KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

FET MATHEMATICS

GRADE 10

SBA ADMINISTRATION DOCUMENTS

2023

COMPILED BY KZN FET MATHEMATICS ADVISORS

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

MATHEMATICS ANNUAL TEACHING PLAN GRADE 10 – 2023

NAME OF SCHOOL: ……..……..……..……

NAME OF TEACHER: ……..……..……

TERM 1									
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**DH: SIGNATURE AND DATE**	**% COM-PLETED**	
								Term	**Year**
18/01 – 20/01 (3 days)			**ALGEBRA PART 1 (ALGEBRAIC EXPRESSIONS)**	1. Understand that real numbers can be rational or irrational. Know the difference as far as the decimal expansions of the numbers are concerned. 2. Establish between which two integers a given simple surd lies.				6	2
23/01 –03/02 (10 days)				3. Round decimal numbers to an appropriate degree of accuracy. 4. Multiplication of a binomial by a trinomial. 5. Factorisation to include types taught in grade 9 and: • trinomials • grouping in pairs • sum and difference of two cubes				28	9
06/02 – 07/02 (2 days)				6. Simplification of algebraic fractions using factorization.				33	11
08/02 –10/02 (3 days)				7. Addition and subtraction of algebraic fractions with denominators with denominators of cubes (limited to sum and difference of cubes).				40	13
13/02 (1 day)			**ALGEBRA PART 2 (Exponents)**	1. Revise laws of exponents learnt in Grade 9 where $x, y > 0; m, n \in Z$: • $x^m \times x^n = x^{m+n}$ • $x^m \div x^n = x^{m-n}$ • $(x^m)^n = x^{mn}$ • $x^m \times y^m = (xy)^m$ 2. Also, by definition: • $x^{-n} = \frac{1}{x^n}$, $x \neq 0$ and $x^0 = 1, x \neq 0$				42	14
14/02 –17/02 (4 days)				3. Use the laws of exponents to simplify expressions and solve equations, accepting that the rules also hold for $m, n \in Q$.				51	17

TERM 1 (continued)									
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**HOD: SIGNATURE AND DATE**	**% COM-PLETED**	
								Term	**Year**
20/02 –22/02 (3 days)			**ALGEBRA PART 3 (Equations and Inequalities)**	1. Revise the solution of linear equations. 2. Solve quadratic equations (by factorisation).				58	19
23/02 –28/02 (4 days)				3. Solve simultaneous linear equations in two unknowns. 4. Solve word sums involving linear, quadratic or simultaneous linear equations.	**INVESTIGATION SBA Weighting: 15**	**F**		67	22
01/03 –03/03 (3 days)				5. Solve literal equations (changing the subject of a formula). 6. Solve linear inequalities (and show solution graphically). **Interval notation must be taught.**				73	24
06/03 – 14/03 (7 days)			**TRIGONOMETRY PART 1**	1. Define the trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$ using right-angled triangles. 2. Define the reciprocals of the trigonometric ratios $\text{cosec}\theta$, $\sec\theta$ and $\cot\theta$ using right-angled triangles. (These three reciprocals should be examined in grade 10 only.) 3. Derive values of the trigonometric ratios for the special cases (without using a calculator), $\theta \in \{0^\circ; 30^\circ; 45^\circ; 60^\circ; 90^\circ\}$.				89	29
15/03 –23/03 (5 days)				4. Solve simple trigonometric equations for angles between 0° and 90°. 5. Extend the definitions of $\sin\theta$, $\cos\theta$, and $\tan\theta$ for $0^\circ \leq \theta \leq 360^\circ$. 6. Use diagrams to determine the numerical values of ratios for angles from 0° to 360°				100	32
24/03 – 30/03 (6 days)			**REVISION and MARCH TEST**	**MARCH TEST to cover all the work done during term 1.**	**MARCH TEST SBA weighting: 14**	**F**			

TERM 2									
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**DH: SIGNATURE AND DATE**	**% COM-PLETED**	
								Term	**Year**
12/04–03/05 (13 days)			**EUCLIDEAN GEOMETRY**	1. Revise basic results established in earlier grades regarding lines, angles and triangles, especially the similarity and congruence of triangles. 2. Define the following special quadrilaterals: the kite, parallelogram, rectangle, rhombus, square and trapezium. Investigate and make conjectures about the properties of the sides, angles, diagonals and areas of these quadrilaterals. Prove these conjectures. 3. The following proofs of theorems are examinable: • The opposite sides and angles of a parallelogram are equal. • The diagonals of a parallelogram bisect each other. • If one pair of opposite sides of a quadrilateral are equal and parallel, then the quadrilateral is a parallelogram. • The diagonals of a rectangle are equal. • The diagonals of rhombus bisect each other at right angles and bisect the interior angles of the rhombus.				31	42
04/05–09/05 (4 days)				4. Investigate line segments joining the midpoints of two sides of a triangle				40	45
10/05-16/05 (5 days)			**ANALYTICAL GEOMETRY**	1. Represent geometric figures on a Cartesian co-ordinate system. 2. Derive and apply for any two points, $(x_1; y_1)$ and $(x_2; y_2)$, the formulae for calculating the: • distance between the two points; • gradient of the line segment connecting the two points (and from that identify parallel and perpendicular lines); • Coordinates of the midpoint of the line segment joining the two points.	**ASSIGNMENT SBA weighting: 15**	**F**		52	48

TERM 2 (continued)									
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**DH: SIGNATURE AND DATE**	**% COM-PLETED**	
								Term	**Year**
15/05 – 16/05 (2 days)			**FUNCTIONS AND GRAPHS FUNCTIONS AND GRAPHS**	1. The concept of a function, where a certain quantity (output value) uniquely depends on another quantity (input value). Work with relationships between variables using tables, graphs, words and formulae. Convert flexibly between these representations. **Note** that the graph defined by $y = x$ should be known from Grade 9.				**57**	**50**
19/05–06/06 (13 days)				2. Point by point plotting of basic graphs defined by $y = x^2$, $y = \frac{1}{x}$, and $y = b^x$, $b > 0$ and $b \neq 1$ to discover shape, domain (input values), range (output values), asymptotes, axes of symmetry, turning points and intercepts on the axes (where applicable). 3. Investigate the effect of a and q on the graphs defined by $y = a.f(x) + q$, where $f(x) = x$, $f(x) = x^2$, $f(x) = \frac{1}{x}$, and $f(x) = b^x$, $b > 0$ and $b \neq 1$ 4. Sketch graphs, find the equations of given graphs and interpret graphs. **Note**: Sketching of the graphs must be based on the observation of number 3 above.				88	59
07/06 – 13/06 (5 days)			**TRIGONO-METRY PART 2 (FUNCTIONS AND GRAPHS)**	1. Point by point plotting of basic graphs defined by $y = \sin\theta$, $y = \cos\theta$ and $y = \tan\theta$ for $\theta \in [0^\circ; 360^\circ]$. 2. Study the effect of a and q on the graphs defined by $y = a\sin\theta + q$; $y = a\cos\theta + q$ and $y = a\tan\theta + q$, for $\theta \in [0^\circ; 360^\circ]$. 3. Sketch graphs, find the equations of given graphs and interpret graphs. **Note**: Sketching of the graphs must be based on the observation of number 2 above.				100	63
14/06 – 22/06 (6 days)			**REVISION and JUNE TEST**	**JUNE TEST to cover the work done during Term 2.**	**JUNE TEST SBA weighting: 14**	**F**			

TERM 3									
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**DH: SIGNATURE AND DATE**	**% COM-PLETED**	
								Term	**Year**
18/07 – 31/07 (10 days)			**TRIGONO-METRY PART 3**	Solve two-dimensional problems involving right-angled triangles.				23	70
01/08 – 04/08 (4 days)			**STATISTICS (From Grade 9)**	Draw a variety of graphs to display and interpret data including: • bar graphs and double bar graphs • histograms with given and own intervals • pie charts • broken line graphs				33	73
07/08 – 11/08 (4 days)			**STATISTICS**	1. Revise measures of central tendency in ungrouped data. 2. Measures of central tendency in grouped data: Calculation of mean estimate of grouped data and identification of modal interval and interval in which the median lies. 3. Revision of range as a measure of dispersion and extension to include percentiles, quartiles, interquartile and semi- interquartile range.				42	76
14/08 – 18/08 (5 days)			**STATISTICS**	4. Five number summary (maximum, minimum and quartiles) and box and whisker diagram. 5. Use the statistical summaries (measures of central tendency and dispersion), and graphs to analyse and make meaningful comments on the context associated with the given data.				53	79

TERM 3 (continued)									
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**DH: SIGNATURE AND DATE**	**% COM-PLETED**	
								Term	**Year**
21/08 – 01/09 (10 days)			**PROBABILITY**	1. The use of probability models to compare the relative frequency of events with the theoretical probability. 2. The use of Venn diagrams to solve probability problems, deriving and applying the following for any two events A and B in a sample space S: • $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$; • A and B are mutually exclusive if $P(A \text{ and } B) = 0$; • A and B are complementary if they are mutually exclusive and $P(A) + P(B) = 1$; Then: $P(B) = P(\text{not } A) = 1 - P(A)$.				77	86
04/09 – 15/09 (10 days)			**FINANCE AND GROWTH**	1. Use the simple and compound growth formulae [$A = P(1 + in)$ and $A = P(1+i)^n$] to solve problems, including annual interest, hire purchase, inflation, population growth and other real-life problems. 2. Understand the implication of fluctuating foreign exchange rates (e.g. on the petrol price, imports, exports, overseas travel).	**TERM 3 TEST SBA weighting: 14**			100	94
18/09-28/09 (8 days)			**REVISION and SEPTEMBER TEST**	**SEPTEMBER TEST to cover the work done during Term 3.**	**SEPTEMBER TEST SBA weighting: 14**	**F**			

TERM 4								
NUMBER OF DAYS	**DATE STARTED**	**DATE COMPLETED**	**TOPIC**	**CURRICULUM STATEMENT**	**ASSESSMENT**	**F/IF?**	**DH: SIGNATURE AND DATE**	**% COM-PLETED**
10/10 – 18/10 (7 days)			**MEASUREMENT**	1. Revise the volume and surface areas of right-prisms and cylinders. 2. Study the effect on volume and surface area when multiplying any dimension by a constant factor *k*. 3. Calculate the volume and surface areas of spheres, right pyramids and right cones. • In case of pyramids, bases must either be an equilateral triangle or a square. • Problem types must include composite figures.	**TERM 4 TEST** **SBA weighting: 14**	**F**		
19/10-25/10 (5 days)			**NUMBER PATTERNS**	Investigate number patterns leading to those where there is a constant difference between consecutive terms, and the general term is therefore linear. **Do not use the formula** $T_n = a + (n-1)d$.				
26/10- 24/11 (20 days)			**REVISION and NOVEMBER EXAM**	**NOVEMBER EXAMINATION to cover all the work done during Terms 1, 2, 3 and 4.**	**NOVEMBER EXAMINATION**	**F**		

GR. 10 MATHEMATICS 2023 TEST and EXAMINATION SCOPE							
TERM 1		**TERM 2**		**TERM 3**		**TERM 4**	
MARCH TEST		**JUNE EXAM** **PAPER: 1**		**SEPTEMBER TEST**		**NOVEMBER EXAMINATION** **PAPER 1:**	
DURATION:	**1½ hours**	**DURATION:**	**1 hours**	**DURATION:**	**1½ hour**	**DURATION:**	**2 hours**
TOTAL MARKS:	**75**	**TOTAL MARKS:**	**50**	**TOTAL MARKS:**	**75**	**TOTAL MARKS:**	**100**
This test will consist of the following sections:		**This examination will consist of the following sections:**		**This test will consist of the following sections:**		**This examination paper will consist of the following sections:**	
Algebra Part 1 (Algebraic Expressions) **Algebra Part 3** (Equations and Inequalities)	35±3 marks	Algebra	25±3 marks	Finance and growth	15±3 marks	Algebraic expressions, equations (and inequalities) and exponents.	30±3 marks
		Functions and Graphs	25±3 marks	Probability	22±3 marks		
Algebra Part 2 (Exponents)	10±3 marks			Statistics	23±3 marks	Number patterns	15±3 marks
Trigonometry	30±3 marks			Trigonometry (2D problems involving right-angled triangles	15±3 marks	Functions and graphs	30±3 marks
						Finance, growth and decay	10±3 marks
						Probability	15±3 marks
		PAPER: 2				**PAPER 2:**	
		DURATION: 1 HOUR				**DURATION:**	**2 hours**
		TOTAL MARKS: 50				**TOTAL MARKS:**	**100**
		This examination will consist of the following sections:				**This examination paper will consist of the following sections:**	
		Euclidean Geometry	15±3 marks			Statistics	15±3 marks
		Analytical Geometry	10±3 marks			Analytical Geometry	15±3 marks
		Trigonometry, including trig. Functions	25±3 marks			Trigonometry	40±3 marks
						Euclidean Geometry and Measurement	30±3 marks

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MATHEMATICS GRADE 10 PROGRAMME OF ASSESSMENT 2023

SCHOOL: ……

EDUCATOR: ……

TERM	TASK	TOPIC(S)	MARKS * see footnote below	ASSESSMENT TOOL	WEIGHTING	DATE
1	Project/ Investigation				15	
	March Test				14	
2	Assignment				15	
	June Examination				14	
3	Test				14	
	Test				14	
4	Test				14	
SBA ASSESSMENT MARK					100	
END YEAR EXAMINATIONS	Examination	ALL TOPICS	2X 100 MARKS(P1&P2)	Memorandum		

NB: Test/Assignment/Investigation minimum (at least) 50 marks

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GR. …… MATHEMATICS
INSTRUMENT FOR PRE-ASSESSMENT MODERATION OF AN SBA TASK

TASK NAME:	**DATE:**
NAME OF DISTRICT:	**NAME OF SCHOOL:**
NAME OF EXAMINER:	**NAME OF MODERATOR:**

TECHNICAL CRITERIA	**Yes**	**No**	**Comment**
The question paper is neatly typed, and the font type and size are consistent throughout.			
The Name of the School, Time Allocation, Total mark, Name of Task and Date are clearly indicated.			
The Instructions to Candidates are clearly specified and comprehensive.			
The pages are numbered.			
The total mark per sub-question and per question are correctly indicated.			
Diagrams and graphs are clear, accurate and correctly labelled.			
The allocated time for the task is in line with the total marks of the task.			

CONTENT			
List the topics assessed in the task:	**Yes**	**No**	**Comment**
The content tested in the assessment task is in line with CAPS.			
The content tested in the assessment task adequately covers the targeted topics in the relevant grade.			
The task is measuring the skills and content it is intending to.			
Candidates are able to answer the questions in the allocated time.			
There is a correct distribution of marks according to the topic weightings in CAPS.			

DISTRIBUTION OF COGNITIVE LEVELS
Complete this section using the Cognitive Level grid submitted with the Draft Question Paper.

	Level 1	**Level 2**	**Level 3**	**Level 4**
% of marks per Cognitive Level according to the Examiner				
% of marks per Cognitive Level according to the Moderator				
Expected % of marks per Cognitive Level	20 ± 5	35 ± 5	30 ± 5	15 ± 5

	Yes	**No**	**Comment**
The distribution of marks per Cognitive Level is as expected.			
The task makes provision for different levels of difficulty.			

QUALITY OF INDIVIDUAL QUESTIONS	**Yes**	**No**	**Comment**
The questions are original (Repetition of questions from previous examinations is avoided.)			
The questions are error-free.			
Questions are following a progression from easy to difficult.			

MARKING GUIDELINE	Yes	No	Comment
The marking guideline is neatly typed and laid out clearly.			
The answers provided in the marking guideline are error-free.			
The marking guideline indicates the distribution of the marks within a question, and contains clarification notes.			
The mark allocation in the marking guideline is the same as that of the question paper, for all questions.			
The marking guideline allows for alternative responses.			

AREAS OF GOOD PRACTICE

CHALLENGES

FOLLOW-UP REQUIRED

	Yes	No
The SBA Task is approved.		
The SBA Task is provisionally approved.		
The SBA Task is not approved, and has to be resubmitted on the following date: …….		

NAME OF EXAMINER	SIGNATURE	DATE
NAME OF MODERATOR	SIGNATURE	DATE

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2023 GR. …… MATHEMATICS INSTRUMENT FOR POST-ASSESSMENT MODERATION OF AN SBA TASK

TASK NAME:	**DATE:**
NAME OF DISTRICT:	**NAME OF SCHOOL:**
NAME OF TEACHER:	**NAME OF MODERATOR:**

Complete the tables below after having re-marked 10% of learners' tasks.

	NAMES OF LEARNERS	**TASK TOTAL**	**MARK ALLOCATED BY TEACHER**	**MARK ALLOCATED BY MODERATOR**	**DIFFE-RENCE (+ or –)**
1.					
2.					
3.					
4.					
5.					

Explain the reasons for any differences in the marks allocated by the Teacher and the Moderator.

	Yes	**No**	**Comment**
Marking is done consistently with the Marking Guideline.			
The quality and standard of marking is acceptable.			
There is evidence of bunching of marks.			
There is evidence of inflation of marks.			
The diagnostic report is detailed and developmental.			
The diagnostic report has been discussed with the teacher and agreement has been reached on a way forward.			

Good practices / Areas of Concern / Recommendations and Follow-up required:

NAME OF TEACHER	SIGNATURE	DATE
NAME OF MODERATOR	SIGNATURE	DATE

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2023 GR. …… MATHEMATICS INSTRUMENT FOR MODERATION OF TEACHER AND LEARNER SBA FILES

TASK NAME:	**DATE:**
NAME OF DISTRICT:	**NAME OF SCHOOL:**
NAME OF TEACHER:	**NAME OF MODERATOR:**

TERM 1:

DOES THE TEACHERS SBA FILE CONTAIN THE FOLLOWING?		**Yes**	**No**	**Comment**
Table of Contents				
An updated ATP				
Programme of Assessment				
Marks sheets with marks correctly entered and converted.				
No "gaps" or zeroes on mark sheets without a valid reason or invalid reason letter present as well.				
A Subject Improvement Plan				
For **all** SBA Tasks:	• A Question Paper and Marking Guideline			
	• A Diagnostic Analysis Report			
	• A Post-Assessment Moderation Report			
For SBA Tasks **set at School Level** the following as well:	• A Pre-Assessment Moderation Report			
	• A Cognitive Level Grid			
	• History of Moderation of the task			

LEARNER FILES	**Yes**	**No**	**Comment**
Is there a Learner SBA File available for each learner?			
Does each Learner SBA File have an up to date Consolidation form?			
Has each learner signed the Declaration of Authenticity for Term 1?			

OVERALL FINDINGS AND RECOMMENDATIONS		
GOOD PRACTICES	**AREAS OF CONCERN**	**RECOMMENDATIONS**

SCHOOL LEVEL MODERATOR	**SCHOOL STAMP:**
NAME:	
DESIGNATION:	
SIGNATURE:	
DATE:	

TERM 2:

DOES THE TEACHERS SBA FILE CONTAIN THE FOLLOWING?		**Yes**	**No**	**Comment**
Table of Contents				
An updated ATP				
Programme of Assessment				
Marks sheets with marks correctly entered and converted.				
No "gaps" or zeroes on mark sheets without a valid reason or invalid reason letter present as well.				
A Subject Improvement Plan				
For **all** SBA Tasks:	• A Question Paper and Marking Guideline			
	• A Diagnostic Analysis Report			
	• A Post-Assessment Moderation Report			
For SBA Tasks **set at School Level** the following as well:	• A Pre-Assessment Moderation Report			
	• A Cognitive Level Grid			
	• History of Moderation of the task			

LEARNER FILES	**Yes**	**No**	**Comment**
Is there a Learner SBA File available for each learner?			
Does each Learner SBA File have an up to date Consolidation form?			
Has each learner signed the Declaration of Authenticity for Term 2?			

OVERALL FINDINGS AND RECOMMENDATIONS		
GOOD PRACTICES	**AREAS OF CONCERN**	**RECOMMENDATIONS**

SCHOOL LEVEL MODERATOR	**SCHOOL STAMP:**
NAME:	
DESIGNATION:	
SIGNATURE:	
DATE:	

TERM 3:

DOES THE TEACHERS SBA FILE CONTAIN THE FOLLOWING?		**Yes**	**No**	**Comment**
Table of Contents				
An updated ATP				
Programme of Assessment				
Marks sheets with marks correctly entered and converted.				
No "gaps" or zeroes on mark sheets without a valid reason or invalid reason letter present as well.				
A Subject Improvement Plan				
For **all** SBA Tasks:	• A Question Paper and Marking Guideline			
	• A Diagnostic Analysis Report			
	• A Post-Assessment Moderation Report			
For SBA Tasks **set at School Level** the following as well:	• A Pre-Assessment Moderation Report			
	• A Cognitive Level Grid			
	• History of Moderation of the task			

LEARNER FILES	**Yes**	**No**	**Comment**
Is there a Learner SBA File available for each learner?			
Does each Learner SBA File have an up to date Consolidation form?			
Has each learner signed the Declaration of Authenticity for Term 3?			

OVERALL FINDINGS AND RECOMMENDATIONS		
GOOD PRACTICES	**AREAS OF CONCERN**	**RECOMMENDATIONS**

SCHOOL LEVEL MODERATOR	**SCHOOL STAMP:**
NAME:	
DESIGNATION:	
SIGNATURE:	
DATE:	

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2023 GR. …… MATHEMATICS CLUSTER/DISTRICT MODERATION REPORT

NAME OF DISTRICT		**NAMES OF TEACHERS:**
NAME OF SCHOOL		
NAME OF CLUSTER		

Please note that the following colours are to be used in the moderation of Learner Evidence:
School level: GREEN
Cluster level: ORANGE
District level: PINK
Provincial level: BROWN

REPORT OF FIRST/SECOND/THIRD MODERATION:

TEACHER SBA FILE	**Yes**	**No**	**Comment**
The Teacher SBA File contains an updated ATP.			
The teacher implements and adheres to the Program of Assessment included in the file.			
There are Question Papers and Marking Guidelines for all SBA Tasks for the year up to now.			
There are SA-SAMS mark sheets containing learners' marks for each of the formal tasks.			
Marks have been correctly entered and correctly converted on the mark sheets.			
No "gaps" or zeroes on mark sheets without a valid reason or invalid reason letter included as evidence.			
Marks adjusted by School level moderator are indicated on the mark sheet and signed for by the moderator.			
There is evidence of bunching of marks.			
There is evidence of inflation of marks.			
A Post-Moderation Report has been completed for each task.			
There is a Diagnostic Report for each task.			
The Diagnostic Reports are detailed and developmental.			
A Subject Improvement Plan has been included.			

LEARNER SBA FILES	**Yes**	**No**	**Comment**
Does each of the Learner SBA Files available for moderation contain all the SBA tasks for the year up to now, arranged in an easily accessible way?			
Does each Learner SBA File have an up to date Consolidation form?			
Has each learner signed the Declaration of Authenticity for all the terms up to now?			

CLUSTER LEVEL MODERATION OF TASKS SET AT SCHOOL LEVEL	**Yes**	**No**	**Comment**
Are there Pre-Moderation Reports for all tasks set at school level?			
Has the History of Moderation been included for all tasks set at school level?			
TECHNICAL CRITERIA			
The question paper is neatly typed, and the font type and size are consistent throughout.			
The Name of the School, Time Allocation, Total mark, Name of Task and Date are clearly indicated.			
The Instructions to Candidates are clearly specified and comprehensive.			
The total mark per sub-question and per question are correctly indicated.			
Diagrams and graphs are clear, accurate and correctly labelled.			
The allocated time for the task is in line with the total mark of the task.			
CONTENT	**Yes**	**No**	**Comment**
The content tested in the assessment task adequately covers the scope and depth of the topics for CAPS in the relevant grade.			
There is a correct distribution of marks according to the topic weightings in CAPS.			
Candidates are able to answer the questions in the allocated time.			
COGNITIVE DEMAND AND LEVELS OF DIFFICULTY	**Yes**	**No**	**Comment**
The file contains a Cognitive Level grid for this task.			
The distribution of marks per Cognitive Level is as expected.			
The task makes provision for different levels of difficulty.			
QUALITY OF INDIVIDUAL QUESTIONS	**Yes**	**No**	**Comment**
The questions are original (Repetition of questions from previous examinations is avoided.)			
The questions are error-free.			
Questions are following a progression from easy to difficult.			
MARKING GUIDELINE	**Yes**	**No**	**Comment**
The marking guideline is neatly typed and laid out clearly.			
The answers provided in the marking guideline are error-free.			
The marking guideline indicates the distribution of the marks within a question, and contains clarification notes.			
The mark allocation in the marking guideline is the same as that of the question paper, for all questions.			
The marking guideline allows for alternative responses.			

MARK ALLOCATION ADJUSTMENTS:

	NAMES OF LEARNERS	TASKS MODERATED	TASK TOTAL	MARK A	MARK B	MARK C
1.						
2.						
3.						
4.						
5.						

NB: MARK A: ALLOCATED BY TEACHER
MARK B: ALLOCATED BY SCHOOL LEVEL MODERATOR
MARK C: ALLOCATED BY CLUSTER/DISTRICT MODERATOR

Comment on deviations in marks allocated:

OVERALL FINDINGS AND RECOMMENDATIONS		
GOOD PRACTICES	**AREAS OF CONCERN**	**RECOMMENDATIONS**

	CLUSTER MODERATOR	CLUSTER COORDINATOR
Name		
School		
Signature		
Date		

NAME OF SUBJECT ADVISER	COMMENTS	DATE	SIGNATURE

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2023 GR. …… MATHEMATICS
DIAGNOSTIC ANALYSIS OF PERFORMANCE IN AN SBA TASK

NAME OF SCHOOL:	**NAME OF MODERATOR:**
NAME(S) OF TEACHER(S):	
TASK NAME:	**DATE WRITTEN:**

SUMMARY OF PERFORMANCE BY LEARNERS				
Rating Code	Mark obtained as %	Number of Learners	TOTAL NO. OF LEARNERS:	
7	80 – 100			
6	70 – 79		NO. OF LEARNERS PASSING (levels 2 to 7):	
5	60 – 69			
4	50 – 59		PASS PERCENTAGE:	
3	40 – 49			
2	30 – 39		AVERAGE % OBTAINED:	
1	0 – 29			

DIAGNOSTIC ANALYSIS:

- Select learners' scripts for analysis as follows:
  - Scripts of 10% of the learners, but a minimum of 10 scripts.
  - An equal distribution of low performance, average performance and high performance.
- For this sample of scripts:
  - Record the marks obtained per question and calculate the average mark per question.
  - Calculate the average total mark and % obtained for the question paper. Record that below:

Average total mark		Average % obtained	

  - Identify the questions where learners have performed poorly and then complete the table on the next page.
    The reasons for poor performance could relate to teaching, learning or both, or other factors.

QUESTIONS IN WHICH LEARNERS PERFORMED POORLY						
Question no. and Topic	Total marks	Ave. mark	Ave %	Description of specific errors	Reasons for poor performance	Remedial Measures
SIGNATURE(S) OF TEACHERS:						**DATE:**

COMMENTS BY MODERATOR:			
SIGNATURE OF MODERATOR:	**DATE:**	**SIGNATURE OF TEACHER:**	**DATE:**

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GR. 10 – 12 MATHEMATICS

TRACKING LEARNER PERFORMANCE 2023

NAME OF DISTRICT: ……..

NAME OF SCHOOL: ……

GRADE	2022 Pass %	2023 Target for Pass %	Common Test/Exam	ALL LEARNERS			PROGRESSED LEARNERS		
				No. written	No. passed	Pass percentage	No. written	No. passed	Pass percentage
12			MARCH						
			JUNE						
			SEPT.						
11			MARCH						
			JUNE						
			SEPT.						
			NOV.						
10			MARCH						
			JUNE						
			SEPT.						
			NOV.						

	TEACHER			DEPARTMENTAL HEAD			SCHOOL STAMP
	Name	Signature	Date	Name	Signature	Date	
MARCH							
JUNE							
SEPT.							
NOV.							

MATHEMATICS GRADE 10

SBA CONSOLIDATION FORM

2023

NAME OF LEARNER:

NAME OF TEACHER:

NAME OF SCHOOL:

TERM 1	1.	INVESTIGATION / PROJECT		15
	2.	TEST		14
TERM 2	3.	ASSIGNMENT		15
	4.	JUNE EXAMINATION		14
TERM 3	5.	TEST		14
	6.	TEST		14
TERM 4	7.	TEST		14
			TOTAL:	100

I declare that the above SBA tasks were done by me, and the marks indicated above are authentic.

Name:	Term 1	Term 2	Term 3	Term 4
Date:				
Signature:				

PROVINCE OF KWAZULU NATAL
DEPARTMENT OF EDUCATION
PROVINCIAL EXAMINATIONS AND ASSESSMENT

ANNEXURE 1

DECLARATION OF AUTHENTICITY: TO BE COMPLETED BY THE LEARNER

NAME OF SCHOOL	
NAME OF LEARNER (Full name(s) and surname)	
EXAMINATION NUMBER (Where applicable)	
NAME OF EDUCATOR	

I hereby declare that all pieces of writing contained in this evidence of performance are my own original work and that if I have made use of any resources, I have acknowledged sources.

ABSENCE:

- I agree that should I miss a component of School –Based Assessment (SBA) without a valid reason, I will be awarded a zero mark ("0") for such component.
- I shall endeavor to be present for all tests and examinations and should this be impossible, I shall provide evidence for my absence.

I am aware that frequent absence from school may result in my School-Based Assessment being affected.

I agree that if it is proved that I have engaged in copying information from publications, electronic media and from previous candidates' work or I have engaged in any fraudulent activities in connection with my SBA task(s), then I could forfeit the marks for this assessment.

_____ _____
CANDIDATE'S SIGNATURE DATE

As far as I know, the above declaration by the learner is true and I accept that the work offered is his or her own.

_____ _____
TEACHER'S SIGNATURE DATE