

# WILLOW ACADEMY



## ACADEMIC ASSESSMENT POLICY

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# ACADEMIC ASSESSMENT POLICY

The *National Protocol for Assessment Grade R – 12* forms the guiding principles of this policy.

## 1. THE IMPORTANCE OF ASSESSMENT

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. In this regard, the *National Curriculum Statement Grades R – 12* is the formal curriculum in South African schools.

Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected, using various forms of assessment.

## 2. PRINCIPLES of ASSESSMENT

Assessment can be carried out for a variety of reasons, and different kinds of assessment are appropriate for different purposes. To ensure that assessment remains effective and informative, it should:

- Be integral to teaching and learning
- Have clear and direct links to specific outcomes
- Be balanced, comprehensive and fair
- Be time efficient and manageable
- Engage the learners
- Recognise individual achievements and progress
- Convey meaningful and useful information
- Accommodate any learners with special educational needs
- Be bias-free and sensitive to gender, racial and cultural backgrounds of learners
- Improve the quality of learning
- Actively involve parents

### **3. TYPES of ASSESSMENT**

Willow Academy uses four main types of assessment, which are briefly explained below.

#### **3.1 Baseline Assessment**

This type of assessment is usually completed prior to a learner beginning a new topic. Learners are often not expected to know much of the material being evaluated. They are generally used to either establish a baseline from which learning progress can be measured over a specific amount of time, or to determine a learner's academic readiness for a new academic program, grade level, etc.

#### **3.2 Diagnostic Assessment**

These assessments are normally designed to assess one specific area of knowledge, which is either completed prior to that subject matter being taught (in which case, it could also be classified as baseline assessment) or during the teaching process, to determine whether learners were coping with that particular topic.

#### **3.3 Formative Assessment**

Formative assessment – also referred to as “assessment *for* learning” – is an integral part of the teaching and learning process, and is primarily utilised to identify learning needs and to shape future teaching strategies.

#### **3.4 Summative Assessment**

Summative assessment – also referred to as “assessment *of* learning” – is typically completed after teaching of a topic has finished, and is used to measure a learner's understanding of a subject, and their success in meeting the assessment criteria in a given subject.

Willow Academy acknowledges that the validity and reliability of these assessments is extremely important, as they are used to quantify and reward achievement, and ultimately make final judgments relating to student promotion or progression.

## **4. ASSESSMENT TOOLS**

Willow Academy utilises a wide range of methods of assessment. Teachers are encouraged to utilise these in order to provide a balanced and fair assessment programme for all learners.

A selection of the different types of assessment tools used at Willow Academy are listed on the following page.

### **4.1 Formative Assessment Tools**

- Classroom observations
- Questioning / discussions
- Class activities
- Homework checks
- Brief informal tests / worksheets

*Note: The above assessment tools are used for formal assessment in the Foundation Phase (Grade 1 – 3)*

### **4.2 Summative Assessment Tools**

- Formal written / practical / oral examinations
- Class tests
- Projects
- Investigations
- Essays
- Practical / experimental work
- Portfolios (School Based Assessment)

## 5. GUIDELINES for ASSESSMENT

### 5.1 Planning Guidelines for Staff

The following guidelines set out the expectations placed on staff with regard to the assessment process at Willow Academy.

- Teachers must use a wide variety of assessment tools and methods
- Continuous assessment should be both formal and informal in nature:
  - Informal assessment involves monitoring a learner's progress on a daily basis, through observation, discussion, informal interaction, questioning, homework checks, brief tests, etc.
  - Formal assessment involves a systematic means of evaluating a learner's performance. It should take place on a regular basis, with the prescribed guidelines set down in the CAPS documents and the IEB SAGs documents being considered a MINIMUM requirement.

In order for teaching, planning, assessment, moderation and reporting to work effectively at Willow Academy, there are a number of procedures that must be completed timeously each term.

These procedures – together with their associated deadlines, where relevant – are included in the Planning Timetables for Academic Staff, located at *Appendices A1, A2, A3 and A4*, which refer to Terms 1, 2, 3 and 4, respectively.

These timetables have been put in place to ensure the smooth operation of the Academic school year. All academic staff must adhere to the deadlines therein, so as not to place any unnecessary burden on teachers or learners.

These timetables will be reviewed annually, and adjusted to take account of new procedures and the vagaries of each individual school year (i.e. differing length of terms).

### 5.2 Subject Assessment Plans

The Foundation Phase follow assessment guidelines set down in the subject-specific CAPS documents. Grades 4 and upwards utilise the relevant CAPS documents (and IEB SAGs documents in the FET Phase) as a minimum requirement, but specific requirements as set down by the school are detailed in the Subject Assessment Plans.

The current Subject Assessment Plans can be found at *Appendices B1, B2 and B3*, which relate to Intermediate Phase, Senior Phase and FET Phase (Grade 10 and 11 only),



respectively. Grade 12 assessments are subject to the instructions contained in the IEB SAGs documents.

These schedules provide guidelines on the number of SBA tests and tasks that are required to be completed each term, broken down by subject.

Teachers are requested to refer to this document as well as the appropriate CAPS documents (and IEB SAGs documents for the FET Phase) when compiling their formal programme(s) of assessment, so as to ensure that the correct procedures are being followed.

### 5.3 Formal Assessment Guidelines

Formal assessments are subject to certain criteria with regard to the notice period given to learners, the duration of tests and examinations and the length of time given to complete different types of tasks. These are detailed below, and must be adhered to.

Formal Assessment Type	Notice period	Duration	Time to complete
Examination	2 weeks	1–2 hours (Gr 4–9) 1–3 hours (Gr 10–12)	--
Class Test	1 week	30 min+ (Gr 4–6) 45 min+ (Gr 7–12)	--
Research project / PAT	1 week	--	3 weeks +
Project / PAT	1 week	--	2 weeks +
Investigation	1 week	--	2 weeks +
Other task	1 week	--	1 week +

*Note: No restrictions are placed on formal assessments in the Foundation Phase*

## 6. RECORDING

The main instruments for recording evidence of a pupil's performance and progress are mark schedules, which can be either manually- or computer-generated.

These schedules must contain marks for all SBA tests and tasks. They must be kept fully up to date by the subject teacher, stored in the Subject File, and must be available for inspection at any time by the Principal, Academic Head or Phase Head.

At the end of each term, when marks are collated for reporting, all teachers must provide their term marks, together with the mark schedules used to calculate them, for verification purposes.

Guidance is provided with regard to the breakdown of marks between assessments, tests, examinations, etc. across different subjects and grades. This can be found in *Appendices C1, C2 and C3*, which apply to Intermediate Phase, Senior Phase and FET Phase (Grade 10 – 11 only), respectively, and should be read in conjunction with the various subject specific CAPS documents (and IEB SAGs documents for FET Phase subjects).

The term marks will then be entered into the school reporting spreadsheets and mark sheets will be made available for each individual Grade. **It will be the responsibility of each subject teacher to validate the individual learner marks for their own subjects.**

After the validation procedures have been completed, term reports will be printed, signed and made available to parents and learners.

## 7. REPORTING

The recording and reporting of learner performance is in accordance with the subject learning areas, as set out by the Curriculum Assessment Policy Statements (CAPS) for Grades R to 12. These are used in conjunction with the IEB Subject Assessment Guidelines (SAGs) for Grades 10, 11 and 12.

Reports detailing each learner's performance are used to verify the progress made by teachers and learners in the teaching and learning process. The primary purpose of reporting is to provide a means with which to provide regular feedback to learners. A combination of individual marks and achievement levels (1 to 7, see below), grade averages and comments are used in the reporting process.

The primary means of communication with parents regarding learner performance is by way of the reporting process. However, other methods of communication include regular parent-teacher evenings as well as discussions, telephone calls, letters and emails, when necessary.

Achievement levels are as follows:

<b>Level</b>	<b>Mark (%)</b>	<b>Description</b>
7	80 – 100	Outstanding
6	70 – 79	Meritorious
5	60 – 69	Substantial
4	50 – 59	Adequate
3	40 – 49	Moderate
2	30 – 39	Elementary
1	0 – 29	Not Achieved

Reports are issued four times per year, during the final week of each term. These reports reflect learner performance during the current term, as well as previous terms during the current school year, on an ongoing basis throughout the year.

Once per term a meeting takes place at Phase level, to discuss learner performance and determine which parents should be contacted and what action can be taken to assist those learners who are performing poorly. At this time, all other parents are also invited to make one-on-one appointments with teachers, if they wish to do so.

## 8. EXAMINATIONS

Formal examinations are written in May/June, August/September (Grade 12 only) and November/ December. The following table outlines the criteria for these examinations:

	<b>May/Jun</b>	<b>Aug/Sep</b>	<b>Nov/Dec</b>
<b>Gr 1 – 3</b>	n/a	n/a	n/a
<b>Gr 4 – 9</b>	Internal or Provincial	n/a	Internal or Provincial
<b>Gr 10 – 11</b>	Internal	n/a	Internal
<b>Gr 12</b>	Internal or External	Internal or External	IEB

### Notes

- The decision regarding whether to use Provincial examination papers for Grade 4 – 9 learners is dependent upon availability and timing of the examinations.
- In Grade 12, external examinations are usually utilised if the examination mark contributes towards the final Portfolio mark. If this is not the case, then an internal examination is sufficient.
- With the exception of externally-set papers, all examination papers and memoranda must be moderated internally.
- Copies of all examination papers and memoranda are stored on site for a minimum of three years.

## 9. MODERATION GUIDELINES

The moderation forms a fundamental, and necessary, part of the assessment process, and is designed to ensure, among other things, the validity, integrity, fairness and consistency of the various types of assessments that must take place during the course of the year.

Moderation can be broken down into two distinct categories – pre-assessment and post-assessment moderation. The procedures for each of these are explained below.

### 9.1 Pre-Assessment Moderation

From Grade 1 upwards, internal pre-assessment moderation must take place for all SBA tests, tasks and examinations.

The only exceptions are those tasks that have been externally set and pre-moderated (i.e. Departmental examinations, Grade 12 tasks set by a cluster, etc.), where it is NOT compulsory for internal pre-assessment moderation to take place.

Subject teachers are advised to consult the schedules at *Appendices A1–A4*, to familiarise themselves with the deadlines for moderation to be completed each term.

The Pre-Assessment Moderation form can be found at *Appendix D1*, and must be used for all tasks, tests and examinations that require pre-assessment moderation.

All SBA tests and memorandums must be kept in an up to date subject file. This file must be available upon request, as it will be subject to inspection on an ongoing basis throughout the year.

### 9.2 Post-Assessment Moderation

Internal post-assessment moderation must be completed for all SBA tests, tasks and examinations, as well as all Grade 12 portfolio work. Please note that externally set and pre-moderated tasks DO require internal post-assessment moderation.

For all classes with five or more learners, a total of five learners' scripts must be moderated. For subjects where there are less than five learners in the class, all scripts must be moderated.

The Post-Assessment Moderation form can be found at *Appendix D1*, and must be used for all tasks, tests and examinations that require post-assessment moderation.

## 10. DUE DATES for ASSESSMENTS

With regard to due dates for assessments (e.g. assignment, investigation, project, etc.), the following procedure shall apply for Grade 4 and upwards, unless otherwise stated:

- The original deadline set for assessments will **NOT** be extended under any circumstances.
- Failure to meet the initial deadline will result in an immediate **20% deduction (10% deduction for Grades 4 and 5)**. Absence will not excuse the learner from a deduction, unless the illness is serious in nature (i.e. hospitalisation or extended period of absence). In cases of exemptions due to illness, the work must be handed in on the day the learner returns to school, otherwise the deduction will be actioned immediately.
- If the learner fails to meet the initial deadline, he/she will then be given a further two days to hand in the work. Failure to meet this deadline will result in a **40% deduction (20% deduction for Grades 4 and 5)**. No exemption will apply as a result of illness, since once the first deduction has been actioned, there will be no further extensions due to illness.
- The learner will then be given a further two days to hand in the work. Failure to meet this deadline will result in **ZERO marks** being awarded for the assignment/project in question. Again, no exemption will apply as a result of illness.

## 11. ABSENTEES

All learners who miss an examination or test as a result of absence from school:

- Must provide a doctor's certificate confirming the reason for absence, immediately upon their return to school
- Must be prepared to write the examination or test on the day they return to school  
Note: at the discretion of the teacher, the examination/test may be written on an alternate day, but this must be within three days of the learner's return to school

In Grade 4 and above only, should a learner not be able to provide a doctor's certificate, or provide a valid and verifiable reason for the absence, they will be awarded **ZERO marks**.

## 12. PLAGIARISM

Plagiarism is considered a very serious offence at Willow Academy, and it will not be tolerated under any circumstances.

### 12.1 Definition

According to the Merriam-Webster Online Dictionary ([www.merriam-webster.com](http://www.merriam-webster.com)), **plagiarise** is defined as:

- steal and pass off (the ideas or words of another) as one's own
- use (another's production) without crediting the source
- present as new and original an idea or product derived from an existing source

The expression of original ideas is considered to be intellectual property and, as such, is protected by copyright laws. Almost all forms of expression fall under copyright law, so long as they are recorded in some form (e.g. published in a book or on a web site, stored in a computer file, etc.)

Willow Academy has adopted a **ZERO TOLERANCE** policy where plagiarism is known to have taken place.

### 12.2 Procedure

Teachers must utilise the following procedure if a learner is suspected of plagiarism:

- Inform the learner that you suspect their work may be plagiarised, and give him / her an opportunity to confess. If the learner denies the allegation:
  - Present a report detailing your suspicions – together with any evidence that you have – to the Academic Head and Principal
  - If necessary, additional checks will be carried out via online plagiarism checkers (or similar)

Where it is determined that plagiarism has taken place, learners will be subject to the following punishment (whether they admitted their guilt or not):

- A mark of **ZERO** will be awarded for the task in question
- The learner's parents will be informed of the plagiarism
- A meeting will be held with the learner to discuss the seriousness of the offence

Note: Learners who are repeatedly found guilty of plagiarism are liable to face suspension from school.

## **13. ACADEMIC ACCOMMODATIONS**

Academic accommodations are for learners who experience specific learning difficulties and, as a result, may not be able to display their true ability under regular examination conditions. These accommodations have been designed to place such learners on an **equal** footing with non-disabled learners, and **NOT** provide them with any additional advantage.

Academic staff will be informed of any learner that does qualify for accommodations, and given guidance as to how any specific requirements can be met.

### **13.1 Grade 11 and below**

In all grades up to Grade 11, any accommodations deemed appropriate for learners will be at the discretion of the school.

Once a teacher has identified a learner that may be eligible for an accommodation:

- the teacher must discuss any concerns with the Academic Head and/or Phase Head;
- the parents will be informed and requested to seek professional assessment to obtain an academic accommodation
- the Academic Head will liaise with the Principal, who will sign off all learners that receive such an accommodation

### **13.2 Grade 12**

In accordance with guidelines set out by Umalusi and the Independent Examinations Board, Grade 12 learners with certain permanent or temporary physical handicaps or specific learning disabilities may apply for certain accommodations.

#### **13.2.1 Eligibility**

In order to determine whether a learner qualifies for academic accommodations, he / she must be assessed by a competent, qualified professional (e.g. doctor, educational psychologist, etc.). The results of this assessment will form the basis for determining whether a learner qualifies for academic accommodations.

#### **13.2.2 Timeframe**

The process for determining eligibility can be a lengthy one. It is therefore the school's aim to identify learners who may need an accommodation in Grade 12, before the end of their Grade 10 year, with the intention of determining eligibility early in their Grade 11 year.



Should a learner not be identified at this time, the deadline for applications for academic accommodations is Term 3 in Grade 11.

### **13.2.3 Types of Accommodation**

Accommodations may include one – or a combination of – the following:

- Additional time to complete tests and examinations
- Handwriting dispensations
- Spelling dispensations
- Use of a computer
- A scribe
- A reader
- A separate venue

## **14. HOMEWORK**

“Homework” is defined as work that is set by a teacher:

- i. that must be completed before the next lesson, or
- ii. is so described as homework by the teacher

Note: Assignments, tasks, projects and any other form of assessment that contributes towards a learner’s SBA mark is NOT classified as homework.

The following rationale applies to the homework policy at Willow Academy.

- Learners are expected to complete homework on the following days during the school term:
  - Grade 1 – 6 .....Monday – Thursday
  - Grade 7 – 12 .....Monday – Friday
- The motivation behind the setting of regular homework is to follow up the day’s lesson and to prepare for the next lesson
- Homework also encourages good self-study habits, development of self-discipline and good time management skills

## 15. SUBJECT CHOICES IN GRADE 9

During a learner's Grade 9 year, the decision regarding which subjects are to be studied for the remaining three years of schooling must be made.

At Willow Academy, this involves a number of procedures, with the aim of giving as much assistance to learners as possible, and is outlined below.

### 15.1 Subject Choice & Career Assessments

In the first week of Term 3, a counselling psychologist comes to the school to carry out a number of assessments with the Grade 9 learners, which will aid them in their subject choices and give guidance as to careers that might be suitable for them. The three assessments conducted are as follows:

- The General Scholastic Aptitude Test (GSAT), which will assess scholastic aptitude in terms of verbal and non-verbal problem solving abilities;
- The Jung Personality Questionnaire (JPQ), which will assess career temperament factors;
- The South African Vocational Interest Inventory (SAVII), which will measure occupational interest, and is useful in career planning.

A report is then compiled for each learner, which incorporates the June report marks, and is made available to parents and the school approximately six weeks later.

### 15.2 Criteria for Subject Choices

Towards the end of Term 3, subject choice forms are distributed to all Grade 9 learners. These must be completed, and signed by both the learner and a parent.

The following criteria must be adhered to, when learners are making decisions regarding subject choices for Grade 10:

- English Home Language, Afrikaans First Additional Language and Life Orientation are compulsory subjects;
- Learners must choose either Mathematics or Mathematical Literacy;
  - Learners will only be allowed to select Mathematics, if they achieve a Mathematics mark of 50% or more in Grade 9.
- Learners must choose a further THREE subjects from those offered by the school.
  - Learners will only be permitted to select Physical Sciences (or Accounting or Information Technology, if they are offered) from the optional list of subjects, if they achieve a Mathematics mark of 55% or more in Grade 9

### **15.3 Withdrawal of Subjects**

The school maintains the right to withdraw subjects from those offered, if it is no longer considered viable to do so. This could be for a number of reasons including, but not limited to, those listed here:

- Lack of interest in the subject (defined as less than three learners selecting the subject in the subject choice process);
- Changes to the structure of the teaching staff within the FET Phase.

Any changes to the subjects offered will result in all affected learners being given a further opportunity to make subject choices.

### **15.4 Transferring between Subjects in Grade 10**

Learners are permitted to make changes to subject choices during Grade 10, subject to certain conditions being met. These are set out below:

- Transfers will only be considered at the end of Term 2 or the end of the year in Grade 10;
- No transfers will be considered once Grade 11 has begun;
- Transfers cannot be made until approved by the Academic Head and both teachers involved;
- Once approved at school level, a subject transfer form must be completed and signed by the learner and one of his/her parents;
- Learners may not transfer to the following subjects once the Grade 10 year has begun:
  - Mathematics (from Mathematical Literacy)
  - Physical Sciences
  - Accounting
  - Information Technology
- A maximum of TWO subject changes are permitted during Grade 10.

## 16. PROMOTION REQUIREMENTS

The conditions relating to the promotion of learners from grade to grade is set out in the *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*, together with its associated amendments through a number of Government Notices.

While this document forms the basis of the promotion requirements at Willow Academy, we expect our learners to strive for academic excellence, and as such, follow a more rigorous approach to learner promotion, which is set out below.

### 16.1 Foundation Phase (Grades 1 – 3)

The minimum promotion requirements will be as follows:

English HL .....50% (Level 4)

Afrikaans FAL .....40% (Level 3)

Mathematics.....50% (Level 4)

Note: A learner will NOT be permitted to progress to the next Grade if he/she fails to meet the minimum requirements in both terms 3 and 4.

### 16.2 Intermediate Phase (Grades 4 – 6)

The minimum promotion requirements will be as follows:

English HL .....50% (Level 4)

Afrikaans FAL .....40% (Level 3)

Mathematics.....40% (Level 3)

All other subjects.....40% (Level 3)

#### 16.2.1 Condonation

A maximum of TWO subjects (from “All other subjects”) will be condoned, providing both marks are within 5% of the promotion requirements outlined in para 16.2 above.

### 16.3 Senior Phase (Grades 7 – 8 only)

The minimum promotion requirements will be as follows:

English HL .....50% (Level 4)

Afrikaans FAL .....40% (Level 3)

All other subjects.....40% (Level 3)

### 16.3.1 Condonation

A maximum of TWO subjects will be condoned, providing both marks are within 5% of the promotion requirements outlined in para 16.3 above.

### 16.4 Senior Phase (Grade 9 only)

The minimum promotion requirements will be as follows:

English HL .....50% (Level 4)

Afrikaans FAL .....40% (Level 3)

All other subjects.....40% (Level 3)

#### 16.4.1 Condonation

Condonation will be given under the following scenarios:

- A maximum of THREE subjects will be condoned, providing all marks are within 5% of the promotion requirements outlined in para 16.4 above, or
- A maximum of TWO subjects will be condoned, if one of these is Mathematics, providing the Mathematics mark is within 10% and the other subject is within 5% of the promotion requirements outlined in para 16.4 above.

### 16.5 FET Phase (Grade 10 – 11 only)

The minimum promotion requirements will be as follows:

English HL .....40%

THREE other subjects.....50%

TWO other subjects.....30%

#### 16.5.1 Condonation

NO condonations will be considered, except for the following:

- A learner who achieves a mark of 30% or more for Mathematics and opts to switch to Mathematical Literacy will have this subject count as one of the 50%+ subjects.

#### 16.5.2 Switching from Mathematics to Mathematical Literacy

The Mathematics teacher, in consultation with the Academic Head, may request a learner switch to Mathematical Literacy with immediate effect, in the following circumstances:

- a Term 2 Mathematics mark below 40%; or
- a Full Year Mathematics mark below 40%.

### **16.5.3 Mathematics and Mathematical Literacy in Grade 12**

The IEB permits learners to study both Mathematics and Mathematical Literacy, with only one appearing on a learner's final matriculation certificate. Therefore, Mathematics learners may be given the opportunity to study both Mathematics and Mathematical Literacy in Grade 12, under the following circumstances:

- The learner achieves a Mathematics mark below 50% at the end of their Grade 11 year; or
- The Mathematics and Mathematical Literacy teachers, in consultation with the Academic Head, believes that it would be in the learner's best interests to study both subjects.

Note: A learner who sits the final examinations for both Mathematics and Mathematical Literacy will incur additional examination fees, as this is considered an eighth subject, which is not catered for within the regular school fee structure.

## **17. EXEMPTIONS FOR IMMIGRANTS**

The *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12* makes specific mention of the academic requirements in relation to immigrant learners. A learner will qualify for immigrant status in the following circumstances:

- A learner who started school in the country at Grade 7 or higher;
- A learner who has resided outside the country for two or more consecutive years after Grade 3; or
- A learner who is a child (or dependant) of a diplomatic representative of a foreign government accredited in the country.

An immigrant learner who has resided in the country for less than three years will be exempted from the two official languages requirement. In this scenario, the learner must choose an alternative seventh subject from those on offer at the school.

## APPENDIX A1

### 2019 Planning Timetable for Academic Staff (Term 1) [to be updated asap]

Term	Week/Day	Work to be completed	Completed by	Moderated / checked by	Returned by
<b>1</b>	Week 1 Day 2	2017 Year planner & Weekly planner for Terms 1 and 2	Subject teacher	Academic Head / Principal	Week 1 Day 3
	Week 1 Day 3	All tests / tasks (plus memos / rubrics) for Term 1 Week 2–6	Subject teacher	Designated moderator	Week 1 Day 5
	Week 2 Day 1	All above tasks / tests amended as per moderation	Subject teacher		
	Week 6 Day 3	All tasks / tests (plus memos / rubrics) for Term 1 Week 7–11	Subject teacher	Designated moderator	Week 6 Day 5
	Week 7 Day 1	All above tasks / tests amended as per moderation	Subject teacher		
	Week 12 Day 1	Term 1 mark schedules	Subject teacher	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	
	Week 12 Day 1, 2, 3	Term 1 mark sheets by Grade & subject	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	Subject teacher	Week 12 Day 1, 2, 3
	Week 12 Day 2, 3, 4	Term 1 reports printed	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)		

## APPENDIX A2

### 2019 Planning Timetable for Academic Staff (Term 2) [to be updated asap]

Term	Week/Day	Work to be completed	Completed by	Moderated / checked by	Returned by
2	Week 1 Day 3	All tests / tasks (plus memos / rubrics) for Term 2 Week 2–7	Subject teacher	Designated moderator	Week 1 Day 5
	Week 2 Day 1	All above tasks / tests amended as per moderation	Subject teacher		
	Week 5 Day 5	All Gr 10–12 examinations plus memos (except cluster papers)	Subject teacher	Designated moderator	Week 6 Day 2
	Week 6 Day 4	All Gr 10–12 exams amended, copied, stored in exam bank	Subject teacher	Academic Head / Principal	Week 6 Day 5
	Week 7 Day 1	All Gr 4–9 examinations plus memos (except ECDoE papers)	Subject teacher	Designated moderator	Week 7 Day 3
	Week 7 Day 4	Gr 10–12 examinations begin			
	Week 7 Day 5	All Gr 4–9 exams amended, copied, stored in exam bank	Subject teacher	Academic Head / Principal	Week 8 Day 1
	Week 9 Day 1	Gr 4–9 examinations begin			
	Week 9 Day 2	Weekly planner for Terms 3 and 4	Subject teacher	Academic Head / Principal	Week 9 Day 3
	Week 10 Day 5	ALL examinations end			
	Week 11 Day 1	Term 2 mark schedules	Subject teacher	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	
	Week 11 Day 1, 2, 3	Term 2 mark sheets by Grade & subject	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	Subject teacher	Week 11 Day 1, 2, 3
	Week 11 Day 2, 3, 4	Term 2 reports printed	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)		



## APPENDIX A3

### 2019 Planning Timetable for Academic Staff (Term 3) [to be updated asap]

Term	Week/Day	Work to be completed	Completed by	Moderated / checked by	Returned by
3	Week 1 Day 3	All tests / tasks (plus memos / rubrics) for Term 3 Week 2–5	Subject teacher	Designated moderator	Week 1 Day 5
	Week 2 Day 1	All above tasks / tests amended as per moderation	Subject teacher		
	Week 4 Day 5	All Gr 12 examinations plus memos (except cluster papers)	Subject teacher	Designated moderator	Week 5 Day 2
	Week 5 Day 3	All tasks / tests (plus memos / rubrics) for Term 3 Week 6–9	Subject teacher	Designated moderator	Week 5 Day 5
	Week 5 Day 4	All Gr 12 exams amended, copied, stored in exam bank	Subject teacher	Academic Head / Principal	Week 5 Day 5
	Week 6 Day 1	All above tasks / tests amended as per moderation	Subject teacher		
	Week 6 Day 2	Gr 12 Prelim examinations begin			
	Week 9 Day 4	Gr 12 Prelim examinations end			
	Week 10 Day 1	Term 3 mark schedules	Subject teacher	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	
	Week 10 Day 1, 2, 3	Term 3 mark sheets by Grade & subject	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	Subject teacher	Week 10 Day 1, 2, 3
	Week 10 Day 2, 3, 4	Term 3 reports printed	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)		

## APPENDIX A4

### 2019 Planning Timetable for Academic Staff (Term 4) [to be updated asap]

Term	Week/Day	Work to be completed	Completed by	Moderated / checked by	Returned by
4	Week 1 Day 3	All tests / tasks (plus memos / rubrics) for Term 4 Week 2–4	Subject teacher	Designated moderator	Week 1 Day 5
	Week 2 Day 1	All above tasks / tests amended as per moderation	Subject teacher		
	Week 3 Day 1	All Gr 10–11 examinations plus memos (except cluster papers)	Subject teacher	Designated moderator	Week 3 Day 3
	Week 3 Day 5	All Gr 10–11 exams amended, copied, stored in exam bank	Subject teacher	Academic Head / Principal	Week 4 Day 1
	Week 4 Day 1	All Gr 4–9 examinations plus memos (except ECDoE papers)	Subject teacher	Designated moderator	Week 4 Day 3
	Week 4 Day 5	All Gr 4–9 exams amended, copied, stored in exam bank	Subject teacher	Academic Head / Principal	Week 5 Day 1
	Week 5 Day 1	Gr 10–11 examinations begin			
	Week 6 Day 1	Gr 4–9 examinations begin			
	Week 7 Day 5	Gr 4–9 examinations end			
	Week 8 Day 1	Gr 10–11 examinations end			
	Week 8 Day 3	Term 4 mark schedules	Subject teacher	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	
	Week 8 Day 4, 5	Term 4 mark sheets by Grade & subject	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)	Subject teacher	Week 8 Day 4, 5
	Week 8 Day 5 + Week 9 Day 1, 2	End of year reports printed	Mrs Polglase (Gr 4-6) Mrs Badenhorst (Gr 7-9) Mr Storer (Gr 10-12)		

# APPENDIX B1

## 2018 Subject Assessment Plan (Grades 4 – 6)

Subject	Lessons per cycle	Min SBA req'ments	Term 1	Term 2	June Exam	Term 3	Term 4	November Exam
English HL	12	n/a	Languages are assessed in a different manner		2 exams	Languages are assessed in a different manner		2 exams
Afrikaans FAL	10	n/a			2 exams			2 exams
Mathematics	12	3 tests + 4 tasks	1–2 tests + 1–2 tasks	1–2 tests + 0–1 tasks	1 exam	1–2 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam
N.S. & Technology	7	2 tests + 4 tasks	1–2 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam	1–2 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam
Social Sciences								
• History	3	1 test + 3 tasks	0–1 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam
• Geography	3	1 test + 3 tasks	0–1 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam
Life Skills								
• Physical & Social Wellbeing	4	1 test + 2 tasks	0–1 tests + 0–1 tasks	0–1 tests + 0–1 tasks	1 exam	0–1 tests + 0–1 tasks	0–1 tests + 0–1 tasks	1 exam
• Drama	1	4 term marks	1 term mark	1 term mark	---	1 term mark	1 term mark	---
• Music	1	4 tasks or tests	1 test or 1 task	1 test or 1 task	---	1 test or 1 task	1 test or 1 task	---
S.G.W.	4	4 tests	1–2 tests	1–2 tests	1 exam	1–2 tests	1–2 tests	1 exam

## APPENDIX B2

### 2018 Subject Assessment Plan (Grades 7 – 9)

Subject	Lessons per cycle	Min SBA req'ments	Term 1	Term 2	June Exam	Term 3	Term 4	November Exam
English HL	11	n/a	Languages are assessed in a different manner		2 exams	Languages are assessed in a different manner		2 exams
Afrikaans FAL	8	n/a			2 exams			2 exams
Mathematics	10	3 tests + 6 tasks	1–2 tests + 1–2 tasks	1–2 tests + 1–2 tasks	1 exam	1–2 tests + 2–3 tasks	0–1 tests + 1–2 tasks	1 exam
Natural Sciences	6	3 tests + 5 tasks	1–2 tests + 1–2 tasks	1–2 tests + 1–2 tasks	1 exam (Term 1 & 2)	1–2 tests + 1–2 tasks	0–1 tests + 2–3 tasks	1 exam (Term 3 & 4)
Technology	4	2 tests + 4 mini-PATs	1–2 tests + 1 mini-PAT	0–1 tests + 1 mini-PAT	1 exam	1–2 tests + 1 mini-PAT	0–1 tests + 1 mini-PAT	1 exam
Social Sciences								
• History	3	1 test + 3 tasks	0–1 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam
• Geography	3	1 test + 3 tasks	0–1 tests + 1–2 tasks	0–1 tests + 1–2 tasks	1 exam	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam
E.M.S.	4	2 tests + 3 tasks	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam
Life Orientation	3	2 tasks	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam	0–1 tests + 1–2 tasks	0–1 tests + 0–1 tasks	1 exam
Creative Arts								
• Music	2	4 tasks OR tests	1 task or test	1 task or test	---	1 task or test	1 task or test	---
• Drama	1	4 term marks	1 term mark	1 term mark	---	1 term mark	1 term mark	---
S.G.W.	3	n/a	1–2 tests	1–2 tests	---	1–2 tests	1–2 tests	---

## APPENDIX B3

### 2018 Subject Assessment Plan (Grades 10 – 11)

Subject	Lessons per cycle	Term 1	Term 2	June Exam	Term 3	Term 4	November Exam
English HL	8 / 9	Languages are assessed in a different manner		2 exams	Languages are assessed in a different manner		2 exams
Afrikaans FAL	8 / 9			2 exams			2 exams
Mathematics	9 / 10	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 exams (1 / 2 in Gr 10)	1–2 tests + 2–3 tasks	not compulsory	2 exams
Maths Literacy	9 / 10	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 exams (1 / 2 in Gr 10)	1–2 tests + 2–3 tasks	not compulsory	2 exams
Physical Sciences	7 / 8	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 exams (1 / 2 in Gr 10)	1–2 tests + 2–3 tasks	not compulsory	2 exams
Life Sciences	7 / 8	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 / 3 exams	1–2 tests + 2–3 tasks	not compulsory	2 / 3 exams
Business Studies	7 / 8	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 exams (1 / 2 in Gr 10)	1–2 tests + 2–3 tasks	not compulsory	2 exams
Geography	7 / 8	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 exams	1–2 tests + 2–3 tasks	not compulsory	2 exams
History	7 / 8	1–2 tests + 2–3 tasks	1–2 tests + 1–2 tasks	2 exams (1 / 2 in Gr 10)	1–2 tests + 2–3 tasks	not compulsory	2 exams
C.A.T.	7 / 8	1–2 tests + 1–2 tasks	1–2 tests + 1–2 tasks	2 exams	1–2 tests + 1–2 tasks	not compulsory	2 exams
Life Orientation	3	1–2 tests + 1–2 tasks	1–2 tests + 1–2 tasks	1 exam	1–2 tests + 1–2 tasks	not compulsory	1 exam

*Note: Grade 12 assessments are determined by the individual subject's IEB SAGs documents. It is the teacher's responsibility to ensure that these are adhered to, and all work is completed prior to the IEB regional and national moderation that takes place in October / November each year.*

# APPENDIX C1

## Report Marks breakdown (Grades 4 – 6)

Subject	Term 1		Term 2		Term 3		Term 4	Term 1-4 SBA (adjusted)	November Exam	PROMO- TION MARK
	Test(s)	SBA	Exam	SBA	Test(s)	SBA	SBA			
English HL	Please refer to English HL CAPS document (Intermediate Phase)							<b>75</b>	<b>25</b>	<b>100</b>
Afrikaans FAL	Please refer to Afrikaans FAL CAPS document (Intermediate Phase)							<b>75</b>	<b>25</b>	<b>100</b>
Mathematics	50	50	50	50	50	50	50	<b>75</b>	<b>25</b>	<b>100</b>
N.S. & Technology	50	50	50	50	50	50	50	<b>75</b>	<b>25</b>	<b>100</b>
Social Sciences	50	50	50	50	50	50	50	<b>75</b>	<b>25</b>	<b>100</b>
Life Skills								<b>100</b>		<b>100</b>
• Physical & Social Wellbeing	--	30	30	--	--	30	30 (exam)	<b>30</b>	see Term 4 column	<b>30</b>
• Phys. Ed.	--	30	--	30	--	30	30	<b>30</b>	--	<b>30</b>
• Drama	--	20	--	20	--	20	20	<b>20</b>	--	<b>20</b>
• Music	--	20	--	20	--	20	20	<b>20</b>	--	<b>20</b>
S.G.W.	100	--	100	--	100	--	--	<b>75</b>	<b>25</b>	<b>100</b>

## APPENDIX C2

### Report Marks breakdown (Grades 7 – 9)

Subject	Term 1		Term 2		Term 3		Term 4	Term 1-4 SBA (adjusted)	November Exam	PROMO- TION MARK
	Test(s)	SBA	Exam	SBA	Test(s)	SBA	SBA			
English HL	Please refer to English HL CAPS document (Senior Phase)							<b>40</b>	<b>60</b>	<b>100</b>
Afrikaans FAL	Please refer to Afrikaans FAL CAPS document (Senior Phase)							<b>40</b>	<b>60</b>	<b>100</b>
Mathematics	60	40	60	40	60	40	40	<b>40</b>	<b>60</b>	<b>100</b>
Natural Sciences	60	40	60	40	60	40	40	<b>40</b>	<b>30 + 30</b> (June exam)	<b>100</b>
Technology	30	70	30	70	30	70	100	<b>40</b>	<b>40 + 20</b> (mini-PAT)	<b>100</b>
Social Sciences	60	40	60	40	60	40	40	<b>40</b>	<b>60</b>	<b>100</b>
E.M.S.	60	40	60	40	60	40	40	<b>40</b>	<b>60</b>	<b>100</b>
Life Orientation								<b>100</b>		<b>100</b>
• Life Orientation	--	70	70	--	--	70	70 (exam)	<b>70</b>	see Term 4 column	<b>70</b>
• Phys. Ed.	--	30	--	30	--	30	30	<b>30</b>	--	<b>30</b>
Creative Arts								<b>100</b>		<b>100</b>
• Music	--	50	--	50	--	50	50	<b>50</b>	--	<b>50</b>
• Drama	--	50	--	50	--	50	50	<b>50</b>	--	<b>50</b>
S.G.W.	100	--	100	--	100	--	--	<b>60</b>	<b>40</b>	<b>100</b>

## APPENDIX C3

### Report Marks breakdown (Grades 10 – 11)

Subject	Term 1		Term 2		Term 3		Term 4	Term 1-4 SBA (adjusted)	November Exam	PROMO- TION MARK
	Test(s)	SBA	Exam	SBA	Test(s)	SBA	SBA			
English HL	Please refer to English HL CAPS (FET Phase) & IEB SAGS documents							<b>25 + 25 (oral)</b>	<b>50</b>	<b>100</b>
Afrikaans FAL	Please refer to Afrikaans FAL CAPS (FET Phase) & IEB SAGS documents							<b>25 + 25 (oral)</b>	<b>50</b>	<b>100</b>
Mathematics	75	25	75	25	75	25	25	<b>25</b>	<b>75</b>	<b>100</b>
Maths Literacy	75	25	75	25	75	25	25	<b>25</b>	<b>75</b>	<b>100</b>
Physical Sciences	75	25	75	25	75	25	25	<b>25</b>	<b>75</b>	<b>100</b>
Life Sciences	75	25	60 + 15 (prac)	25	75	25	25	<b>25</b>	60 + 15 (prac)	<b>100</b>
Business Studies	75	25	75	25	75	25	25	<b>25</b>	<b>75</b>	<b>100</b>
Geography	75	25	75	25	75	25	25	<b>25</b>	<b>75</b>	<b>100</b>
History	75	25	75	25	75	25	25	<b>25</b>	<b>75</b>	<b>100</b>
C.A.T.	75	25	75	25	75	25	25	<b>25 + 25 (PAT)</b>	<b>50</b>	<b>100</b>
Life Orientation	50	50	50	50	50	50	100	<b>50</b>	<b>50</b>	<b>100</b>

*Note: Grade 12 assessments are determined by the individual subject's IEB SAGs documents. It is the teacher's responsibility to ensure that these are adhered to, and all work is completed prior to the IEB regional and national moderation that takes place in October / November each year.*



# APPENDIX D1



## WILLOW ACADEMY

### School Based Pre-Moderation Form

Teacher's name: \_\_\_\_\_  
 Moderator's name: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Test/Exam paper: \_\_\_\_\_ Test date: \_\_\_\_\_

Item	Needs amendment	In order	Comment
Question paper / task Logo, font, page numbers, lay-out, instructions, etc.			
Memo corresponding answers & marks			
Marking Guidelines added up correctly, appropriate weighting			
Planning / Analysis grid			
All cognitive levels present			

If the paper / guidelines / planning grid need amendment, resubmit by: \_\_\_\_\_ (date)

Moderator name: \_\_\_\_\_ HOD name: \_\_\_\_\_

Moderator signature: \_\_\_\_\_ HOD signature: \_\_\_\_\_



## WILLOW ACADEMY

### School Based Post-Moderation Form

Marker's name: \_\_\_\_\_  
 Moderator's name: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Test/Exam paper: \_\_\_\_\_ Moderation date: \_\_\_\_\_

Item	Needs amendment	In order	Comment
Answer papers marked according to memorandum			
Marking is correct and consistent			
1.....	.....	.....	1.....
2.....	.....	.....	2.....
3.....	.....	.....	3.....
4.....	.....	.....	4.....
5.....	.....	.....	5.....
Marks recorded correctly			
Marks totalled correctly			

Moderator name: \_\_\_\_\_ HOD name: \_\_\_\_\_

Moderator signature: \_\_\_\_\_ HOD signature: \_\_\_\_\_