



education

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TO: MECs FOR EDUCATION
HEADS OF EXAMINATION
HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
HEADS OF PROVINCIAL CURRICULUM SECTIONS
ASSOCIATION OF PRIVATE PROVIDERS
SOCIETY OF REGIONAL TRAINING CENTRES
HIGHER EDUCATION OF SOUTH AFRICA
MATRICULATION BOARD
SOUTH AFRICAN QUALIFICATIONS AUTHORITY
INDEPENDENT EXAMINATIONS BOARD
INDEPENDENT SCHOOLS' COUNCIL
THE SOUTH AFRICAN INSTITUTE FOR DISTANCE EDUCATION
UMALUSI
PUBLISHERS' ASSOCIATION OF SOUTH AFRICA
NATIONAL TEACHER ORGANISATIONS

CIRCULAR S3 OF 2008

GUIDELINES FOR THE ASSESSMENT AND MODERATION OF ORAL COMMUNICATION FOR ALL OFFICIAL LANGUAGES OFFERED IN THE NATIONAL SENIOR CERTIFICATE EXAMINATIONS

This circular deals with:

- The requirements for oral examinations in all Official Languages offered for the National Senior Certificate Examinations (**ANNEXURE 1**); and
- The requirements and procedures for the moderation of oral examinations in all Official Languages (**ANNEXURE 2**).

These guidelines should be implemented in Grade 12 from January 2009, but should also guide the assessment and moderation of orals in Grades 10 and 11. Provinces may also use these guidelines to inform oral assessment practice in 2008.

Departement van Onderwys • ISebe lezeMfundo • Kgoro ya Thuto • Lefapha la Thuto • LiTiko leTernfundvo • Muhasho wa Pfunzo • Ndzawulo ya Dyondzo
uMnyango wezeMfundo • UmNyango WezeFundo

1. Introduction

This circular contains important information on Examination Paper 4 of the Official Home and First Additional Languages and Examination Paper 3 of the Official Second Additional Languages offered for the National Senior Certificate. See **ANNEXURE 1**.

The requirements and procedures for the moderation of Examination Paper 4 of the Official Home and First Additional Languages and Examination Paper 3 of the Official Second Additional Languages are provided in **ANNEXURE 2**.

This circular should be read in conjunction with the following documents:

- **NATIONAL CURRICULUM STATEMENT**
 - *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*
 - Subject Statements (Grades 10-12) for Official Languages
- **ASSESSMENT POLICY**
 - *National Protocol for Recording and Reporting Grades R-12 - Addendum to NSC Policy (Grades 10-12)*
- **SUPPORTING DOCUMENTS**
 - Learning Programme Guidelines for Languages Grades 10-12
 - Subject Assessment Guidelines for Languages Grades 10-12

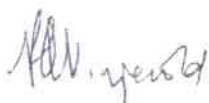
2. Guidelines on assessment of oral communication

These guidelines on assessment of oral communication in Grades 10 to 12 provide:

- the examination requirements for oral assessment for all Official Languages in Grades 10 to 12;
- the processes to be followed for internal, cluster or district / regional and provincial / national moderation; and
- time frames and a suggested management plan for the moderation process.

NOTE:

Provincial Education Departments will determine their own dates within the suggested Management Plan as set out in **ANNEXURE 2AA**. The Management Plan should be provided to schools at the beginning of each academic year.



MS P. VINJEVOLD

DEPUTY DIRECTOR-GENERAL: FET

2008-05-08

ANNEXURE 1

THE REQUIREMENTS FOR THE ASSESSMENT OF ORALS IN ALL OFFICIAL LANGUAGES OFFERED FOR THE NATIONAL SENIOR CERTIFICATE

The Subject Assessment Guidelines for Languages (Grades 10-12) provide guidance on the assessment of oral communication in the Official Home Languages and First and Second Additional Languages offered for the National Senior Certificate.

In **Grades 10 and 11** all oral tasks which are administered within the Programmes of Assessment and that consequently constitute Examination Paper 4 for Official Home Languages and First Additional Languages and Examination Paper 3 for Official Second Additional Languages are internally set, internally assessed and **internally** moderated.

In **Grade 12** all oral tasks which are administered within the Programmes of Assessment and that consequently constitute Examination Paper 4 for Official Home Languages and First Additional Languages and Examination Paper 3 for Official Second Additional Languages are internally set, internally assessed and **externally** moderated.

Home and First Additional Language learners should do at least one of each of the following as part of the formal Programmes of Assessment: reading, speaking, listening and a response to literature task.

Second Additional Language should do at least one of each of the following as part of the formal Programmes of Assessment: reading, prepared speech, listening and conversation.

Examination Paper 4 for Home and First Additional Languages has a total of 50 marks.

Examination Paper 3 for Second Additional Languages has a total of 100 marks.

Daily assessment tasks should focus on the following:

Home Language

Giving directions / giving instructions / introducing a speaker / offering a vote of thanks / giving a report / dialogues / group discussions / panel discussions / forums / formal meetings

First Additional Language

Giving directions / giving instructions / introducing a speaker / offering a vote of thanks / giving a report / dialogues / role-play / group / panel discussions / forums / formal meetings

Second Additional Language

Giving directions / giving instructions / dialogues

The Allocation of Marks by Teachers

Teachers should use appropriate assessment tools for the different oral components. Rubrics for oral assessment are included in the Subject Assessment Guidelines for Languages (Grades 10 – 12). If the assessment rubrics provided in the Subject Assessment Guidelines for Languages Grades 10-12 are not used in assessing learners, the assessment tool should be approved by the District / Regional Language Subject Advisor and made available to the

moderators. If teachers require assistance, they should contact the Language Subject Advisors or Curriculum Coordinator at the District / Regional Office.

The suggested details and marks for the oral tasks which are administered during the year and that constitute the respective **Oral Examinations for Official Home Languages, First and Second Additional Languages** are as follows:

LANGUAGE LEVEL AND PAPER	DETAILS AND MARKS				
	Reading (Learning Outcome 2)	Speaking (Learning Outcome 1)	Listening (Learning Outcome 1)	Response to Literature: (Learning Outcome 2)	
	Use short, interesting and sufficiently complex texts.	Home Language based on: Prepared speech / unprepared speech / conversation / interview / debate First Additional Language based on: Prepared speech / unprepared speech / conversation / interview / debate Second Additional Language based on: Prepared speech and Conversation e.g. informal conversation, group discussions, tell a story	Listening Comprehension- Assess critical listening to oral texts for comprehension, information and in order to evaluate.	Home Language: based on any one of the following genres: Film study / short stories / folklore / essay / television drama / radio drama / autobiography / biography and which may include any discussion e.g. dialogue, role-play, group work, panel discussion, interviews, general discussion / conversation. First Additional Language: based on any one of the following genres: film study / folklore / essay / television drama / radio drama / autobiography / biography and which may include any discussion e.g. dialogue, role-play, group work, panel discussion, interviews, general discussion / conversation	
Home Lang (Paper 4)	10	10	10	20	50
FAL (Paper 4)	10	10	10	20	50
SAL (Paper 3)	25	Prepared speech (25) Conversation (25) [50]	25		100

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ANNEXURE 2

**THE REQUIREMENTS AND PROCEDURES FOR THE MODERATION OF
ORALS IN ALL OFFICIAL LANGUAGES**

Moderation requirements of the oral assessment tasks in the Programme of Assessment

Moderation of the assessment tasks which constitute the respective examinations for oral communication in Home Language and First and Second Additional Languages should take place at three levels:

- School-based moderation
- Cluster or District / Regional moderation
- Provincial / National moderation

1. Stage 1: School-based Moderation

Oral tasks should be moderated by the HOD / Delegate before learners attempt the task. Learners should then be assessed on these moderated tasks using the rubrics in the Subject Assessment Guidelines. School-based moderation takes place internally through an organised internal moderation programme headed by the language HOD / Delegate at the school. The HOD / Delegate should do face-to-face moderation of 10% of learners. Each teacher's marks must be moderated, using the requirements (details and marks) for the assessment of orals (**Annexure 1**) and the rubrics for Oral Assessment as guidelines.

Where there is no HOD / Delegate competent to moderate in a specific language, approval should be obtained from the District / Regional language subject advisor to do statistical moderation.

Recording of marks

Marks should be entered on the "working" mark sheets, per class, as per Annexure 2D/2E in alphabetical order. A separate mark sheet must be completed for the different language levels and classes. These '**working mark sheets**' must reflect the actual marks, not percentages, obtained by candidates.

Only after cluster / district / regional / provincial moderation has taken place should moderated marks be transferred from the 'working mark sheets' **to the Departmental computer generated mark sheets** and submitted to the District Office. The signatures of the principal, HOD / Delegate and cluster / district / region moderators should appear on the mark sheets of every class. Both the "working" mark sheet and the computer generated mark sheet must be submitted. A school moderator's (HOD / Delegate) report (**Annexure 2G**) must also be submitted.

Symbol Distribution Statistics (Annexure 2C) Forms must be completed **for each class.**

Moderation within the school should be completed before the end of August. Cluster or District / Regional Moderation cannot commence until the marks of the school

have been finalised, and the mark sheets and symbol distribution statistics have been completed.

An **asterisk *** must be used on the mark sheet to indicate that a candidate is one with special educational needs.

2. Stage 2: Cluster or District / Regional Moderation

The responsibility for organising cluster or district / regional language oral moderation rests with the district / regional Language subject advisor. The district/regional language subject advisor must ensure that the schools that offer their languages for moderation are selected in such a way that the moderation process is completed within the given time frames.

In each district/region the Language subject advisor will identify a selection of schools (e.g. schools that are close to each other) and teachers who will coordinate the moderation of marks for all languages. The school/s where the coordinating teacher/s are based can be used as venues for moderating oral marks.

Dates, times and procedures for the moderation of oral examinations, as well as a date and time to discuss the observations and recommendations of moderators, must be discussed with the relevant subject advisor. The management plans for each cluster or district / region must be sent to the exams and assessment directorate at the provincial head office.

3. Stage 3: Provincial Moderation / National Monitoring

District / Regional Language subject advisors and moderators selected by the Directorate: Examinations and Assessment at Head Office will visit a selection of schools / venues during Cluster or District / Regional Moderation. Moderation should be a re-assessment of learner performance in order to ascertain fairness, accuracy and validity of assessment. Moderators should record their scores separately and thereafter compare marks before a decision to adjust or not to adjust is taken. A provincially approved formulae and process should be applied in the adjustment of marks.

Only District / Regional / Provincial Moderators may authorize adjustments to learners' marks. Any dispute must be referred to the District / Regional Language subject advisors who will take the necessary steps to resolve the dispute. A provincially approved dispute resolution process should be in place and followed.

4. Moderation Venue

District / Regional Moderation teams may decide either to call candidates to a central venue for oral moderation or choose to visit schools.

5. Composition of the moderation panel

Depending on the size of the clusters / district / regional groupings, the District / Regional Language subject advisors will decide on the size of the moderation panels.

The teacher whose learners are selected for oral moderation can request to be an observer during the moderation process.

The moderation panel should not, however, allow teachers to influence the moderation process. The moderation will be by consensus. If consensus cannot be reached the matter must be referred to the District / Regional Language subject advisors for mediation.

6. Selection of Candidates for Moderation

The school principal must inform the candidates (preferably in writing via their parents/guardians) that moderation is an integral part of their oral examination and they cannot absent themselves on the day set aside without a valid reason or medical certificate.

Language subject advisors, together with the teachers of the candidates, must select candidates for oral moderation, using the mark sheets of each class and the symbol distribution statistics of each class to ensure a representative selection. **Candidates with special education needs, indicated on the mark sheets by means of an asterisk**, should not be selected for moderation unless the moderator deems it necessary to verify the mark allocated to the candidate. (Please refer to the section on Assessment of Candidates with Special Education Needs.)

7. Moderation Sample

In general, 10% of the candidates per school should be moderated. However, the 10% sample should not constitute more than 10 learners.

8. Moderation Procedure

The following steps are suggested as a guide:

1. From the class mark sheets, moderators/monitors should select candidates in groups of 4 to 6 in specific symbol categories, making each group as representative as possible of Grade 12 teachers or classes at the school.
2. Groups of candidates should be sent to the room already set up for oral moderation (this will vary depending on the needs of the different languages). Chairs can be arranged to accommodate both the group for oral moderation and the moderators / monitors.
3. Moderators / Monitors introduce themselves and welcome the candidates. The Information Sheets (**Annexure 2F**) are collected from the candidates and verified. After the candidates have introduced themselves, the moderation panel will assess the candidates in an informal and reassuring manner (e.g. via discussion and dialogue). Moderation should as far as possible be modelled on the structured tasks used in the Programmes of Assessment.
4. The candidates must be informed that the **purpose of the moderation** is to standardise marks within the cluster and not to make individual adjustments.

5. Candidates should be commended on their efforts before they are dismissed. Under no circumstances should the marks or any adjustments made be communicated to the candidates.

9. **Assessment of candidates with special education needs**

For **candidates with special education needs**, appropriate means of assessment should be used, based on the specific learning disability. In the case of learners that are hard of hearing, their ability to communicate through sign language should be tested, and a mark given (as an oral communication mark) for this ability.

If the speech impediment is so severe that it is impossible to assess the candidate, a motivation must be submitted to the District / Regional Language subject advisor, who will then make recommendations to the Directorate: Examinations and Assessment for the candidate's final result.

10. **Time frames for District / Regional Moderation**

District / Regional Moderation should be concluded by the end of September each year. A detailed report by each Language subject advisor (**Annexure 2H**) together with all moderated mark sheets for all the schools in the districts / regions must be handed to the provincial head office by the end of October each year.

11. **Support / training for oral assessment / moderation**

Adequate support / training for teachers and moderators in oral assessment should be provided. The following is recommended:

- For Grade 12 Language HODs / Delegates, a workshop should be conducted for all schools. The trained District / Regional Language subject advisors or cluster coordinators will conduct this in a decentralised manner in the districts early in the year. This workshop should incorporate practical demonstrations of how learners should be assessed/moderated for the different categories for oral assessment.
- For all Grade 12 language teachers at a school, a workshop should be conducted by the Heads of Department (HODs) / Delegates immediately after the district / regional workshop. District Language subject advisors / cluster leaders may attend these workshops to offer guidance and support.
- District / Regional Language subject advisors must ensure that all languages are treated alike and that all Grade 12 Language teachers are adequately trained. The training of teachers at school is the responsibility of the principal and the Head of Department for Languages / Delegate.

12. **Conclusion**

The above moderation procedure aims to coordinate and standardise the assessment of oral communication in all official languages. A guideline Management Plan is attached as **Annexure 2AA**.

ANNEXURE 2A

PROVINCIAL DEPARTMENT OF EDUCATION
DIRECTORATE: EXAMINATIONS AND ASSESSMENT
NATIONAL SENIOR CERTIFICATE EXAMINATION
MODERATION OF ORAL MARKS – OFFICIAL HOME, FIRST AND SECOND
ADDITIONAL LANGUAGES

SCHOOL INFORMATION COVER SHEET

{Each language level must be completed separately}

School: _____ Centre number: _____

Language and level: _____ Grade: _____

District / Region: _____

Contact numbers:

School: _____ Fax: _____

In case of emergencies, we require the following cell numbers:

Principal's name: _____ Cell No: _____

Deputy Principal's name: _____ Cell No: _____

HOD's / Delegate's name: _____ Cell No: _____

No. of pages submitted: _____

CLASS	TEACHER'S NAME	TEL/CELL NUMBERS	NO. OF LEARNERS
Total			

10
ANNEXURE 2AA

EXAMPLE OF A MANAGEMENT PLAN: ORAL MODERATION TIME FRAMES

No	Aspect	Whose responsibility	Date by which to be completed
1	District / Region workshops and briefing of District / Region Language Subject Advisors or cluster coordinators on the Oral requirements. Ongoing support / training of school-based language HODs / Delegates from schools	District / Region Language Subject Advisors	March
2	Submission of a detailed district / region management plan for each language, showing details of cluster or district / region moderation – to be sent to the Oral Moderation Project Manager - Examinations and Assessment Directorate	District / Region Language Subject Advisors	March
3	Ongoing support / training of language teachers at schools	School-based language HOD / Delegates / Language Cluster Leaders Monitored by District / Region Language Subject Advisors	Terms 1-3
4	Assessment of all Grade 12 language candidates (ongoing)	School-based language teachers	Terms 1-3
5	Internal school moderation (ongoing)	School-based language HOD / Delegate Monitored by District / Region Language Subject Advisors	Terms 1-3
6	Submission of working mark sheets, school moderator's (HOD / Delegate) report (Annexure 2G) and statistical analysis sheets to the District / Region Subject Advisor	School-based language HOD / Delegate Monitored and coordinated by the School Principal	August / September
7	Cluster / District / Regional moderation and District / Regional / Provincial monitoring	Cluster coordinators, District / Region Language Subject Advisors Provincial Head Office FET Curriculum Language Coordinators	August / September
8	Adjustment of marks on working mark sheets, if any, by cluster or district / region moderators, together with schools and submission of cluster moderators' reports	Cluster coordinators, District / Region Language Subject Advisors	End of September

No	Aspect	Whose responsibility	Date by which to be completed
9	Submission of all adjusted, working, moderated, and computer generated mark sheets together with cluster / district / region moderators' reports to the District / Region FET Coordinator. Control mechanisms by districts must be in place The District / Region FET section quality assures all reports before submitting them to the District / Region examination section.	Principal, school-based languages HOD / Delegate, District / Region FET Coordinator and Language Subject Advisors	October
10	Submission of all quality assured, completed and moderated computer generated mark sheets, together with working mark sheets and moderators' reports, by the District / Region examination and assessment section to Provincial Head Office for Data capturing marked for the attention of: The Oral Moderation Manager Districts must ensure that all information is checked and corrected before handing to the Provincial Head Office.	District / Region examination and assessment section	End of October
11	Provincial Head Office submits all captured data to the Department of Education.	Provincial Language Coordinator and Examination and Assessment Directorate	End of November

NB:

- All problems / queries / requests for assistance should first be directed to the cluster leader or district / region Languages Subject Advisor.
- Schools must ensure that **every** registered candidate is assessed and given a mark.
- Annexure 2AA **will be revised in January each year.**

ANNEXURE 2B CHECKLIST

<i>Tick the appropriate block in response to every aspect below:</i>	YES	NO
ANNEXURE 2A: (Cover sheet)		
1 All the required information on the cover sheet completed		
ANNEXURE 2B: (Checklist)		
2 Declaration read and signed by the relevant responsible officers		
ANNEXURE 2C: (Statistical analysis for languages)		
3 Analysis of candidates' marks in <i>Annexure 2C</i> completed		
4 The totals in <i>Annexure 2C</i> and an average mark provided		
5 Statistical analysis per class in <i>Annexure 2C</i> with regard to candidates' oral marks completed		
6 The total for every class provided		
7 An average mark for every class provided		
8 The totals of all classes in every column provided		
9 Signatures of the teacher, HOD / Delegate and Principal provided to verify all statistics		
ANNEXURE 2D & 2E: (Working mark sheets: Home, First & Second Additional Languages)		
10 Separate mark sheets for Home, First and Second Additional languages completed		
11 Candidates' surnames in alphabetical order (Initials to be included.)		
12 An oral mark allocated to every candidate. If NO , discuss and finalise this matter with your district / region language facilitator. Attach proof of Department's decision.		
13 A mark per component according to the given maximum total as required allocated to every candidate. If NO attach detailed explanation.		
14 The totals on each page provided		
ANNEXURE 2F: (Learner's information sheet) <i>This must be completed by every candidate, kept at the school and be available for the internal and external moderation process.</i>		
ANNEXURE 2G: (Moderator's report) <i>School moderators (HODs / Delegates to complete this annexure.</i>		
ANNEXURE 2H: (Moderator's report) <i>Only cluster leaders / moderators to complete this annexure.</i>		
Criteria for oral assessment		
15 The assessment rubrics of the Subject Assessment Guidelines for Languages (Grades 10-12) used in assessing the candidates' oral marks. If not, please supply the assessment grid used (approved by the District / Region Language Subject Advisor).		
GENERAL		
16 Submission of marks should be done in the following sequence: (<i>Annexure 2A, 2B, 2C, 2D/2E & all motivation letters</i>), prepared in a evidence of assessment file with the school's name clearly indicated on the cover.		
17 ORIGINAL plus an additional COPY submitted		
18 Copies made and retained for your school's records		
19 All marks in black ink completed		

20	A deviation by more than 10% occurs in the school's oral average this year (per language) from the school's total language average of the previous year.		
21	If your response to 20 is YES , have you referred this to your District/Region Subject Advisor for provincial moderation?		
22	All marks are completed in time and submitted to the relevant district official?		

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ANNEXURE 2C

**PROVINCIAL DEPARTMENT OF EDUCATION
DIRECTORATE: EXAMINATIONS AND ASSESSMENT
NATIONAL SENIOR CERTIFICATE EXAMINATION
STATISTICAL ANALYSIS FOR LANGUAGES**

SCHOOL:

LANGUAGE & LEVEL:

N.B. Home / First Additional / Second Additional Languages to be completed separately

1. MARK DISTRIBUTION: The final language promotion mark of the current grade 12s as calculated at the end of Grade 11.

SCHOOL	No. of Learners	7 80 - 100	6 70 - 79	5 60 - 69	4 50 - 59	3 40 - 49	2 30 - 39	1 0 - 29	AVG %

Rationale: This information is required in order to compare the Grade 12 oral results obtained this year with the language results obtained at the end of Grade 11 in the previous year.

2. MARK DISTRIBUTION: Current year [(Grade 12-per class) summary of oral marks]

CLASS	No. of Learners	Rating Codes and Marks							GRAND TOTAL
		7	6	5	4	3	2	1	
		40 - 50	35 - 39	30 - 34	25 - 29	20 - 24	15 - 19	0 - 14	
		80 - 100	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29	50 - HL/FAL 100 - SAL
Total for schools									±AVG %

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

SIGNATURES

	Name in Print	Signature	Date
Teacher			
HOD/Delegate			
Principal			

ANNEXURE 2D

**GRADE 12 WORKING MARK SHEET: HOME OR FIRST ADDITIONAL
LANGUAGES FOR EXAMINATION PAPER 4**

(To be completed separately for each class)

SCHOOL:

LANGUAGE AND LEVEL:

CLASS:

	SURNAME AND INITIALS	EXAMINATION NUMBER	READING	SPEAKING	LISTENING	RESPONSE TO LITERATURE	TOTAL	MOD. MARK
			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		

Signature of Principal: _____

Print name: _____

Signature of HOD / Delegate: _____

Print name: _____

Signature of Moderator: _____

Print name: _____

ANNEXURE 2E

**GRADE 12 WORKING MARK SHEET: SECOND ADDITIONAL LANGUAGES
FOR EXAMINATION PAPER 3**

(To be completed separately for each class)

SCHOOL:

LANGUAGE AND LEVEL:

CLASS:

	SURNAME AND INITIALS	EXAMINATION NUMBER	READING	PREPARED SPEECH	CONVER- SATION	LISTENING	TOTAL	MOD. MARK
			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								

Signature of Principal: _____

Print name: _____

Signature of HOD / Delegate: _____

Print name: _____

Signature of Moderator: _____

Print name: _____

ANNEXURE 2F

**PROVINCIAL DEPARTMENT OF EDUCATION
DIRECTORATE: EXAMINATIONS AND ASSESSMENT
NATIONAL SENIOR CERTIFICATE EXAMINATION
LEARNER'S INFORMATION SHEET: ORALS**

(to be completed by all learners and to be used for school-based as well as cluster moderation)

SUBJECT: _____ **Grade 12** _____

CANDIDATE'S SURNAME: _____ **FIRST NAME:** _____

EXAMINATION NUMBER: _____

SCHOOL: _____

NAME OF SUBJECT TEACHER/S: _____

1. **Reading: title of text from which passage is taken:**

2. **Topic of prepared speech / unprepared speech / conversation / interview / debate:**

3. **Listening: title of text:**

4. **Texts read / viewed (Not prescribed literature):**

Title	Type of text (Book, magazine, film, etc.)
1.	
2.	
3.	

Interests and hobbies:

1. _____

2. _____

3. _____

Home and First Additional Languages only (Oral response to literature)	
Title of genre	Type of activity (e.g. dialogue, role-play, group work, panel discussion, interview, general discussion / conversation)

DECLARATION: I hereby declare that the above information is correct.

SIGNATURE OF CANDIDATE: _____ **DATE:** _____

ANNEXURE 2G
PROVINCIAL DEPARTMENT OF EDUCATION
DIRECTORATE: EXAMINATIONS AND ASSESSMENT
NATIONAL SENIOR CERTIFICATE EXAMINATION

SCHOOL MODERATOR'S (HOD / Delegate) REPORT

SCHOOL: _____ **DISTRICT / REGION:** _____

SUBJECT: _____ **GRADE 12:** _____

NAME OF SCHOOL 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.					

Motivation for adjustment:

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

Name of school moderator (HOD / Delegate): _____

Signature of school moderator (HOD / Delegate): _____

Date: _____ **Contact number:** _____

ANNEXURE 2H
PROVINCIAL DEPARTMENT OF EDUCATION
DIRECTORATE: EXAMINATIONS AND ASSESSMENT
NATIONAL SENIOR CERTIFICATE EXAMINATION

CLUSTER / PROVINCIAL MODERATOR'S REPORT

SCHOOL: _____ **DISTRICT / REGION:** _____

SUBJECT: _____ **GRADE 12:** _____

NAME OF CLUSTER / 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.					

Motivation for adjustment:

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

Name of cluster / provincial moderator: _____

Signature of cluster / provincial moderator: _____

Date: _____ **Contact number:** _____