



ASSESSMENT AND ACADEMIC INTEGRITY POLICY (2026)

1. DOCUMENT CONTROL

Policy Owner	School Assessment Team (SAT) and Board of Governors
Drafted By	Senior Management Team
Date of Approval	18 February 2026
Review Date	January 2027
Related Policies	Promotion and Progression Policy (2026); Learner Code of Conduct & Handbook (2026); Data Management & POPIA Compliance Policy (2026).

2. PREAMBLE AND ETHOS ALIGNMENT

At Loreto Convent School, assessment is viewed not merely as a tool for ranking, but as a journey of revealing a learner's potential.

Guided by the charism of Mary Ward, this policy is anchored in:

- **Truth:** We uphold absolute academic integrity. Assessment is a measure of a learner's *own* effort and understanding.
- **Justice:** We ensure assessments are fair, unbiased, and accommodate diverse learning needs.
- **Excellence:** We encourage learners to strive for their personal best, "doing ordinary things extraordinarily well."
- **Freedom:** We cultivate in our learners the freedom to think, question, and grow. Assessment is not a tool of fear but an invitation to discover one's own capacity. We encourage intellectual courage — the willingness to engage honestly with ideas, admit uncertainty, and seek understanding.
- **Verity (Sincerity):** We call our learners to authenticity in all they do. The work submitted in this school is the genuine expression of each learner's own mind and effort. We value sincerity in learning above the appearance of success.

Above all, this policy is guided by a commitment to accompaniment — to walking alongside each learner with honesty, care, and an abiding belief in their capacity to grow. In the spirit of Mary Ward's charism, we do not merely measure our learners; we accompany them.

3. LEGISLATIVE CONTEXT

This policy is drafted in compliance with:

- *Constitution of the Republic of South Africa, 1996 — Section 29 (Right to a Basic Education, which this assessment framework serves) and Section 9 (Equality, which underpins the equity in accommodations provisions in this policy);*
- *National Curriculum Statement (NCS) Grades R–12;*
- *National Protocol for Assessment (NPA);*
- *Curriculum and Assessment Policy Statement (CAPS);*
- *National Policy on the Conduct, Administration and Management of Examinations.*

4. DEFINITIONS

Formal Assessment: Tasks that are recorded for promotion purposes (tests, exams, PATs).

Informal Assessment: Daily monitoring of progress (homework, classwork) to guide teaching.

The SAT (School Assessment Team): The statutory committee responsible for the implementation of the assessment plan.

The SAIC (School Assessment Irregularity Committee): The committee that investigates cheating, plagiarism and exam irregularities.

Academic Dishonesty: Includes plagiarism, copying, bringing unauthorized notes into exams, and the **unauthorized use of Generative AI (e.g., ChatGPT)** to generate work submitted as one's own.

5. ASSESSMENT GOVERNANCE COMMITTEES

To ensure the integrity of results, the school operates three statutory committees:

1. **SAT (School Assessment Team):** Responsible for the overall implementation of the assessment plan. **(Annexure B)**
2. **SBST (School Based Support Team):** Coordinates support for “Learners at Risk” and manages inclusive education concessions. **(Annexure C)**
3. **SAIC (School Assessment Irregularity Committee):** Investigates all cases of academic dishonesty, including the unauthorized use of Generative AI. **(Annexure D)**

6. ROLES AND MANAGEMENT STRUCTURE

6.1. The School Assessment Team (SAT)

- Comprises the Principal, Deputies, and HODs.
- Meets termly to ratify marks, schedules, and moderation reports. (**Annexure A**)

6.2. The School Based Support Team (SBST)

- Identifies “Learners at Risk” who are failing to meet requirements.
- Coordinates interventions, including extra lessons and referrals to the School Counsellor.

6.3. The Teacher

- Must ensure teaching reflects the work schedule.
- Must provide feedback to learners immediately after marking to facilitate learning.
- Must identify learners at risk timeously.

6.4. Support for Teachers

The school acknowledges that high-quality assessment is only possible when teachers are adequately supported. The school undertakes to:

- a) provide professional development opportunities in assessment design, moderation and feedback practices;
- b) ensure that assessment responsibilities are distributed equitably and that teachers are **not** required to administer more formal assessments than is prescribed by CAPS;
- c) provide the administrative tools, systems (including SASAMS support), and time necessary for teachers to fulfil their assessment duties;
- d) ensure that the SAT co-ordinators are available to support teachers with queries relating to assessment compliance.

7. ASSESSMENT PROCEDURES

7.1. Frequency and Format

- Assessments are conducted according to the **Assessment Plan**, which is distributed to parents/learners in the first week of each term.
- Examinations for Grades 4–12 are written under controlled conditions in Terms 2 and 4.

7.2. Moderation

To ensure Justice and Quality Assurance:

- **Pre-Moderation (Annexure E):** All tasks/exams are moderated by the Subject Head *before* being printed/written.
- **Post-Moderation (Annexure F):** A 10% sample (or a minimum of 6 scripts) of marked scripts is moderated to ensure fairness and consistency in marking.

7.3. Absenteeism

- **Valid Reason:** If a learner is absent for an assessment (including exam) due to illness, a **Doctor's Certificate (with actual diagnosis)** is mandatory. The learner will write a substitute task. However, Gr 12 learners cannot catch up on any November Exams missed.
- **Invalid Reason:** Unavoidable absence must be cleared with the Principal / Deputy Principal. Absence without a valid reason will result in a zero (0) for any formal assessment missed.

7.4. Late Submission of Tasks

In the interest of fairness to those who submit on time:

- Learners who fail to submit a task on the due date will be placed in **Academic Detention** immediately.
- They are given an opportunity to submit by the Friday of that week.
- Failure to submit by this extended deadline results in a zero (0) for non-submission of evidence.

7.5. Compassionate Consideration

In exceptional circumstances — including but not limited to bereavement, serious family crisis, psychological trauma or other circumstances of an urgent and unforeseen nature — a learner or parent may apply in writing to the Executive Principal for compassionate consideration.

The Executive Principal, in consultation with the relevant Deputy Principal and School Counsellor, may:

- a) grant an extended deadline for submission of a task;
- b) arrange an alternative assessment task.

Applications for compassionate consideration must be submitted within five (5) school days of the incident. The decision of the Executive Principal is final.

***Note:** This clause does not override GDE or CAPS requirements for Grade 12 National Senior Certificate assessments, which are governed by national policy.*

8. ACADEMIC INTEGRITY & IRREGULARITIES

8.1. The Standard of Truth

Loreto Convent School has zero tolerance for dishonesty.

8.2. Irregularities

Any learner suspected of:

- Cheating during a test/exam;
- Plagiarising (copying work without acknowledgement); or
- Using AI tools to generate essays/answers without permission, will be referred to the SAIC (Irregularity Committee).

8.3. Consequences

If found guilty by the SAIC:

- The learner will receive a zero (0) for the task.
- A Level 2 or 3 Disciplinary offence (demerit) will be recorded.
- Parents will be notified immediately.

8.4. Due Process and Right of Appeal

All proceedings of the SAIC shall be conducted in accordance with the principles of natural justice and human dignity.

A learner accused of academic dishonesty has the right to:

- a) be informed in writing of the allegation and the evidence against them before the SAIC meeting;
- b) be accompanied by a parent or guardian at the SAIC hearing;
- c) present their account of events before a finding is made;
- d) receive written reasons for any finding of guilt and any sanction imposed.

Should a learner or parent dispute the finding of the SAIC, they may submit a written appeal to the Executive Principal within five (5) school days of receiving the written decision. The Principal shall review the matter and respond in writing within ten (10) school days.

The appeal decision of the Executive Principal is final at school level. Families retain the right to escalate to the Gauteng Department of Education should they wish to do so.

8.5. Restorative Process

Consistent with the school's Catholic ethos and its commitment to the formation of the whole person, the SAIC may — at its discretion and in addition to imposing consequences — require a learner found guilty of academic dishonesty to engage in a restorative process.

A restorative process may include:

- a) a structured reflection on the nature and impact of academic dishonesty, facilitated by the School Counsellor;
- b) a meeting with the relevant teacher to understand the value of authentic learning;
- c) a written undertaking of commitment to academic integrity going forward.

The restorative process is not a substitute for consequences but is intended to accompany them in the spirit of rehabilitation and growth.

9. PROMOTION AND REPORTING

Note: This section sets out the minimum promotion requirements as prescribed by CAPS and administered through SASAMS. It must be read in conjunction with the Promotion and Progression Policy (2026), which governs the full promotion decision-making process, the role of the SBST, early identification of learners at risk, parental partnership procedures, and the formal appeal process for promotion decisions.

9.1. Promotion Requirements

Promotion is based on the specific weightings found in the CAPS Policy and calculated via SASAMS.

9.2. General Promotion (Grades 4–9)

- English HL: 50% minimum.
- Afrikaans FAL: 40% minimum.
- Mathematics: 40% minimum.
- Other Subjects: 40% in four other subjects; 30% in one other subject.
- Condition: If a Grade 9 learner fails to achieve 40% in Mathematics, they may only be progressed to Grade 10 on the condition that they enrol for Mathematical Literacy.
- **Grades 10–12:** Must meet the specific Bachelor/Diploma pass requirements.

9.3. Reporting to Parents

Loreto Convent School recognises parents and guardians as the primary educators of their children. Regular reporting and consultation are understood not merely as information-sharing but as a partnership — a shared commitment to the academic formation and holistic development of each learner.

- Reports are issued once a term.
- Parents of “Learners at Risk” will be contacted for intervention meetings.
- Parent Consultations are held termly to discuss progress.

10. INCLUSIVE EDUCATION AND BARRIERS TO LEARNING

10.1. Approach

Loreto Convent School is a mainstream school. We accommodate *mild* barriers to learning (e.g., ADHD, Dyslexia) where possible without structural changes to our heritage site.

10.2. Accommodations

Learners may be granted assessment accommodations (e.g., Extra Time, Scribes) only if:

- A current Educational Psychologist’s report (less than 2 years old) is submitted.
- The accommodation is approved by the GDE in the learner’s Gr 10 year.

10.3. Costs

Any costs for private facilitators or scribes are for the parent's account.

10.4. Equity in Access to Accommodations

The school recognises that the cost of a private Educational Psychologist's report may present a barrier for some families. In such cases, the school undertakes to:

- a) refer the learner to the school's own Psychologist/Counsellor for an initial screening and guidance on the most accessible assessment pathway;
- b) liaise with the School Based Support Team (SBST) to explore referral to NGO partners, university-based low-cost assessment clinics, or other affordable private practitioners;
- c) not disadvantage a learner who demonstrates observable learning barriers simply because their family cannot afford a private Educational Psychologist's assessment.

11. DATA PRIVACY (POPIA)

The collection and processing of personal information in connection with assessment administration, accommodation applications, learner performance records, and SAIC proceedings is governed by the school's Data Management & POPIA Compliance Policy (2026). All staff involved in assessment administration are required to handle personal information in accordance with that policy. Any queries regarding data privacy, access to records, or data breach reporting should be directed to the Information Officer (Executive Principal).

12. APPROVAL

Signed on behalf of the Board of Governors:



18 February 2026

Date: _____

Fatima Rawjee

Chairperson: Board of Governors

Signed by the Executive Principal:



18 February 2026

Date: _____

Suzette Truter

Executive Principal

ANNEXURE A

SAT MANAGEMENT PLAN FOR 2026

TIME FRAME	ACTIVITY	RESPONSIBILITY
SAT MEETINGS		
19 January		SAT members
13 April		SAT members
27 July		SAT members
12 October		SAT members
SBST MEETINGS		
27 January	SBST Gr. 8 – 12	HS SAT co-ordinator/HS teachers
9 April	SBST Gr. 8 – 12	HS SAT co-ordinator/HS teachers
22 July	SBST Gr. 8 – 12	HS SAT co-ordinator/HS teachers
8 October	SBST Gr. 8 – 12	HS SAT co-ordinator/HS teachers
Follow-up: Once a week at HS meetings on Tuesdays	SBST Gr. 8 – 12	HS SAT co-ordinator/HS teachers
Once a month:	Gr. RR – 7	PS SAT co-ordinator/PS teachers
CLASS VISITS		
Term 1: February (to start)	PS and HS	Principal/Deputy Principal/SAT co-ordinators
WORK SCHEDULES AND ASSESSMENT PLANS		
19 January	PS and HS	Teachers
8 April	PS and HS	Teachers
21 July	PS and HS	Teachers
7 October	PS and HS	Teachers
COMPLETION OF TERM/PROMOTION SCHEDULES		
20 March	All grades	SAT co-ordinator/Phase Heads/Admin. Officer
19 June	All grades	SAT co-ordinator/Phase Heads/Admin. Officer
11 September	All grades	SAT co-ordinator/Phase Heads/Admin. Officer
4 December	All grades	SAT co-ordinator/Phase Heads/Admin. Officer
PRE-MODERATION		
11 – 22 May	Gr. 4 – 7 exams	Co-ordinators/Moderators/Teachers
4 – 15 May	Gr. 8 – 12 exams	
12 – 23 October	Gr. 4 – 11 exams	Co-ordinators/Moderators/Teachers
Before every task/test	All grades	Co-ordinators
POST-MODERATION		
After every task/test/exam	All grades	Co-ordinators
EXAM SCOPES		
30 April	SP and HS	
18 September	SP and HS	
EXAM PAPERS / CONTROLLED TESTS IN STORAGE		
26 May	Gr 4 – 12	Teachers
27 October	Gr 4 – 11	Teachers
TEST/EXAMS		
Mid-February to mid-March	All grades (term tests)	Teachers
22 June	Gr 8 – 12 Afrikaans FAL Paper 3 exam	HS Teachers
23 June	Gr 8 – 12 English HL Paper 3 exam	
3 June – 19 June	Gr. 4 – 7 (exams)	Teachers
25 May – 19 June	Gr. 8 – 12 (exams)	
August / September	All grades (term tests)	Teachers
August / September	Gr. 12 Prelims	Teachers
7 August	Gr 8 – 11 English HL Paper 3 exam	HS teachers
16 October	Gr 8 – 11 Afrikaans FAL Paper 3 exam	
16 October	Gr 12 LO test	
11 – 27 November	Gr. 4 – 7 (exams)	Teachers
2 – 27 November	G. 8 – 11 (exams)	Teachers

MARKS IN				
Term 1	11 March	FP		Teachers
	13 March	SP and HS		Teachers
Term 2	29 May	SBA marks due Gr 4 – 12		Teachers
	12 June	FP		Teachers
	18 June	SP and HS		Teachers
Term 3	24 August	Gr 12 SBA		Teachers
	7 September	PS and HS		Teachers
	11 September	Gr 12 Prelim		Teachers
Term 4	2 November	SP and HS (SBA's / PAT / ORALS)		Teachers
	20 November	FP CASS		Teachers
	30 November	SP and HS		Teachers
PARENTS' EVENING / REPORTS EMAILED				
	Reports emailed	Parents' Evening		
Term 1	26 March	14 April 15 April	HS PS	Teachers
Term 2	26 June (Gr 4 – 12)	23 June 30 July	PS HS	Teachers
Term 3	18 September	By appointment	Whole school	Deputy Principal
Term 4	4 December			
Gr. 9 SUBJECT CHOICE				
	22 July		HS SMT	
BOOKLISTS				
	3 August		SP and HS HOD	
COMPLETION OF POSSIBLE RETENTION SCHEDULES				
	July/August		SAT co-ordinators/Phase Heads	
UPDATE OF LEARNER PROFILES				
	30 November – 4 December		Teachers	

ANNEXURE B

Composition and Function of the School Assessment Team (SAT)

School Name: LORETO CONVENT SCHOOL

EMIS number: 8231043

Telephone number: 012 3266342

E-mail address: principal@loreto.co.za

Duration period of this team: 2026 – 2027



	NAME	DESIGNATION	ROLE
1.	Mrs Truter	School Principal	Manage and co-ordinate problems pertaining to standardisation, moderation, weighting of promotion requirements, reports, etc
2.	Ms Alves	HS Deputy Principal	Manage and co-ordinate problems pertaining to standardisation, moderation, weighting of promotion requirements, reports, etc, for HS Moderate and co-ordinate Arts and Culture, Dramatic Arts and Consumer Studies
3.	Ms Hill	PS Deputy Principal	Manage and co-ordinate problems pertaining to standardisation, moderation, weighting of promotion requirements, reports, etc, for PS Moderate
4.	Mr Jonas	Moderator	Moderate and co-ordinate EMS and Accounting
5.	Mrs de Bruin / Mrs Mokoena	Moderator	Moderate and co-ordinate Business Studies
6.	Mrs Hermann / Mrs de Kock	Moderator	Moderate and co-ordinate Afrikaans
7.	Mrs Truter / Ms Padi	Moderator	Moderate and co-ordinate Maths
8.	Mrs G Parker / Ms Thela / Ms Alves	Moderator	Moderate and co-ordinate English, History
9.	Ms Phaleng / Ms Mazango / Mrs Mokoena	Moderator	Moderate and co-ordinate LO
10.	Mrs Albertyn / Mrs Smit	Moderator	Moderate and co-ordinate Mathematical Literacy
11.	Mr Maposa	Moderator	Moderate Natural Science and Physical Science
12.	Ms Mashapa	Moderator	Moderate Technology
13.	Mrs Moraites	Co-ordinator	Moderate and co-ordinate Senior Primary
14.	Mrs van Heerden	Phase Head	Moderate and co-ordinate FP
15.	Mrs Ferreira / Mrs Kuriakose	Phase Head	Moderate and co-ordinate IP
16.	Mrs Matebesi	Phase Head	Moderate and co-ordinate SP

17	Mrs Hermann	Phase Head	Moderate and co-ordinate FET
----	-------------	------------	------------------------------

ANNEXURE C

Composition and function of the (SBST) School Based Support Team

School Name: LORETO CONVENT SCHOOL

EMIS number: 8231043

Telephone number: 012 3266342

E-mail address: principal@loreto.co.za

Duration period of this team: 2026 – 2027



	NAME	DESIGNATION	ROLE
1.	Mrs Truter	Executive Principal	Oversee and manage problems pertaining to learners holistically (extra lessons, subject changes, aptitude tests, parent involvement, School Counsellor)
2.	Ms Alves	HS Deputy Principal	Manage and co-ordinate problems pertaining to learners holistically (extra lessons, subject changes, aptitude tests, parent involvement, School Counsellor)
3.	Ms Hill	PS Deputy Principal	Manage and co-ordinate problems pertaining to learners holistically (extra lessons, subject changes, aptitude tests, parent involvement, School Counsellor)
4.	PS / HS Staff: Specifically for English, Maths, Afrikaans, Life Science, Physical Science, CAT, Accounting, MLit, NS	Teachers	Extra lessons on a weekly basis
5.	Mrs Grové Ms Phaleng	Psychologist School Counsellor	Manage learner barriers and give career guidance
6.	Mrs Grové	Psychologist	Additional support depending on barriers experienced by learners and to possibly make referrals psychiatrist and/or occupational therapists, etc.
7.	Ms Phaleng	School Counsellor	Additional emotional support for learners struggling with home or school life.

ANNEXURE D

Composition and Function of the (SAIC) School Assessment Irregularity Committee

School Name: LORETO CONVENT SCHOOL
EMIS number: 8231043
Telephone number: 012 3266342
E-mail address: principal@loreto.co.za
Duration period of this team: 2026 – 2027



	NAME	DESIGNATION	ROLE
1.	Mrs Truter	School Principal	Manage and co-ordinate problems
2.	Ms Alves	HS Deputy Principal	Manage and co-ordinate problems
3.	Ms Hill	PS Deputy Principal	Manage and co-ordinate problems
4.	HS staff member	Teacher	Depending on the irregularity and subject teacher, and who is involved
5.	Parent		
6.	Learner		

ANNEXURE E



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Annexure J1

PRE-ASSESSMENT MODERATION TOOL						
Name of centre/ school					District:	
Subject		Name of Examiner		Name of DH/ Subject specialist		
Grade		Term		Task number		Task Description
<p>Note: This tool must be used by the Departmental Head/Moderator to moderate tasks prior to their administration.</p> <p>Comment on the quality of the task based on each of the following criteria to determine the acceptability of standards applied on the task.</p>						

SECTION A

TECHNICAL CRITERIA		
	CRITERION	COMMENTS
1.1	Submission of marking guidelines and analysis grid.	
1.2	Cover page: Name of school, district, subject, time allocation, grade, task description, mark allocation, examiner, moderator, number of pages.	
1.3	Clearly specified and unambiguous instructions.	
1.4	Correct numbering of questions.	
1.5	Appropriate font and font size throughout the task. (e.g. Arial, 12)	
1.6	Mark allocation (marks per question/instruction, mark addition and correct totals) after each section.	

1.7	Quality of visual texts (illustrations, graphs, tables, drawings, pictures, etc.). (Where applicable).	
-----	--	--

2. CONTENT COVERAGE AND COGNITIVE DEMANDS

	CRITERION	COMMENTS
2.1	The task set according to the assessment framework/DBE exam guidelines.	
2.2.	Content coverage of the task as prescribed in the ATP.	
2.3	The weighting of the content as prescribed by the CAPS.	
2.4	Appropriate distribution of cognitive levels across the task as prescribed by CAPS.	
2.5	Scaffolding of questions from simple to complex.	
2.6	Predictability of questions.	
2.7	Choice questions/Multiple choice questions: (equal level of difficulty where relevant, equal length and number of words)	
2.8	Correlation between mark allocation, level of difficulty and time.	

3. MARKING GUIDELINES

	CRITERION	COMMENTS
3.1	Comprehensiveness of marking guidelines in terms of sufficient alternative answers to allow consistent marking.	
3.2	Correlation between the question and the expected answer (accuracy of the response).	
3.3	Correlation of mark allocation on the question paper and on the marking guideline.	
3.4	Correlation between the question verb and the response.	
3.5	Indication of awarding of marks for each answer.	

4. LANGUAGE		
	CRITERION	COMMENTS
4.1	The use of correct subject terminology (jargon).	
4.2	Appropriateness of the language to the level of learners.	
4.3	Biasness in terms of gender issues, race, cultural issues, language, province, and region.	
4.4.	Ambiguity of the questions.	

5. MODERATION (applicable to PLC, district, and provincial moderation)		
	CRITERION	COMMENTS
5.1	Evidence of pre-assessment moderation.	
5.2	The use of correct Annexure J1 for pre-assessment moderation.	
5.3	Evidence of the history of the moderated task.	

Does the task meet all the requirements to declare it fair, valid, and reliable?	YES		NO	
The task is:	Approved	Conditionally Approved		Not Approved
Date of resubmission:				

Name of Moderator:	Signature:	Date:
---------------------------	-------------------	--------------

ANNEXURE F



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Annexure J 2

POST ASSESSMENT MODERATION TOOL

NAME OF SCHOOL							
DISTRICT							
LEVEL OF MODERATION	SCHOOL		PLC		DISTRICT		PROVINCE
PHASE OF MODERATION (Not applicable to school level)							
SUBJECT							
GRADE							
TASK MODERATED							
NAME OF MODERATOR							

TECHNICAL ASPECTS

(to be completed by the moderator who sees the paper for the first time)

Quality Indicators	Comment in FULL sentence
1. The assessment instrument is complete with the marking guideline and assessment analysis grid.	
2. The cover page has all the relevant details such as subject, grade, duration, date, marks allocation, and number of pages.	
3. Instructions to candidates are clearly specified and unambiguous	
4. Appropriate font and font size throughout the task. (e.g. Arial, 12)	
5. Mark allocation is clearly indicated per question.	
6. The mark allocation on the assessment instrument is the same as on the marking guideline.	
7. The quality of illustration, pictures, graphs, diagrams.	

8. The marking guideline is comprehensive in terms of sufficient alternatives and allows consistent marking.	
--	--

STANDARD OF THE TASK (Comment in FULL sentence)

(to be completed by the moderator who sees the paper for the first time)

1. The task assesses all specific core content and skills that should be covered in this term as per the ATP.	
2. The distribution of different cognitive levels as per policy.	
3. Different types of questions used (Multiple choice, matching type, missing words, open-ended, etc.)	
4. The correct terminology of the subject was used to design the test	
5. The language used is appropriate for the level of learners.	

MARKING (Comment in FULL sentence)

1. Quality of marking by the teacher. (Consistency, accountability of ticks, relevance of marking tool)	
2. Incidence of lenient marking, stringent, global marking, or unmarked questions but marks awarded to learners (specify)	
3. Marking of all sections of the task. Signature and dating of the tasks during marking	
4. Compliance to marking standards as outlined in the marking guideline (e.g., writing of subtotals)	
5. Accuracy of calculation of marks on each learner's task.	
6. Correlation between the awarding of marks by the teacher and learner responses.	
7. Evidence of feedback to learners by the teacher and its possible impact on the improvement of learner performance.	

8. Signing, dating and totaling of marks by the teacher	
9. Any other comment on marking.	

RECORDING (Comment in FULL sentence)

1. The use of correct SA SAMS working marksheets and the patch	
2. Accuracy of transference of marks from learner evidence of work to the SA SAMS marksheet.	
3. Evidence of extended opportunities to learners who did not complete tasks due to valid reason according to GG 36041 and NPA (e.g. medical certificate, letter by the school, new task etc.) .	

LEARNER PERFORMANCE (Comment in FULL sentence)

1. The quality and standard of learner responses to each question type.	
2. The influence of standard of the test on the performance of the learners.	
3. The impact of the style of marking on the performance of learners.	
4. Performance analysis of each task by the teacher.	
5. The learner performance in the task is comparable to performance in other formal tasks (consult the SA SAMS working marksheets)	

Questions which were not attempted/poorly answered by learners and possible causes.

Poorly answered questions	Nature of the challenge/Type of question	Possible reasons	Recommendations

SCHOOL BASED MODERATION (applicable to PLC, district, and provincial moderation)

1. Evidence of pre- and post-assessment moderation of the task? Elaborate	
2. Quality of moderation at each level.	
3. Feedback provided to the teacher by the departmental head/teacher moderator/subject advisor?	
4. Implementation of recommendations suggested by the moderator at each level.	
5. Evidence of HISTORY of the task provided.	
6. SA SAMS marksheet signed off by the teacher, departmental head, and the subject specialist.	

COMPUTER GENERATED MARKSHEETS (For the last phase of grade 12 moderation only)

1. Transfer of marks from the Term 4 SA SAMS working mark sheet to the copy of computerized marksheet.	
2. Correct code awarded for blanks on the computerised marksheet.	
3. Evidence provided for the “ 0 – 7% ” mark on the computerised marksheet.	
4. Copy of computerized marksheet signed off by the DH and principal.	

	Name and surname of learner	Educator’s Mark	Moderator’s Mark
1.			
2.			
3.			
4.			
5.			

6.			
----	--	--	--

OVERALL IMPRESSION BY THE MODERATOR

Areas of Good Practice	Challenges	Recommendations

Names of learners whose files were moderated.

Moderator	NAME	SIGNATURES	DATE
School Moderator/ Departmental Head/Senior teacher			
PLC Moderator			
District Moderator			
Provincial Moderator			