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EMDC DIRECTORS



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISEbe leMfundo leNtshona Koloni

CIRCULAR: 0128/2002

EXPIRY DATE: NONE

TO: PRINCIPALS OF ALL WCED INSTITUTIONS, CHIEF DIRECTORS, DIRECTORS,
HEADS OF SECTIONS AND PERSONNEL AT HEAD OFFICE AND DIRECTORS
AND PERSONNEL AT EMDCS

BRIEF SUMMARY: Announces a moderation policy and provides a copy of the WCED Moderation protocol.

SUBJECT: ANNOUNCEMENT OF A MODERATION POLICY

Enclosed is a copy of the new provincial moderation policy which will take full effect from the beginning of 2003.

A new body, UMALUSI, has been tasked with quality assuring the provision of education, including the Quality Assurance of the GET and FET assessment processes for certification. "UMALUSI" replaces the South African Certification Council (SAFCERT) and is the official name of the proposed so-called GENFETQA body. While the Western Cape Education Department is an examining body, it is not a certifying body; this is one of the roles of UMALUSI. The "Manual for Moderators and Verifiers of site-based and external assessment in school education" (First Edition 2002) states that it is the role of UMALUSI to ensure that the certificates are awarded on the basis of "the same standard of assessment across different examining bodies" (page 1). It further indicates that "The function of UMALUSI has been extended to include quality assurance measures for an internal or site-based assessment (SBA) component in addition to an examination at GET or FET exit points".

Failure by the province or any school within the province to comply with the requirements of UMALUSI will mean that UMALUSI is unable to guarantee that the province has followed due process and could impact negatively on the issue of GET or FET Certificates in any

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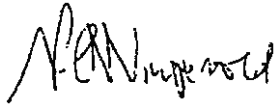
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year. Schools should please note that, amongst other obligations, it is the role of UMALUŠI to make unscheduled monitoring visits to schools and to ask for evidence of assessment and moderation being taken at that school.

Schools should note that the moderation model which will be the norm for the province as of 2003 is that of "cluster" moderation, except in those circumstances (e.g. where "face moderation" is required) which are listed in the protocol. Schools should anticipate that there will be some cluster moderation in 2002 in order for this process to be piloted before the model is taken to scale in 2003. EMDCs will make contact with schools directly in regard to specific arrangements for this year.

Schools are called upon to familiarise themselves with the policy and to set processes in motion to ensure that they will be in a position to meet all requirements from the beginning of next year.



HEAD: EDUCATION

DATE: 2002-10-28

MODERATION POLICY AND PROTOCOL FOR THE WESTERN CAPE EDUCATION DEPARTMENT

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A. Preface

This protocol sets out the principles, rules and formal steps which spell out the Western Cape Education Department policy and implementation plan for the formal moderation of Continuous Assessment.

It lists commitments being made by the WCED
It makes stipulations for schools.

B. Introduction

The Western Cape Education Department is responsible for quality assuring assessment of learners for progression, promotion or qualifications. The Department is thus obliged to establish internal moderation systems consistent with the requirements of the South African Qualifications Authority and the General and Further Education & Training Quality Assurer.

Internal moderation must ensure that school-based assessment adheres to the principles of fairness, validity, reliability, consistency, practicability and is well-designed and well-managed.

Moderation is the process of ensuring the validity of the assessment instruments, fairness of the assessment processes and reliability of assessment decisions by all assessors according to agreed standards. Moderation standards must be transparent and thus must be set before teaching, learning and assessment begins.

Moderation is not a once-off process. Monitoring is part of the moderation process and thus monitoring of achievements and assessments must be an ongoing process. Moderation during the course of the year may determine whether or not the candidate/ school/ cluster needs to be moderated at the end of the process.

Moderation may take the form of face-to-face moderation with learners/ candidates, visits to schools to undertake moderation of work or cluster moderation at which either learners or samples of their work are brought to a central point.

C. Moderation framework

- South African Quality Assurance Act (Act 58 1995)
- General & Further Education & Training Quality Assurance Act (Act 58 2001)
- General Education and Training Assessment Policy (December 1998)
- The South African Certification Council External Moderation System for School-based Assessment for the Senior Certificate
- Learning Area/Subject Guidelines for the relevant learning area / subject
- Relevant core subject syllabii

D. Main functions of the moderation system

- To verify that assessments are fair, valid, reliable, consistent and practicable
- To ensure that learners doing the same subject but in different classes are treated equitably
- To validate the authenticity of the learners' work
- To identify the need to redesign assessments if required
- To provide an appeal procedure for dissatisfied learners
- To evaluate the performance of assessors
- To provide appropriate and necessary support, advice and guidance to assessors

E. Methods of moderation

- Moderation methods will include face moderation, moderation of practical activities, moderation of products, script or portfolio moderation, statistical moderation and cluster moderation
- The cluster moderation model is a time-effective and human resource-effective model.
 - Employment of this model is a well-known mechanism for human-resource development, standard setting, stimulating collegiality and assisting in the establishment of a Quality Assurance system.
 - Educators in a cluster will be able to create a shared understanding of standards and assessment requirements in a collegial environment.

F. Evidence required for moderation

- Performance by learners e.g. oral work
- Exhibition of learners' work e.g. models
- Portfolios

Whereas performance and models etc are restricted to particular subjects, portfolios must be produced in all subjects as evidence of continuous assessment.

Two types of portfolios are required:

- **The educator's portfolio** contains all the instructions and assessment criteria and rubrics pertaining to all the CASS tasks set for the learners.
- **The learner's portfolio** for each learner contains each piece of evidence that is used to calculate the learner's CASS mark.

Portfolio presentation:

As these portfolios are merely collections of evidence of work, the nature of the portfolio itself is not important as long as it neatly contains the work. (Examples of inexpensive portfolios are stapled sheets of cardboard, sealed A4 envelopes with the top cut off, flip files, etc.)

Portfolio storage and management: Although the educator will also keep a record of all marks awarded to a learner, the importance of the safekeeping of the portfolio must be stressed. The creation of a portfolio of work, its management and safekeeping are important skills in a learner's development.

G. Functions of moderators

- To plan and prepare for moderation
- To set standards prior to assessment taking place
- To check assessment instruments for appropriateness
- To monitor assessment processes
- To check evidence of candidates' work
- To check the decisions of assessors for consistency

H. Moderators

- *At provincial level*, Senior Curriculum Planners will perform moderation functions. They may also be requested to assist EMDCs.
- *At EMDC level*, Curriculum Advisors and Assessment Coordinators will perform moderation functions.
- EMDCs may request experienced teachers to assist with moderation at cluster level, in which case the EMDC will be responsible for subsistence and travel costs.
- *Within schools* the principal is expected to appoint subject heads or heads of department as moderators.
- It is expected that moderators will acquire the relevant SAQA Assessor unit standards and be registered as assessors and moderators.

I. Accountability

The Director: Curriculum Development will be accountable to the Head: Education and the General & Further Education & Training Quality Assurance Body for the moderation and quality assurance of all school-based assessment for progression, promotion and qualifications within the WCED.

J. Matrix management of moderation and learners quality assurance

- The relevant Senior Curriculum Planners in the Assessment & Examinations Section of the Curriculum Development Directorate will be the provincial managers of the processes.
- The EMDC Directors will be accountable for moderation and quality assurance in their relevant EMDCs where the process will be managed by the Assessment Coordinator under the supervision of the Chief Curriculum Advisor.

K. Two types of Moderation: Internal and External

K.1. INTERNAL SCHOOL MODERATION

As part of its school assessment policy, each school should have an internal moderation policy. Internal moderation must ensure that school-based assessment is consistent, accurate and well designed. Transparency in the methods used is of the utmost importance.

FUNCTIONS

The main functions of the internal moderation system are:

- To verify that assessment across all subjects is fair, valid, reliable and practicable
- To ensure that learners doing the same subject but in different classes are treated equitably
- To validate the authenticity of the learners' work
- To identify the need to redesign assessments
- To provide an appeal procedure for dissatisfied learners
- To evaluate the performance of assessors
- To provide appropriate and necessary support, advice and guidance to assessors
- To ensure that school-based assessment is continuous throughout the year

METHODS

Moderation methods will include face moderation, moderation of practical activities, moderation of products, script or portfolio moderation and statistical moderation.

INTERNAL FACE MODERATION

- Practical and oral work must be face moderated.
- Care must be taken that the distribution of marks / codes can be correlated with that of the written work for the group.

DRAWING UP CRITERIA.

- Each school must have acceptable assessment and moderation criteria worked out for each subject/learning area for the CASS marks/codes.
- Where there are predetermined assessment criteria, the school's moderation criteria must ensure that these criteria are adhered to.
- All teachers involved in the subject/learning area should be involved in the drawing up of the criteria; learners could also be involved.
- The criteria for assessment and moderation may vary between subjects/learning areas.
- The criteria should be as comprehensive as possible.
- Schools are advised to draw up these assessment criteria (where applicable) and moderation criteria in consultation with other schools and subject/learning area specialists in their clusters.
- The criteria must be made available to all learners and their parents, to all the staff and to EMDC officials, on request, as well as to the external assessors prior to their visits.

TIMING

The internal moderation process must be performed effectively from January to November.

MODERATORS

Schools are strongly advised to appoint senior staff to moderate the assessment of educators within the school. These moderators should have the confidence of the rest of the staff at their school.

K.2. EXTERNAL MODERATION

As part of the national assessment policy, each province should have an external moderation policy. External moderation must ensure that school-based assessment is consistent, accurate and well designed. Transparency in the methods used is of the utmost importance.

FUNCTIONS

The main functions of the external moderation system are:

- To verify that assessment across all subjects and schools is fair, valid, reliable and practicable
- To ensure that learners doing the same subject but in different schools are treated equitably
- To validate the authenticity of the learners' work
- To identify the need to redesign training
- To provide an appeal procedure for dissatisfied schools
- To evaluate the performance of assessors

- To provide appropriate and necessary support, advice and guidance to assessors

MODERATION SAMPLE

- Ideally, all of the CASS marks for each school should be moderated by external assessors.
- Generally only a 10% sample would be moderated.

MODERATION FOR GRADES 1 – 11 (AND EXCLUDING 9)

- In the case of Grades 1 – 11 the Circuit Manager and relevant curriculum advisers will routinely call upon the schools, throughout the course of the year, for ongoing evidence of performance via the learner and educator portfolios.
- Portfolios of those learners whose progression is questioned during the year, or during the signing of schedules, should be made available to the Circuit Manager.

CLUSTER MODERATION

- A system of cluster moderation will generally be employed. In cluster moderation educators come together as a group with samples of portfolios. Moderation is based on group evaluation and discussion and managed on a consensus basis or a weighted system of scoring.
- A cluster consists of a group of schools (up to a maximum of 10) which are relatively close to one another and take the number of learners into account.
- The responsibility for drawing up the subject cluster rests with each EMDC which will set up official clusters that will apply to all subjects: although clusters could combine for smaller subjects
- Cluster moderation meetings will be conducted by Curriculum Advisers, Circuit Managers or other officials or educators where necessary.
- For Quality Assurance purposes it is possible that the clusters will vary, if not annually, then from time to time.
- It is advisable for the educators involved to hold a number of meetings during the course of the year so that all the details regarding the methods to be used for a particular subject/learning area are known and agreed upon before the individual educators commence their evaluations.

EXTERNAL FACE MODERATION

- Practical and oral work for certification should be face moderated, i.e. both in Grade 12 and in Grade 9.
- Once policy is in place, criteria must be drawn up by the relevant moderators prior to the commencement of assessment.
- The distribution of marks of written examinations provides an indicator for the distribution of CASS marks.

SELECTION OF CANDIDATES FOR FACE MODERATION

- All candidates and their parents/guardians must be informed by the school principal (preferably in writing) that moderation is an integral part of their

assessment, and they cannot absent themselves on the day set aside for moderation without a valid reason or a medical certificate.

- Candidates who are absent during moderation can be requested to present themselves for moderation on another day.
- Moderators make their own selection of candidates for moderation, based on the marks/codes awarded by the educator.
- At least 10% of the candidates (or a minimum of 12) per school, or the work of at least 10% of the candidates (or a minimum of 12) should be moderated.
- One third of the candidates must be selected from the "achieved beyond expectation" category, one third from the "achieved" category, and the remaining one third from the "partially achieved/ not yet achieved" category.

EXTERNAL ASSESSORS

The external assessors could be drawn from one or more of the following:

- Specifically appointed educators from a group of schools
- Specialist curriculum advisor from the Educational Management and Development Centre (EMDC)
- Assessment co-ordinator (EMDC)
- Chief Curriculum Advisor from the EMDC
- Circuit Manager from the EMDC
- Senior Subject Specialist/Curriculum Planner from Head Office
- Monitor from the national Department of Education
- GENFETQA moderator

ADJUSTMENT OF MARKS

In cases where a set of portfolios is subject to scrutiny by a panel and the average difference between the marks allocated by the school and by the moderation panel is greater than 10%, then the marks of all the candidates are adjusted up or down according to the average difference. Oral and practical marks will be adjusted by moderators where required.

L. Processes, Rules and applications

SUBJECT/LEARNING AREA SUPPORT AND GUIDANCE WILL BE PROVIDED

- Learning Areas / subjects offered at Grade 9 or 12 level will have provincial Continuous Assessment (CASS) portfolio stipulations and a guideline document. These will be subject to regular review.
- Annual information and/or training workshops will be held early in the year to:
 - analyse the assessment / question paper and the results of the preceding year
 - confirm that teachers are familiar with the CASS and, where applicable, examination stipulations for the current year.
- As the annual workshops are intended to build capacity, all school subject heads should attend and take responsibility for the enskilling of

colleagues. Where possible, subject teachers should also attend the workshop.

- The WCED will supply various communiques which will include examples.
- Wherever possible there will be additional support visits, if not per individual site, then per cluster.
- Extensive and current support will be provided on the WCED Curriculum and Assessment web pages.

CONFIDENTIALITY

- While discussion of marks will take place routinely during the course of the year in order to motivate, reward and instruct, the final CASS mark / code submitted by the school for moderation should not be provided to learners.
- The marks AFTER moderation may not be provided to learners.

USE OF CASS IN SCHOOL IMPROVEMENT

CASS provincial averages should be shared and discussed with schools. Schools should be encouraged to study the links between CASS marks/codes and final results and to understand the meaning of these and how to improve results.

IRREGULARITIES IN SCHOOL-BASED ASSESSMENT

- Statements of authenticity are to be made by the candidates for each piece of work that is produced for CASS and included in the learner's portfolio.
- A candidate who makes a false statement or presents any work other than her/his own for assessment will be dealt with in terms of the rules and regulations for Irregularities. Candidates can be barred from the Senior Certificate Examination for a period of up to 2 years.
- Educators or officials found falsifying school-based assessment, neglecting assessment or moderation duties or providing candidates with unlawful assistance will be liable for charges of misconduct under the Employment of Educators Act.
- If a candidate fails to hand in work for CASS without a valid reason, the educator, Head of Department and Principal will indicate to the learner, and his/her parents, the importance of handing in the work. If the work is still not submitted, the candidate is to be given "incomplete" for that particular task NOT ZERO. The educator's portfolio must reflect that follow-up action was taken.
- If a candidate does not hand in any CASS tasks at all in a particular subject/learning area, she/he is marked as "incomplete" for CASS, with the result that her/his final Senior Certificate or General Education and Training Certificate results will be 'incomplete'. The candidate will be allowed to re-enter for the subject/learning area concerned in the following year.
- In cases where a learner hands in work that is not worth any marks, he/she receives a zero. The educator's portfolio must reflect that follow-up support was given to the learner.

- Candidates who do not produce individual CASS tasks due to medical or other valid reasons, are to be marked as 'absent' for that task. Their final CASS mark is then calculated out of a lower total.

CASS APPEAL PROCEDURES

- If a **learner** is unhappy with her/his mark, the learner may appeal to the Head of Department for that subject. Should he or she wish to appeal against the decision of the HOD, he/she may appeal to the EMDC Curriculum Advisor in the subject. The decision of the Curriculum Advisor is final.
- If a **school** is unhappy with any adjustments made to the school-based assessment, the school may appeal to the Chief Curriculum Advisor at the school's EMDC within 5 days of receiving the adjusted marks. The Chief Curriculum Advisor will then appoint another subject specialist to moderate the CASS tasks and marks. Together with the specialist, the Chief Curriculum Advisor will make a decision. The result of the appeal will be given to the school within 10 days of the request for the re-mark / re-assessment. The decision of the Chief Curriculum Advisor is final.

ADDENDUM

DETAILED STIPULATIONS

1. Internal (school-based) moderation

The EMDC Assessment co-ordinator will ensure that the school assessment co-ordinator is equipped with training and a checklist to make sure that all colleagues are planning for and handling a school moderation policy.

The EMDC Assessment co-ordinator will ensure that the EMDC itself has set up a comprehensive set of internal mechanisms so that all colleagues are equipped to deal with the necessary roles within the moderation system.

The Circuit Manager will ensure that each school has a school moderation policy and is administering this.

Each Learning Area / subject will provide guidance/training in suitable exercises and steps to help set standards internally within the school (eg setting of exercises, setting of criteria, actual marking exercises where all colleagues mark the same piece of work).

2. Ongoing district moderation

As of 2002, on an experimental basis initially, the normal procedure for moderation will be by means of cluster moderation. This will take 2 forms: ongoing developmental moderation and final cluster moderation.

For those subjects where there is only a limited number of support officials, a total provincial moderation management plan across EMDC boundaries will be set up to accommodate these subjects.

2.1. DEVELOPMENTAL MODERATION

This has two elements:

- developmental moderation via visits to schools.
- developmental moderation by means of clusters.

2.1.1. DEVELOPMENTAL MODERATION VIA VISITS TO SCHOOLS

A *phased implementation model* is to be introduced. For 2002 the following conditions will prevail:

- The WCED will visit the "Learning Schools" (those designated for Grade 12 intervention and support) plus up to 50% of the remaining schools.
- In the case of moderation of work of Grades 1 - 11 the moderation will commonly be undertaken by means of moderation visits, except where cluster moderation is arranged. This will increasingly take place as the EMDC processes are set up. The moderator for Grades 1 - 11 could be

either the curriculum adviser or the circuit manager who would call for samples of work to be provided in the course of a monitoring or support visit to the school.

- Visits will include a proviso that copies of learner work/portfolios be supplied for discussion.
- Time will be allocated for a return visit should this be considered desirable
- Circumscribed classroom visits will occur should an invitation be issued.
- Qualitative developmental reports will be maintained on a personal level (eg filled in by adviser on a pro forma form and left with the educator).
- General routine reports (eg school performance vs checklist of subject Quality Performance Indicators) will be completed and copies supplied to the school.

2.1.2. DEVELOPMENTAL MODERATION IN CLUSTERS.

The following model will be introduced in 2002 by Learning Area / subject specialists:

- A series of developmental meetings will occur.
 - Educators will bring copies of portfolios – say 2 "partially achieved / not yet achieved", 2 "achieved" and 2 "achieved beyond expectation" per subject or Learning Area. These will be displayed and general observations made.
 - Joint marking or standard-setting exercises will take place at a follow-up meeting.

3. Final moderation

3.1. FINAL CLUSTER MODERATION

- By the time of the final moderation, internal moderation and ongoing developmental cluster moderation should have ensured a degree of standardisation and quality assurance.
- The model will be phased in. In 2002, although the moderating tool will be the final cluster meeting, decisions will not be binding on schools. The mark lists will be scrutinised by the Curriculum Adviser and adjustments may then be made i.e. **only the Curriculum Adviser has the authority to make adjustments to school totals.**
- Each EMDC will plan the moderation process within the following framework:
 - Each school will be provided with a fixed date and venue for the final portfolio cluster moderation
 - At least one teacher per school will attend
 - 15% of the school's total sample of Learner Portfolios should be provided. The official need is for 10%. The additional 5% must be on hand should there be queries.
 - A full set of Educator portfolios must be supplied.
 - Sets of Attendance records are required
 - Class lists with all required totals (as per subject/Learning Area specifications)
 - Portfolio Assessment criteria, as previously circulated.

- One full Learner Portfolio from that cluster will be photocopied and handed out. Group assessment of that single portfolio will take place. A consensus decision about marks will be reached.
- Other portfolios will be distributed according to a managed principle (eg sharing of one set across a number of other readers) and assessed.
- Each portfolio should have been studied by at least 3 teachers who will have commented on separate pages (not shared with others at this point).
- Further discussion and consensus-reaching processes will ensue.
- Lists will be submitted to the Curriculum Adviser.
- Selected portfolios will be retained by the Curriculum Adviser for provincial moderation.

3.2. FINAL (FACE / PRACTICAL) MODERATION VISIT

In certain cases in Grade 12 an annual moderation visit will be necessary. This will include subjects where "face" moderation or moderation of practical work is necessary. The specific requirements of each subject will be communicated to schools by the responsible officials at each EMDC in good time.

3.2.1. *The procedure*

- Moderation requirements and criteria will be clearly stipulated prior to the visit.
- The moderator will interact with the marks/scores presented and ensure comparability with other schools to ensure that the same criteria apply across the board.
- Where face moderation is required then the moderator interacts also with the learners.
- A suitable venue for the moderation is necessary.
- The moderator asks for and is provided with evidence of how the marks have been arrived at (see note on the Educator's Portfolio).
- A discussion of the assessment process, its difficulties and the solutions arrived at should ensue.
- The educators responsible should be present.
- The Head of Department should be present.
- Depending on the demands of a particular subject or process, performance by learners or samples of work of at least 10% of the learners chosen from the top, middle and bottom of the range, will be required.
- Should there be any need for further moderation then the work from ALL the learners should be available for inspection.
- The moderator, plus the Head of Department, and, if possible, the teachers should have a meeting with the principal at the conclusion to the visit.
- The school should receive written feedback.

3.2.2. *The evidence required at the visit*

- Educator portfolio:
 - Copies of all task specifications and assessment criteria.
 - Records of how the marks were arrived at
 - Copies of all tests and memos

- Mark book
- Attendance records

Learner portfolio: The stipulations per subject must be adhered to in respect of the learner portfolio. Elements would include:

- scripts
 - artefacts
 - projects
 - learners themselves.
- The WCED will provide a brief report on the annual moderation visit. It will contain
 - Description of alterations to marks (raised, lowered, average, comparison with previous year etc)
 - Reference to projects seen, tests and memos seen etc
 - Rating of level of complexity etc of projects and standard of work generally.
 - A joint goal-setting for improvements (if needed)

3.3. APPOINTMENT MODERATION

Certain circumstances (eg availability of officials, distances to be covered) necessitate "appointment" moderation. In such cases educators and moderators meet at a central venue by appointment at a scheduled time. The portfolios are evaluated and discussed on an individual school basis.

3.4. DISTANCE MODERATION

Schools may be asked to send portfolios to a central distant venue. Such moderation would be handled by the Curriculum adviser or moderator who would then return the portfolios with a written report.

4. Administration: management of the computer data sheets for the CASS totals (Grade 12, and possibly Grade 9)

For the subjects which do not require a "Face" or "Practical" moderation the following list indicates both **the chain and the responsibilities of each person in the chain.**

- Educator provides marks on class lists as per CASS Guideline document.
- Adviser/Moderator moderates (on site, via appointment, distance or cluster moderation).
- Educator fills in computer data sheet **OR** Adviser/Moderator fills in computer data sheet (in the case of the Languages and certain subjects with a practical component).
- Educator signs Data Sheet (indicates that all totals are checked and correct).
- Principal signs Data Sheet (indicates that there are no obvious errors on the sheet).
- School submits Data Sheets to the relevant Curriculum Adviser.
- Adviser signs data sheet (indicates that all totals are checked and correct).
- Forms are submitted to the EMDC Assessment co-ordinator who ensures that they are all a) submitted and b) that there are no obvious errors.
- Forms are submitted to the Directorate: Examinations for data capture.