



MEMORANDUM

TO : DISTRICT DIRECTORS [INFORMATION]
CES (CURRICULUM) [ACTION]
DISTRICT FET CURRICULUM CO- ORDINATORS [ACTION]
DISTRICT ASSESSMENT OFFICIALS [ACTION]
DISTRICT SUBJECT ADVISORS [ACTION]
TEACHER ORGANISATIONS AND UNIONS
RELEVANT NON-GOVERNMENTAL ORGANISATIONS

FROM : PREM GOVENDER

DATE : 10 February 2011

SUBJECT : GUIDELINES FOR ASSESSMENT AND MODERATION OF ORAL COMMUNICATION FOR ALL OFFICIAL LANGUAGES OFFERED IN THE 2011 NATIONAL SENIOR CERTIFICATE EXAMINATION AT HOME, FIRST AND SECOND ADDITIONAL LANGUAGE LEVELS

This Examination Instruction serves to inform Heads of Institutions and District Offices of the guidelines for assessment and moderation of oral communication for all official languages offered in the National Senior Certificate Examination at Home, First and Second Additional Levels.

Districts are required to ensure that schools comply with all requirements for the assessment and moderation as reflected in this Examination Instruction.

Your co-operation in this matter is appreciated

Yours in Education

Prem Govender
Director: Examinations & Assessment
Date:

Making education a societal priority



**GAUTENG DEPARTMENT OF EDUCATION
DIRECTORATE: EXAMINATIONS AND ASSESSMENT**

**EXAMINATION INSTRUCTION
No. 08 of 2011**

- DATE** : 20 FEBRUARY 2011
- TOPIC** : **GUIDELINES FOR ASSESSMENT AND
MODERATION OF ORAL COMMUNICATION FOR ALL
OFFICIAL LANGUAGES OFFERED IN THE 2011
NATIONAL SENIOR CERTIFICATE
EXAMINATION AT HOME, FIRST AND
SECOND ADDITIONAL LANGUAGE LEVELS**
- TO** : **DISTRICT DIRECTORS
CES (CURRICULUM)
DISTRICT FET CURRICULUM CO-ORDINATORS
DISTRICT LANGUAGE ADVISORS
DISTRICT ASSESSMENT OFFICIALS
DISTRICT ASSISTANT DIRECTORS: EXAMINATION
PRINCIPALS OF SCHOOLS
TEACHER ORGANISATIONS AND UNIONS
RELEVANT NON-GOVERNMENTAL ORGANISATIONS**
- ENCLOSURES** : Annexure A: Management plan: Oral moderation Time Frames
Annexure B: School information cover sheet
Annexure C: School checklist with declaration
Annexure D 1: Mark distribution statistics Home Languages (HL)
Annexure D 2: Mark distribution statistics First Additional
Languages (FAL)
Annexure D 3: Mark distribution statistics Second Additional
Languages (SAL)
Annexure E: Mark sheet per class – (HL)
Annexure F: Mark sheet per class – (FAL)
Annexure G: Mark sheet per class – (SAL)
Annexure H1: Candidates information sheet (HL & FAL)
Annexure H2: Candidates information sheet (SAL)
Annexure I: School moderator's (HOD/ Subject Head) report
Annexure J: Oral Moderation Leader's /Provincial moderator's report
Annexure K: Criteria for oral assessment and moderation
Annexure L: List of Oral Moderators 2011
Annexure M: Appeal form
Annexure N: Composite District Management Plan
- EQUIRIES** : **TEL : 011 355 0781**
FAX : 011 355 0590
E-MAIL : renske.pieterse@gauteng.gov.za

GUIDELINES FOR ASSESSMENT AND MODERATION OF ORAL COMMUNICATION FOR ALL OFFICIAL LANGUAGES OFFERED IN THE NATIONAL SENIOR CERTIFICATE EXAMINATION AT HOME, FIRST AND SECOND ADDITIONAL LANGUAGE LEVEL

1. PURPOSE

- 1.1 A management plan with important dates for the implementation of oral assessment is included (Annexure A). **This annexure will be revised annually and will be sent to schools at the beginning of each year.**
- 1.2 All the necessary forms and information are supplied as annexures.
- 1.3 For the purpose of this moderation of oral communication, the language cluster groups for the different official languages in the districts, will continue to form the basis for moderation. Oral moderation leaders appointed for this purpose will ensure that the moderation is carried out according to national requirements.

2. LEGISLATIVE FRAMEWORK

If needed, please refer to legislative framework in Circular 1 of 2009, as well as applicable national regulations and policy documents.



MANAGEMENT PLAN: ORAL MODERATION TIME FRAMES FOR 2011			
No	Aspect	Whose responsibility	Due Date/s
1	District workshops and briefing of oral moderation leaders, language HODs and language educator representatives on the oral requirements for 2011/ongoing support/training of language HODs from schools	FET Curriculum Language Coordinators at districts	14 -18 March 2011
2	Ongoing support/training of language educators at schools	Language HOD/ Language Oral moderation leaders' Monitored by District FET Language Advisors	Ongoing
3	Submission of a detailed composite District moderation management plan for all language, showing details of oral moderation(see Annexure N)	District FET Language Advisors	11 April 2011
4	Assessment of all Grade 12 language candidates (ongoing)	Language educators	15 June 2011
5	Internal school moderation (ongoing)	Language HOD Monitored by District FET Language Advisors	Ongoing
6	Submission of working mark sheets and statistical analysis sheets to the District Language Advisors	Language HOD; monitored and controlled by the School Principal	As per District Management Plan
7	Oral Moderation and District/Provincial Monitoring	Oral moderation leaders, District Language Advisors and Monitored by Head Office FET Curriculum Language Coordinators and Moderation Unit	From 25 July 2011 until 02 September 2011
8	Submission of Annexure L to the Moderation Unit electronically.	District FET Language Advisors	30 July 2011
9	Adjustment of marks on working mark sheets, if any, by oral moderation leaders' and District Language Advisors, Submission of oral moderation leaders' reports	Oral moderation leaders District Language Advisors	As per District Management Plan
10	Submission of completed travel claim forms by oral moderators leaders, to Head Office	District FET Language Advisors, District Language Coordinator Exams and Assessment Directorate	9 September 2011
11	Submission of all adjusted, moderated working mark sheets and computer - generated mark sheets together with reports from oral moderation leaders' to the District Language Advisors. Control mechanisms by Districts must be in place	Principal, Languages HOD District Language Advisors	As per District Management Plan
12	Oral Moderation Report per Subject	District Language Advisors	23 September 2011
13	Submission of Annexure 2 and 3 to Language Advisors and District Assessment Official	Principal District Language Advisors	As per District Management Plan

14	Submission of all completed and moderated computer-generated mark sheets. Districts must ensure that all information is verified and quality assured before submitting to Moderation Unit.	District FET Language Advisors, District Language Co-ordinator District Assessment Official Monitored by the Head Office FET Curriculum Language Coordinators	Dates will be communicated to District Directors
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NB:

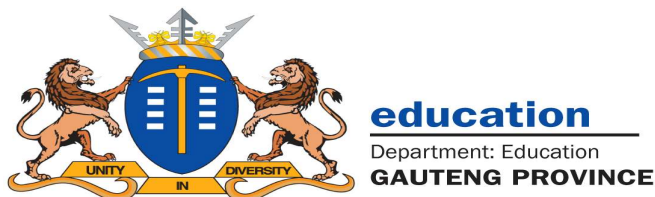
- District management plans to coincide with provincial due dates.
- All problems/queries/requests for assistance should first be directed to the oral moderation leader and District FET Language Advisors.
- Schools must ensure that every registered full-time candidate is assessed and given a mark.
- Mark sheets without a mark next to a candidate's name will not be accepted.
- Assessment and moderation must be based only on the criteria and guidelines provided in Circular 01/2009.
- Assessment and moderation must be reliable, valid and consistent.

The following non-official languages will be moderated by the IEB:

- Arabic Second Additional Language
- French Second Additional Language
- German Home Language
- German Second Additional Language
- Gujarati Home Language
- Gujarati First Additional Language
- Gujarati Second Additional Language
- Hebrew Second Additional Language
- Hindi Home Language
- Hindi First Additional Language
- Hindi Second Additional Language
- Italian Second Additional Language
- Latin Second Additional Language
- Portuguese Home Language
- Portuguese First Additional Language
- Portuguese Second Additional Language
- Spanish Second Additional Language
- Tamil Home Language
- Tamil First Additional Language
- Tamil Second Additional Language
- Telegu Home Language
- Telegu First Additional Language
- Telegu Second Additional Language
- Urdu Home Language
- Urdu First Additional Language
- Urdu Second Additional Language

The moderation will be conducted in the period between September and October 2011. The dates will be forwarded to the schools by the IEB.

Please Note: The computerised mark sheets should be submitted to the district as per District Management Plan and a copy should be kept for the IEB moderator.



Annexure B

Directorate: Examinations and Assessment

MODERATION OF ORAL MARKS – HOME, FIRST ADDITIONAL AND SECOND ADDITIONAL LANGUAGES SCHOOL INFORMATION COVER SHEET – 2011
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School			
Centre No.		District	
Language		Level	

Contact numbers:

School Tel		Fax No	
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In case of emergencies, we require the following cell numbers:

Principal's name		Cell no.	
Deputy Principal's name		Cell no.	
Subject HOD's name		Cell no.	

Number of pages submitted

CLASS	EDUCATOR'S NAME	TEL/CELL NUMBERS	NO. OF LEARNERS
TOTAL			



Directorate: Examinations and Assessment

SCHOOL CHECKLIST FOR THE SUBMISSION OF ORAL MARK SHEETS – 2010

Tick the appropriate block in response to every question below:

YES NO

SCHOOL INFORMATION COVER SHEET (Annexure B)

1 Have you completed **all** the required information on the cover sheet?

SCHOOL CHECKLIST WITH DECLARATION (Annexure C)

2 Has the declaration been read and signed by the relevant responsible officers?

MARK DISTRIBUTION STATISTICS: ORALS (Annexure D1/ D2/ D3)

3 Is there a full analysis of candidates' marks in *Annexure D1/D2/D3*?

4 Have you calculated the totals in *Annexure D1/D2/D3* and is an average mark available?

5 Is there a full statistical analysis per class in *Annexure D1/D2/D3* with regard to candidates' oral marks?

6 Have you calculated the **total** for every class?

7 Have you calculated an **average mark** for every class?

8 Have you calculated the **totals of all classes** in every column?

9 Has the SUBJECT HOD/Subject Head **verified all statistics**?

HOME, FIRST ADDITIONAL LANGUAGE AND SECOND ADDITIONAL MARK SHEET

(Annexure E, F & G)

10 Have you completed **separate** mark sheets for Home Language, First Additional Language and Second Additional language?

11 Are the candidates' surnames arranged in alphabetical order? (Initials to be included.)

12 **Has every candidate been allocated an oral mark?** If **NO**, have you discussed and finalised this matter with your District language advisor? Attach proof of Department's decision.

13 Has every candidate been allocated a mark per component according to the given maximum total? If **NO** attach detailed explanation.

14 Have you calculated the totals of every candidate correctly? (Please check!)

15 Have you calculated the totals correctly and have you filled in the total on each page?

CANDIDATES INFORMATION SHEET (Annexure H1 AND H2)

*This must be completed by every candidate **FOR THE APPROPRIATE LANGUAGE LEVEL**, kept at the school and made available for the internal and external moderation process.*

CRITERIA FOR ORAL ASSESSMENT (Annexure K)

16 Have you used the assessment rubric as provided in the subject guidelines to assess your candidates' oral marks?		
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GENERAL		
17 Have you numbered every page?		
18 Submission of marks should be done in the following sequence: (<i>Annexure, B, C, D1/D2/D3, E/F/G & all motivation letters</i>), prepared in a school portfolio file (no ring files/flip files) with the school's name clearly indicated on the cover.		
19 Have you submitted the ORIGINAL plus an additional COPY ?		
20 Have you made and retained copies for your own records ?		
21 Have you completed all marks in black ink ?		
22 Does the school's oral average this year (per language) deviate from the school's total language average of the previous year by more than 10% ?		
23 If your response to 22 is YES , have you referred this to your District advisor for provincial moderation?		
24 Have you taken steps to ensure that all marks are completed in time and submitted to the relevant District official?		
25 Are you familiar with the contents of the 2009 Oral Circular and Annexure J as part of the National Standardisation document for languages?		

DECLARATION

We, the undersigned, hereby declare that all the information supplied above is a true and accurate reflection of affairs and has been verified by the Languages Head of Department.

We further declare that the information has been completed correctly and will be submitted to the relevant District language advisor for moderation on the due date during the times stipulated.

We also agree that the educator, Head of Department and/or Principal will rectify errors, if any are found during the submission and/or moderation process and will immediately return the corrected documents to the relevant FET Language Advisor at the District Office.

Signed on this day (date): _____ **Print name:** _____

Signature of Principal: _____ **Print name:** _____

Signature of SUBJECT HOD: _____ **Print name:** _____

Signature of Educator: _____ **Print name:** _____

School stamp



education

Department: Education
GAUTENG PROVINCE

Annexure D1

Directorate: Examinations and Assessment

NATIONAL SENIOR CERTIFICATE EXAMINATION
MARK DISTRIBUTION STATISTICS: ORALS - 2011

HOME LANGUAGE

SCHOOL: _____

LANGUAGE: _____

1. Summary of oral marks per class

Class	No. of Learners	Rating codes and Mark Distribution [Max 50 mark]							GRAND TOTAL OF MARKS PER CLASS
		7	6	5	4	3	2	1	
		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not Achieved	
		40-50	35-39	30-34	25-29	20-24	15-19	0-14	
Total no. of learners per rating code									
								* AVERAGE % Total / by no of learners x 2	

* AVG % OF ORALS MUST BE CALCULATED FOR THE SCHOOL AS A WHOLE AND NOT FOR INDIVIDUAL CLASSES

The average obtained in the language in the November 2010 NSC examination	
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SIGNATURES

	Name in Print	Signature	Date
Teacher			
Subject HOD/Subject Head			
Principal			



Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE EXAMINATION
 MARK DISTRIBUTION STATISTICS: ORALS - 2011
 FIRST ADDITIONAL LANGUAGE**

SCHOOL: _____

LANGUAGE: _____

1. Summary of oral marks per class

Class	No. of Learners	Rating codes and Mark Distribution [Max 50 mark]						GRAND TOTAL OF MARKS PER CLASS	
		7	6	5	4	3	2		1
		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary		Not Achieved
		40-50	35-39	30-34	25-29	20-24	15-19	0-14	
Total no. of learners per rating code									
							AVERAGE % Total / by no of learners x 2		

• **AVG % OF ORALS MUST BE CALCULATED FOR THE SCHOOL AS A WHOLE AND NOT FOR INDIVIDUAL CLASSES**

The average obtained in the language in the November 2010 NSC examination

SIGNATURES

	Name in Print	Signature	Date
Teacher			
Subject HOD/Subject Head			
Principal			



Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE EXAMINATION
MARK DISTRIBUTION STATISTICS: ORALS - 2011
SECOND ADDITIONAL LANGUAGE**

SCHOOL: _____

LANGUAGE: _____

1. Summary of oral marks per class

Class	No. of Learners	Rating codes and Mark Distribution [Max 100 mark]						GRAND TOTAL OF MARKS PER CLASS	
		7	6	5	4	3	2		1
		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary		Not Achieved
		80 - 100	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29	
Total no. of learners per rating code									
							AVERAGE % Total / by no of learners x 2		

- AVG % OF ORALS MUST BE CALCULATED FOR THE SCHOOL AS A WHOLE AND NOT FOR INDIVIDUAL CLASSES

The average obtained in the language in the November 2010 NSC examination

SIGNATURES

	Name in Print	Signature	Date
Teacher			
Subject HOD/Subject Head			
Principal			



Directorate: Examinations and Assessment

MARK SHEET PER CLASS: HOME LANGUAGE (HL) - 2011

SCHOOL: _____

CLASS: _____

LANGUAGE: _____

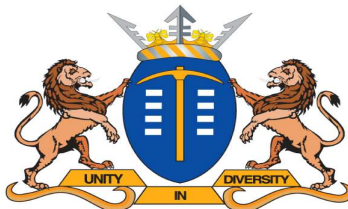
	SURNAME AND INITIALS	EXAMINATION NUMBER	PREP. SPEECH & CONVERSATION	PREPARED READING	LISTENING COMPREHENSION	RESPONSE TO LITERATURE	TOTAL	MOD. MARK	RATING CODE
			10	10	10	20	50	50	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
TOTAL									

	SURNAME AND INITIALS	EXAMINATION NUMBER	PREP. SPEECH & CONVERSATION	PREPARED READING	LISTENING COMPREHENSION	RESPONSE TO LITERATURE	TOTAL	MOD. MARK	RATING CODE
			10	10	10	20	50	50	
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									
41.									
42.									
43.									
44.									
45.									
46.									
47.									
48.									
49.									
50.									
TOTAL									

Signature of Educator: _____ Print Name: _____

Signature of Subject HOD / Subject Head: _____ Print Name: _____

Signature of Principal: _____ Print Name: _____



education

Department: Education
GAUTENG PROVINCE

Annexure F

Directorate: Examinations and Assessment

MARK SHEET PER CLASS: FIRST ADDITIONAL LANGUAGE (FAL) - 2011

SCHOOL: _____

CLASS: _____

LANGUAGE: _____

	SURNAME AND INITIALS	EXAMINATION NUMBER	PREP. SPEECH & CONVERSATION	PREPARED READING	LISTENING COMPREHENSION	RESPONSE TO LITERATURE	TOTAL	MOD. MARK	RATING CODE
			10	10	10	20	50	50	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
							TOTAL		

	SURNAME AND INITIALS	EXAMINATION NUMBER	PREP. SPEECH & CONVERSATION	PREPARED READING	LISTENING COMPREHENSION	RESPONSE TO LITERATURE	TOTAL	MOD. MARK	RATING CODE
			10	10	10	20	50	50	
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									
41.									
42.									
43.									
44.									
45.									
46.									
47.									
48.									
49.									
50.									
TOTAL									

Signature of Educator: _____ Print Name: _____

Signature of Subject HOD / Subject Head: _____ Print Name: _____

Signature of Principal: _____ Print Name: _____



Directorate: Examinations and Assessment

MARK SHEET PER CLASS: SECOND ADDITIONAL LANGUAGE (SAL) - 2011

SCHOOL: _____

CLASS: _____

LANGUAGE: _____

	SURNAME AND INITIALS	EXAMINATION NUMBER	PREP. SPEECH	PREPARED READING	CONVERSATION	LISTENING	TOTAL	MOD. MARK	RATING CODE
			25	25	25	25	100	100	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
TOTAL									

	SURNAME AND INITIALS	EXAMINATION NUMBER	PREPARED SPEECH	PREPARED READING	CONVERSATION	LISTENING	TOTAL	MOD. MARK	RATING CODE
			25	25	25	25	100	100	
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									
41.									
42.									
43.									
44.									
45.									
46.									
47.									
48.									
49.									
50.									
TOTAL									

Signature of Educator: _____ Print Name: _____

Signature of Subject HOD / Subject Head: _____ Print Name: _____

Signature of Principal: _____ Print Name: _____



education

Department: Education
GAUTENG PROVINCE

Annexure H1

Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE EXAMINATION
CANDIDATE INFORMATION SHEET: ORALS - 2011**

Home and First Additional Language

(To be completed by Home and First Additional Language learners, and to be used for school-based as well as district moderation.)

SUBJECT: _____ GRADE _____

CANDIDATE'S SURNAME: _____ FIRST NAME: _____

EXAMINATION NUMBER: _____

SCHOOL: _____

NAME OF SUBJECT TEACHER/S: _____

1. Reading and conversation – Title of text from which passage is taken:

2. Topic of prepared speech and conversation:

3. Books/films/plays that you enjoyed:

i) _____

iv) _____

ii) _____

v) _____

iii) _____

vi) _____

4. Chief interests and hobbies:

i) _____

ii) _____

iii) _____

5. Intended career: _____

Oral Response to literature	
Title of genre	Type of activity (e.g. dialogue, role-play, group work, panel discussion, interview, discussion / conversation)

DECLARATION:

I hereby declare that the above information is correct.

SIGNATURE OF CANDIDATE: _____

DATE: _____



Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE EXAMINATION
CANDIDATE INFORMATION SHEET: ORALS - 2011**

Second Additional Language

(To be completed by Second Additional Language learners, and to be used for school-based as well as district moderation.)

SUBJECT: _____ GRADE _____

CANDIDATE'S SURNAME: _____ FIRST NAME: _____

EXAMINATION NUMBER: _____

SCHOOL: _____

NAME OF SUBJECT TEACHER/S: _____

1. Reading and conversation – Title of text from which passage is taken:

2. Topic of prepared speech and conversation:

3. Books/films/plays that you enjoyed:

i) _____

iv) _____

ii) _____

v) _____

iii) _____

vi) _____

4. Chief interests and hobbies:

i) _____

ii) _____

iii) _____

5. Intended career: _____

DECLARATION:

I hereby declare that the above information is correct.

SIGNATURE OF CANDIDATE: _____

DATE: _____



Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE EXAMINATION
SCHOOL MODERATOR'S (Subject HOD / Subject Head) REPORT Continuous Moderation - 2011**

Home language	
First Additional Language	
Second Additional Language	

SCHOOL: _____ DISTRICT: _____

SUBJECT: _____

NAME OF SCHOOL MODERATOR (SUBJECT HOD / Subject Head): _____

Total number of Grade 12 candidates at the school: _____ 10% = _____

MODERATED MARKS OF THE CANDIDATES:

	Names of Learners	Date of moderation	Aspect moderated	Educator's mark	Moderated Mark
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Motivation for adjustment: _____

Annexure I

General remarks from school moderator (SUBJECT HOD/ Subject Head) (Has the moderation process been carried out according to provincial norms and standards? Give recommendations if necessary.)

Name of school moderator (SUBJECT HOD / Subject Head): _____

Signature of school moderator: (SUBJECT HOD / Subject Head: _____

Date: _____

Contact number: _____



Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE EXAMINATION
ORAL MODERATION LEADER'S/PROVINCIAL MODERATOR'S REPORT - 2011**

Home language	
First Additional Language	
Second Additional Language	

SCHOOL: _____ **DISTRICT:** _____

SUBJECT: _____

NAME OF ORAL MODERATION LEADER/PROVINCIAL MODERATOR: _____

Total number of Grade 12 candidates at the school: _____ **10% =** _____

MODERATED MARKS OF THE CANDIDATES:

	Candidate's name	Exam Number	Mark	Mod Mark	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Findings: _____

Challenges:

Recommendations:

Motivation for adjustment (please attach extra pages if required)

Name of oral moderation leader/provincial moderator: _____

Signature of oral moderation leader/provincial moderator: _____

Date: _____ **Contact number:** _____



Directorate: Examinations and Assessment

CRITERIA FOR ORAL ASSESSMENT AND MODERATION - 2011

1. ORAL ASSESSMENT – HOME LANGUAGE

1.1 Prepared Speech and Conversation

Context	The learner should:
Speeches should be delivered in the context of real life experience	<ul style="list-style-type: none"> ▪ Show evidence of planning and research by referring to a range of sources and should select content which is relevant to his or her life. ▪ Organise material coherently by choosing main ideas and relevant details or examples for support. ▪ Identify and choose appropriate formats, vocabulary and language structures and conventions. ▪ Prepare effective introductions and conclusions ▪ Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations. ▪ Identify and use rhetorical devices such as rhetorical questions, pauses and repetition. ▪ Use communication skills such as emphasis, pause, pitch and eye contact, etc. ▪ Respond to questions on the presentation.

1.2 Prepared Reading

Texts for reading	The learner should:
Texts should be interesting and sufficiently complex	<ul style="list-style-type: none"> ▪ Use pace, intonation and emphasis to convey meaning. ▪ Read audibly. ▪ Respond to questions on the text.

1.3 Listening

NB: This skill works in conjunction with all the other oral components described here. The educator should assess the learner's comprehension of the general meaning of text and whether he/she has gleaned specific details from the passage.

Texts for listening	The learner should:
Passages should be interesting	<ul style="list-style-type: none"> ▪ Explain the gist or general idea of what has been heard. ▪ Provide specific details from the chosen passage. ▪ Give a personal opinion based on the passage.

1.4 Response to Literature

Context	The learner should:
<p>Fourth genre set work: Discussion based on personal enjoyment, social values, plot, themes, characterisation and technical aspects of composition in the case of a film text.</p> <p>Open topics: In general classroom context or in group work, dialogue or role-play.</p>	<ul style="list-style-type: none"> ▪ Make sense (i.e. response is coherent). ▪ Be able to convey meaning. ▪ Be able to sustain a conversation. ▪ Use appropriate language register.

2. ORAL ASSESSMENT – FIRST ADDITIONAL LANGUAGE

2.1 Prepared Speech and Conversation

Context	The learner should:
Speeches should be delivered in the context of real life experience.	<ul style="list-style-type: none"> ▪ Show evidence of planning and should select content which is relevant to his or her life. ▪ Research a topic referring to a range of supplied and relevant sources. ▪ Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations. ▪ Prepare adequate introductions and conclusions. ▪ Use and respond appropriately to tone, voice projection, pace, eye contact, posture and gestures. ▪ Incorporate appropriate audiovisual aids. ▪ Listen critically and respond to questions for clarification.

2.2 Prepared Reading

Text for reading	The learner should:
Texts should be interesting and sufficiently complex.	<ul style="list-style-type: none"> ▪ Be able to read and view for understanding and to evaluate critically. ▪ Respond to a wide range of texts.

2.3 Listening

NB: This skill works in conjunction with all other oral components described here. Listening comprehension should assess general meaning and specific detail.

Texts for listening	The learner should:
Passages should be interesting	<ul style="list-style-type: none"> ▪ Explain the gist or general idea of what has been heard. ▪ Provide specific details from the chosen passage. ▪ Give a personal opinion based on the passage.

2.4 Response to Literature

Context	The learner should:
<p>Third genre set work: Discussion based on personal enjoyment, social values, plot, themes, characterisation and technical aspects of composition in the case of a film text.</p> <p>Open topics: In general classroom context or in group work, dialogue or role-play.</p>	<ul style="list-style-type: none"> ▪ Make sense (i.e. response is coherent). ▪ Be able to convey meaning. ▪ Be able to sustain a conversation ▪ Use appropriate language register.

3. ORAL ASSESSMENT – SECOND ADDITIONAL LANGUAGE

3.1 Prepared Speech and Conversation

Context	The learner should:
Speeches should be delivered in the context of real life experience.	<ul style="list-style-type: none"> ▪ Show evidence of planning and should select content which is relevant to his or her life. ▪ Research a topic referring to a range of supplied and relevant sources. ▪ Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations. ▪ Prepare adequate introductions and conclusions. ▪ Use and respond appropriately to tone, voice projection, pace, eye contact, posture and gestures. ▪ Incorporate appropriate audiovisual aids. ▪ Listen critically and respond to questions for clarification.

3.2 Prepared Reading

Text for reading	The learner should:
Texts should be interesting and sufficiently complex.	<ul style="list-style-type: none"> ▪ Demonstrate various reading and viewing strategies for comprehension and appreciation. ▪ Explain the meaning of a range of written, visual and audiovisual texts. ▪ Recognise how language and images may reflect and shape values and attitudes in texts. ▪ Explore key features of texts and explain how they contribute to meaning (transactional and creative texts, library texts, visual, audio and multimedia texts).

3.3 Listening

NB: This skill works in conjunction with all other oral components described here. Listening comprehension should assess general meaning and specific detail.

Texts for listening	The learner should:
Texts should be interesting	<ul style="list-style-type: none"> ▪ Explain the gist or general idea of what has been heard. ▪ Provide specific details from the chosen passage. ▪ Give a personal opinion based on the passage.

Context	The learner should:
Open topics: In general classroom context or in group work, dialogue or role-play situation.	<ul style="list-style-type: none"> ▪ Make sense (show coherence). ▪ Convey meaning. ▪ Sustain conversation. ▪ Use appropriate language register.



Annexure L

LIST OF ORAL MODERATORS OF 2011

No	Subject	Surname, Initial	Name of School	Persal No	ID No	Cell No
1						
2						
3						
4						
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15						
16						
17						
18						
19						
20						

- The District Language Coordinator must ensure that all Languages Advisors complete the Annexure and submit a **composite electronic copy** to Lavina.Naidoo@gauteng.gov.za or ernestmt@gpg.gov.za by **29 July 2011**.



**APPEAL FORM
SCHOOL-BASED ASSESSMENT GRADE 12 – 2011**

Principals of schools have the opportunity to appeal against Oral marks that have been adjusted. The appeal must be made within three (3) days from the date the Oral marks were returned to the school after the moderation process. The appeal must be made to the **District Language Coordinator**

The decision with regard to the appeal will be finalized by the District Director within seven (7) days of the appeal being lodged.

Principals are requested to complete the form below:

Centre Number		Centre Name	
Principal's Name		Subject	
School Tele no. Cell No.		Date	
Detail reason for the appeal (please attach extra pages if required)			

School stamp

Principal's Signature

District Office Use:

Appeal Accepted

Appeal Declined

District Language Coordinator

Signature

Date



Annexure N

COMPOSITE DISTRICT MANAGEMENT PLAN

No	Subject & Level	Schools	Contact Details	Moderators	Venue	Date	Time
1							
2							
3							
4							
5							
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20							

- The District Language Coordinator must ensure that all Languages Advisors complete the Annexure and submit a **composite electronic copy** to Lavina.Naidoo@gauteng.gov.za or Patricia.Ragwala@gauteng.gov.za by **11 April 2011**.