

TABLE OF CONTENTS

Province of the Eastern Cape



Oral Moderation

TABLE OF CONTENTS

Introduction	1
ANNEXURE 1: Requirements for the Assessment of Orals	2
ANNEXURE 2: Requirements and Procedures for Moderation	4
ANNEXURE 2A: School Information Cover Sheet	8
ANNEXURE 2B: Checklist	9
ANNEXURE 2C: Statistical Analysis for Languages	10
ANNEXURE 2D: Working Mark Sheet – Home Language and First Additional Language	11
ANNEXURE 2E: Working Mark Sheet – Second Additional Language	12
ANNEXURE 2F: Learner's Information Sheet	13
ANNEXURE 2G: School Moderator's Report	14
ANNEXURE 2H: Cluster / Provincial Moderator's Report	15

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

1. INTRODUCTION

This Policy Document 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.

This policy document 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 policy document 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

GUIDELINES ON ASSESSMENT OF ORAL COMMUNICATION

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

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

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 & 11** all oral tasks which are administered within the Programs 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 Programs 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 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 Programs of Assessment: *Reading, Speaking, Listening*, and a *Response to Literature* task.

Second Additional Language learners should do at least one of each of the following as part of the formal Programs 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 discussions, panel discussions, forums, formal meetings

Second Additional Language

- Giving directions, giving instructions, dialogues

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 Language Subject Advisor and made available to the moderators. If teachers require assistance, they should contact the Language Subject Advisors at the District 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 LO 2	Speaking LO 1	Listening LO 1	Response To Literature	
	Use short, interesting and sufficiently complex texts	<p>Home Language: Prepared speech, unprepared speech, conversation, debate, interview</p> <p>First Add. Language: Prepared speech, debate, interview, conversation, unprepared speech</p> <p>Second Add. Language: Prepared speech and conversation, e.g. informal conversation, tell a story, group discussions</p>	<p>Listening Comprehension: Assess critical listening to oral texts for comprehension, information and in order to evaluate.</p>	<p>Home Language: Any one of the following genres: Film study, short stories, folklore, essay, television drama, radio drama, biography, auto biography, and which may include any discussion e.g. dialogue, role-play, group work, panel discussion, interviews, general discussion, conversation</p> <p>First Additional Language: 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</p>	
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) TOTAL: [50]	25		100

ANNEXURE 2

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

Moderation requirements of the oral assessment tasks in the *Program of Assessment*

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

- School-based moderation
- Cluster or District 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 organized internal moderation program headed by the HOD / Delegate at the school. The HOD / Delegate should do *face-to-face* moderation of 10% of the 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 [ANNEXURES 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 / 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 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 before the end of July. Cluster or district moderation cannot commence until the marks of the school have been finalized, 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 Moderation

The responsibility for organizing cluster / district language oral moderation rests with the District Language Subject Advisor. The District 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 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 / district must be sent to the exams and assessment directorate at the Provincial Head Office.

3. Stage 3: Provincial Moderation / National Monitoring

District Language Subject Advisors and moderators selected by the *Directorate: Examinations and Assessment* at Head Office will visit a selection of schools / venues during cluster / district 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, is taken. A provincially approved formula and process should be applied in the adjustment of marks.

Only district / provincial moderators may authorize adjustments to learners' marks. Any dispute must be referred to the district 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 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 groupings, the district 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. Moderation will be by consensus. If consensus cannot be reached, the matter must be referred to the district language subject advisor 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. 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 – 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 modeled on the structured tasks in the *Programs of Assessment*.
4. The candidates must be informed that the **purpose of the moderation is to standardize 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 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 language subject advisor, who will make recommendations to the *Directorate: Examinations and Assessment* for the candidate's final result.

