



Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTMENT VAN ONDERWYS

PROVINCIAL ASSESSMENT GUIDELINES

LIFE ORIENTATION

2007

PREFACE

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the district curriculum personnel, developed this document to support teachers in planning, teaching and assessment for effective implementation of the National Curriculum Statement in the GET Band.

This document contains exemplars of work schedules, lesson plans and assessment tasks. It is prepared with the intention to give necessary guidance for planning of teaching , learning and assessment.

This document must be used in collaboration with the following documents: National Curriculum Statement, NCS Teacher Guide, National and Provincial Assessment Guidelines, Content Framework for Senior Phase(2007) and Physical Education in Life Orientation(2008).

This is a guide to assist teachers in planning, it is not cast on stone. Critical engagement with the document is encouraged. Inputs, suggestions and recommendations that will improve this document are most welcome.

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1. INTRODUCTION

This document serves to highlight issues on assessment in Life Orientation in the Intermediate and Senior Phase. Emphasis is placed on school based assessment.

The document should be read/ utilized in conjunction with the Life Orientation National assessment guideline document. The purpose of this document therefore, is not to repeat any part of the national assessment guidelines which are based on the assessment policy of February 2007 but merely to expand on issues not clearly stated yet crucial for micro planning of learner assessment.

2. THE NATURE OF ASSESSMENT IN LIFE ORIENTATION

Life Orientation is predominantly a practical Learning Area and should be approached / addressed as such. Assessment in the NCS should always be seen as integral to planning, teaching and learning.

2.1 The core of Life Orientation Learning Outcomes.

Life Orientation deals with the holistic development of the learner. The central focus is on the development of self-in-society. Life Orientation equips the learner with the skills, knowledge and values which are captured in the assessment standards within each Learning Outcome. This would enable the learner to:

- Make informed decisions regarding personal, community and environmental health.
- Demonstrate an understanding and a commitment to constitutional rights and responsibilities and to show an understanding of diverse cultures and religions.
- Use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.
- Demonstrate an understanding of, and participate in, activities that promote movement and physical development for a healthy life style.
- Make informed decisions about further studies and future career choices (in Senior Phase.)

These five Learning Outcomes of Life Orientation equip learners with real life experiences in managing their own life in a well-informed and responsible manner. The approach to assessment should therefore be practical so that learners develop through experience, by acquiring knowledge, life skills, and moral values necessary for living in a democratic and changing society.

3. CONTINUOUS ASSESSMENT (CASS)

Outcomes Based Assessment (OBA) requires the use of appropriate tools that assess learner achievement and encourage lifelong learning skills. Continuous Assessment is considered the best model to assess outcomes of learning and teaching throughout the system and ensures development in the learning and teaching process. CASS should not be interpreted merely as the accumulation of a series of traditional test results, but it must be used to support the learner s' needs and to feed back into teaching and learning.

CASS is informal and formal, but it is formal tasks or activities that are recorded for purposes of progression and promotion. Informal assessment is very important; therefore it should be used to inform formal assessment. It is used for formative purposes to support teachers in their daily planning and to assist them in making professional judgment on learner performance. Informal Assessment should be recorded as supportive evidence.

4. PLANNING FORMAL ASSESSMENT

An important part of planning for Assessment is indicated in the Learning Programme and detailed in the Work Schedule Level, i.e. what type of assessment will be used, and decide on the range of tasks to be assessed.

Each Learning Area should have an annual Assessment Plan which is derived from the Work Schedules and indicate the details of assessment per grade. These will inform the School Assessment Programme which is a compilation of all the grade assessment plans. Schools are at liberty to begin with a focus area of their choice.

Life Orientation should have four formal tasks per year in grades 4-8, and three in grade 9 as the CTA will be administered during the fourth term. In Grade 9 three formal assessment tasks should be completed for the first three terms. Each of these assessment tasks addresses Lo 1, 2, 3, 5 and make up 20%. 5% is allocated to the Physical Education Task to give a total of 25% per term.

An assessment task refers to an assessment activity that is designed to assess a range of skills and competencies. This should be a range of activities that will build up to the following:-

- Design and make
- Oral presentation
- Practical demonstration
- Project
- An action research

For more examples refer to page 28 of National Assessment Guidelines.

Practical participation: Physical Education Task

This task is made up of movement activities and should focus predominantly on Learning Outcome 4. It extends across the four terms of the school year.

Basic skills like walking, running, jumping, sliding, gymnastics, athletics, water activities, water safety, rhythmic movement e.g. national or traditional dances, fitness, and dance form part of these tasks. In the senior phase orienteering and outdoor activities are added. (Refer to p4 of National Assessment Guidelines for Life Orientation for more information on this).

FORMAL ASSESSMENT TASKS

5. EXAMPLE OF AN INTERMEDIATE PHASE FORMAL ASSESSMENT TASK

(GRADE 6)

LEARNING OUTCOME 1 (WEIGHT 20%) HEALTH PROMOTION

AS 2: Participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and / or actions.

AS 3 Explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values.

LO 2: SOCIAL DEVELOPMENT

AS 2: Discusses and evaluates the significance of a nation-building programme associated with a national day.

LO4: PHYSICAL DEVELOPMENT

AS1: Applies relevant concepts in a variety of striking and fielding games.

LO3: PERSONAL DEVELOPMENT

AS3: Demonstrates compassion by caring for people and animals.

Identify **ONE** environmental health issue. Explain the:

- Causes
- Available cures and
- Prevention strategies

What are the norms (expectations of society) in relation to the above?

The following assessment forms can also be used:

- Design and make posters \ collage to be used in an awareness campaign.
- Oral presentations can be done by groups based on their chosen topics.

SUGGESTED ACTIVITIES FOR THE ASSESSMENT TASK

(All the tasks to reflect Knowledge, Skills and Values)

Step 1(One week)

Identify communicable diseases and choose one e.g. T.B.

(Baseline assessment)

Step 2(Two weeks)

Research on the chosen topic under the following headings:-

- i) Causes
- ii) Available cures
- iii) Prevention strategies in relation to society norms and personal values.

During the two weeks of research engage in Physical Education Task (LO4) e.g. cricket, softball, etc.

Always start with warm-ups e.g. Walking, running, jumping, etc. The concepts would include batting and striking for cricket and softball.

Step 3

Learners report in groups on their findings and make use of illustrations.

Step 4

Debate norms and personal values in relation to prevention strategies e.g. virginity testing as a preventative strategy for HIV\ AIDS.

EXAMPLES OF ASSESSMENT TOOLS

Research – Rubric

CRITERIA	Level 4 Outstanding	Level 3 Achieved	Level 2 Partially Achieved	Level 1 Not Achieved
Explain causes	Able to explain causes and effects of disease with examples and illustrations	Able to explain causes	Insufficient explanation on causes	Irrelevant explanation on causes
Knows available cures	Demonstrates knowledge of and is able to identify available cures and	Demonstrates knowledge of and is able to identify available cures	Demonstrates very minimal knowledge of available cures	Unable to demonstrate knowledge of available cures

	current innovations			
Can evaluate preventative strategies in relation to community norms and personal values	Mentions and explains advantages and disadvantages of preventative strategies in relation to community norms and personal values and gives examples in relation to diverse communities	Mentions advantages and disadvantages of preventative strategies in relation to community norms and personal values	Mentions preventative strategies but does not evaluate in relation to community norms and personal values	Mentions very few or no preventative strategies with no relation to community norms and personal values

Physical Education Task – Observation Sheet

	CRITERIA					
	Handling of a bat and batting	Positioning and striking	Catching of the ball	TOTAL	%	LEVEL
	10	20	20	50		
Lizo	3	6	7	16	32	1
Patty	8	17	18	43	86	4
Gwen	5	12	12	29	58	3
Sindy	5	8	9	22	44	2

Oral Presentation: Checklist

	CRITERIA					
Names of Learners	Explains causes	Knows available cures	Can evaluate preventative strategies	TOTAL	%	LEVEL

	10	15	25	50		
Lizo	8	12	20	40	80	4
Patty	3	6	8	17	34	1
Gwen	4	8	11	23	46	2
Sindy	8	9	16	33	66	3

6. EXAMPLE OF SENIOR PHASE FORMAL ASSESSMENT TASK (GRADE 9)

LO1: HEALTH PROMOTION

2: Develops and implements an environmental health programme.

AS 4: Critically evaluates resources on health information, health services and a range of treatment options, including HIV\ AIDS.

AS5: Discusses ways to apply insights gained from participating in activity related to national health or a safety promotion programme.

LO2: SOCIAL DEVELOPMENT

AS 2: Reports on participation in or planning of the local celebration of a national day.

SUGGESTED ACTIVITIES

Step 1 (4 weeks)

Brainstorming ALL environmental health issues

Example: HIV\ AIDS

- Identify resources on health information on HIV\ AIDS
- Identify health services
- Identify treatment options

Critically evaluate these in relation to:

- Accessibility
- Availability and
- Effects

Step 2 (8 weeks)

Develop and implement an environmental health programme.

Programme will be redressing the above issues.

Implementation- a continuous process that will culminate into a celebration of a national day-HIV/AIDS National Day.

During the eight weeks of developing and implementing the programme engage in a Physical Education Task.

LO4 PHYSICAL DEVELOPMENT

AS1: Participates in and evaluates own performance in an adventurous and recreational outdoor activity e.g. Obstacle course, trail walking, Pathfinders, camping, girl guides, boy scouts (2 Weeks).

PHYSICAL EDUCATION TASK

EXAMPLES OF ASSESSMENT TOOLS

1. OBSERVATION SHEET

#	NAMES OF LEARNERS	CRITERIA						
		Jumping over	Crawling	Balancing	Climbing	Total	%	Level
		5	5	5	5	20		
	Novi	3	4	3	1	11	55	4
	Liks	5	4	5	5	19	95	7
	Andas	2	1	3	4	10	50	4
	Brook	4	2	4	5	15	75	6

2. Self Assessment.

Name of learner:.....Grade.....
 Date:..... Activity

	Excellent	Good	Fair	Struggled
Jumping over				
Crawling				
Balancing				
Climbing				

Teacher comments.....

.....

The process

- Awareness campaign\ publicizing the event (flyers, posters, brochures, community radios, newspapers).
- Invitations to mayor, headman, chief, guest speaker, neighboring schools and church leaders etc.
- Drawing a programme for the national day.

EXAMPLES OF ASSESSMENT TOOLS

(Class work, home work, assignment for Step 1 activities)

Holistic Rubric to assess development and implementation of environmental health programme

CRITERIA	LEVEL DESCRIPTORS						
	Level 7	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Critical evaluation of resources on health information, health services and treatment options.	Able to evaluate resources on health information, services, and treatment options and is able to give excellent examples and own perspective	Able to evaluate resources on health information, services, and treatment options and is able to give examples without perspective	Able to evaluate resources on health information, services, and treatment options and is able to give examples	Able to evaluate resources on health information, services, and treatment options	Able to evaluate resources on health information, services, and treatment options but mentions advantages or disadvantages only	Able to evaluate some of the issues.	Unable to evaluate resources on health information, services, and treatment options

Dissemination of information				Has used all relevant methods of disseminating information			
Programme	The programme For the day has included all the necessary items, time frames and a flow of items.	The programme for the day has included all the necessary items and time frames but do not flow	The programme for the day has included all the necessary items	The programme for the day has included all the necessary items	Is able to draw a program but does not flow	Has an idea of drawing up a programme but has left out some important items.	Is unable to draw a programme.

7. MODERATION

Policy requires that moderation should be done in each term for all grades, at school, cluster and district level.

Moderation will be carried out to ensure that appropriate standards are maintained in the assessment process in the province. This will be done on a sample basis at the different levels of the process.

According to the Assessment Policy of February 2007, continuous assessment should be moderated externally by professional support services within the guidelines set by the Provincial Education Department.

In Grades 4 - 8, CASS makes up 100% of the final Life Orientation mark or level of achievement. In Grade 9 CASS makes up 75% of the final Life Orientation mark or level of achievement and 25% from Common Task for Assessment (CTA) which will be used as a moderating tool for school based assessment.

8. LEVELS OF MODERATION

LEVELS OF MODERATION	WHO MODERATES	PORTFOLIOS TO BE MODERATED
SCHOOL	PRINCIPAL/ HOD OR A TEACHER ASSIGNED BY THE PRINCIPAL WHERE THERE IS NO HOD	ALL PORTFOLIOS should be submitted to the HOD and the HOD should sample according to the school assessment policy which should be more than 10%

CLUSTER	EDUCATORS/ CLUSTER LEADER (LEARNING AREA COMMITTEE CHAIR PERSON)/ DISTRICT CURRICULUM PERSONNEL	10 % OF LEARNERS' PORTFOLIO PER SCHOOL(minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).
PROVINCE	PROVINCIAL LEARNING AREA CHAIR PERSONS/ THEIR REPRESENTATIVES	DETERMINED BY THE PROVINCIAL LEARNING AREA EXECUTIVE COMMITTEE
NATIONAL	UMALUSI	DETERMINED BY UMALUSI

9. MODUS OPERANDI

LEVEL 1: SCHOOL LEVEL

This moderation should be conducted on an ongoing basis as tasks are completed in the classroom situation.

The moderation at school level should be conducted as follows:

- All assessment tasks and tools must be moderated by HOD **before** being administered to the learners.
- The learning area teacher marks tasks in **red** ink.
- The learning area head of department, Deputy Principal or Principal, must then exercise further control in **green** ink. (SMT).
- Comments, signature and a school stamp must appear on the moderated work. A school moderation tool (see annexure C) must be filled in and be submitted by the Learning Area teacher during cluster moderation.
- In schools where there is no SMT member qualified in the learning area, arrangements with the neighbouring school can be made. If this is not possible grade teachers, teaching the same learning area, must moderate each other.

- Two copies of the mark schedule (see annexure A or B) must also be signed by the teacher, HOD and Principal.

LEVEL 2: CLUSTER LEVEL

- Cluster moderation will take place according to the district CASS moderation schedule.
- Each teacher brings along his/her master portfolio, required number of learner portfolios and two copies of the mark schedule.

ROLE OF THE DCES INTERSEN

- Coordinates CASS moderation plans/ programmes for the district for the year.
- Communicates the plans/ programmes to all circuit managers and schools.
- Ensures that the venues are booked and confirmed.
- Collates all the learning area reports.

ROLE OF THE LEARNING AREA SPECIALIST (SES)

- Assisted by the learning area cluster chairperson (teacher), organizes cluster moderation venue, attendance registers, moderation instruments and report form (see annexure).
- Together with the Cluster chairperson decides on the role of each teacher (who moderates which assessment tasks).
- Moderates all the master portfolios.
- Verifies the evidence of School Moderation.
- Ensures that all the teachers have signed the attendance register (Annexure G).
- Signs copy of mark lists after moderation.
- Compiles the final moderation report (Annexure F) of the entire district.

ROLE OF THE CLUSTER CHAIRPERSON (TEACHER)

- Quality and quantity assures the portfolios.
- Fills in the moderation tool with the assistance of all the teachers in the moderation venue and records the findings.
- Leads discussion/report on the moderator's findings.

- Signs the portfolios.
- Verifies and signs copies of mark lists already signed and stamped by the Principal and HOD.
- Compiles the final moderation report (Annexure E).

MODERATION PLAN

TIME	GRADES R- 8	GRADE 9
Term 1	March	April
Term 2	June	July
Term 3	September	October
Term 4	November	CTA

LEVEL 3: PROVINCIAL LEVEL

- Provincial learning area specialists (DCES) are responsible for this level of moderation.
- The reports provided by the district DCES plays a vital role in this level of moderation.
- Common Tasks for Assessment (CTA) moderation will be conducted on a continuous basis while the learners are writing it.

LEVEL 4: NATIONAL LEVEL

- This level of moderation can take place at any time during any level of moderation.
- UMALUSI officials may visit any site of moderation at their discretion. They can also call for portfolios from any school/ cluster/ district for moderation purposes.
- They can as well use the reports compiled by district DCES.

CASS MODERATION INSTRUMENTS

- Learning area recording sheets/ mark schedules.
- School moderation tool .
- Cluster moderation tool.
- Cluster moderation reporting tool.
- District moderation reporting tool.
- Cluster moderation register.

14. ANNEXURES

ANNEXURE A

Life Orientation Recording Sheet (Grade4-8)

ANNEXURE B

Life Orientation Recording Sheet (Grade 9)

ANNEXURE C

School Based Moderation Tool

ANNEXURE D

Cluster Moderation Tool

ANNEXURE E

Cluster Moderation Report

ANNEXURE F

District Moderation Report

ANNEXURE G

Moderation Attendance Register

ANNEXURE A
LIFE ORIENTATION ASSESSMENT RECORDING SHEET GRADE 4-8

		TERM 1					TERM 2					TERM 3					TERM 4							
ASSESSMENT TASKS		TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	TOTAL	%	LEVEL
<i>SURNAME & NAME</i>																								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								

ANNEXURE B

LIFE ORIENTATION ASSESSMENT RECORDING SHEET GRADE 9

		TERM 1					TERM 2					TERM 3					TERM 4 CTA							
ASSESSMENT TASKS		TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	TASK	LO 4 TASK	TOTAL	MOD MARK	TOTAL	SECTION A	SECTION B	TOTAL	MOD MARK	TOTAL	TOTAL	%	LEVEL
<i>SURNAME & NAME</i>																								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								



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SCHOOL BASED MODERATION TOOL (LEVEL 1 MODERATION)

EDUCATOR:..... **SCHOOL:**..... **DATE:**

DISTRICT: **LEARNING AREA:** **NO OF LEARNERS:**

NO OF LEARNER PORTFOLIOS SUBMITTED: **GRADE:**

NAMES OF LEARNERS1.....2.....3.....
4.....5.....6.....

1. MASTER PORTFOLIO	Y/N	COMMENTS
1.1 Is the portfolio logically arranged: cover page, index, and time table?		
1.2 Assessment plans		
1.3 Learning Programmes, Work Schedule and Lesson plans		
1.4 NCS Life Orientation policy statement and Assessment Guidelines		
1.5 Does each task include LO 4?		
1.6 Are LO s and ASs indicated?		
1.7 Is there a variety of forms of Assessment?		
1.8 Are assessment tools relevant and appropriate to the tasks given?		

1.9 Is marking done consistently?		
1.10 Is the standard, quality and content coverage of tasks satisfactory?		
1.11 Are recording sheets available?		
2. LEARNER PORTFOLIO		
2.1 Is the portfolio logically arranged: cover page, index?		
2.2 Is the portfolio neat and tidy?		
2.3 Does the task reflect LO 4?		
2.4 Is there a variety of forms of Assessment included?		
2.5 Is marking done consistently?		
2.6 Is the standard, quality, content coverage of tasks satisfactory?		
EDUCATOR :..... SIGNATURE : DATE:..... HOD :SIGNATURE:.....DATE:..... PRINCIPAL : SIGNATURE:.....DATE:-----		

ANNEXURE D

CLUSTER MODERATION TOOL

DISTRICT.....SCHOOL.....DATE.....

TEACHER.....CLUSTER.....TERM.....

NO OF LEARNERS.....NO OF PORTFOLIOS SUBMITTED.....GRADE.....

	TERM 1			TERM 2			TERM 3			TERM 4		
Components	Yes	No	COMMENTS	Yes	No	COMMENTS	Yes	No	COMMENTS	Yes	No	COMMENTS
1. Does the portfolio reflect the following?												
1.1 Index												
1.2 Timetable												
1.3 Assessment programme												
1.4 Planning												
1.5 NCS policy												
1.6 Assessment Policy												

1.7 Recording sheets												
1.8 Evidence of school based moderation.												
2. LEARNER PORTFOLIOS.												
2.1 Does the portfolio reflect the following?												

i). Cover page ii) Index iii) Assessment tasks												
2.2 Is the learner portfolio informed by the master portfolio?												
2.3 Are all tasks marked?												

Name

Signature

Date

Educator.....

.....

.....

Cluster Leader.....

.....

ANNEXURE E



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CLUSTER MODERATION REPORT FORM

DISTRICT: **CLUSTER:** **DATE:**

LEARNING AREA: **GRADE:**

NO OF SCHOOLS MODERATED: **NO OF SCHOOLS ABSENT:**

LIST OF SCHOOLS ABSENT:

➤ ;

-;
-;
-;
-;
-;

SCHOOLS WITH OUTSTANDING PERFORMANCE:

-;
-;
-;
-;

SCHOOLS NOT MEETING MINIMUM REQUIREMENTS:

-;
-;
-;
-;

WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT ARE ABSENT?

.....
.....

DO ALL SCHOOLS IN YOUR CLUSTER HAVE PROVINCIAL LEARNING AREA ASSESSMENT GUIDELINES?

.....
.....
.....
.....

COMMENTS AND RECOMMENDATIONS:

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.....
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.....
.....
.....

CLUSTER CHAIRPERSON:

SIGNATURE:

DATE:

.....

DISTRICT CHAIRPERSON :

SIGNATURE:

DATE:

.....

.....

.....

ANNEXURE F



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DISTRICT MODERATION REPORT FORM

DISTRICT: **LEARNING AREA**

DATE: **GRADE:**

NO OF SCHOOLS MODERATED: **NUMBER OF SCHOOLS ABSENT:**.....

LIST OF SCHOOLS ABSENT:

➤ ;

-;
-;
-;
-;
-;

WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT ARE ABSENT?

.....

.....

.....

.....

DO ALL SCHOOLS IN YOUR CLUSTER HAVE PROVINCIAL LEARNING AREA ASSESSMENT GUIDELINES?

.....

.....

.....

SCHOOLS NEEDING MORE SUPPORT

SCHOOL	AREA OF IMPROVEMENT

GENERAL COMMENTS AND RECOMMENDATIONS:

.....

.....

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.....

.....

.....

DISTRICT CHAIRPERSON:

SIGNATURE:

DATE

.....

.....

.....

DISTRICT DCES:

SIGNATURE:

DATE

.....

.....

.....

ANNEXTURE G



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MODERATION ATTENDANCE REGISTER

DISTRICT: _____ **NAME OF CLUSTER:** _____ **DATE:** _____

LEARNING AREA: _____ **GRADE:** _____ **TERM:** _____

	Surname	First name	School	Contact office and cell	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					

8.					
9.					
10.					
11.					
12.					
13.					
14.					