



**COMMON AREAS OF CONCERN IDENTIFIED DURING 2019 PROVINCIAL MODERATION OF  
SCHOOL BASED ASSESSMENT IN GRADE 12**

AREAS OF CONCERN	RECOMMENDATIONS
<b>1. Verbatim use of past question papers or exemplars</b> jeopardises the integrity of the formal SBA tasks.	<ul style="list-style-type: none"><li>• Question papers from previous years are very good resources and therefore must be used for revision purposes. If used in tests and examinations, however, these past papers must be adapted and not used verbatim.</li></ul>
<b>2. Shadow marking:</b> where it is evident that the moderator ticks next to the teacher's marking without applying his/her own mind.	<ul style="list-style-type: none"><li>• Internal moderation must be rigorous. The process approach to moderation must be discussed during training sessions. The moderation must be done, using a green pen.</li></ul>
<b>3. Lack of constructive and developmental feedback</b> to the teachers.	<ul style="list-style-type: none"><li>• Evidence for internal moderation should include the following: the original moderated task with corrections in green pen, the final corrected task, evidence of moderated learners' work and a moderation report, with evidence that it was discussed with teachers.</li></ul>
<b>4. Cognitive grid:</b> cognitive grids for a developed task not included or incorrectly completed.	<ul style="list-style-type: none"><li>• Teachers should be supported by subject advisers and departmental heads in the use of weighting grids and criteria to classify questions at different cognitive levels.</li><li>• Weighting grids indicating content covered and cognitive levels should be included for each task.</li></ul>
<b>5. Duplication of content</b>	<ul style="list-style-type: none"><li>• Assessments must be CAPS aligned and teachers should guard against duplication of content.</li><li>• Internal memorandum discussions must be conducted at schools where two or more teachers are teaching the same grade.</li></ul>
<b>6. Marks not adjusted</b> after internal moderation.	<ul style="list-style-type: none"><li>• If marks are adjusted during moderation, the adjustment must be captured on the recording sheet and a report provided as to why the marks were adjusted. This report must be mediated with the class teacher and subject head at the school.</li></ul>
<b>7. Incomplete and/or inaccurate marking guidelines</b> and then not consistently and accurately applied.	<ul style="list-style-type: none"><li>• Departmental heads and/or internal moderators should ensure via pre-assessment moderation that marking guidelines contain all possible answers.</li><li>• Marking guidelines must be error free. Where errors were detected during moderation, both versions of the marking guidelines should be available in the teacher's file for moderation purposes.</li></ul>