requests can be agreed upon by both parents/guardians and educators and processed timeously every year.
 - Principals are not permitted to effect any subject changes for their own Grade 12 learners nor are they permitted to move learners to the new subject class without approval from the WCED.

Late subject changes

- No late subject changes will be allowed.
- The learner's mid-year subject performance will not constitute as a valid reason for a late subject change request.
- Should contextual factors cause any request for subject changes; it will be evaluated on merit by the following relevant officials:
- Grades 10–11: District Assessment Coordinator; and
- Grade12:Directorate:AssessmentManagement
(Chandre.Small@westerncape.gov.za)
- Reasons must be provided for the request in writing.
- Parents/Guardians may lodge an appeal via the school within seven days with regards to a request that was denied.

THUS:

- Schools are reminded that CEMIS registration data is used to generate Subject Record Sheets where School-based Assessments for all subjects are recorded. The registration data is also used to register Grade 12 learners on the Integrated Examination Computer System. It is therefore very important that schools ensure that all learner data is captured correctly on CEMIS.
- Learner information (personal information and subjects), as reflected on CEMIS as on 15 March, will be used to register Grade 12 learners for the National Senior Certificate examination.
- It is therefore important for principals to ensure the correctness of the Grade 12 learner data on CEMIS by 15 March.
- Schools must ensure that all learners' profiles and subject information are verified as correct by 28 March 2025. The Directorate: Examinations Administration will inform schools of the submission of Grade 12 schedules early in Term 2.

Subject corrections

- When a learner is incorrectly registered on CEMIS due to an administrative error, a subject correction is required.
- The school can process the correction on CEMIS. It should be indicated as such on CEMIS.
- If CEMIS is not accessible, the school must request the Assessment Coordinator at the district office to process corrections for Grades 10–11.
- After the function on CEMIS has closed, any subject corrections for Grade 12 learners must be requested from the Directorate: Assessment Management at the Western Cape Education Department (WCED). A reminder that subject corrections for Grade 12 learners must be completed by 15 March of every year.
- All requests for subject corrections must be accompanied by term/progress reports as evidence of the subject(s) the learner is offering before the correction can be made.

The due dates for subject changes for 2025 are as follows: According to National Education Department policy ([CAM Regulations](#)), subject changes are only allowed as follows:

Grade	Subject changes allowed	Application from parent/guardian/learner	Action by school
10	2	27 June	01 August on CEMIS
11	2	28 March	17 April on CEMIS
12	1 only, in exceptional cases*	15 December of the Grade 11 year	24 January of the Grade 12 year on CEMIS

** When a learner changes from Mathematics to Mathematical Literacy, and the learner also offers Physical Sciences, Physical Sciences must also be changed. Only then two changes are allowed in Grade 12.*

Employment and salary enquiries: 0861 819 919 | Safe Schools: 0800 45 46 47 Western Cape Education Department

**NATIONAL SENIOR CERTIFICATE: SUBJECT CHANGES IN GRADES 10–12
MEMORANDUM OF AGREEMENT****Please note:**

Grade 10 – A maximum of two subject changes are allowed before 30 June.

Grade 11 – A maximum of two subject changes are allowed before 31 March. In exceptional cases, a learner may change one additional subject in Grade 11, after the release of his/her Grade 11 end-of-year results. This subject change must be done before 15 December of the Grade 11 year.

Grade 12 – No subject change is allowed in the Grade 12 year.

Name of school

Grade Name of learner

Subject change fromto

Declaration by the parent:

I, (name of the parent/guardian), ID number
..... hereby request the abovementioned subject change.

I understand that it is my responsibility to guide and support the learner so that he/she can demonstrate the knowledge and skills in the learning outcomes expected for this subject. I therefore take full responsibility for my child's performance in the new subject.

Parent's signature Date

Declaration by the principal:

I,, principal of
.....(school) agree/do not agree that
..... (learner) may change his/her subject from
..... (old subject) to (new
subject).

I, therefore, **approve/do not approve** the abovementioned subject change.

Principal's signature Date

Declaration by the subject educator:

As the subject educator for(name of new
subject), I approve the abovementioned subject change. I understand that it is my responsibility to guide and support the learner so that he/she can demonstrate the knowledge and skills in the learning outcomes expected for this subject.

Educator's signature

10. THE ROLE OF THE SBST

The SBST at EHS consists of the Principal and the Deputy Principal (Academics), the Grade Heads and Wellness Department.

It should be noted that EHS is an inclusive high school and, as such, employs an educational psychologist, remedial or similar support staff. Where this is required, different levels of support will be provided to address barriers to learning that are within the competencies of the current teachers.

(Barriers to learning refer to difficulties that arise within the education system, the learning site and/or within the learners themselves, which prevent access to learning and development.)

Since there are alternative types of educational institutions where additional support is available on a full time or part time basis, the degree and nature of intervention that can be offered by EHS will generally be low levels of support as expected of ordinary schools.

The ratification of the Convention on the Rights of Persons with Disabilities by the South African Government in 2007 places an obligation on the system to recognise the right of persons with disabilities to education, and to realise this right through providing equal opportunity to life-long learning for all in an inclusive education system at all levels without discrimination. (See Article 24 of the Convention on the website www.unenable.org.za) The Convention further places an obligation on the Government to ensure that persons with disabilities are not excluded from the general education system based on disability, and that they can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live.

It is expected that all the above must be realised by ensuring that reasonable accommodation of individuals' requirements be made. Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

As far as possible, EHS will make provision for reasonable, individualised support measures that could include, for example, using alternative script, communicating through augmentative and alternative modes, means and formats of communication and facilitating peer support and mentoring. The cost of such measures, such as the use of a scribe or a reader, will not be carried by the school.

Other measures used to support learners may include the following:

- Teachers meet regularly to discuss and find solutions to various problems which learners may be experiencing.
- Teachers, school management and parents work together to address barriers to learning and teaching.
- Teachers receive ongoing training and classroom support to address barriers to learning and teaching.
- Teachers know and understand how to get different forms of support from both in and outside the school.

To identify, support and assist learners academically, the following procedural policy will apply:

- Teachers must inform the Grade Head and the Wellness Department about learners with barriers.
- Learners who progress with support will be made known to the teaching staff for the purposes of supporting them at the start of the next academic year.
- The school counsellor/s will supply the relevant teachers with brief history of a learner and their needs, where relevant.
- Where relevant, the SBST and school counsellor/s will contact and make use of the support services provided by the WCED.
- Parents will be contacted by the Grade Head and/or the Wellness Department regarding academic concerns and, where relevant, they will refer them to private practitioners for educational or other assessments, remedial and/or other support for their children.
- The Wellness Department (and teachers, where necessary) will complete all the required forms and reports.
- The Wellness Department will request a copy of the report from the private practitioner and provide the necessary feedback to the relevant teachers and other staff members. This often includes recommendations for support by the educator in the classroom.
- All applications for alternative examinations and concessions, etc. arising out of this will be handled by the Wellness Department.

11. PROMOTION

Learners will be promoted in accordance with the promotion criteria set out by the Department of Basic Education. (See [NPPPR](#))

Where a learner has not met the promotion criteria at the end of the academic year (in Grades 8 to 11), the parents will be contacted by the school to inform them that their child will have to repeat the grade. This will take place before reports are issued.

Preferably, this will happen at a meeting and will clarify the reasons for the learner not meeting the promotion criteria. Discussions will also cover remedial actions that will have to be taken and how the parents and school can best support that learner the following year. It is preferable that the student is also included in the discussions, and this should include the learner's role at school regarding academic work and what needs to be done to make progress going forward. A parent has the option to Appeal the outcome, and the school (Deputy Principal-Academics) will facilitate the Appeals Process.

PROMOTION: Grades 8 and 9

Learners must offer the following nine subjects, must have complied with the promotion requirements in eight of the subjects and must have completed the school-based assessment (SBA) of all nine subjects:

- Home Language (HL) i.e. English
- First Additional Language (FAL)
- Mathematics
- Natural Sciences
- Social Sciences
- Life Orientation
- Technology
- Creative Arts
- Economic and Management Sciences

PROMOTION CRITERIA: Grades 8 and 9

- **50%+** (Level 4) for **ENGLISH (HL)**
- **40%+** (Level 3) for **AFRIKAANS (FAL)**
- **40%+** (Level 3) for **MATHEMATICS**
- **40%+** (Level 3) for **ANY THREE** of the other required subjects
- **30%+** (Level 2) for **ANY TWO** of the remaining subjects

NOTE: Immigrant learners must offer all nine subjects and may pass only one official language on the FAL level, provided they obtain a rating code of **at least 3 (40-49%)** in that language and that they have complied with the following remaining requirements:

- **40%+** (Level 3) for **MATHEMATICS**
- **40%+** (Level 3) for **ANY THREE** of the other required subjects
- **30%+** (Level 2) for **ANY TWO** of the remaining subjects

The final promotion mark for each subject in Grades 8 and 9 is made up as follows:

40% SCHOOL-BASED ASSESSMENT (SBA)

60% END-OF-YEAR EXAMINATION

Please note that for 2024 these weightings have been revised and amended to 60% SBA and 40% end-of-year examination.

PROMOTION: Grades 10, 11 and 12

Learners must offer the following seven subjects, grouped in two categories:

GROUP A: COMPULSORY

- One official language at Home Language (HL) level
- One official language at least at First Additional Language (FAL) level
- Mathematics OR Mathematical Literacy •
- Life Orientation

GROUP B

A minimum of three subjects from Group B

A maximum of TWO additional languages at HL, FAL or SAL levels may be offered as part of this minimum, but may not be the same as the two official languages in Group A.

NOTE:

Only one language can be offered from each of the following groups:

- isiXhosa, isiZulu, SiSwati, isiNdebele • Sepedi, Sesotho, Setswana

The following rules apply regarding these subjects:

- Consumer Studies and Hospitality Studies may not be offered in combination
- Mathematics and Mathematical Literacy may not be offered in combination
- Mathematics is compulsory for learners who take Physical Sciences

PROMOTION CRITERIA: Grades 10, 11 and 12

- **40%+** (Level 3) in **ENGLISH** (HL)
- **40%+** (Level 3) in **TWO** other subjects
- **30%+** (Level 2) in **THREE** other subjects

NOTE: An immigrant learner may offer only one official language on at least the FAL level, if it is the Language of Teaching and Learning (LOLT) i.e. English and must obtain at least 30% in that language; and on condition that another subject from Annexure B in the *NPPPR of the National Curriculum Statements Grades R to 12*, is offered.

An immigrant learner may offer HL in lieu of that one official language, subject to the prescript that such a language is listed on the HL level in Table 4 of Annexure B as indicated in the *NPPPR of the National Curriculum Statements Grades R to 12*.

The final promotion mark for each subject in Grades 10 to 11 is made up as follows:

40% SCHOOL-BASED ASSESSMENT (SBA)

60% END-OF-YEAR EXAMINATION

The final promotion mark for each subject in Grade 12 is made up as follows:

25% SCHOOL-BASED ASSESSMENT (SBA)

75% END-OF-YEAR EXAMINATION

NOTE: In Grade 12, the final marks for Life Orientation will be based on the internal assessment and an externally set Common Assessment Task (CAT)

BACHELORS PASS / DIPLOMA PASS/ HIGHER CERTIFICATE PASS CRITERIA FOR GRADE 10-12

Bachelor's Pass

Must obtain at least 40% in Home Language

Must obtain at least 50% in FOUR subjects, excluding Life Orientation

Must obtain at least 30% in one other subject for the National Senior Certificate

Must pass at least 6 out of 7 subjects

The Bachelor's Pass is the highest level of achievement in the matric system and qualifies students to apply for university degree programs.

Diploma Pass

Must obtain at least 40% in Home Language

Must obtain at least 40% in THREE other subjects, excluding LO

Must pass at least 6 out of 7 subjects

With this pass requirement learners can apply to study for a diploma at a TVET college or university of technology

Higher certificate pass

Must obtain at least 40% in Home Language

Must obtain at least 40% in THREE subjects

Must obtain at least 30% in THREE other subjects

Must pass 6 out of 7 subjects

This is the minimum pass requirement

12. IRREGULARITIES

The [CAM Regulations](#) and WCED [Circular 16/2017](#) refer.

An assessment irregularity is an act, event or omission which may undermine, or threaten to undermine, the integrity, credibility, security and/or the fairness of the examination or assessment process. [[Government Gazette No. 300048 of 2007](#)]

Each school is expected to establish a School Assessment Irregularities Committee (SAIC) whose jurisdiction, role and responsibilities, and the procedural requirements are outlined in the relevant documents. The EHS SAIC is set up in accordance with these regulations and guidelines and manages examination and other types of assessment irregularities by both learners and staff.

SAIC Members

Reference: SAIC Appointments
Enquiries: Circuit Manager

Name of School:

APPOINTMENT TO THE SCHOOL ASSESSMENT IRREGULARITIES COMMITTEE (SAIC)

The Metro North Education District has the pleasure in appointing the following members to serve on the SAIC for the period to (*three-year term*) at the abovementioned institution.

SCHOOL ASSESSMENT IRREGULARITY COMMITTEE (SAIC)		
No.	Designation	Full Names and Surname
1.	Principal (Chairperson)	
2.	SMT Member	
3.	Non-SMT member	
4.	Member of SGB	

In

accordance with the ***Regulations pertaining to the Conduct, Administration and Management of the NSC Examination as published in Government Gazette 31337 and Circular 0016 of 2017***

The SAIC must—

- work closely with the examinations officials based at the district office;
- investigate all irregularities committed by teachers/learners/any other party in the internal assessment process;
- investigate any other internal assessment irregularity as and when requested by the district director or his/her delegated official; and
- report all internal assessment irregularities, via the circuit manager, to the DAIC.

Your role on this committee at your institution is highly valued.

SIGNED:

.....

Ms/Mr

CIRCUIT MANAGER

DATE:

Irregularity Report (Learners)

LETTERHEAD OF SCHOOL

Report on Assessment Irregularities:

Case No.

/20__

For Attention: The Circuit Manager

Subject: Findings and Recommendations of the School Assessment Irregularity Committee (SAIC)

Receive herewith the outcome and findings of the assessment irregularity that was investigated by the SAIC:

1	Name of School:	
2	Circuit:	
3	Name of Learner:	
4	Date of Irregularity:	
5	Name of Investigating Official:	
6	Subject:	
7	Grade:	
8	Assessment type: (Test/Project/FAT etc.)	
9	Phase: (Before, During, After)	
10	Irregularity type: (Dishonesty, Behavioural, Administrative)	

1. BACKGROUND

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2. ACTION BY SCHOOL

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3. FINDINGS:

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4. DISCIPLINARY MEASURES AND RECOMMENDATIONS BY THE SAIC

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Declaration:

I, the parent/guardian of the (**Name and Surname of Learner**) hereby declare that I was invited to the School Assessment Irregularity Committee meeting, herein after referred to as the SAIC.

At the conclusion of the SAIC meeting a sanction of was imposed on the aforementioned learner, in terms of Circular 0016/2017: Guideline for the establishment and functions of a School Assessment Irregularities Committee (SAIC), to be read with the **Regulations pertaining to the Conduct, Administration and Management of the NSC exams as published in Government Gazette 31337.**

SIGNED:

Surname and Initial of Principal	Signature of Principal	Date
Surname and Initial of Parent(s)	Signature of Parent(s)	Date
Surname and Initial of Learner	Signature of Learner	Date

SCHOOL STAMP

13. APPEAL PROCEDURES

Parents or guardians may appeal in writing to the school principal when they are dissatisfied with the promotion results of their child ([WCED Circular 0028/2011](#) and [Assessment Management Minute 0014/2016](#) refer.)

This must be done by completing Part 1 of the appeal form ([Addendum A of Assessment Management Minute 0014/2016](#)). The parent/guardian must provide a reason for the appeal, which will then be managed at school level.

The school principal will acknowledge receipt of the appeal from the parent; investigate the appeal together with the appeals committee, by verifying the marks from the learner evidence, record sheets and mark schedules, as well as the remark/moderation of learner evidence where applicable.

The principal must complete Part 2 of the appeal form, inform the parent/guardian in writing and file a copy.

The parent/guardian must then complete Part 3 of the appeal form, indicating whether the decision of the school is accepted or not, and whether he/she/they would like to appeal to the district director.

The assessment coordinator will submit a report based on an investigation by an appeals panel and supporting evidence. The district director will communicate the outcome of the appeal to the parent/guardian and the school. The decision of the district director is final.

The timeframes for the management of appeals are provided in [Addendum E of Assessment Management Minute 0014/2016](#). This is summarised as follows:

Closing date for parents to appeal when they are dissatisfied with the progression or promotion results of their child	First Friday after schools reopen in January
School principal communicates the outcome of the appeal to parents in writing	Within 5 working days of receipt of the appeal
Parent does not accept the outcome of the appeal and would like to appeal to the district director	Within 3 days of receipt of the outcome of the appeal
School provides a register of appeals to the circuit manager	Second Monday of the 1st Term
School keeps all supporting documents used in the appeal process	
Office of Education District Director acknowledges receipt of the appeal to the parent/guardian	Within 3 working days of receipt of the appeal

14. EXTERNAL MODERATION AND DISTRICT MEETINGS

Edgemean High School is committed to the promotion of academic excellence in all its learners. It is essential for standards to be maintained through compliance and attendance at WCED information and moderation sessions and professional development opportunities.

Signed:

..... (SGB Chair)

..... (Principal)