



**GAUTENG PROVINCE**

Department: Education

REPUBLIC OF SOUTH AFRICA

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

**EXAMINATION INSTRUCTION  
No. 07 of 2012**

**DATE : 8 FEBRUARY 2012**

**TOPIC : GUIDELINES FOR ASSESSMENT AND MODERATION OF ORAL COMMUNICATION FOR ALL OFFICIAL LANGUAGES OFFERED IN THE 2012 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 :**

- A:** Management plan: Oral moderation Time Frames
- B:** School information cover sheet
- C:** School checklist with declaration
- D 1:** Mark distribution statistics Home Languages (HL)
- D 2:** Mark distribution statistics First Additional Languages (FAL)
- D 3:** Mark distribution statistics Second Additional Languages (SAL)
- E:** Mark sheet per class – (HL)
- F:** Mark sheet per class – (FAL)
- G:** Mark sheet per class – (SAL)
- H1:** Candidates information sheet (HL & FAL)
- H2:** Candidates information sheet (SAL)
- I** School moderator's (HOD/ Subject Head) report
- J:** Oral Moderation Leader's /Provincial moderator's report
- K:** Criteria for oral assessment and moderation
- L:** List of Oral Moderators 2012
- M:** Appeal form
- N:** Composite District Management Plan
- O:** Composite List of District Language Advisors

**EQUIRIES :**

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## GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

### MEMORANDUM

**TO :** DISTRICT DIRECTORS  
CES OFFICIAL  
DISTRICT FET CURRICULUM CO- ORDINATORS  
DISTRICT ASSESSMENT OFFICIALS  
DISTRICT SUBJECT ADVISORS  
TEACHER ORGANISATIONS AND UNIONS  
RELEVANT NON-GOVERNMENTAL ORGANISATIONS

**FROM :** PRINCE MASILO  
ACTING DIRECTOR: EXAMINATIONS AND ASSESSMENT

**DATE :** 8 FEBRUARY 2012

**SUBJECT :** GUIDELINES FOR ASSESSMENT AND MODERATION OF ORAL COMMUNICATION FOR ALL OFFICIAL LANGUAGES OFFERED IN THE 2012 NATIONAL SENIOR CERTIFICATE EXAMINATION AT HOME, FIRST AND SECOND ADDITIONAL LANGUAGE LEVELS

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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

Regards

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**Prince Masilo**  
**Acting Director: Examinations & Assessment**  
**Date:**

*Making education a societal priority*

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# **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.

## **3. ASPECTS TO TAKE NOTE OF**

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

## **4. NON-OFFICIAL LANGUAGES**

- 4.1. The list of languages moderated by the IEB:
  - a. Arabic Second Additional Language
  - b. French Second Additional Language
  - c. German Home Language
  - d. German Second Additional Language
  - e. Gujarati Home Language
  - f. Gujarati First Additional Language
  - g. Gujarati Second Additional Language
  - h. Hebrew Second Additional Language
  - i. Hindi Home Language
  - j. Hindi First Additional Language
  - k. Hindi Second Additional Language
  - l. Italian Second Additional Language

- m. Latin Second Additional Language
  - n. Portuguese Home Language
  - o. Portuguese First Additional Language
  - p. Portuguese Second Additional Language
  - q. Spanish Second Additional Language
  - r. Tamil Home Language
  - s. Tamil First Additional Language
  - t. Tamil Second Additional Language
  - u. Telegu Home Language
  - v. Telegu First Additional Language
  - w. Telegu Second Additional Language
  - x. Urdu Home Language
  - y. Urdu First Additional Language
  - z. Urdu Second Additional Language
- 4.2. The IEB should be contacted regarding any content related matters on **(011) 483 9700**
- 4.3. The moderation will be conducted in the period between September and October 2012. The schools will be contacted by the moderators of the IEB. It is imperative that all schools offering any of these subjects complete **Form 4: Non-Official Languages** of memorandum dated 30 January 2012 in order for the department to provide the IEB with contact details of the teacher.
- 4.5. 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.
- 4.6. The procedure for moderation of the SBA is as follows:
- 4.6.1. the GDE will provide schools with a list of names of learners randomly selected by the IEB.
  - 4.6.2. the learner evidence of these candidates should be submitted for moderation at the end of the year .
  - 4.6.3. further details will be provided towards at the end of the year.



<b>MANAGEMENT PLAN: ORAL MODERATION TIME FRAMES FOR 2012</b>			
<b>No</b>	<b>Aspect</b>	<b>Whose responsibility</b>	<b>Due Date/s</b>
1	District workshops and briefing of oral moderation leaders, language HODs and language educator representatives on the oral requirements for 2012/ongoing support/training of language HODs from schools	FET Curriculum Language Coordinators at districts	19-23 March 2012
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	13 April 2012
4	Assessment of all Grade 12 language candidates (ongoing)	Language educators	11 June 2012
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	<b>Oral Moderation and District/Provincial Monitoring</b>	Oral moderation leaders, District Language Advisors and Monitored by Head Office FET Curriculum Language Coordinators and Moderation Unit	From 16 July 2012 until 31 August 2012
8	Submission of Annexure L to the Moderation Unit electronically.	District FET Language Advisors	27 July 2012
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	25 September 2012
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. <b>Control mechanisms by Districts must be in place</b>	Principal, Languages HOD District Language Advisors	As per District Management Plan
12	Oral Moderation Report per Subject	District Language Advisors	21 September 2012
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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## GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

### MODERATION OF ORAL MARKS – HOME, FIRST ADDITIONAL AND SECOND ADDITIONAL LANGUAGES SCHOOL INFORMATION COVER SHEET – 2012

<b>School</b>			
<b>Centre No.</b>		<b>District</b>	
<b>Language</b>		<b>Level</b>	

#### Contact numbers:

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

<b>Principal's name</b>		<b>Cell no.</b>	
<b>Deputy Principal's name</b>		<b>Cell no.</b>	
<b>Subject HOD's name</b>		<b>Cell no.</b>	

Number of pages submitted

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



**SCHOOL CHECKLIST FOR THE SUBMISSION OF ORAL MARK SHEETS – 2012**

*Tick the appropriate block in response to every question below:*

	YES	NO
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**SCHOOL INFORMATION COVER SHEET (Annexure B)**

1 Have you completed <b>all</b> the required information on the cover sheet?		
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**SCHOOL CHECKLIST WITH DECLARATION (Annexure C)**

2 Has the declaration been read and signed by the relevant responsible officers?		
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**MARK DISTRIBUTION STATISTICS: ORALS (Annexure D1/ D2/ D3)**

3 Is there a full analysis of candidates' marks in <i>Annexure D1/D2/D3</i> ?		
4 Have you calculated the totals in <i>Annexure D1/D2/D3</i> and is an average mark available?		
5 Is there a full statistical analysis per class in <i>Annexure D1/D2/D3</i> with regard to candidates' oral marks?		
6 Have you calculated the <b>total</b> for every class?		
7 Have you calculated an <b>average mark</b> for every class?		
8 Have you calculated the <b>totals of all classes</b> in every column?		
9 Has the SUBJECT HOD/Subject Head <b>verified all statistics</b> ?		

**HOME, FIRST ADDITIONAL LANGUAGE AND SECOND ADDITIONAL MARK SHEET (Annexure E, F & G)**

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

**Signature of Principal:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Signature of SUBJECT HOD:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Signature of Educator:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

School stamp









**GAUTENG PROVINCE**

Department: Education  
REPUBLIC OF SOUTH AFRICA

**Annexure E**

**MARK SHEET PER CLASS: HOME LANGUAGE (HL) - 2012**

**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.									
<b>TOTAL</b>									

	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.									
<b>TOTAL</b>									

Signature of Educator: \_\_\_\_\_ Print Name: \_\_\_\_\_

Signature of Subject HOD / Subject Head: \_\_\_\_\_ Print Name: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Print Name: \_\_\_\_\_



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REPUBLIC OF SOUTH AFRICA

**Annexure F**

**MARK SHEET PER CLASS: FIRST ADDITIONAL LANGUAGE (FAL) - 2012**

**SCHOOL:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_

**LANGUAGE:** \_\_\_\_\_

	<b>SURNAME AND INITIALS</b>	<b>EXAMINATION NUMBER</b>	<b>PREP. SPEECH &amp; CONVERSATION</b>	<b>PREPARED READING</b>	<b>LISTENING COMPREHENSION</b>	<b>RESPONSE TO LITERATURE</b>	<b>TOTAL</b>	<b>MOD. MARK</b>	<b>RATING CODE</b>
			<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>50</b>	
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.									
<b>TOTAL</b>									

	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.									
							<b>TOTAL</b>		

Signature of Educator: \_\_\_\_\_ Print Name: \_\_\_\_\_

Signature of Subject HOD / Subject Head: \_\_\_\_\_ Print Name: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Print Name: \_\_\_\_\_





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**Annexure G**

**MARK SHEET PER CLASS: SECOND ADDITIONAL LANGUAGE (SAL) - 2012**

**SCHOOL:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_

**LANGUAGE:** \_\_\_\_\_

	<b>SURNAME AND INITIALS</b>	<b>EXAMINATION NUMBER</b>	<b>PREP. SPEECH</b>	<b>PREPARED READING</b>	<b>CONVERSATION</b>	<b>LISTENING</b>	<b>TOTAL</b>	<b>MOD. MARK</b>	<b>RATING CODE</b>
			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.									
<b>TOTAL</b>									

	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.									
<b>TOTAL</b>									

Signature of Educator: \_\_\_\_\_ Print Name: \_\_\_\_\_

Signature of Subject HOD / Subject Head: \_\_\_\_\_ Print Name: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Print Name: \_\_\_\_\_



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
CANDIDATE INFORMATION SHEET: ORALS - 2012**

**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	
<b>Title of genre</b>	<b>Type of activity</b> (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:** \_\_\_\_\_



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**Annexure H2**

**NATIONAL SENIOR CERTIFICATE EXAMINATION  
CANDIDATE INFORMATION SHEET: ORALS - 2012**

**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:** \_\_\_\_\_



**GAUTENG PROVINCE**

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**Annexure I**

**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SCHOOL MODERATOR'S (Subject HOD / Subject Head) REPORT Continuous Moderation - 2012**

<b>Home language</b>	
<b>First Additional Language</b>	
<b>Second Additional Language</b>	

**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.)

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**Name of school moderator (SUBJECT HOD / Subject Head):** \_\_\_\_\_

**Signature of school moderator: (SUBJECT HOD / Subject Head:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Contact number:** \_\_\_\_\_



# GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

## Annexure J

### NATIONAL SENIOR CERTIFICATE EXAMINATION ORAL MODERATION LEADER'S/PROVINCIAL MODERATOR'S REPORT - 2012

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: \_\_\_\_\_



**CRITERIA FOR ORAL ASSESSMENT AND MODERATION - 2012**

**1. ORAL ASSESSMENT – HOME LANGUAGE**

**1.1 Prepared Speech and Conversation**

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

**1.2 Prepared Reading**

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

**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.

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



## 1.4 Response to Literature

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

## 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"><li>▪ Show evidence of planning and should select content which is relevant to his or her life.</li><li>▪ Research a topic referring to a range of supplied and relevant sources.</li><li>▪ Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations.</li><li>▪ Prepare adequate introductions and conclusions.</li><li>▪ Use and respond appropriately to tone, voice projection, pace, eye contact, posture and gestures.</li><li>▪ Incorporate appropriate audiovisual aids.</li><li>▪ Listen critically and respond to questions for clarification.</li></ul>

### 2.2 Prepared Reading

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

### 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"><li>▪ Explain the gist or general idea of what has been heard.</li><li>▪ Provide specific details from the chosen passage.</li><li>▪ Give a personal opinion based on the passage.</li></ul>

## 2.4 Response to Literature

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

## 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"> <li>▪ Show evidence of planning and should select content which is relevant to his or her life.</li> <li>▪ Research a topic referring to a range of supplied and relevant sources.</li> <li>▪ Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations.</li> <li>▪ Prepare adequate introductions and conclusions.</li> <li>▪ Use and respond appropriately to tone, voice projection, pace, eye contact, posture and gestures.</li> <li>▪ Incorporate appropriate audiovisual aids.</li> <li>▪ Listen critically and respond to questions for clarification.</li> </ul>

### 3.2 Prepared Reading

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

### 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"> <li>▪ Explain the gist or general idea of what has been heard.</li> <li>▪ Provide specific details from the chosen passage.</li> <li>▪ Give a personal opinion based on the passage.</li> </ul>

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



**LIST OF ORAL MODERATORS OF 2012**

Annexure L

No	Subject	Surname, Initial	Name of School	Persal No	ID No	Cell No
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- 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](mailto:Lavina.Naidoo@gauteng.gov.za) or [ernestmt@gpg.gov.za](mailto:ernestmt@gpg.gov.za) by **27 July 2012**.





**GAUTENG PROVINCE**  
 Department: Education  
 REPUBLIC OF SOUTH AFRICA

**COMPOSITE DISTRICT MANAGEMENT PLAN**

District: \_\_\_\_\_ Language Coordinator: \_\_\_\_\_

**Annexure N**

No	Subject & Level	Schools	Contact Details	Moderators	Venue	Date	Time
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- 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](mailto:Lavina.Naidoo@gauteng.gov.za) or [Patricia.Ragwala@gauteng.gov.za](mailto:Patricia.Ragwala@gauteng.gov.za) by **13 April 2012**.



**COMPOSITE LIST OF DISTRICT LANGUAGE ADVISORS**

District: \_\_\_\_\_

Subject and Levels	Name of Advisor	Tel. no and Cell no	E-mail address

Forward to [Lavina.Naidoo@gauteng.gov.za](mailto:Lavina.Naidoo@gauteng.gov.za) or [Patricia.Ragwala@gauteng.gov.za](mailto:Patricia.Ragwala@gauteng.gov.za) by **13 April 2012**.

Name of Language Coordinator : \_\_\_\_\_

Contact number : \_\_\_\_\_