



**DEPARTMENT OF EDUCATION
DIRECTORATE: ASSESSMENTS**

**ASSESSMENT GUIDELINE
No. 01 of 2022**

TOPIC : GUIDELINE FOR THE MODERATION OF THE 2022 SCHOOL BASED ASSESSMENT (SBA) FOR THE NATIONAL SENIOR CERTIFICATE.

TO : DISTRICT DIRECTORS
CES CLI
DCES: FET SUBJECT COORDINATORS
CIRCUIT MANAGERS
DISTRICT ASSESSMENT OFFICIALS
DISTRICT SUBJECT ADVISORS
PRINCIPALS OF SCHOOLS
TEACHER ORGANISATIONS AND UNIONS

ENCLOSURES : Annexure A : SBA Moderation Management Plan

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MEMORANDUM

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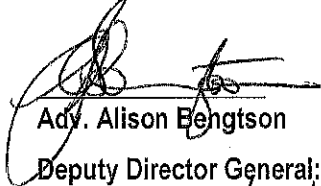
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FROM : ADV. ALISON BENGTON
DDG: CMD

SUBJECT: GUIDELINES FOR THE MODERATION OF SCHOOL BASED ASSESSMENTS (SBA)
FOR THE NATIONAL SENIOR CERTIFICATE.

This Assessment Guideline serves to inform Heads of Institutions and District Offices of the guidelines regarding the moderation of SBA for the 2022 National Senior Certificate Examinations.

Regards



Adv. Alison Bengtson

Deputy Director General: Curriculum Management and Delivery

Date: 10/2/2022

Together, moving Gauteng region forward

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GUIDELINES FOR THE MODERATION OF SCHOOL BASED ASSESSMENTS (SBA) FOR THE NATIONAL SENIOR CERTIFICATE

1. INTRODUCTION

Moderation is the quality assurance and control process aiming at ensuring that assessment is accurate, consistent and fair. It also entails a programme which ensures that assessment procedures, practices and the scores awarded to learners are valid, fair and reliable. The moderation of SBA should yield timely, specific, relevant and informative feedback to learners, teachers and schools on the status of school-based tasks and the implementation of recommendations.

2. LEGISLATIVE FRAMEWORK

- 2.1. National Education Policy Act, 1996 (Act No 27 of 1996).
- 2.2. South African Schools Act, 1996 (Act No 84 of 1996).
- 2.3. Regulations pertaining to the Conduct, Administration and Management of assessment for the National Senior Certificate, published in the Government Gazette No. 31337, Volume 518 of 29 August 2008 as amended.
- 2.4. Curriculum and Assessment Policy Statements (CAPS) for all approved subjects.
- 2.5. Revised National Protocol for Assessment.
- 2.6. Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the Employment of Educators Act, 1998 (Act No.76 of 1998) and the regulations made in terms of the Act (Chapter E).
- 2.7. Circular S4 of 2017: Erratum to the use of oral marks for both the School Based Assessment and the Examinations for Grades 10 – 12.

3. PURPOSE

- 3.1 This guideline seeks to provide the procedures and processes of SBA Moderation for the 2022 National Senior Certificate Examination to all the Heads of Institutions and District Offices.

4. SCOPE

- 4.1 School Based Assessment (SBA) comprises different forms of assessments which are conducted by the teacher at school level. This includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, classwork pieces, tests and examinations. In subjects with a practical component, SBA includes assessment of the practical skills and in the case of languages, assessment of the oral skill.
- 4.2 SBA constitutes 25% of the final promotion mark in all subjects offered as part of the National Senior Certificate (NSC).
- 4.3 In Life Orientation (LO) the larger component of the final promotion mark is school based (80%) and external assessment which is referred to as Common Assessment Task (CAT), constitutes 20%.
- 4.4 For administrative purposes, Practical Assessment Tasks (PATs) are externally set but administered, assessed and marked by the teacher.

- 4.5 The SBA for languages amounts to 25% while the oral component counts 12,5% of the 75% examination mark. The Language Oral Assessment (LOA) component mark should be recorded in the SA SAMS working mark sheet. In the case of Grade 12 learners, separate computer-generated mark sheets will be provided for both SBA and Oral components.
- 4.6 The moderation of SBA should be conducted at School, Circuit/Cluster, District and Provincial levels.
- 4.7 The composition of SBA for each subject is detailed in the relevant CAPS documents.

5. MODERATION PROCESS

Schools and Districts must fully moderate each block of assessment to ensure that School Based Assessments are in line with the National standards. The moderation process should be incorporated into the planning of teaching, learning and assessment processes of the school. The following stages of moderation should be adhered to at school level before any moderation could be conducted by a Teacher Moderator or a Provincial Moderator:

5.1 *Pre-assessment moderation*

Pre-assessment moderation is the process of quality assuring a task prior to it being administered to the learners. This must be conducted by the Departmental Heads (DH)/ senior teacher at the school or the District Subject Advisor (DSA).

Pre-assessment moderation must ensure that the assessment instruments:

- a) Have clearly articulated instructions and questions that are appropriate, fair and unambiguous.
- b) Enable learners to provide evidence corresponding to the stated learning outcomes.
- c) Are pitched at the appropriate cognitive level.
- d) Are aligned to the assessment criteria.
- e) Are free of any bias.
- f) Are accompanied by marking guidelines/memoranda that provide a range of evidence and alternative responses required to ensure consistency.

Where methods of assessment have been altered to meet the requirements of different modes of delivery, these assessment tasks must be moderated to ensure reliability.

5.2 *On Task moderation*

- a) This process occurs while the assessment process is taking place to ensure the accuracy and consistency of work allocation.
- b) The HoD / senior teacher / DSA should conduct this moderation particularly during practical and language oral assessments.
- c) The process must ensure that all the resources required to complete the task are available.
- d) The moderation process must ensure that the assessment instruments are administered in a fair and conducive conditions.
- e) It is during this stage of moderation that teachers must share their expectations and understanding of assessment standards with each other to make consistent and credible judgements on learner performance.

5.3 **Post-assessment moderation**

Post assessment moderation involves the moderation of completed learner evidence of work, which has already been assessed and marked to verify the accuracy, consistency and comparability of results and providing feedback on judgement of assessment.

After moderation has been completed, the DH/senior teacher/DSA must provide feedback to the teacher and the learners. The findings/feedback entail the identification of issues related to learner performance, curriculum coverage, teaching, marking, learning and quality of assessment. Feedback must be used as a platform to discuss recommendations in order to enhance future assessments programmes.

5.3.1 At this phase, the moderator must:

- a) Monitor consistency of marking and record the findings.
- b) Check the results and decisions of the teacher for consistency.
- c) Provide appropriate and necessary support, advice and guidance to teachers.
- d) Liaise with external moderators on the findings generated from moderated records.
- e) Provide immediate moderation feedback to all parties during a meeting and complete a post moderation report.

6. **MODERATION APPROACH**

The Gauteng Department of Education employs an integrative pyramidal approach to the improvement of SBA administration across all levels of operation, that is, at the School, Circuit/Cluster, District and Provincial levels. This pyramidal approach to moderation is based on the developmental and operational elements required to ensure that all SBA standards are consistently applied across all schools.

The developmental elements include the implementation of the moderators and DSAs' recommendations with the aim of improving the standards of assessment practices in schools. The operational elements of this model encompass the moderation process that cut across the four levels of moderation. These elements provide the much needed feedback to the system in the form of reports that indicate areas for improvement, uniform interpretation and application of standards to ensure consistency of assessments.

The moderation of SBA should be conducted at each of these levels to:

- a) Confirm the validity, fairness and practicability of the assessment instruments.
- b) Establish whether assessments are conducted in a fair and consistent manner.
- c) Establish the reliability and fairness of the assessment score.
- d) Provide feedback on the moderation findings with a view to improve the quality of SBA.

The moderation of school based assessment, at all levels of operation, will focus on the moderation of assessment tasks/instruments, marking, use of marking guideline/memorandum, learner evidence of performance and content presentation.

6.1 **MODERATION PROCEDURE**

6.1.1 **Moderation of Assessment instruments/tasks**

- a) All assessment tasks for all subjects must be moderated by the HOD or Senior Teacher at school, prior to its administration.

- b) Moderation of the assessment instruments should ensure that the:
 - i. The assessment tasks are aligned to the assessment criteria for each subject.
 - ii. The instructions relating to the assessment tasks are clearly stated.
 - iii. The content is relevant to what the learners have been exposed to.
 - iv. The assessment tasks are free of any form of bias and ambiguity.
 - v. The language is proportional to the language level of the learners for which it is designed; and
 - vi. The distribution of cognitive levels is consistent with the policy prescriptions.
- c) The moderation of subjects with a practical or an oral assessment component will be conducted in accordance with the criteria outlined in the Practical Assessment Task and Official Languages' assessment guidelines.
- d) The moderator must also ensure that every assessment task is accompanied by a detailed marking guideline, which is accurately formulated and contain provision for various alternatives that may be provided, especially during the memorandum discussion.
- e) The moderators' comments must be incorporated into the assessment instrument and changes must be made before it is administered.
- f) The **HISTORY** (copies of previous changes, adjustments and acceptance) of the moderated assessment instrument must be available on request by the relevant authorised official.

6.1.2 **Moderation of marking**

- a) Moderation of the marking of learner evidence of performance is undertaken to ensure that the marking guideline is consistently applied by the teacher.
- b) Moderation of marking should ensure that the marking guideline accommodates relevant alternative responses.
- c) Moderators should identify any form of shadow and/or global marking.

To enhance the quality of moderation the following moderation methods can be considered:

- i. **Double Marking:** Involves two different teachers, moderating the same learner evidence of performance, where the original marks and comments given are discussed and agreed upon by the two moderators.
- ii. **Panel Marking:** Occurs independently but concurrently, conducted by two or more markers/moderators. It may be used for short-lived assessment work such as oral presentations and practical assessments.
- iii. **Exchange Marking:** Requires two moderators to exchange certain pieces of learners' work for marking, so that (for example) a teacher or DSA in a different school/ district marks the evidence of work of a learner from another school/circuit/district and vice versa.
- iv. **Consensus Moderation:** Where moderators come together and individually mark a selection of tasks and then compare outcomes. This method is useful for large cohorts to assist in common application of standards.

6.1.3 **Moderation of learner evidence of work**

- a) Learner evidence of work must be moderated at School, Circuit/Cluster, District and Provincial levels.
- b) At **School level** a minimum of **10%** of learner evidence of work, for each assessment task, must be moderated by the HoD or senior teacher. The sample must be representative of **High, Middle and Low performance**.
- c) Where 10% constitutes a large number, no more than **10** learner evidence of formal assessments should be moderated. Where there are fewer than **6** learners, all learners' work must be moderated.
- d) At **Circuit/Cluster level**, a minimum of **10%** of learners' work may be moderated among teachers/schools during this moderation.

- e) At the **District and Provincial level**, a minimum of 6 learners' work must be moderated. The maximum number of learner files to be submitted for Provincial Moderation is **10** per school. The sample must be selected from the following categories of performance:
 - i. Above average;
 - ii. Average; and
 - iii. Below average.
- f) A written report on the findings of the moderation process must be provided by officials involved in the various levels of moderation with a view to improve quality of the assessment practices within the system.
- g) The report must focus on the findings, challenges and recommendations based on the criteria stipulated in the moderation instruments.

6.2 CONDUCTING MODERATION AT DIFFERENT LEVELS

6.2.1 Moderation modalities

In order to comply with the demands of the Fourth Industrial Revolution (4IR) and principles of Growing Gauteng Together (GGT), the Gauteng Department of Education has adopted a hybrid model for moderation of SBA, that is conventional and electronic moderation. The gradual introduction of electronic SBA moderation will be done in selected subjects across the 15 districts of the province. The hybrid model must be practiced at all the levels of moderation.

6.2.2 School Moderation

Moderation of SBA at school level will be undertaken in the following manner:

- a) The principal must ensure that all teachers develop a formal programme of assessment which must be consolidated into the formal school assessment plan.
- b) The assessment plan must be communicated to learners and parents within the first two weeks of the new academic year.
- c) The school must take full responsibility for moderation and monitoring of SBA.
- d) A record must be kept of all assessment tasks and evidence of each individual learner and teacher's work as prescribed in Curriculum and Assessment Policy Statements (CAPS) for all approved subjects in the National Senior Certificate (NSC): a Qualification at Level 4 on the National Qualification Framework (NQF).
- e) At each School Assessment Team (SAT) meeting, the HOD must report on the moderation findings during that period.
- f) The principal must ensure that all irregularities discovered during the moderation process are resolved by the School Assessment Irregularities Committee (SAIC) and reported at the SAT meeting.
- g) A parallel report highlighting the irregularities must be sent to the District Assessment Irregularities Committee (DAIC) at the District Office.
- h) Moderation findings must be reported to the relevant officials within the stipulated time frames with a view to improve the quality of assessments.

6.2.3 **Circuit/Cluster Moderation**

- a) At circuit/cluster level the moderation of sample learner performance must be conducted by teachers who are teaching that subject.
- b) No school must moderate its own sample during circuit/cluster moderation.
- c) The DSA must supervise and provide professional guidelines on how to conduct moderation.
- d) Each subject in each circuit/cluster must have a senior teacher who will generate a report after the moderation.
- e) The DSA will consolidate reports from various circuit/clusters in the District and develop a composite report with corrective measures to be implemented.
- f) All schools must be moderated at the circuit/cluster level with a focus on term tasks as prescribed in the relevant CAPS documents using subject specific moderation tools.

6.2.4 **District Moderation**

Moderation will be conducted in three phases as follows:

- a) All subjects across all districts will be allocated Teacher Moderators (TM).
- b) The **Director for Assessments** will be responsible for the appointment of the Teacher Moderators.
- c) Each Teacher Moderator will be assigned \pm 10 schools.
- d) The **CAT/IT** and **Tourism** Teacher Moderators will be allocated 5 schools each to cater for both SBA and PAT moderation.
- e) The outcome of the moderation process will be communicated to schools to ensure that the variance between the SBA marks and the examination marks is managed.
- f) The subject report must highlight the standard of the assessment instruments constructed, standard of marking and standard of learners' performance.
- g) The HOD or the senior teacher and the District Subject Advisor must monitor the implementation of the moderator's recommendations.
- h) The report should identify schools that are struggling in the implementation of specific SBA components and recommend on-site visit by the subject advisor.
- i) SBA marks that are above the acceptable tolerance range of 10% must be reported to the Province for correction.
- j) The Subject Advisor should:
 - i. Take responsibility for the moderation of SBA across all schools in the district.
 - ii. Follow up on moderators' reports regarding schools that are experiencing problems with the implementation of SBA. This will include acting on the recommendations made by the moderator.
 - iii. Provide support to ensure that recommendations are implemented as required.
- k) Incorrect calculations, underscoring, inflated SBA marks of learners from individual schools must only be changed by the subject advisor, based on the recommendation provided by the moderator.
- l) Moderation at district level must be conducted according the following criteria:

No. of schools per subject	Grades to be moderated	No. of Learner Evidence of Performance per subject	Moderator	Categories of sample	Sampling criteria include, but not limited to
4 schools 5 schools	Grade 10 Grade 11	6 LEP per school 6 LEP per school	DSA	2 above average 2 average 2 below average	a. Schools with rejected SBA b. Schools performing below 65 % c. School performing above 85%
All schools	Grade 12	6 LEP per school	TM		
15 schools	3 Grades	90 LEP		6	

- m) Different Subject Advisors may sample different schools for moderation at District Level
- n) Schools that were sampled in phase 1 District moderation **may** be exempted from phase 2 moderation based on the quality of the SBA practices in that school.
- o) Moderation must be conducted in accordance with the provincial management plan.
- p) Moderation may be centralised decentralised or conducted online.
- q) The district must notify the Assessments Directorate of any moderation modality to be followed.
- r) Teacher moderators will conduct moderation at the end of each term.

7. PROVINCIAL MODERATION

Moderation at this level is a pre-requisite of the Department of Basic Education and Umalusi (external quality assurance body). The Province will appoint Provincial Moderators to moderate a sample of learner evidence of work from selected schools across all the districts. The Provincial Moderators will be provided with a set of criteria, in each subject, that will be used in each phase of moderation. The Province will employ the moderation methods outlined below to ensure that appropriate methods are used to uphold the credibility and integrity of internal assessments:

7.1 Methodology

The Provincial moderation of SBA will be conducted for sampled schools from the 15 districts reflected in learner performance. The samples, drawn from 10 schools across the 15 Districts, will cover low, medium and high scores. The Provincial moderation method will be two pronged:

- a. **Qualitative moderation** – this will mainly involve compliance moderation to check the task completion and adherence to CAPS chapter 4 requirements.
- b. **Analytical moderation** – this will entail question, item and error analysis of individual scripts to provide in-depth understanding of the range of responses, to note the strengths, weaknesses and provide recommendations for improvements. Particular attention will be given to common errors and misconceptions identified in the learners' responses.

7.2 Phases of Provincial Moderation

- a) Provincial Moderation will be conducted in two phases as follows:
 - i. **Phase one** will focus on term one and two as a verification process of District moderation.
 - ii. **Phase two** moderation will concentrate on term three tasks, with a special focus on the Preparatory Examination. This phase will also include the analytical moderation of the ten critical subjects to determine the comparability and consistent application of assessments standards.

- b) The Assessments Directorate will:
 - i. Draw up a Provincial moderation management plan.
 - ii. Coordinate the selection and appointment of Provincial moderators.
 - iii. Arrange the submission of assessment tasks with the District Assessment Official.
 - iv. Ensure that learner evidence of performance, which is representative of all the selected schools in the subject, is moderated.
 - v. Issue composite provincial moderation reports to districts and schools.
- c) The roles and responsibilities of appointed provincial moderators will be to:
 - i. Quality assure the learner evidence of work that was moderated at district level.
 - ii. Moderate outside office hours (including weekends).
 - iii. Complete a report on the quality of the moderation and submit it to the Moderation Sub-Directorate.
 - iv. Provide Diagnostic report after each phase of moderation.
- d) The selected schools will be required to submit samples of learner evidence of performance that were not moderated in phase 1 Provincial moderation.
- e) The appointed provincial moderators will quality assure assessment tasks of another district.
- f) Learner subject performance, in the previous years, will be used to determine if there is a need for adjustment of marks.
- g) Each subject moderator will develop a report on the findings of the moderated subject. The report will then be collated. All collated reports will be submitted to the DCES Moderation by **04 November 2022**.
- h) The report will assist in the prediction and management of variance between marks for SBA and Examination results.
- i) Moderation should be scheduled to take place within the periods outlined in Annexure B.

8. General Requirements

8.1 Recording of learners' marks

- a) Learner performance must be recorded in accordance with the *National Protocol for Assessment Grade R-12 and Section 4 of the Curriculum and Assessment Policy Statement* in all subjects listed in the *National Curriculum Statement Grade R-12*.
- b) The teacher record of assessment must:
 - i. Include a complete record of assessment in that subject;
 - ii. Be maintained by the teacher for every subject taught in respect of the National Senior Certificate;
 - iii. Be available for monitoring and moderation purposes at every level, and all reports presented at the School Assessment Team (SAT) meetings must be filed in the teacher's file.

8.2 Colour of pens

Moderation (re-marking)	Conducted by	Colour of Pen
Teacher's original assessment	Subject Teacher	Red
School moderation	Head of Department	Black
Circuit/cluster moderation	DSA/ Senior Teacher	Brown
District moderation	Teacher Moderator District Subject Advisor	Green
Provincial moderation	Provincial Moderator	Purple
	Provincial Senior Moderator	Orange
	Provincial Chief Moderator	Pink



2022 SBA MODERATION MANAGEMENT PLAN

Date	Activity	Responsibility
24 January 2022	Issue memorandum on 3 months window period for Grade 12	Moderation Sub-directorate
26 January 2022	Issue Assessment Guideline on the Moderation of SBA Issue a Memorandum on SBA moderation annexures Issue Assessment Instruction on TM and PM applications	Moderation Sub-directorate
11 February 2022	Submission of composite Annexure K 2 (management plan) to the Moderation Sub-directorate	District Assessment Officials
11-13 February 2022	Post Assessment Moderation of Nov 2021 SBCT	Moderation Sub-directorate
17 February 2022	Submission of Post Assessment Moderation reports for Nov 2021 SBCT	SBCT Chief Moderators
04 March 2022	Closing date for application of Teacher and Provincial Moderators	District Assessment Officials
28 February – 17 March 2022	SBA Standard Setting Meetings Mediation of SBA Diagnostic reports, rejected SBAs, Oral reports and mitigations	Moderation Sub-directorate
07 – 11 March 2022	Selection of Teacher Moderators	District Subject Advisors District Assessment Officials
14 - 17 March 2022	Submission of Annexure K, Teacher Moderator's and Provincial Moderator's application forms	District Assessment Officials
05 – 08 April 2022	Training of Teacher Moderators	District Subject Advisors District Assessment Officials Assessment Directorate
09 – 30 April 2022	Grade 10-12 Phase 1 moderation of SBA Complete record of moderation (Annexure C) kept at District	District Subject Advisors Teacher Moderators
13 May 2022	Phase 1 moderation reports (Annexure L and M) submitted to the Moderation Sub-directorate	District Assessment Officials
03-13 May 2022	SBA school support visits	Assessment Directorate
16 – 20 May 2022	Training of GET & FET HODs	Moderation Sub-directorate
23 – 29 May 2022	Pre-Assessment Moderation of SBCT	SBCT moderators
03 June 2022	Submission of Pre-Assessment Moderation reports for SBCT	SBCT Chief Moderators
06 – 10 June 2022	Desktop verification of Gr 10 & 11 Oral assessment and marks	Moderation Sub-directorate
As per DBE & Umalusi management plan	DBE Moderation and Umalusi Verification	DBE & Umalusi
23 July – 06 August 2022	Grade 10-12 Phase 2 moderation of SBA Complete record of moderation (Annexure C) kept at District	District Subject Advisors District Assessment Official
19 August 2022	Phase 2 moderation reports (Annexure L and M) submitted to the Moderation Sub-directorate	District Assessment Officials
27 – 28 August 2022	Phase 1 Provincial Moderation of SBA	Moderation Sub-directorate
09 September 2022	Phase 1 Provincial Moderation reports (Annexure 5)	Provincial Chief Moderators
10 – 11 September 2022	Post Assessment Moderation of SBCT	Moderation Sub-directorate
16 September 2022	Submission of Post Assessment Moderation reports for SBCT	SBCT Chief Moderator
12 – 16 September 2022	District Quality Assurance of Oral marks and Signing- off computerised mark sheets	District Subject Advisors District Assessment Official

As per DBE & Umalusi management plan	DBE Moderation and Umalusi Verification	DBE & Umalusi
14 – 16 October 2022	Phase 3 District moderation of SBA for selected schools Collection of Teacher Moderator claim forms	District Subject Advisors District Assessment Official
21 – 23 October 2022	Phase 2 Provincial Moderation of SBA and LO CAT	Moderation Sub-directorate
18 – 28 October 2022	District Quality Assurance of marks and Signing-off computerised mark sheets	District Subject Advisors District Assessment Official
28 October 2022	Phase 3 District moderation reports submitted to the Moderation Sub-directorate	District Assessment Officials
04 November 2022	Phase 2 Provincial Moderation reports (Annexure 5)	Provincial Chief Moderators
18 – 20 November 2022	Pre Assessment Moderation of SBCT	Moderation Sub-directorate
25 November 2022	Submission of Pre-Assessment Moderation reports for SBCT	SBCT Moderators
14 – 18 November 2022	Submission of NOL portfolios to Moderation Sub-directorate	District Assessment Official
Submission of computerised mark sheets to Moderation Sub-directorate		
19 – 23 Sept 2022	Oral	District Assessment Official
31 Oct – 4 Nov 2022	SBA and LO CAT	District Assessment Official
07 – 09 November 2022	PAT	District Assessment Official
October - December 2022	Mopping up of Oral, SBA, LO CAT and PAT	Provincial Subject Coordinators
January 2022	Composite report on SBA to schools	Moderation Sub-directorate Provincial Subject Coordinators