

GAUTENG DEPARTMENT OF EDUCATION

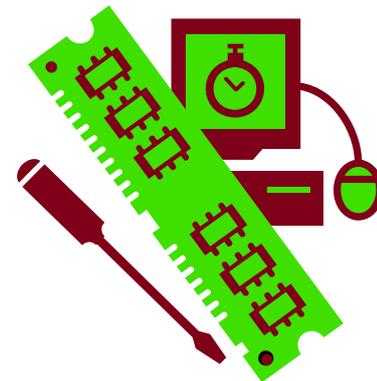
School Based Assessment

ELECTRICAL TECHNOLOGY



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1. What is Learner Evidence (L.E)?

A Learner Evidence (L.E) is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format that will then form the learner's Learner Evidence (L.E). It should **always** be available in the classroom, so that the

learners can work on it whenever they find it necessary to do so. Items, which **can** be included in such a Learner Evidence (L.E), include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.



In **Electrical Technology** the SCHOOL BASED ASSESSMENT (SBA) Learner Evidence (L.E) will **not always** include an **artefact**, which forms part of the practical portfolio / tasks. Similarly **simulation tasks** in the SCHOOL BASED ASSESSMENT (SBA) Learner Evidence (L.E) **cannot** be repeated in the practical tasks/ portfolio.

Learner Evidence (L.E) are also defined as an ongoing systematic collection of products that represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole curriculum, and also shows how the learner's journey has progressed towards completion of the curriculum.

The collection of Learner Evidence (L.E) tasks serves as a summary of the learner's progress throughout the year. Learner Evidence (L.E) enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves.

Arter and Spandel summarise the main characteristics of Learner Evidence (L.E) when they describe it as follows: "Learner Evidence (L.E) is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of Learner Evidence (L.E) content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a Learner Evidence (L.E) is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of Learner Evidence (L.E) can be created within realistic contexts.



In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the Learner Evidence (L.E) as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

2. Purpose

The primary reasons for using Learner Evidence (L.E) as a collection of evidence include:

- authentic assessment of the learner's accomplishment of learning outcomes
- authentic assessment of the quality of learner's sustained work
- allowing learners to turn their own special interests and abilities into a show-case
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks
- providing a document learners may use in the future for college or university application and job seeking
- documenting improvement of learners' work



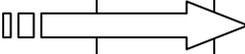
3. Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Electrical Technology and external assessment which makes up the remaining 75%. The Programme of Assessment for Electrical Technology comprises six tasks that are internally assessed. The external assessment component comprises two components: a Practical Assessment Task and one written theory paper.

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The following diagram shows the annual assessment plan for Electrical Technology:

Annual assessment plan for ELECTRICAL Technology, Grade 12

| Assessment Tasks | | Term One | Term Two | Term Three | Term Four | % of final promotion mark |
|--|-----------------------------------|---|----------|------------|-----------|---------------------------|
| Tests | | 1 | | 1 | | 5 |
| Examinations (mid-year and trial) | | | 1 | 1 | | 10 |
| Practical tasks: Investigation/ Simulations/ Small projects | | 1 | 1 | | | 10 |
| External Assessment | Written Theory Paper | | | | 1 | 50 |
| | Performance Assessment Task (PAT) |  | | | 1 | 25 |

} **PORTFOLIO (25%)**

4. Content of Learner Evidence (L.E)s

The content for Learner Evidence (L.E)s for ELECTRICAL Technology is guided by the programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

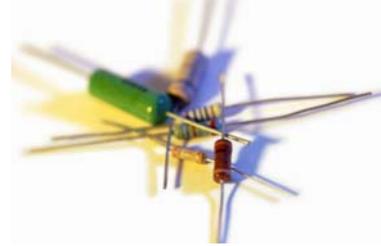
The Learner Evidence (L.E) comprises:

| Assessment Tasks | Term One | Term Two | Term Three | Term Four | Marks | % of final mark |
|---|----------|----------|------------|-----------|--------------------|-----------------|
| Controlled Tests | 1 | | 1 | | 50 + 50 = 100 | 5 |
| Examinations | | 1 | 1 | | 200+ 200 = 400 | 10 |
| Assessment task (including) <ul style="list-style-type: none"> ✓ Research ✓ Case study <ul style="list-style-type: none"> ➤ Worksheet ➤ Calculations ✓ Capability task <ul style="list-style-type: none"> ➤ Simulation ➤ Measurement | 1 | 1 | | | 100 + 100 = 200 | 10 |
| Total | 2 | 2 | 2 | | 700 | 25% |

5. Programme of Assessment in Grade 12

5.1 Tests

Two of the assessment tasks should be tests written under controlled conditions at a specified time. A test should last at least 60 minutes and count a minimum of 50 marks.



Tests should include the theory of the technological process, principles and concepts and the application thereof in the production of Electrical product(s)/ artefact(s).

5.2 Assessment Tasks

The assessment tasks should be carefully designed tasks, which give learners multiple opportunities to research and explore the subject in exciting and varied ways.

An assessment task must contain a topic / scenario that runs through the whole task. In Electrical Technology each task will comprise:

- Research Task – 40 Marks
- Case Studies (Minimum of two) 20 Marks each
- Capability Task – 20 Marks



Two assessment tasks are given for the year. The assessment tasks will contain topics related to assessment standards that will be a choice between electrical, digital and electronics. The two tasks should have different topics.

Note: The Assessment Standards not covered in the SCHOOL BASED ASSESSMENT (SBA) assessment tasks must at least be included in the PAT, although it is encouraged to include multiple assessment standards in the PAT. The duplication of tasks is NOT allowed.

5.2.1 Research Tasks

- **What is a Research task?**

In our modern society, information is freely available through multiple media sources ranging from books, periodicals to the internet. With such an abundance of information, most of it irrelevant and some of it unreliable, it is crucial that learners develop the ability to distinguish between “good” and “bad” information.

The research task does exactly this. When learners are doing research on a topic, the research should be structured and directed by the educator in order for learners to:

- Find relevance to the topic
- Identify the technological process and its application to the research task
- Develop critical thinking skills
- Interpret and summarize information

These points illustrate how it is then impossible for a learner to merely cite and regurgitate a mass of information, rather than to sift, summarize and state findings upon completion of research.

In short, research helps us to:

- ✓ Systematically investigate, search in order to discover facts, collect information on a subject.
- ✓ Interpret / sift and summarize information.
- ✓ Establish logic order in information (technological process)
- ✓ Verify principles / concepts
- ✓ Give recognition of the information utilized and its sources

A research task will typically contain:

1. A research brief – Designed by the educator
2. Assessment Criteria – Stipulated by the educator
3. Time frames for the first, second draft and final submission



4. Evidence of first and second drafts showing progression and developmental feedback from the educator as well as self and peer assessment.
5. Completed research task of the learner.
6. Presentation of findings (This would in most instances be the completed task, but educators may want to add a visual presentation as an added challenge to stronger candidates. This would be in the form of a digital presentation, poster or artefact)

Note: During the submission of the first and second draft of the research task, it is recommended that educators make use of self assessment and peer assessment. Learners are given the opportunity to make use of the assessment criteria to assess their own work and that of their peers. This will enable the educator to differentiate and give written developmental feedback to learners on their draft efforts throughout.

It is important that the same assessment criteria be used throughout all the stages of the research task.

When learners however submit their final draft, it is the educator's responsibility to fully assess the whole research task. This is due to the final assessment being intended for promotion purposes. After the final submissions have been made, the assessment thereof is final and no further opportunities are given to learners to improve on their efforts.

5.2.2 What is a Case study?

A case study is an ideal methodology when a holistic, in depth investigation is needed (Faegin, Orum & Sjoberg, 1991)

Specific types of case studies include exploratory, explanatory, descriptive, intrinsic, instrumental and collective case studies. In Electrical Technology the focus of case studies are directed mainly toward explanatory and instrumental case studies, which are case studies that intend to illustrate principles and drive home certain principles needed to develop understanding of the curriculum.

The selection of cases must be done so as to maximize what can be learned in the period of time available for the study. In other words, the educator will structure the information and responses learners can give in a case study, as apposed to the rather open response you would find in a research task.

Case studies are shorter in terms of time. Case studies tend to be selective, focussing on one or two issues that are fundamental to understanding the system being examined. The case study is thus known as a triangulated research strategy.

The need for triangulation arises from the ethical need to conform the validity of the processes. In case studies, this could be done by using multiple sources of data (Yin, 1984). The problem in case studies is to establish meaning rather than location.

The procedure for setting a case study includes:

1. Design the case study protocol:
 - a. Determine the required skills
 - b. Develop and review the protocol (The HOW)
2. Conduct the case study
 - a. Prepare for data collection
 - b. Distribute the questionnaire
 - c. Conduct interviews (if needed)
3. Analyse case study evidence
 - a. Analytic strategy (How will the learner show evidence of learning?)
4. Develop conclusions, recommendations, and implications based on the evidence.



In an Electrical Technology case study you will then typically have:

- Specific information on a range of related topics (i.e. The transistor, resistor, capacitor and LED and how each works and the manufacturing thereof)
- Instructions / Questions relating to the information given. This is done in order to limit the time. The learner does not have to search outside of the given information to answer the questions.
- Interpretation of information. This could also include simulations and experiments. (Build a transistor amplifier on a breadboard and take measurements of the bias voltages / show input and output waveforms on an oscilloscope.)

5.2.3 What is a Capability Task

In very short terms a capability task is any task where the learner is given the opportunity to exhibit a skill or combination of skills for the purpose of assessment.

In Electrical Technology these skills can range from testing, measuring and signal sampling to sawing, soldering, filing, drilling and even simulation, wiring and demonstrating.

- **What is a simulation task?**
 - ✓ From Latin "*simulare*" – to copy
 - ✓ Simulation is the replication of a real situation without being in it.
 - ✓ Model: representation, usually on smaller scale, of a device, circuit, system, etc.
- **Examples of simulation tasks.**
 - ✓ The design and construction of transistor amplifiers.
 - ✓ Simulations of motor control circuits star delta etc.
 - ✓ Simulation of mocked up house alarm systems using scale models

5.3 Examinations

The mid-year and trial examinations for Grade 12 should consist of one paper of 10 questions and will count 200 marks. The suggested duration of the paper is 3 hours. All the questions are compulsory.

The questions should be set in such a way that it covers the knowledge and skills of Learning Outcome 3, the investigative Assessment standard of Learning Outcome 2 and the values and attitudes of Learning Outcome 1 of the Electrical Technology Subject Statement.

Note that LO 4 is mainly assessed in the practical assessment task and assessment tasks 1 and 2 of the SCHOOL BASED ASSESSMENT (SBA). Educators are however allowed to refer to and rely on skills and knowledge acquired in LO 4 when setting question papers, although the main purpose of the test is to gauge a learners understanding of the subject related to LO 3.

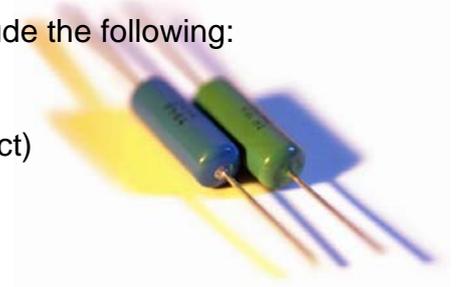
The trial examination needs to be closely related to the final examination in terms of time allocation, layout of the paper and subject requirements.

| Outline of the Examination Paper | | | |
|--|------------------------|--|--------------|
| 200 Marks (50% of final assessment mark) | | | |
| • | LO's & As's | Concepts and Content to be covered | Marks |
| <ul style="list-style-type: none"> • One paper of 3 hours • Emphasis on LO 3 • All questions compulsory • Diagrammes and sketches neat & labelled • Formula, calculation, answer and unit must be shown | LO 1 | Technology, Society & the environment | 10 |
| | LO 2 | The Technological Process | 10 |
| | LO 3 AS1 | Applicable OSH Act & Regulations | 10 |
| | LO 3 AS3 | Three Phase AC Generation | 10 |
| | LO 3 AS4 | Effect of AC on Series & Parallel RLC Circuits | 30 |
| | LO 3 AS6 | Switching & Control Circuits | 25 |
| | LO 3 AS7 | Operational Amplifiers | 25 |
| | LO 3 AS8 | Three Phase Transformers | 15 |
| | LO 3 AS10 | Logic Concepts & Programmable Control | 35 |
| | LO 3 AS12 | Three Phase Motors & Control | 30 |
| Total | | | 200 |

6. Learner's Learner Evidence (L.E)

The learners' Learner Evidence (L.E) should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a contents page;
- a continuous moderation report; (school, cluster & district)
- a declaration by the learner;
- a summary of marks;
- the tests, examinations and assessment tasks each clearly separated from the next in accordance with the contents page.



7. Teacher's Portfolio

It is required by the Department of Education that a teacher's portfolio should accompany the learners' portfolios. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. practical tasks, tests and examination papers);
- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics); and
- record sheets for each class (working mark sheets).
- It should contain model answers to all assessment tasks.
- It should follow the same logical order as the learner portfolio.

Annexure A shows an example of the cover page for the teacher's portfolio as well as the learner's portfolio.

8. Evaluating Learner Evidence (L.E)s

Periodic evaluation of Learner Evidence (L.E)s should be conducted at a time predetermined by the teacher and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The teacher must make sure that every assessment task is marked and captured. Marks on the teacher's record sheets must correspond with the marks in the learners' Learner Evidence (L.E)s.

Moderation of the assessment tasks should take place at three levels during the year.

| LEVEL | MODERATION REQUIREMENTS |
|-------------------------|---|
| School | The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate. |
| Cluster/ District | Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms. |
| Provincial/ National | Teacher portfolios and a sample of evidence of learner performance must be moderated once a year. |



Example of Learner Evidence (L.E) Assessment Grid / Tool

| Teacher & Learner Evidence (L.E) Assessment Grid | | Assessment Level | | | | | |
|--|--|------------------|----|---|---|---|---|
| | | Yes | No | 4 | 3 | 2 | 1 |
| Working Mark sheet (Y/N) | | | | | | | |
| Table of contents in file? | | | | | | | |
| File in logical and easily accessible order? | | | | | | | |
| Assignments | Is the assignment brief clear? | | | | | | |
| | Are assessment criteria listed? | | | | | | |
| | Are performance indicators listed? | | | | | | |
| | Are the marking grid / rubric included? | | | | | | |
| | Are the marking grid / rubric relevant to the assessment task? | | | | | | |
| | Memorandum / possible answers included | | | | | | |
| | Was Developmental feedback given to learners? | | | | | | |
| | Was assessment done on a grade 12 level. | | | | | | |
| | Preparation & Presentation | | | | | | |
| | Assessment of assignment accurate / relevant & on par with requirements. If not please see comments. | | | | | | |
| Calculations | Are calculations representative of the curriculum? | | | | | | |
| | Are memoranda included? | | | | | | |
| | Are all tests / worksheets marked & scored? | | | | | | |
| Assignments | Is information clear and concise? | | | | | | |
| | Did the educator use alternative measures to ensure that learners understand the brief? | | | | | | |
| | Are assessment criteria listed? | | | | | | |
| | Are performance indicators listed? | | | | | | |
| | Are the marking grid / rubric included? | | | | | | |
| | Are the marking grid / rubric relevant to the assessment task? | | | | | | |
| | Memorandum / possible answers included | | | | | | |

| | | | | | | | |
|---------|---|--|--|--|--|--|--|
| | Was Developmental feedback given to learners? | | | | | | |
| | Was assessment done on a grade 12 level? | | | | | | |
| | Preparation & Presentation | | | | | | |
| | Assessment of assignment accurate / relevant & on par with requirements. If not please see comments. | | | | | | |
| Overall | Is the assessment of learners work reliable / credible and in line with the rest of Gauteng Province? | | | | | | |
| | Does the educator need additional support? If yes please see comments | | | | | | |
| | Are there any specific areas of concern? If yes please see comments. | | | | | | |

| |
|-----------------|
| Comments |
| |
| |
| |
| |
| |
| |

Educator

HOD / Peer Educator

Cluster Leader

Date

| | | | | |
|-------------------|--|--|-------------------------------|---|
| Assessment Levels | 1- Unacceptable, immediate intervention required | 2 – Not Yet competent: additional support is needed. | 3 – Competent and on standard | 4 – Exceeded all expectations and performed above standard, |
|-------------------|--|--|-------------------------------|---|

Annexure A

Electrical Technology Educator Portfolio Contents

Name of Educator: _____

School: _____

Table of Contents

- Mark Sheets
- Assessment Task 1
 - Research Task
 - Assessment Criteria(Targeted LO's and AS's)
 - Task Description
 - Copy of Task given to Learners
 - Example of a completed task
 - Assessment tools (Rubrics)
 - Case Study
 - Examples of Case Studies
 - Memoranda for case Studies
 - Capability Task
 - Examples of Capability Tasks
 - Assessment Tools (Check Lists and rubrics)
- Assessment Task 2
 - Research Task
 - Assessment Criteria
 - Task Description (Targeted LO's and AS's)
 - Copy of Task given to Learners
 - Example of a completed task
 - Assessment tools (Rubrics)

- Case Study
 - Examples of Case Studies
 - Memoranda for case Studies
- Capability Task
 - Examples of Capability Tasks
 - Assessment Tools (Check Lists and rubrics)
- Test 1
 - Test
 - Memorandum
- Test 2
 - Test
 - Memorandum
- Examination 1
 - Test
 - Memorandum
- Examination 2
 - Test
 - Memorandum

Annexure B

Electrical Technology Learner Evidence (L.E) Contents

Name of Learner: _____

School: _____

Examination Number: _____

Table of Contents

- Learner Summary Mark Sheet
- Assessment Task 1
 - Research Task
 - Case Studies
 - Capability Tasks
- Assessment Task 2
 - Research Task
 - Case Studies
 - Capability Tasks
- Test 1
- Test 2
- Examination 1
- Examination 2

Annexure C

Mark Sheet Template for Educator Portfolio

| Name of Learner | | Assessment Task 1 | | | | | Assessment Task 2 | | | | | Test 1 | Test 2 | Exam 1 | Exam 2 | Total | | | | | | |
|-----------------|--|-------------------|----|----|----|----|-------------------|----|----|----|----|--------|--------|--------|--------|-------|----|-----|-----|-----|-----|----|
| | | 100 | | | | | 100 | | | | | | | | | 50 | 50 | 200 | 200 | 700 | 100 | 25 |
| | | RT | CS | | CT | | RT | CS | | CT | | | | | | | | | | | | |
| | | 40 | 20 | 20 | 10 | 10 | 40 | 20 | 20 | 10 | 10 | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | |
| Totals | | | | | | | | | | | | | | | | | | | | | | |
| Average | | | | | | | | | | | | | | | | | | | | | | |

Key: RT – Research Task, CS – Case Study, CT – Capability Task

Learner Summary Mark Sheet

Name of Learner: _____

Examination Number: _____

School: _____

Evidence of Moderation:

| Moderation | Signature | Date | Signature | Date |
|----------------------|------------------|-------------|------------------|-------------|
| School Based | | | | |
| Cluster Based | | | | |

(Note: When the Learner Evidence (L.E) selected has been moderated at school and cluster level, the table above will contain evidence of moderation.)

| SBA Component | Maximum Mark | Learner Mark |
|--|---------------------|---------------------|
| Assessment Task 1 | 100 | |
| Research Task – (Place Topic Here) | 40 | |
| Case Study 1 – (Place Topic Here) | 20 | |
| Case Study 2 – (Place Topic Here) | 20 | |
| Capability Task 1 – (Place Topic Here) | 10 | |
| Capability Task 2 – (Place Topic Here) | 10 | |
| Assessment Task 2 | 100 | |
| Research Task – (Place Topic Here) | 40 | |
| Case Study 1 – (Place Topic Here) | 20 | |
| Case Study 2 – (Place Topic Here) | 20 | |
| Capability Task 1 – (Place Topic Here) | 10 | |
| Capability Task 2 – (Place Topic Here) | 10 | |
| Test 1 | 50 | |
| Test 2 | 50 | |
| Exam 1 | 200 | |
| Exam 2 | 200 | |
| Total | 700 | |

Declaration: I _____ (Name) herewith declare that the work represented in this Learner Evidence (L.E) is entirely my own effort. I understand that if proven otherwise, my final results will be withheld.

Signature of learner

Date

EVIDENCE OF GRADE 12 CLUSTER MODERATION: 2008

| | | | | |
|---------------------|--------------|--------------|--------------|---|
| District Office: | | | |  |
| Subject | | | | |
| Name Of School | | | | |
| Name Of Educator(S) | | | | |
| Name Of Moderator | MODERATION 1 | MODERATION 2 | MODERATION 3 | |
| Moderation Dates | | | | |

| Names Of Moderated Learner Evidence | MODERATION 1 | MODERATION 2 | MODERATION 3 |
|-------------------------------------|--------------|--------------|--------------|
| | 1. | 1. | 1. |
| | 2. | 2. | 2. |
| | 3. | 3. | 3. |
| | 4. | 4. | 4. |

| Activities Moderated - Topic | MODERATION 1 | MODERATION 2 | MODERATION 3 |
|------------------------------|--------------|--------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |

The following section must be filled in during each cluster moderation and kept in the educator's portfolio. Use a tick to indicate your choice(☑).

| STANDARD OF ASSESSMENT TASK | MODERATION 1 | | MODERATION 2 | | MODERATION 3 | |
|--|--------------|----|--------------|----|--------------|----|
| | YES | NO | YES | NO | YES | NO |
| Does the task reflect the CO's , LO's and AS's for the grade? | | | | | | |
| Is the duration of the paper indicated? | | | | | | |
| Are the instructions clear? | | | | | | |
| Is the mark allocation in accordance with Subject Assessment Guideline Document? | | | | | | |
| Does the paper cater for a variety of questions? | | | | | | |
| ASSESSMENT TOOLS | | | | | | |
| Are the assessment tools for every assessment task included in the educator's portfolio file e.g. rubric ,memoranda, checklists, etc. | | | | | | |
| Are the marks appropriately allocated ? | | | | | | |

| STANDARD OF ASSESSMENT TASK | MODERATION 1 | | MODERATION 2 | | MODERATION 3 | |
|---|-------------------------|----|-------------------------|----|-------------------------|----|
| | YES | NO | YES | NO | YES | NO |
| MARKING | | | | | | |
| Is marking done according to the assessment tool? | | | | | | |
| Are the marks correctly added? | | | | | | |
| RECORDS | | | | | | |
| Is the subject working mark sheet included in the educator's portfolio file? | | | | | | |
| Are the learners' marks corresponding with the mark sheet? | | | | | | |
| Are the marks correctly converted according to Subject Assessment Guideline Documents | | | | | | |
| Is there evidence of school moderation? | | | | | | |
| Number of activities completed | NO <input type="text"/> | | NO <input type="text"/> | | NO <input type="text"/> | |

| |
|-------------------------------------|
| Comments - Moderation 1 |
| |
| _____ Moderator Signature |

| |
|-------------------------------------|
| Comments - Moderation 2 |
| |
| _____ Moderator Signature |

| |
|-------------------------------------|
| Comments - Moderation 1 |
| |
| _____ Moderator Signature |

EDUCATOR

SIGNATURE

DATE

CLUSTER LEADER

SIGNATURE

DATE