

Gauteng Examinations & Assessment Chief Directorate:

SBA Quality assurance & Moderation Sub - Directorate:

POST ASSESSMENT MODERATION PROCESS

Presenter
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GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER

Assessment Management Directorate



Assessment

...is the
engine
which drives
student learning

(John Cowan)

Sub- directorate Purpose

Director: Assessments Management Directorate

SBA Coordination/ Moderation

1. Develop policy for the moderation of School-Based Assessment clusters,
2. monitor, and support the implementation of policies
3. Coordinate internal and external Moderation Programmes
4. Quality assures Mark sheets.

Assessments Systems Development Unit

1. Develop Provincial Assessments Policies and Guidelines
2. Monitor and evaluate the implementation of Assessment Guidelines

Performance Analyses & Feedback

1. Provide diagnostic feedback emanating from examinations and assessments to schools
2. Process learner data (Input data and Output of analysis) report
3. Compile a detailed report on learner performance, including learners at risk, at the Provincial, Regional, District and school level to ensure informed planning, targeted interventions, and support.
4. Conduct post-test analysis of question papers and learner evidence
5. Use learner performance data and Assessment for Learning to identify areas of weakness in the system
6. Manage correlation between SBA and Examination marks in all critical subjects and report on variances which exceed the accepted tolerance range of 5%.

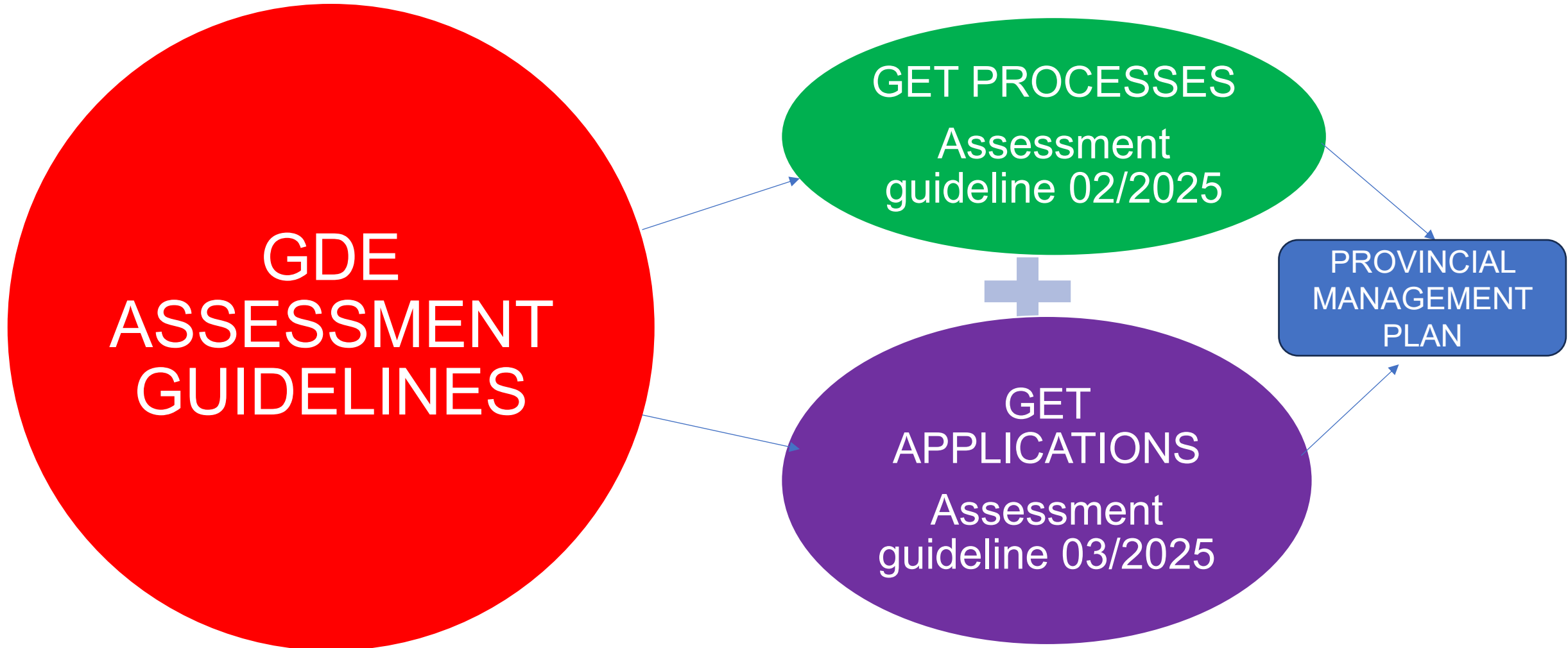
Standard Setting & Quality Promotion

1. Ensure standards are set and maintained.
2. Quality promotes the equitable implementation of assessment practices in the classroom.

**GDE POST ASSESSMENT
MODERATION PROCESS
&
2025 GEC FINDINGS**

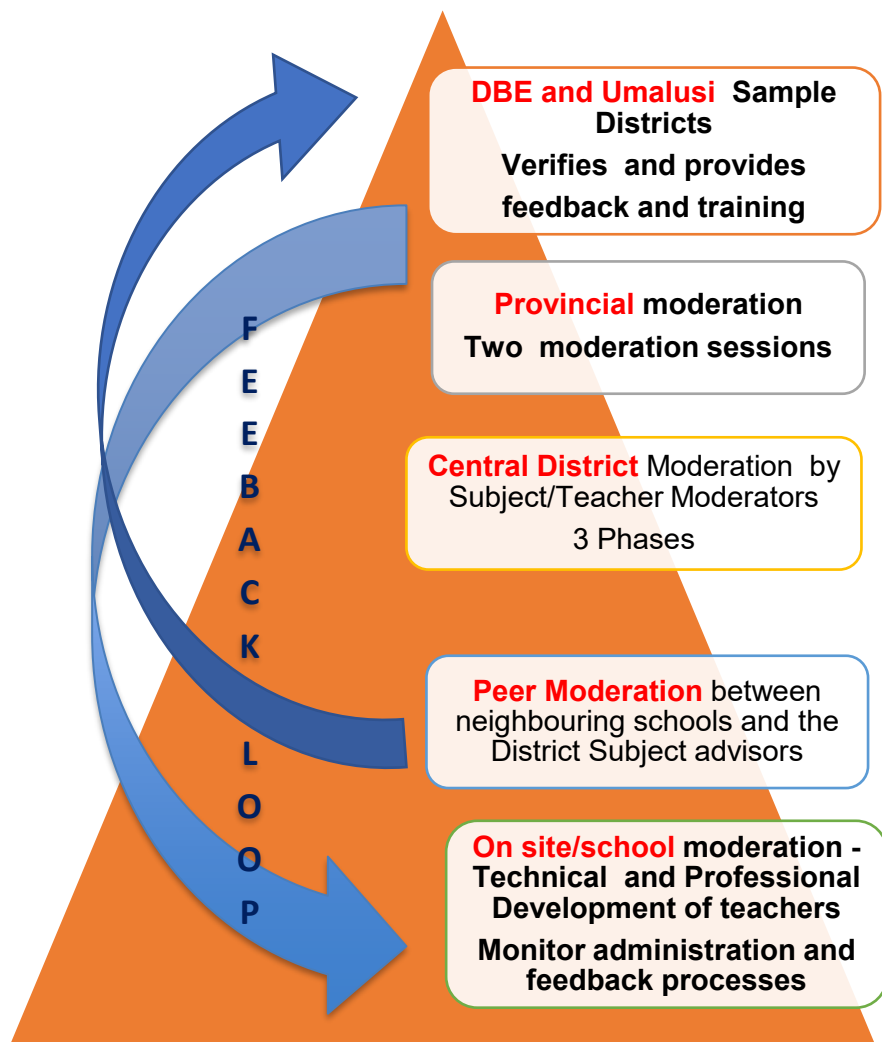


GDE PROVINCIAL MODERATION GUIDELINES





PYRAMIDAL FOUR TIER MODEL



	School	District	Province
What	All subjects, assessments tasks/instruments moderated before administration. Learner Evidence of work QA Grade 4-12	All Schools and subjects Grade 4-12	Moderates selected schools (UPS) across the 15 Districts in all subjects. Grade 4-12 (all) Selected performing schools
Why	Manage variance, Ensure that NSC /ATP parameters are adhered to. Enhance the standard of Assessments	Locking of marks Ensure fairness, validity Ensure NSC /ATP parameters are adhered to. Development	Improve learner performance in the Province Management of variances Quality Assurance of marks for final resulting.
Scope	10% - - Low - Average - High ATP and assessment plans	Stratified Random sample ATP and assessment plans	Random sampling of schools in performance Across the four Terms Analytical Assessment plans
When	At the point of the administration of the formal Assessment tasks	T1-T4	Feb/May, Aug/Sept and October/Nov/Dec

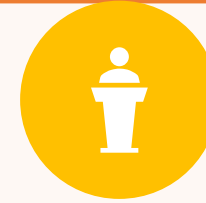
WHAT SYSTEM DO WE HAVE AS A PROVINCE TO MAKE SURE MODERATION OCCURS



Clearly formulated policy directives which include regulations, policies, **guidelines and circulars** are available at schools, interpreted accurately by teachers and applied fully. (GET Provincial Assessment Guidelines 02/2025)



A detailed SBA moderation **management plan** that covers the implementation of moderation processes across the different levels of the system (i.e., provincial, districts, cluster, and schools)



Competent teachers/DH and Subject Advisors as moderators to ensure effective quality assurance of SBAs.



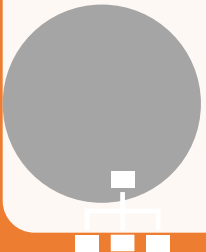
A robust moderation reporting system with clearly defined tools, **(J1, J2, J3, & I)**



A functional and **effective support** and monitoring system is in place. This includes the monitoring tools used. **Monitoring** that takes place to ensure policy compliance. (school visits and monitoring of school & district moderation)



A fully effective moderation system, which includes evaluation of the **assessment tasks (Pre-moderation)**, **administration (intra-moderation)** and the **learner evidence (Post-moderation)**



A **regular reciprocal feedback system** (Monthly PAT, DAT and SAT meetings and standard setting meetings)

Moderation Stages

Moderation is a process of quality assuring assessment practices to ensure that every learner receives fair treatment with regard to assessment processes.

Pre Assessment Moderation- Design Stage	Intra Assessment Moderation	Post Assessment Moderation Stage- Monitoring
▪ Departmental Heads must moderate all instruments to confirm their fairness, validity, reliability and practicability. ▪ All comments on the instruments are kept as part of the history of the task. ▪ The task cannot be administered before signed off by the moderator.	▪ Check if the approved paper is administered. ▪ Verify time allocation and the conditions related to the administration of the paper. ▪ Check availability of resources required to complete the task (fair practice).	▪ This process involves the moderation of completed learner evidence of performance which has already been assessed and marked. ▪ It checks the accuracy, consistency and comparability of marking and recording by the teacher

- Each moderator/DH must compile a **feedback report** after each stage of moderation
Praise, Compliment, give Criticism. Remind the person of strong points, give thanks and **offer** support for improvement

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KEY PLAYERS IN CENTRALISED DISTRICT MODERATION AND THEIR RESPONSIBILITIES

CES

Oversee and approve the report after each phase of moderation.

DCES

Support the DAO in facilitation of all moderation activities.

DAO

Facilitate all moderation activities. Produce a report after the each moderation activity.

DSA

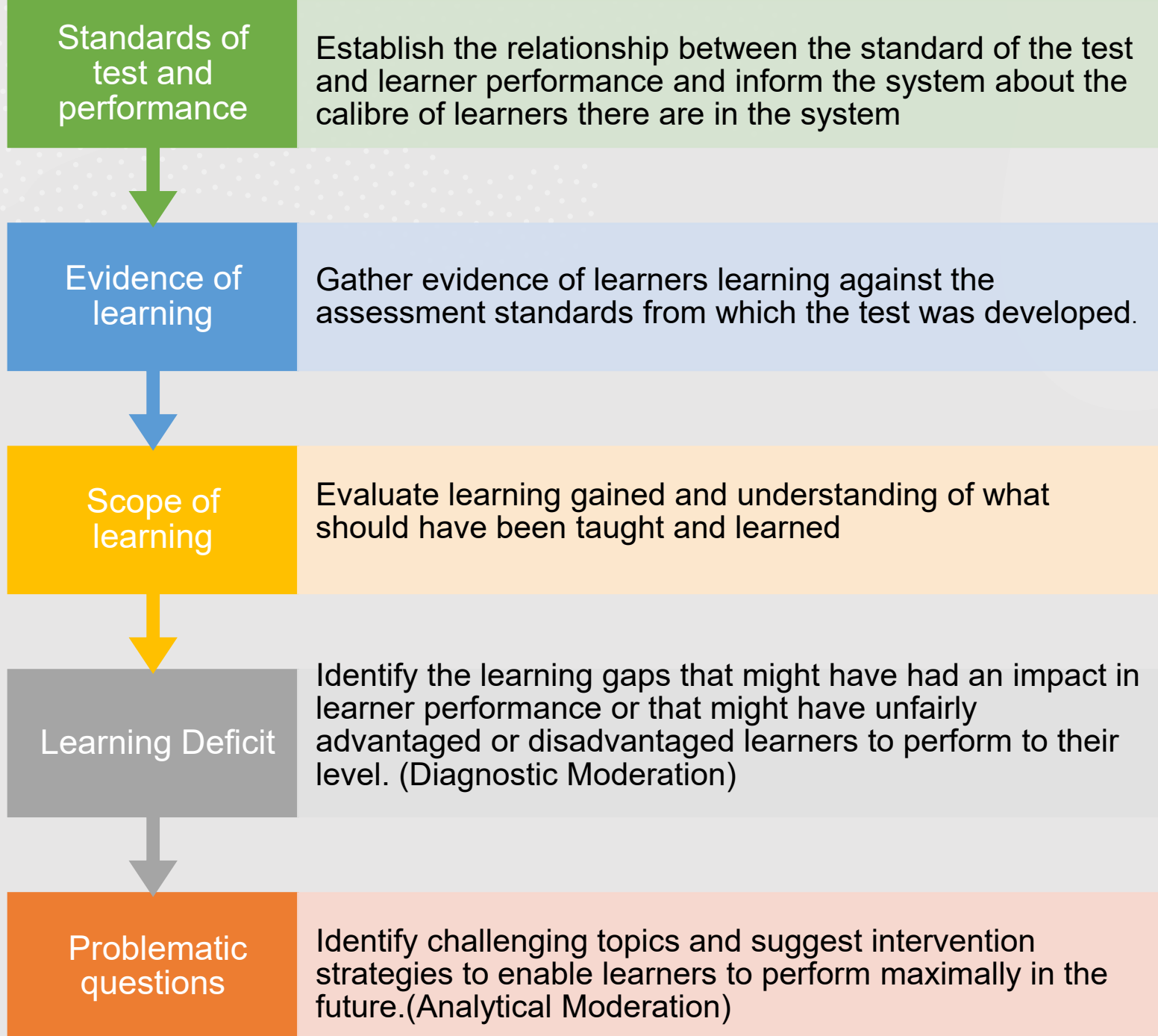
Moderate and ensure that moderation of all tasks and grades. Produce the report after moderation.

TEACHER MODERATORS (GR12)

Moderate all the task allocated by the DSA. Produce a report for each school after moderation.

DISTRICT ASSESSMENT OFFICIAL	DISTRICT SUBJECT ADVISOR
1. Liaison officer between District and Province on moderation venues	1. Receive SBA files during submission by schools
2. Compile the management plan for the moderation process for the week	2. Select Tasks/topics/skills within the formal tasks to be moderated in all grades
3. Write a Memo to schools informing them of the new model, and the selection of schools	3. Moderate their subject in all the three grades of the phase
4. Organise the central venue for the submission of SBA files by schools	4. Inform the schools through the report of any irregularities discovered during the moderation process
5. Assist the DSA in identification of IRRs	5. Compile the annexure H report and ensure the submission of the edited report to DAO
6. Compile the annexure L report and ensure the relevant signatures	6. Allocate schools to the teacher moderators (TMs) during moderation
7. Evaluate the impact and strategies for improvement of the district moderation platform	7. Provide monitoring and support to the TMs during moderation by guidance and assisting in the identification of irregularities (IRRs)
8. Provide moderation tools used by the TMs.	8. Organise the working area for all the TMs
9. Ensure that all SBA files are returned to schools	9. Sign and approve the work and the reports of the TMs.
	10. Ensure that the TMs return all the allocated schools fully moderated with reports

Purpose



APPOINTMENT OF MODERATORS

Assessment Guideline 03/2025 – Application form - Teachers and Subject Advisors



Application forms submitted to Districts for recommendations by Subject Advisors



District submit the recommended application forms and compiled Annexure K - Moderation Sub – Directorate office for ratification



SBA Coordination/Moderation Sub - Directorate – ratify & Appointment letters (Moderators).



Appointments of Moderators and Centre Management

Chief
Moderators
(Appointed
for managing
the subject)

Moderators
(Appointed
for remarking
and quality
assurance)

Data captures
(Appointed as
data captures
for analytical
moderation)

Analytical
moderators
Appointed to
diagnose and
analyze the
learner
responses)

Centre
Managers
(SBA
Coordination)

Analytical Moderation

What is it



A Narrative technique that examines things and their relations in detail, using logical thinking to discover more about a phenomenon.



It is in nature:

Systematic

Scientific

Methodical

Organised

Accurate

Meticulous

inquisitive

Data capturing, monitoring and support

Two data capturers will be provided per subject per paper



±800 lines must be captured



District Assessment Officials/ EA's appointed as Data Captures



Assessment Moderation Directorate monitors

What is it



From Question and Item analysis to Analytical Moderation

Question Analysis – input of results per question



Item analysis – results per question combined according to the concept/category/aspect under analysis



Moderation – Identification of areas of concern in terms of results.... Common errors, teacher marking errors... accuracy of the application of the marking guidelines and the requirements of the CAPS



Analytical moderator – considers the evidence presented and isolates the ACTUAL problem and indicates the possible root cause – How far back does it go..... Bearing on the teaching practices and the remedial action within the entire system.

What is Analytical Moderation

Question Analysis

How have the learners done in each question

Item Analysis

How have the learners done in each specific topic or type of question

Error Analysis

Subject specialist during Moderation
Where have the errors been made in answering/
/Marking the questions

Moderation

Was the assessment activity fair, was marking guideline fairly applied

Analytical Moderation

Why did the errors occur in the first place.... Especially with regards to the learners' answers (Systemic perspective)



Systematic Significance of Analytical Moderation



To form reasonable argument and assist to arrive at a meaningful conclusion



Presents a specific argument about the topic/item and supports that argument with evidence



Improves the development of focused intervention strategies



Helps to determine the quality of the teaching and learning throughout the year



Helps in the creation of better problem-solving strategies.



Improves the input-process-output flow

Teacher Significance of Analytical Moderation

Helps mine and interpret data while structuring it into a format that is easily understandable and applicable

Identify learning gaps and the relations between concepts

Recommend strategies for bridging gaps

Assist teachers in differentiated approach to teaching

Strengthen teaching of relaying concepts

Improve teaching and assessment in the system

Draws line between similar but not the same concepts

Improves understanding of content and concepts

Can be used for standardization



SBA MODERATION SAMPLING

DISTRICTS
ALL 15 GDE
DISTRICTS

Sampling Subjects
Gr 4 – 11 (Getway
Subjects)

Gr 12 – All subjects
10 Schools per subject

FET
Grade 10, 11, & 12

GET
Grade 6 & 9
(Exit Grades)



LEVELS OF MODERATION AND PENS TO BE USED

Moderation (re-marking)	Responsible Official	Colour Pens
Teacher 's original assessment	Subject Teacher	Red
School Moderation	Departmental Head	Green
Circuit/PLC/Peer Moderation	Peers from different Schools	Brown
District Moderation	Teacher Moderator & District Subject Advisor	Orange
Provincial Moderation	Provincial Moderator	Pink
Provincial Moderation	Chief moderator	Lime

2026 FET & GET Moderation Annexures

Annexure	Title	Action
A	Offer of Appointment	District Assessment Official (DAO) & District Subject Advisor (DSA)
B	Accept / Decline the offer of appointment	DAO & DSA
C	Record of moderation 2026	DAO
D	Cover Sheet	DH/ DAO & DSA
D1	Task Cover Sheet	Subject teacher
E	Teacher Moderator database and evaluation and assessment tasks	DAO & DSA
F	Example of letter for Teacher Moderator to gain access to schools	NON-OPERATIONAL
G	Teacher Moderator's Report	Teacher Moderator
H	District Subject Advisor's Report	DSA
I	Evidence Of Monitoring of administration of the task	School DH/DSA/DAO/DISTRICT
J1	Pre-assessment moderation tool	School DH, DSA
J2	Post assessment moderation tool	School DH, DSA
J 3	Evidence Of Monitoring of Moderation	Deputy Principal/Principal
K1	List of Teacher Moderators	DAO
K2	District SBA Moderation Management Plan	DAO
L	District report on moderation for Grade 4 - 12	DAO
M	Appeal Form	School
N	Provincial Moderator's Report	Chief Moderator

GEC Moderation Process Focus

The focus of the process was on:

- The **quality of the test**, based on the prescribed curriculum standard.
- The correlation between **mark allocation** by the teacher and **learner responses**.
- Consistency and objectivity in marking.
- **Fairness and accuracy** in using marking guideline and in awarding marks.
- Learner performance against the quality of the common test.
- Learner **pattern of responses**

Remarked the **same three scripts** moderated at district level.

Recorded the moderated mark in the DBE learner mark sheet.

Compiled and packed all DBE learner mark sheets from all the schools in a sealed envelop for DBE verification.



2025 GEC CURRICULUM TEST POST ASSESSMENT RECORDS

DISTRICTS

ALL 15 GDE
DISTRICTS

NUMBER OF SAMPLED SCHOOLS

120 (Per 5 DBE
sampled subjects)

NUMBER OF MODERATORS
47 + 11 Chief Moderators
(ALL GDE SAMPLED
SUBJECTS)

NUMBER OF SCRIPTS

17666

Gauteng 2025 Term 4 GEC Moderation Summary Report

**Districts
submitted
files on
27 Nov**

**Couriered
DBE
Marksheet
on 13 Dec**

**Provincial & DBE Post
Assessment Moderation
29 – 30 Nov 2025**

**Trained
Chief
Moderators
on
28 Nov**

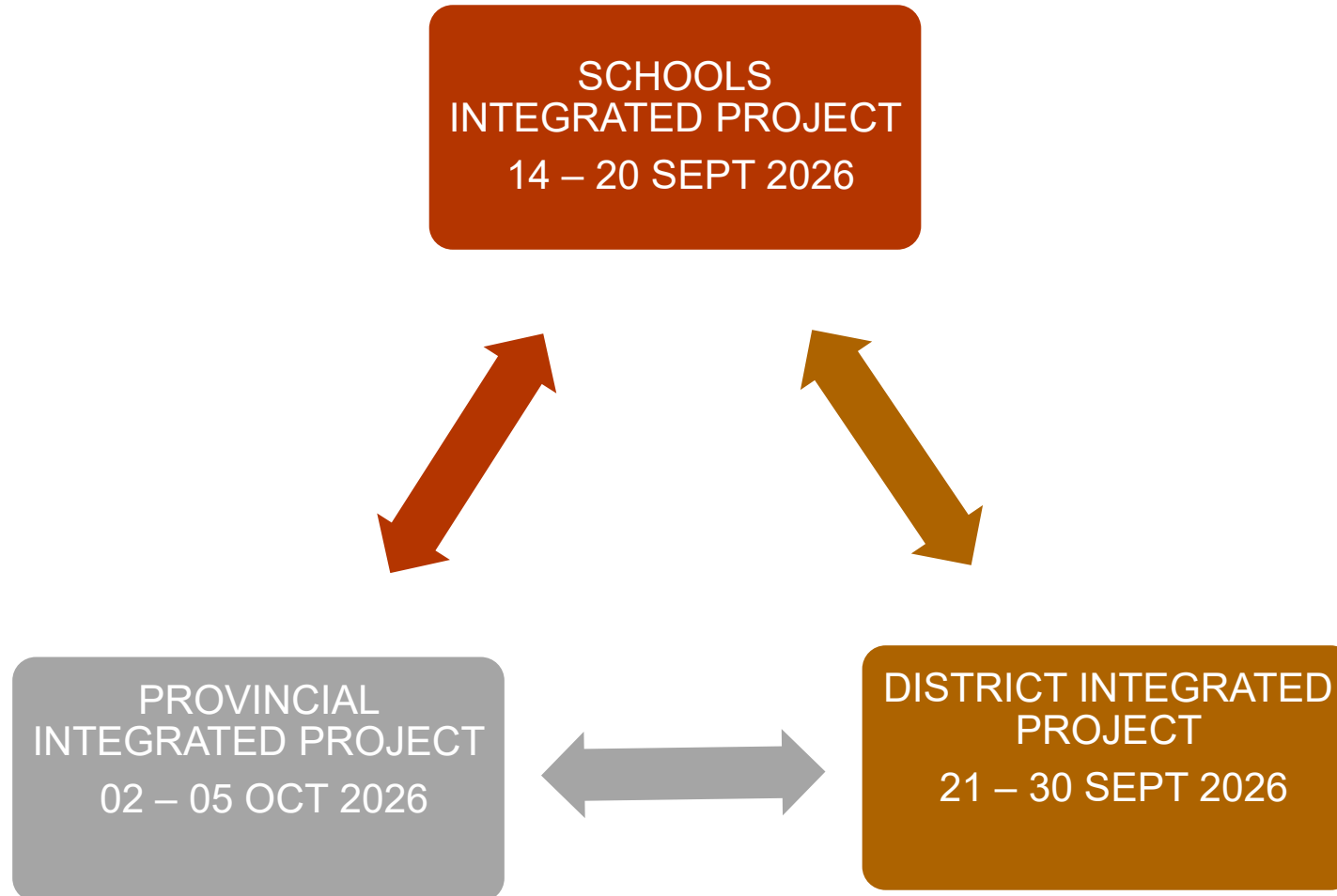
**District
collected
files on
1 Dec**

2025 GEC Post Moderation Findings

- Annexure J2- moderation used across all the levels(School, District, and Provincial
- Few schools recorded on 2024 DBE Annexure B instead of 2025 Annexure C
- Few schools submitted exported SASAMS marks as compared to SASAMS verified
- Few instances of incorrect transfer of the learner mark on SASAMS marksheets
- Shadow marking identified by DBE moderator in Sesotho HL
- Item Analytical moderation not conducted due to cost containment directives
- IP project Post Moderation was conducted until district level due to cost containment

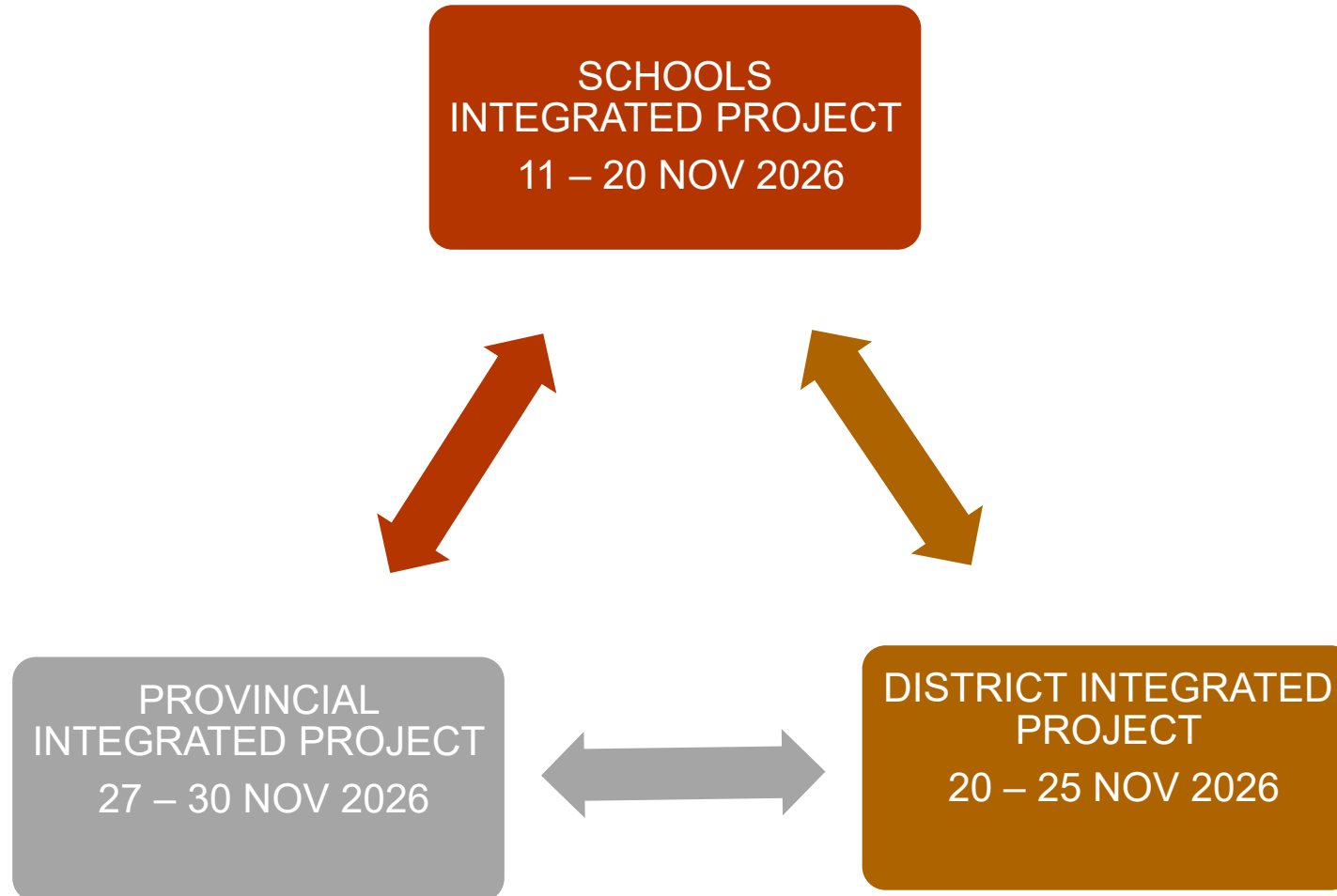


2026 GEC INTEGRATED PROJECT POST ASSESSMENT MODERATION PLAN





2026 GEC CURRICULUM TEST POST ASSESSMENT MODERATION PLAN



**A successful man is
one who can lay a
firm foundation with
the bricks others have
thrown at him.**



Thank You!

