

# REPORT ON THE QUALITY ASSURANCE OF THE NATIONAL SENIOR CERTIFICATE ASSESSMENT AND EXAMINATION

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## 2010

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General and Further Education and Training

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# Foreword

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2010 is the third year since the introduction of the National Senior Certificate (NSC) examination. Umalusi as a quality council and a custodian of educational standards, continues to labour rigorously to ensure that the standard of this fairly new qualification is maintained and not compromised.

Umalusi implemented the following processes in quality assuring the 2010 NSC:

- Moderation of question papers,
- Moderation of site based assessment,
- Monitoring of the conduct of examinations,
- Verification of marking of scripts,
- Post-exam analysis of the question papers, and
- Standardisation of marks according to agreed statistical and educational principles.

To carry out the above-mentioned quality assurance processes Umalusi utilised the services of teams of subject specialists referred to as external moderators and evaluators, as well as monitors who are very conversant with the examination system. The standardisation is undertaken by the Assessment Standards Committee (a committee of Council). The members of this Committee consist of a team of esteemed statisticians and educationists.

A number of initiatives have been put in place by Umalusi to ensure continued improvement of its quality assurance processes. Two key initiatives put in place in 2010:

- **Approval of question papers:**

Umalusi introduced an additional layer of quality assurance of question papers. This process entailed a thorough scrutiny of all the approved question papers with a view to ensure that the cognitive demand and difficulty level of the question papers is in line with the policy prescripts. This process proved to be very useful in strengthening the already rigorous quality assurance regime.

- **New approach to moderation of Site Based Assessment:**

Umalusi piloted a revised approach to moderation of Site Based Assessment (SBA). The revised approach was as a result of the abolishing of portfolios as presentations of learner evidence of performance. The outstanding feature of this approach is that instead of moderating the entire learner portfolio as was the case previously, the moderation now focused on “specified” tasks. Umalusi requested provinces to submit specified tasks per subject. This was done with a view to ascertain whether the correct assessment methods and tools were used to assess the different tasks.

This approach has also been very useful in the quality assurance of the SBA.

2010 culminated with the standardisation of results. The process was characterised by a high degree of professionalism and the adjustment discussions were premised on sound educational principles.

Based on the various qualitative reports presented to Umalusi Council, it can be concluded that the 2010 examinations are credible. Furthermore there is currently no report of any irregularity that would compromise the credibility of the 2010 National Senior Certificate Examinations.

To this end, Umalusi takes this opportunity to thank all its stakeholders for their cooperation and support in ensuring the credibility of the 2010 NSC examinations.



**Dr Sizwe Mabizela,  
Chairperson of Council**

**30 December 2010**

# Acronymns

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ASs	Assessment Standards
CAT	Computer Applied Technology
DBE	Department of Basic Education
FAL	First Additional Language
HG	Higher Grade
HL	Home Language
IECS	Integrated Examination Computer System
LO(s)	Learning Outcome(s)
LPG(s)	Learning Program Guideline(s)
NSC	National Senior Certificate
P1, P2, P3	Paper 1, Paper 2, Paper 3
PDE(s)	Provincial Department(s) of Education
PoA	Programme of Assessment
PET	Physical Education Task
SAL	Second Additional Language
SAG(s)	Subject Assessment Guideline(s)
SBA	Site-Based Assessment



# Chapter 1

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## Overview of the Report

The General and Further Education and Training Quality Assurance Amendment Act, 2008, mandates Umalusi follows:

- 117A.** (1) The Council must assure the quality of assessment at exit points.
- (3) The Council must perform the external moderation of assessment of all assessment bodies and education institutions.
- (4) The Council may adjust raw marks during the standardisation process.

In fulfilling this statutory responsibility of ensuring appropriate standards and quality of the 2010 National Senior Certificate Examination, Umalusi undertook the following:

- Moderation of the NSC November 2010 and March 2011 question papers,
- Moderation of educator files and learner evidence of performance for the Site Based Assessment,
- Monitoring of the writing, marking and resulting of the NSC examination,
- Verification of a sample of learners' scripts,
- Standardization of the examination results in accordance with educationally sound statistical principles coupled with the qualitative reports that were presented.

The above-mentioned quality assurance processes were carried out for the National and Provincial Departments of Basic education,

This report therefore provides findings emanating from the various reports from the external moderators and monitors on the above-mentioned quality assurance processes. The report presents the findings by highlighting the following:

- Areas of good practice observed
- Areas of concern identified
- Recommendations for improvement.

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<sup>1</sup> The General and Further Education and Training Amendment Act, 2008

# Chapter 2

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## Moderation of question papers

### **1 INTRODUCTION**

The moderation of question papers is a critical process to ensure that both the end of year and March supplementary question papers are fair, valid and reliable. The purpose of moderation of question papers is to ensure that both sets of question papers comply with the standard set by the Department of Basic Education (DBE) policy; guideline documents (NSC, SAG and the examination guidelines), as well as with prescribed Umalusi criteria. Umalusi assures the standard of question papers by determining the level of adherence to the policy, the cognitive challenge of the question papers, the coverage of content of the Learning Outcomes and their relevant Assessment Standards, the quality of the visual texts and the general layout of the question papers.

The setting and moderation of question papers during 2010 has proven difficult due to the World Cup and the relocation of the Department of Basic Education (DBE) to new offices. This created challenges in the moderation process as the timeframes for setting and internal moderation were extended, exerting tremendous pressure on Umalusi's external moderators to approve the papers before the commencement of the examination. Notwithstanding these circumstances, Umalusi was able to ensure that papers that were set for the end of the year examinations were of the appropriate standard.

This year Umalusi introduced an additional layer of quality assurance for the moderation of question papers. This entailed the verification of the cognitive demand and level of difficulty of each question paper approved by the external moderator. As a result of this process, a few question papers had to be revised by both the examining panels and external moderators to ensure compliance with policy and the guideline documents. This proved to be a worthwhile exercise and Umalusi will maintain the vigorous standard going forward.

### **2 SCOPE**

This chapter covers findings on the moderation process of the November 2010 and March 2011 question papers.

Table 1 below provides an illustration of the approval process of each of the question papers.

**Table 1: External moderation Grade 12, November 2010 and March 2011 Question papers**

	SUBJECT	APPROVED AT:					
		1st moderation		2nd moderation		3rd moderation	
		November 2010	March 2011	November 2010	March 2011	November 2010	March 2011
1.	Accounting		Approved	Approved			
2.	Agricultural Management Practices	Approved	Approved				
3.	Agricultural Science P1	Approved	Approved				
4.	Agricultural Science P2	Approved	Approved				
5.	Agricultural Technology	Approved			Approved		
6.	Business Studies			Approved			Approved
7.	Consumer Studies	Approved	Approved				
8.	Computer Applications Technology P1					Approved	Approved
9.	Computer Applications Technology P2					Approved	Approved
10	Civil Technology					Approved	Approved
11	Dance Studies	Approved	Approved				
12	Design P1			Approved	Approved		
13	Design P2	Approved	not submitted for moderation				
14	Dramatic Arts			Approved	Approved		
15	Economics			Approved	Approved		
16	Electrical Technology	Approved			Approved		
17	Engineering Graphics & Design P1	Approved	Approved				
18	Engineering Graphics & Design P2	Approved	Approved				
19	Geography P1			Approved	Approved		

	SUBJECT	APPROVED AT:					
		1st moderation		2nd moderation		3rd moderation	
		November 2010	March 2011	November 2010	March 2011	November 2010	March 2011
20	Geography P2	Approved	Approved				
21	History P1					Approved	Approved
22	History P2					Approved	Approved
23	Hospitality Studies	Approved	Approved				
24	Information Technology P1				Approved	Approved	
25	Information Technology P2			Approved	Approved		
26	Life Sciences P1					Approved	Approved
27	Life Sciences P2			Approved	Approved		
28	Mathematical Literacy P1			Approved	Approved		
29	Mathematical Literacy P2					Approved	Approved
30	Mathematics P1			Approved	Approved		
31	Mathematics P2			Approved	Approved		
32	Mathematics P3			Approved	Approved		
33	Mechanical Technology	Approved	Approved				
34	Music P1			Approved	Approved		
35	Music P2			Approved	Approved		
36	Physical Science P1					Approved	Approved
37	Physical Science P2			Approved	Approved		
38	Religion Studies P1			Approved	Approved		
39	Religion Studies P2			Approved	Approved		
40	Tourism	Approved	Approved				
41	Visual Arts P1	Approved	Approved				
42	Visual Arts P2	Approved	not submitted for moderation				
43	Afrikaans HL P1			Approved	Approved		
44	Afrikaans HL P2			Approved	Approved		
45	Afrikaans HL P3			Approved			Approved
46	Afrikaans FAL P1			Approved			
47	Afrikaans FAL P2			Approved	Still in progress		
48	Afrikaans FAL P3			Approved	Still in progress		
49	Afrikaans SAL P1			Approved	Still in progress		
50	Afrikaans SAL P2			Approved	Still in progress		

	SUBJECT	APPROVED AT:					
		1st moderation		2nd moderation		3rd moderation	
		November 2010	March 2011	November 2010	March 2011	November 2010	March 2011
51	English HL P1			Approved	Approved		
52	English HL P2				Approved	Approved	
53	English HL P3				Approved	Approved	
54	English FAL P1			Approved	Approved		
55	English FAL P2			Approved	Approved		
56	English FAL P3			Approved	Approved		
57	English SAL P1			Approved	Approved		
58	English SAL P2			Approved	Approved		Approved
59	IsiNdebele HL P1	Approved	Approved				
60	IsiNdebele HL P2	Approved	Approved				
61	IsiNdebele HL P3	Approved	Approved				
62	IsiNdebele FAL P1	Approved	Approved				
63	IsiNdebele FAL P2	Approved	Approved				
64	IsiNdebele FAL P3	Approved	Approved				
65	IsiNdebele SAL P1	Approved	Approved				
66	IsiNdebele SAL P2	Approved	Approved				
67	IsiXhosa HL P1	Approved	Approved				
68	IsiXhosa HL P2	Approved	Approved				
69	IsiXhosa HL P3	Approved	Approved				
70	IsiXhosa FAL P1			Approved	Approved		
71	IsiXhosa FAL P2			Approved	Approved		
72	IsiXhosa FAL P3			Approved			Approved
73	IsiXhosa SAL P1	Approved	Approved				
74	IsiXhosa SAL P2			Approved	Approved		
75	IsiZulu HL P1			Approved	Approved		
76	IsiZulu HL P2			Approved	Approved		
77	IsiZulu HL P3			Approved	Approved		
78	IsiZulu FAL P1			Approved	Approved		
79	IsiZulu FAL P2	Approved	Approved				
80	IsiZulu FAL P3				Approved	Approved	
81	IsiZulu SAL P1			Approved	Still in progress		
82	IsiZulu SAL P2	Approved			Approved		
83	Sepedi HL P1			Approved	Approved		
84	Sepedi HL P2			Approved			
85	Sepedi HL P3			Approved	Approved		
86	Sepedi FAL P1			Approved	Approved		
87	Sepedi FAL P2			Approved	Approved		

	SUBJECT	APPROVED AT:					
		1st moderation		2nd moderation		3rd moderation	
		November 2010	March 2011	November 2010	March 2011	November 2010	March 2011
88	Sepedi FAL P3			Approved	Approved		
89	Sepedi SAL P1			Approved	Approved		
90	Sepedi SAL P2			Approved	Approved		
91	Sesotho HL P1			Approved	Approved		
92	Sesotho HL P2			Approved	Approved		
93	Sesotho HL P3			Approved	Approved		
94	Sesotho FAL P1			Approved	Approved		
95	Sesotho FAL P2		Approved	Approved			
96	Sesotho FAL P3	Approved	Approved				
97	Sesotho SAL P1	Approved			Approved		
98	Sesotho SAL P2	Approved			Approved		
99	Setswana HL P1			Approved	Approved		
100	Setswana HL P2	Approved			Approved		
101	Setswana HL P3			Approved	Approved		
102	Setswana FAL P1			Approved	Approved		
103	Setswana FAL P2			Approved			Approved
104	Setswana FAL P3			Approved	Approved		
105	Setswana SAL P1	Approved	Approved				
106	Setswana SAL P2	Approved	Approved				
107	Siswati HL P1	Approved			Approved		
108	Siswati HL P2		Approved	Approved			
109	Siswati HL P3	Approved	Approved				
110	Siswati FAL P1	Approved			Approved		
111	Siswati FAL P2		Approved	Approved			
112	Siswati FAL P3	Approved	Approved				
113	Siswati SAL P1			Approved	Approved		
114	Siswati SAL P2	Approved			Approved		
115	Tshivenda HL P1			Approved	Approved		
116	Tshivenda HL P2			Approved	Approved		
117	Tshivenda HL P3			Approved	Approved		
118	Tshivenda FAL P1	Approved	Approved				
119	Tshivenda FAL P2			Approved	Approved		
120	Tshivenda FAL P3			Approved	Approved		
121	Tshivenda SAL P1			Approved	Approved		
122	Tshivenda SAL P2	Approved	Approved				
123	Xitsonga HL P1			Approved	Approved		
124	Xitsonga HL P2	Approved	Approved				

	SUBJECT	APPROVED AT:					
		1st moderation		2nd moderation		3rd moderation	
		November 2010	March 2011	November 2010	March 2011	November 2010	March 2011
125	Xitsonga HL P3	Approved	Approved				
126	Xitsonga FAL P1			Approved	Approved		
127	Xitsonga FAL P2	Approved		Approved			
128	Xitsonga FAL P3		Approved	Approved			
129	Xitsonga SAL P1	Approved	Approved		Approved		
130	Xitsonga SAL P2		Approved	Approved	Approved		
<b>TOTAL</b>		<b>47</b>	<b>41</b>	<b>71</b>	<b>69</b>	<b>12</b>	<b>13</b>

Only two papers- IsiZulu FAL P3 and Sesotho HL P1 - were rejected during the first moderation phase, IsiZulu FAL P3 was judged to have a very limited compliance with the criteria. It was considered to be of an inappropriate standard and not adhering to policy/guideline documents. IsiZulu FAL P3 was finally approved during the third moderation phase. The Sesotho HL P1 required many modifications as it was found lacking with regard to fairness and reliability.

At the time of this report, the moderation of the March 2011 Afrikaans FAL, SAL papers as well as IsiZulu SAL P1 were still not finalized.

The table above may be summarized as follows:

**Table 2: Summary of November 2010 and March 1011 Question papers moderated**

Assessment body	Number of subjects	Number of papers	Approved / Conditionally approved at 1st moderation	Approved / Conditionally approved at 2nd moderation	Approved / Conditionally approved at 3rd moderation	4th and beyond
DoBE Nov 2010	38	130	47	71	12	NIL
DoBE March 2011	38	128	41	69	13	NIL

The figures for the March 2011 papers exclude the five papers mentioned above which were not finalized at the time of this report. Also of note is the reduction in the number of papers for the March 2011 examination. This is because Design P2 and Visual Arts P2 were not presented to Umalusi for moderation.

### 3 APPROACH

All the DBE question papers were moderated on-site at the DBE offices. A panel of Umalusi external moderators was used to moderate the papers. In the majority of cases two external moderators were appointed for each paper. The external moderators jointly moderated the papers and generated detailed reports on the standard of the papers.

After papers had been moderated by external moderators Umalusi officials visited the DBE offices to check on the congruence of question papers with the SAG's and moderator reports. This exercise was undertaken before the final signing off of the question papers by the external moderators. Umalusi accepted a 5% deviation in the distribution of cognitive skills and deviations from this norm standard were rejected. Question papers in which anomalies were found were required to be revised by the DBE panel and the external moderators.

### 4 FINDINGS

Moderation findings are presented in terms of the criteria prescribed for the moderation of question papers. The findings below refer mainly to the first moderation phase of question papers. The anomalies highlighted below were rectified in subsequent moderations.

#### 4.1 TECHNICAL CRITERIA

This criterion looks into the presentation and finalization of the question papers. Umalusi requires question papers, submitted for external moderation, to be in print-ready format.

The following papers were deemed to have technical issues during the first moderation phase: Accounting, Agricultural Science P1, Agricultural Technology, Civil Technology, Economics, History P1 and P2, Life Sciences P1 and P2, Mathematical Literacy P1, Music P1 and P2, English HL P1 and P3, IsiZulu HL P3, IsiZulu FAL P1 and P3, Sesotho HL P3, Sesotho SAL P1 and P2.

Paper	Finding/Concern
Accounting	Numbering in Question 4 needed to be corrected. Some mark allocations were missing. Question 3 needed to be reviewed.
Agricultural Science P1; Agricultural Technology.	Diagrams were not clear.
Civil Technology	Question headings were not according to the prescribed format.

Paper	Finding/Concern
	Font used in Fig. 6.2 was not the same as that used in the rest of the paper. Line quality of illustrations was poor..
Economics and IsiZulu HL P3	Numbering in the question paper was incorrect.
History P1 and P2	Some visual sources were not clear.
Life Sciences P1 and P2	Instructions for Question 1 had to be reworded and diagrams modified.
Mathematical Literacy P1	Paper was not print ready and some tables and diagrams required attention.
Mathematics P3	Number of pages in the question paper was incorrectly indicated. Numbering of the diagram was not consistent with numbers in the question paper.
Music P1 and P2	Instructions on the cover page and those pertaining to certain questions needed to be clarified or amended. Some tracks were too long in Paper 2.
English HL P1	Some of the texts were not legible and not print ready. Inconsistencies with regard to paragraphing, line numbering, spacing line alignment and bordering.
IsiZulu FAL P1	Layout of the paper was not candidate friendly. Visual text colour needed to be adjusted for Question 1.2.
IsiZulu FAL P3	Some of the instructions were ambiguous. Mark allocation in the rubrics had to be aligned to the revised Examination Guidelines.
Sesotho HL P3	Full history of the paper was not provided.
Sesotho SAL P2	Quality of picture in Question 1.8 of Section C needed attention. Pictures in the essays were not visible enough and needed to be replaced in the March 2011 paper.

The shortcomings above were addressed in the subsequent moderations.

## 4.2 INTERNAL MODERATION

Umalusi policy requires that each question paper submitted for external moderation must have been moderated internally, and the internal moderator's report must accompany the question paper. Generally, the standard of internal moderation was good. This was evident by the low number of papers that presented concerns, during the first moderation phase, regarding standards of internal moderation. Concerns pertaining to internal moderation were raised in the following papers: Agricultural Science P2, Agricultural Technology, Civil Technology, Music P1, English HL P1, P2 and P3, IsiZulu FAL P1 and P3, Sesotho HL P1 and P3.

Paper	Finding/Concern
Agricultural Science P2; Agricultural Technology.	The standard of reporting needed improvement. The internal moderator's report did not give enough guidance in the March 2011 paper since inputs in most of the criteria were inadequate.

Paper	Finding/Concern
Civil Technology	November 2010 and March 2011 papers were presented separately for moderation.
Music P1	Quality, standard and relevance of internal moderator's input were not up to standard.
English HL P1 and P3	There was a report but no evidence of internal moderation. Added to this is the fact that the history of the paper was not provided to enable the external moderator to see how the paper evolved through the setting and internal moderation process.
English HL P2	There was no evidence of internal moderation. The paper was extremely difficult to moderate as it was difficult to assess progression of moderation.
IsiZulu FAL P1 and P3	Internal moderator's input was limited and not rigorous enough.
Sesotho HL P1 and P3	For P1 the quality of internal moderator's report was not of the required quality. In P3, there was no compliance as internal moderation was not done.
Sesotho SAL P1 and P2	Too many errors in the paper which should have been picked up by internal moderator.

### 4.3 CONTENT COVERAGE

Coverage of content is determined by the extent to which Learning Outcomes (LOs) and Assessment Standards (ASs) have been addressed in the question paper.

There were papers where, at first moderation, it was found that content was not covered in line with what the guidelines recommended, and in some cases this could be observed in one paper (i.e. November paper) while the subsequent paper (March paper) displayed good coverage. The external moderators ensured that such papers adhered as closely as possible to the norm. Mathematical Literacy P1 is an example as illustrated below:

#### Mathematical Literacy P1

In the first moderation phase, with respect to content coverage, there was no compliance in the November paper but close compliance in the March paper. The LOs referred to below are:

- LO1: Number and Operations
- LO2: Functional Relationships
- LO3: Space, Shape and Measurement
- LO4: Data Handling

Learning Outcomes	Norm	Examination Panel		External Moderators	
		November	March	November	March
LO1	25%	29%	27%	35%	31%
LO2	25%	22%	23%	15%	21%

Learning Outcomes	Norm	Examination Panel		External Moderators	
		November	March	November	March
LO3	25%	23%	24%	21%	21%
LO4	25%	25%	26%	29%	27%

The table above shows that according to the external moderators LO2 was under-assessed and LO1 over-assessed in the November paper. A request was made to the panel to set more questions on LO2 and reduce the number of LO1 questions accordingly. Upon approval, content coverage was as follows:

Learning Outcomes	Norm	Examination Panel		External Moderators	
		November	March	November	March
LO1	25%	27%	26%	27%	26%
LO2	25%	23%	25%	25%	25%
LO3	25%	24%	23%	22%	24%
LO4	25%	26%	27%	27%	25%

There was thus close correlation between the papers set by the Panel and the findings of the external moderators with respect to content coverage.

### Mathematical Literacy P2

The coverage of LOs and ASs was found to be within the accepted range as follows:

Learning Outcomes	Norm	Examination Panel		External Moderators	
		November	March	November	March
LO1	25%	26%	27%	26%	28%
LO2	25%	25%	25%	25%	20%
LO3	25%	23%	22%	24%	27%
LO4	25%	27%	25%	25%	25%

There were papers like the November Accounting paper which were finally approved with one LO below the norm:

### Accounting

At the time of the approval of the paper content coverage was as follows:

	Learning Outcome 1		Learning Outcome 2		Learning Outcome 3	
	Financial Accounting		Managerial Accounting		Managing Resources	
	November	March	November	March	November	March
<b>Norm</b>	150 - 180		60 - 75		60 - 75	
<b>Actual</b>	175	161	68	71	57	68

While LO1 and LO2 were closer to the norm, LO3 seemed to have been under-assessed in the November paper. There was however adequate content coverage of LO3 in the March 2011 paper.

### Mathematics P1

There were already high levels of compliance in the first moderation.

	Norm	Actual	
	November & March	November	March
Algebraic Manipulations	20	21	20
Finance and Annuities	15	15	15
Patterns and Sequences	30	28	30
Functions and Graphs	35	35	35
Calculus	35	36	34
Linear Programming	15	15	16
TOTAL	150	150	150

### Mathematics P2

Learning Outcomes	Norm	Actual	
	November & March	November	March
LO3: Coordinate Geometry	40	40	37
LO3: Transformation	25	22	25
LO3: Trigonometry	60	59	61
LO4: Data Handling	25	29	27
TOTAL	150	150	150

There was close adherence to the suggested guidelines. A recommendation was made for the inclusion of theory questions in the NCS.

### Physical Science P2

The LOs referred to below are the following:

- LO1: Practical scientific inquiry and problem solving skills
- LO2: Construction and applying scientific knowledge
- LO3: The nature of science and its relationship to technology, society and the environment.

Learning Outcomes	Norm		Actual	
	November	March	November	March
LO1	45-60 marks	45-60 marks	48	45
LO2	75-90 marks	75-90 marks	95	99
LO3	7.5-22.5 marks	7.5-22.5 marks	7	6

In both November and March papers all the LOs were addressed except for LO3 which was assessed a little below the minimum recommended. This inadequate coverage of LO3 was ascribed to shortage of documented evidence on indigenous knowledge. From the table above it can be seen that LO2 was slightly over-assessed in both the November and March papers.

Content coverage in other subjects was as follows:

Paper	Finding/Concern
Civil Technology	Certain questions were not applicable to Grade 12. Certain questions had to be replaced as they were not applicable to construction processes while others had to be changed so that there was a more even distribution of marks between different services.
Economics	Certain questions were not related to the data supplied.
History P1 and P2	Learning outcomes and assessment standards were not adequately covered.
Life Sciences P1 and P2	Certain questions needed to be reworked and replaced as they were scientifically and conceptually incorrect.
Music P1	Some questions were too easy for Grade 12 candidates. There was no correlation between level of difficulty, mark allocation and time allocation.
Tourism	It was recommended that Question 1.3.3. be replaced since it dealt with "organizations", a concept that teachers and learners may not be familiar with as it was introduced in 2010.
IsiZulu FAL P3	There was limited compliance in the November paper. The paper did not allow for creative responses from candidates. Content was not in line with the SAG. The level of difficulty of questions did not correlate with time allocated for each section.
Sesotho SAL P1	Some questions in Section C needed to be replaced as they were ambiguous.
Setswana HL P1 and P3	Learning Outcomes and Assessment Standards covered were not indicated and weighted correctly in Paper1. In Paper 3 classification of essays was not appropriately done and marks not distributed correctly.
Physical Science P1	LO3 was found to have been under-assessed as it contained 2% as opposed to 5% as prescribed by the Examination Guidelines.

## 4.4 COGNITIVE DEMAND

Cognitive demand is a crucial element in the setting and moderation of question papers. The examiners and moderators should ensure that the different cognitive skills are assessed and that the weighting of the cognitive levels is in line with policy and guidelines.

Umalusi ensured that papers were pitched at the required cognitive levels. Umalusi only allowed a deviation of not more than 5% either way and larger deviations from the norm were not accepted. The challenge encountered in this regard was that in certain subjects the guideline documents did not prescribe the recommended cognitive weighting, in which case the examining panels and external moderators stipulated an agreed standard.

Cognitive demand is illustrated in the tables below.

This demonstrates how each question paper evolved through the moderation process.

### Civil Technology

According to the examining panel the cognitive demand in this subject during the first moderation was as follows:

Cognitive level	Norm	Actual	
		November	March
Lower order	30%	35%	35%
Middle order	50%	35.5%	68.5%
Higher order	20%	29.5%	29.5%

However external moderators perceived the cognitive demand as follows:

Cognitive level	Norm	Actual	
		November	March
Lower order	30%	21.5%	21.5%
Middle order	50%	68.5%	68.5%
Higher order	20%	10%	10%

The picture depicted above shows a large variance between examining panel and external moderators with respect to cognitive demand in Civil Technology. While the guideline documents do not specify cognitive levels in this subject, the external moderators in collaboration with the panel adopted a 30: 50: 20 norm.

On approval of the papers the external moderators evaluated the cognitive demand as follows:

Cognitive level	Norm	Actual	
		November	March
Lower order	30%	27%	17%
Middle order	50%	56.5%	64%
Higher order	20%	16.5%	19%

Umalusi noted the discrepancy between the two papers with the March paper being perceived as more difficult than the November paper. Examiners and external moderators were requested to ensure that the weighting was adjusted so that the papers were of comparable difficulty.

### Geography

The weighting of cognitive levels was found to be within the acceptable range when the papers were approved, as shown in the table below.

	Low order		Middle order		Higher order	
	November	March	November	March	November	March
<b>Examining Panel</b>	30.5%	33%	39.5%	37%	30%	30%
<b>External Moderators</b>	32%	31%	36.5%	34%	31.5%	35%
<b>Norm</b>	30%		40%		30%	

### Mathematical Literacy P1

Cognitive weighting in Mathematical Literacy comprised two levels, namely, Level 1 and Level 2. The percentage weighting in the cognitive demand in Mathematical Literacy P1 was found to be within the acceptable range as follows:

	Level 1		Level 2	
	Knowing		Routine procedures	
	November	March	November	March
<b>Examining Panel</b>	62%	58%	38%	42%
<b>External Moderators</b>	63%	57%	37%	43%
<b>Norm</b>	60%		40%	

After second moderation the cognitive weighting was as follows:

	Level 1		Level 2	
	Knowing		Routine procedures	
	November	March	November	March
<b>Examining Panel</b>	60%	56%	40%	44%
<b>External Moderators</b>	63%	57%	37%	43%
<b>Norm</b>	60%		40%	

## Mathematics P1

Please note: the weighting below for the two Mathematics papers is presented in terms of marks out of 150:

	Level 1		Level 2	
	Knowing and Performing Routine Procedures		Performing Complex Procedures and Problem Solving	
	November	March	November	March
<b>Actual: Panel</b>	87	83	63	67
<b>External Moderators</b>	87	88	63	62
<b>Norm</b>	83		67	
	150 marks			

There was a fairly close correlation between the two examination papers at both Level 1 and Level 2. The external moderator found Level 1 to be weighted at 87 in the November 2010 paper and 88 in the March 2011 paper. Level 2 was found to be weighted at 63 and 62 in the two papers respectively.

The external moderators are of the view that the nature of Mathematics Paper 1 leaves little room for complex procedure. Questions in the higher cognitive levels viz. complex procedures and problem solving can often be resolved using routine procedures. There was also little to differentiate between the two bottom categories viz. Knowing and Routine procedures.

## Mathematics P2

The table below depicts what transpired in the first moderation process.

	Level 1		Level 2	
	Knowing and Performing Routine Procedures		Performing Complex Procedures and Problem Solving	
	November	March	November	March
<b>Actual: Panel</b>	79	79	71	71
<b>External Moderators</b>	80	95	70	55
<b>Recommended</b>	75		75	
	150 marks			

According to the external moderators the November paper appeared to be skewed towards lower order questions. The situation was worse in the March paper as there were too many questions on the lower cognitive levels.

These papers were approved at second moderation phase after the panel had managed to get the weighting in the cognitive levels closer to the norm as illustrated below:

	Level 1		Level 2	
	Knowing and Performing Routine Procedures		Performing Complex Procedures and Problem Solving	
	November	March	November	March
<b>Actual: Panel</b>	77	80	73	70
<b>External Moderators</b>	77	80	73	70
<b>Recommended</b>	75		75	
	150 marks			

In the November paper Level 1 and Level 2 were weighted at 77/75 and 73/75 respectively, and in the March paper at 80/75 and 70/75 respectively.

### Physical Science P2

Cognitive level	Examination Guidelines	Examining panel	
	November & March	November	March
<b>Recall</b>	15%	15%	15.3%
<b>Comprehension</b>	40%	38%	38%
<b>Application and Analysis</b>	35%	38%	37.3%
<b>Synthesis and Evaluation</b>	10%	9.3%	9.3%

Both the November and March papers complied with the Examination Guidelines. There was an appropriate distribution of cognitive skills.

In other subjects, the cognitive demand of the question papers during first moderation was as follows:

Paper	Finding/Concern
Business Studies	Certain questions had to be upgraded; a balance in cognitive weighting in choice questions was required.
History P1 and P2	Some source-based questions needed to be adapted to address various higher order skills.
Music P1	Distribution of cognitive levels was not appropriate in both papers, and in the March the paper choice questions were not of equivalent difficulty.
English HL P1	Some questions did not meet the cognitive requirements of a Home Language partly due to the choice of texts.
IsiZulu FAL P1	There was limited compliance. There were limited opportunities to communicate and to express arguments clearly. Choice questions were also not of an equivalent level of difficulty.

Paper	Finding/Concern
Mathematics P3	In the March paper, cognitive levels Knowing and Routine Procedures had to be balanced. Knowing should be closer to 25 marks and Routine closer to 30 marks.

## 4.5 MARKING MEMORANDA / MARKING GUIDELINES

In most cases corrections to the memoranda were necessitated by changes, adaptations and corrections to certain questions in the question papers. This warranted the re-alignment of the memoranda to accommodate these changes.

Issues pertaining to marking memoranda were raised in the following subjects during the first moderation phase: Business Studies, Economics, Geography P2, Life Sciences P1 and P2, Mathematical Literacy P1, Mathematics P1 and P2, Music P1, English HL P1 and P2, IsiXhosa SAL P1 and P2, IsiZulu FAL P3, Sesotho HL P1 and P3, Sesotho SAL P2, Mathematics P3 and Physical Science P1 and P2.

Paper	Finding/Concern
Business Studies	Alternative responses given were not adequate especially in questions of higher order.
Economics	Marking memorandum was not accurate with respect to Question 3.1.4 in the November 2010 paper and Question 3.5 in the March 2011 paper.
Geography P2	Marking memorandum was not accurate and needed to be aligned to the question paper with respect to Questions 1.7; 2.1 and 2.4 in the November paper and Questions 1.2, 1.3, 1.4 and 3.5 in the March paper.
Life Sciences P1 and P2	The marking memorandum was not accurate in some questions.
Mathematical Literacy P1	The memorandum contained mathematical errors with respect to certain questions.
Mathematics P1 and P2	Alternate responses were not fully exhausted and external moderators differed with the panel with regard to mark allocation and distribution.
Music P1	There was limited compliance. Memorandum was not accurate, it did not correspond with the question paper nor did it facilitate marking. Mark allocations and mark distributions within questions were not always appropriate.
English HL P1 and P2	Certain answers did not correspond with questions in the question paper. Answers to a few questions were not adequately provided in the memorandum. In Paper 2 there was limited compliance as memorandum showed inadequacies in many of the questions.
IsiXhosa FAL P1	The memorandum did not accommodate all possible responses with respect to the summary in the March paper an extract to be summarized was too short.
IsiXhosa SAL P1 and P2	The marking guideline did not correspond with the question paper with respect to Question 7.1.7. This was more conspicuous in Paper 2. In the March paper, in many instances the memorandum did not correspond with the paper.
Sesotho HL P1 and P3	There were some inaccuracies in the memorandum and some of the alternate responses were not included. The rubrics that were prepared for Paper 3 were altogether wrong and

Paper	Finding/Concern
	outdated.
Sesotho SAL P2	Rubrics used were too long and too complex and had to be replaced.
Mathematics P3	The marking guideline lacked alternative responses.
Physical Science P1	There were a few instances of incorrect answers in the memorandum.
Physical Science P2	There were errors in the memorandum and not all alternative answers were shown. The memorandum did not facilitate marking because it did not show how positive and negative marking would be implemented.

## 4.6 LANGUAGE AND BIAS

It is of great importance that an appropriate language register, free from subtleties and ambiguities is used in question papers. As these are national papers bias of any form should be avoided as far as possible. All candidates, regardless of their context or background, should be able to relate to the question paper at hand.

Findings pertaining to language and bias were reported in Business Studies, Dramatic Arts, Economics, History P1 and P2, Life Sciences P1 and P2, Mathematics P1 and P2, Music P1 and P2, English HL P1, IsiZulu FAL P1, P3 Sesotho HL P1 and Setswana HL P1 and P3.

Paper	Finding/Concern
Business Studies	Certain verbs and terminology needed to be simplified.
Dramatic Arts	Some passages were too long. Language usage was not accessible to candidates and there were long convoluted sentences in the March paper.
Economics; History P1 and P2	Language register was not appropriate for the level of candidates.
Life Sciences P1 and P2	Some questions had to be reworded so that they were clear and less confusing.
Mathematics P1 and P2	There was limited compliance. Language had to be altered or modified in several places because language register was not appropriate for the level of candidates. There were also subtleties in the grammar that might create confusion.
Music P1 and P2	There was some ambiguity and bias in a few questions. In Paper 2 instructions were too complex making it difficult for second language candidates to engage fairly with the paper. Question 5 needed to be replaced because of regional bias.
English HL P1	Text G favoured those candidates who were familiar with the text. Level and complexity of vocabulary in passages was far too simplistic for HL candidates in both November and March papers.
IsiZulu FAL P1 and P3	Language register was inappropriate for FAL candidates and had to be toned down.

Paper	Finding/Concern
Sesotho HL P1	Comprehension passage was biased in favour of the Christian religion. Gender bias was detected in the comprehension text. Text on grammar section was too long.
Sesotho SAL P2	SAL candidates could not relate to the Haitian earthquake and the text needed to be replaced in the March paper.
Setswana HL P1 and P3	There were subtleties in language and grammar that initially created confusion.

## 4.7 PREDICTABILITY

The assessment body is required to provide a full history of the paper to be moderated including question papers for the previous three years. This is done to guard against questions being copied and pasted from previous years' question papers. Very few question papers were reported "to be predictable". Papers in which predictability was reported were Life Sciences P2, IsiZulu FAL P3, Sesotho SAL P3 and Setswana FAL P3.

Paper	Finding/Concern
Life Sciences P2	Question 3.2 in the March paper had been overused in Exemplars and question papers in previous years. Questions 1.1.1, 1.3.3, 1.2.3, 3.2.1, 3.2.2 were very similar to the November paper.
IsiZulu FAL P3	There was limited compliance. There was a possibility of the paper being predictable owing to the inappropriate level of questions and the number of questions that had to be replaced.
Sesotho SAL P1	Pictures in the essay of the March paper were all taken from the same source which was a grammar book circulating in schools.
Setswana FAL P3	While moderating the November 2010 paper the external moderators observed that the paper assessed the same transactional writing as the November 2009 paper in Sections B and C. It was then recommended that some of the questions in the March 2011 paper; Section B and C, be swapped for the November 2010 paper.

## 5 AREAS OF GOOD PRACTICE

- The simultaneous presentation of November 2010 and March 2011 question papers for external moderation in the majority of subjects ensured that the standard in these papers was comparable. There were a few subjects where the November and March papers were not presented at the same time and this did not assist in ensuring comparability of standard. CAT and IT are cases in point.
- Efforts made by the DBE to stem the slump in the performance in Physical Science were appreciated. The DBE undertook a review and re-alignment of the Physical Science Examination Guidelines.

- Proofreading of question papers after they had been edited minimized errors in the question papers and incorrect versions of question papers being used for the examination.
- Additional verification conducted by Umalusi officials on externally moderated question papers ensured that question papers were of an appropriate standard and that they complied with the SAG or examination guidelines in terms of the distribution of the cognitive levels as well as levels of difficulty.

## 6 AREAS FOR IMPROVEMENT

- The majority of the question papers were submitted late for first external moderation. The first batch of papers was submitted around March/April 2010, and the remaining batches were submitted in July 2010. While this may be attributed to external factors like the 2010 World Cup, proper planning ought to have been put in place to circumvent this problem. This resulted in bottlenecks towards the end of the year as the pressure to have the papers ready for the examination mounted.
- In certain subjects, the SAG and examination guidelines do not specify the distribution of cognitive levels. This creates a problem because the standard has to then be defined by the examining panel and the external moderators.
- In Information Technology and Computer Applications Technology, the current panel comprising Chief Examiner and two Examiners was considered too small for the work that had to be done. Furthermore, it comprised only one person who could speak Afrikaans. Owing to the above shortcomings, the Chief Examiner was required to do all the translation as well as all corrections that emanated from the moderation process.
- During the final phase of setting the Information Technology practical question paper, certain allegations were brought to the attention of the panel and external moderators. It was alleged that in at least one of the provinces, teachers were studying the contents of the data files sent to the schools prior to the examination and coaching learners on likely questions. The DBE addressed this irregularity by making changes to the content of the files. These changes were then communicated to the provinces.

## 7 RECOMMENDATIONS

- It is essential that the DBE implements the 18 month cycle for the setting and moderation of question papers. This will ensure that papers are not moderated under undue pressure.

- The number of examiners on the panels for Information Technology and Computer Applications Technology should be urgently increased, with the addition of at least two new members in the case of Information Technology, one of whom must be Afrikaans-speaking.
- The DBE should put mechanisms in place to ensure there are no irregularities in the management of the practical examination similar to those experienced with the Information Technology paper.
- The final paper that is sent to provinces for printing should be signed by both the internal moderator and external moderator.

## **8 CONCLUSION**

Despite the challenges presented this year as a result of the World Cup and the delay in the commencement of the moderation of question papers, moderation proceeded well. The involvement of Umalusi officials in verifying the approved papers ensured that all moderated papers were of the appropriate standard. The DBE should be commended for the conducive environment- made possible by the relocation to new premises- in which the moderation of question papers occurred.

# Chapter 3

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## Moderation of Site-based Assessment

### 1 INTRODUCTION

Site Based Assessment (SBA) commonly known as Continuous Assessment (CASS) is a compulsory component of assessment for the awarding of the National Senior Certificate (NSC). This component constitutes 25% of the final promotion mark while the external written examination component counts 75% for examinable subjects offered in the NSC.

Life Orientation is the only NSC compulsory subject that is fully internally assessed, i.e. 100 % SBA. Umalusi quality assures the SBA component and uses two processes to confirm the fairness, reliability and credibility of the SBA mark. The first process involves the moderation of teacher judgement and the remarking and the verification of learner evidence of performance by Umalusi panels of moderators. The second process involves the statistical moderation of SBA marks relative to the marks obtained in the written examinations.

### 2 PURPOSE

The focus of this chapter is to:

- highlight the approach that Umalusi adopted for the quality assurance of Site-Based Assessment,
- present findings, focusing on specified tasks, of the moderations conducted in the three terms in 2010
- identify areas of good practice observed,
- highlight the critical areas for improvement, and
- present recommendations for improvement.

### 3 APPROACH

Umalusi reviewed the quality assurance of SBA in 2010, and adopted a new approach which was piloted across the nine (9) PDEs. This revised approach to SBA was introduced as an alternative to the use of portfolios as evidence of performance.

Whereas previously, the SBA moderation focussed on individual learner portfolios, the new approach focuses on the moderation of specific tasks across districts and across schools within a province. This approach also facilitated ongoing moderation during the last three terms of the year.

The new approach was implemented in a two-pronged manner which entailed the following:

- completion of subject specific self-evaluation instruments by the provincial SBA subject coordinators and
- moderation of specific tasks per subject

Each PDE was required to complete subject specific self-evaluation instruments. These instruments were meant to provide Umalusi with the status of SBA implementation in each of the subjects for which the moderation was to be conducted. The completed instruments, with accompanying evidence, were presented to Umalusi external moderators who evaluated and verified the information. This process was then followed by the actual moderation of learner evidence in the specified tasks.

One of the envisaged outcomes of this new approach was that Umalusi would be able to provide immediate feedback to provinces after each term's moderation, so as to aid in improving SBA implementation and moderation going forward. This was not always possible and it is one of the areas that requires improvement.

The implementation of this model was also affected by the national labour strike which resulted in some provinces experiencing problems with the collection of the required sample from schools. Free State Province was not able to present the required sample at all; as a result no moderation was conducted in the term 3 moderation for this province. Other affected provinces were able to work around this problem and present the required sample.

The new SBA moderation approach had some positive feedback:

- PDEs expressed satisfaction with the continuous year long moderation by Umalusi as this created stability at a time when there was confusion about whether the SBA was still in place or not.
- Umalusi external moderators were able to assess and verify whether appropriate assessment methods and tools were used for the various specified assessment tasks,
- Umalusi moderators were also able to ascertain the suitability, relevance and reliability of tasks set and administered,

The findings will be presented in two parts; Part A will report on the selected language and non-language subjects, and Part B will report on Life Orientation only.

# PART A

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## TERM 2

### 1 SCOPE

The focus of the moderation in term 2 was on the nine (9) gate-way subjects and one subject with a practical component viz. Engineering Graphics and Design. The moderation was conducted in 8 provinces. Limpopo province moderation had to be cancelled as the external moderators scheduled for moderation in Limpopo were urgently called to moderate question papers at the DBE.

**The table below indicates the subjects selected for term 2:**

	SUBJECTS
June/July 2010 SBA MODERATION	Accounting, Agricultural Science, Business Studies, Economics, Engineering Graphics & Design, History, Geography, Life Sciences, Mathematics, Mathematical Literacy, Physical Science and Life Orientation.

#### **Sample and selection requirements**

Each PDE was allocated a minimum of three subjects plus Life Orientation. A specified task to be externally moderated was pre-determined by Umalusi and such tasks differed from one subject to the other. However, there were instances where the same subject was selected in at least two PDEs, and in such cases the same specified task was moderated.

## 2 FINDINGS

### 2.1 ADHERENCE TO POLICY/GUIDELINES

#### 2.1.1 Implementation of Programme of Assessment

The findings on the moderated sample of educator files across the selected districts in the 8 PDEs indicated that programmes of assessment were in place and implemented. However, the assessment plans and/or work schedules developed by schools were, in some cases, not adhered to as the actual implementation was more flexible and

therefore deviated from the plans. As such, the educators were allowed to meet specified term requirement as stipulated in the Programme of Assessment for each subject.

## 2.2 QUALITY OF ASSESSMENT TASKS:

### 2.2.1 Content coverage

It was found that the topics outlined in the Subject Assessment Guidelines (SAGs) and Programmes of Assessment (PoA) for each subject were, in most cases, well covered. However, in some instances, educators either taught topics outside the scope of work prescribed in the PoA or assessed the prescribed topics by using inappropriate Learning Outcomes (LOs) and Assessment Standards (ASs). The following concerns were noted:

Assessment Body	Subject	Findings
Mpumalanga	Mathematical Literacy	An activity on probability was not prescribed in the PoA for Mathematical Literacy but was taught and administered to learners. Marks achieved from this task were awarded and recorded.
	Agricultural Science	LO1 was in many cases inappropriately used to assess topics that were meant to be assessed through other LOs.
Free State	History	Content outside content frame work was taught e.g. Cold War in Germany instead of Vietnam. Some sources were not put in the correct context.
	Accounting	The assessed task did not cover the appropriate LOs and ASs. For example the assessed task (control test) was based on companies (LO1), but instead the educator assessed LO2. In some cases some LOs would be over assessed.
KwaZulu-Natal	Life Sciences	There were cases where intended LOs and ASs were inappropriately used to assess certain topics , for example, LOs and ASs used to assess DNA extraction and phenotypic frequencies in humans were not appropriate.
Eastern Cape	Business Studies and Geography	In most cases there were deviations in assessing the desired LOs and accompanying ASs on certain topics.
	Geography	Tasks on field works needed integration with other LOs and ASs instead of assessing such tasks through one LO.

### 2.2.2 Cognitive skill and difficulty level of the task

Generally the standard of the moderated tasks differed significantly from one school to the next, as well as across different districts and PDEs.

It was discovered, that where PDEs promoted an initiative of developing common tasks for the formal programme of assessment, such set tasks were generally of a higher standard, There were also instances where schools preferred to use past examination papers and in those cases, the standard was found to be of a higher standard as well.

Again, there were cases where PDEs developed common tasks, but schools preferred to set their own assessment tasks, and in those cases the standard ranged from good to poor. The following was further observed:

Assessment Body	Subject	Findings
Western Cape	Accounting	The standard of the internally set projects by Westerford High School, and Grassdale High were excellent. The setting of those tasks incorporated a balanced spread of cognitive and difficulty levels. The educator provided the learners with insightful comments and detailed corrections after the marking.
		Arcardia High School, Elsie and Grassdale administered the common task set provincially but added to it some considerable variations which improved the standard of the tasks in terms of cognitive and difficulty level.
Mpumalanga	Economics	Research assignments were of a poor standard. The research topics were not appropriately phrased and also the subject terminology used was, in most cases, inappropriate, and as such compromised the standard of the task.
Eastern Cape	Physical Science	The standard of the Practical Investigation task was very poor. The task did not have a balanced spread of cognitive levels, neither was it able to accommodate learners with different capabilities.
North West		

### 2.2.3 Marking tool used, application of the marking tool (marking accuracy) and mark allocation

A significant improvement was noted in the quality and standard of marking in cases where a marking guideline was used. There was accuracy in marking and allocation of marks was appropriate.

However, it was also noted, from the same moderated sample, that in an instance where a rubric was used, the degree of inconsistency in the application of the rubric was very high or the rubric was inappropriately designed and applied. In these cases, the educators resorted to awarding most learners with high marks that could not be accounted for.

Poor application of marking tools was noted in the following cases:

Assessment body	Subject	Findings
Gauteng	Economics and Engineering Graphics and Design	Marks appeared on the rubric without clear criteria to indicate how the mark would be awarded.
Northern Cape	Engineering Graphics and Design	An inappropriate marking tool was used for the marking of the drawing task which led to impression marking by some of the educators. In cases where a correct marking tool (rubric) was used, the criteria were in most cases, unclear
Free State	History	The source-based tasks were leniently marked as in most cases the criteria on the marking tool used were unclear or lacked relevance to expected responses.
	Life Sciences and Accounting	Poorly developed marking tool (rubric) was used in the marking of practical assignment and the criteria were irrelevant to the expected responses. It was noted that some learners were awarded very high marks.
KwaZulu-Natal	Life Sciences	Marking of practical task was very lenient due to poorly developed rubric; as such most learners were awarded high marks.
	History	Marking of extended writing was found to be very lenient as some of the educators provided insufficient details on how marks were awarded.
	Agricultural Sciences	There were instances where inappropriate or incorrect marking tool was used and marks were awarded unduly.
North West	Life Sciences	The rubric used to mark the practical task (i.e. DNA modelling) was found to be vague and too subjective and as such, most learners were scored very high.
Western Cape	Accounting	In one school, the developed rubric did not have the criteria indicating how and for what marks would be awarded.

## 2.3 LEARNER PERFORMANCE

Learners did fairly well in questions that were pitched at low cognitive levels, testing knowledge and comprehension, but performed significantly worse in questions that demanded analytical and problem solving skills.

## 2.4 INTERNAL MODERATION

It was observed across all PDEs moderated, that internal moderation constitutes a crucial part of the quality assurance process.

### **2.4.1 Moderation instruments**

The findings indicated that a check-list and compliance check-list were mostly used during internal moderation of educator file and learner evidence of performance. The fact that some checklists were poorly developed resulted in moderation that was lacking in depth and rigor.

### **2.4.2 Moderation at school level**

It was noted that internal moderation conducted at school level by the school Management Team or Head of Department (HoD) on educator files differed significantly within schools, across schools in the same district, and within districts across the PDEs. The moderation entailed checking for compliance in general and was not sufficient to verify suitability and relevance of the set tasks. The moderation did not always confirm if assessment was in line with what had been planned.

### **2.4.3 Moderation at district level**

There were well drawn moderation plans by subject advisors across all districts and PDEs. However, such plans were not fully operational in most cases,

### **2.4.4 Feedback and support**

There was no detailed feedback to schools after moderation had been conducted. Support by subject advisors was, in most cases, very generic and not focussed on addressing the struggling and/or underperforming schools. Also noted, was that the only support offered was merely through short workshops.

Internal moderation of learner evidence conducted at both school and district level did not provide feedback. In cases where remarking was conducted, it was evident that shadow marking was applied. Same colour pens were used at various moderation levels and this made it difficult to ascertain the various levels of moderation.

# TERM 3

## 1 SCOPE

The focus of the term 3 moderation was on Language subjects and Life Orientation and was conducted across 8 PDEs. As indicated earlier, Free State did not present the required sample for moderation as a result of the labour strike.

The selected language subjects are indicated below:

	SUBJECTS
August/September	Afrikaans FAL, English HL, English FAL, Sepedi HL, Setswana HL, Setswana FAL, Sesotho HL, Sesotho FAL, IsiNdebele HL, Tshivenda HL, IsiZulu HL, IsiXhosa HL, IsiXhosa FAL, Xitsonga HL, SiSwati HL, Life Orientation.
	Moderated Tasks: Writing (essay) and Literature (essay/contextual question)

### Sample and selection requirements

Each PDE was allocated at least two languages plus Life Orientation.

## 2 FINDINGS

### 2.1 ADHERENCE TO POLICY/GUIDELINES

#### 2.1.1 Implementation of Programme of Assessment

Programmes of assessment were found to be in place and implemented across schools in all PDEs. However, the assessment plans and/or work schedules that schools developed were, in some cases, not implemented rigidly in accordance with the drawn assessment plan but was more flexible as different schools preferred to start with different prescribed topics.

## 2.2 QUALITY OF ASSESSMENT TASKS WITH REGARD TO:

### 2.2.1 Content coverage

#### Writing Essay: (LO3)

From the sample of learner evidence moderated, it was found that the writing task adequately covered the desired LO and accompanying ASs. In most cases the topics were found to be relevant and of acceptable standard. Generally topics from past papers were administered. However, there were cases where coverage of appropriate content was found to be compromised. For example,:

Assessment Body	Language	Findings
Eastern Cape	Afrikaans First Additional	Inappropriate LOs and ASs were used by Tyldon High School in the assessment of the specified task. At Advent Comprehensive High School, content prescribed in the SAGs was not appropriately addressed through relevant LO and ASs.

#### Literature: (LO2)

Across all languages moderated, it was reported that the specified assessment task covered the desired LO and ASs. However, there were instances where most of the ASs were not adequately covered.

It was also discovered that only contextual questions were set in this task as the majority of the schools assessed poetry. No literary essay questions or short stories were assessed.

### 2.2.2 Cognitive skill and difficulty level of the task

#### Writing Essay: (LO3)

It was found that most of the schools chose to use past exam paper topics which were obviously pitched at an appropriate standard. However there were instances where the standard of the tasks was poor, i.e. where the schools attempted to set their own tasks.

In iSiZulu Home Language, for instance, there were schools that set their own tasks and such schools were able to pitch their tasks at an acceptable standard.

#### Literature: (LO2)

It was discovered that tasks varied significantly depending on how the cognitive and difficulty levels were distributed. The findings revealed that there was an over emphasis on

lower and middle cognitive levels while higher cognitive level responses were not adequately addressed. In most cases, the tasks did not accommodate learners with different capabilities.

### **2.2.3 Marking tool used, application of the marking tool (marking accuracy) and mark allocation**

#### **Writing Essay: (LO3)**

Marking of writing pieces was found acceptable as most of the schools used the national rubric prescribed in SAGs documents. In most cases where the national rubric was used, the marking was found appropriate and correctly applied.

The findings also indicated that there were instances where a First Additional Language rubric was used to mark Home language task. In these cases home language learners were advantaged as their work was assessed via a marking instrument graded lower than the level of competence and as such they benefited by being scored very high marks.

#### **Literature: (LO2)**

The findings revealed that the task chosen by most schools warranted the use of a marking guideline. From the sample of learner evidences moderated, it was noted that the memoranda or marking guidelines were of an acceptable standard and in most cases the educators were able to show how the marks were awarded.

Generally, where a marking guideline was used, it was evident that marking was carried out accurately and according to the guideline.

## **2.3 LEARNER PERFORMANCE**

Learners generally performed poorly in essay writing tasks as these demanded learners' creative thinking and analytical skills (high order questions) whilst they performed better in literature and literature contextual tasks that were testing knowledge and understanding (low and middle order questions).

## **2.4 INTERNAL MODERATION**

### **2.4.1 Educator files (school, cluster/district level)**

#### **Moderation instruments**

Check-lists were commonly used across schools to moderate both learner and educator files. Again, in most of the districts a compliance check-list was mostly used during internal moderation of educator file with the exception of Western Cape and Gauteng where a detailed instrument was developed to moderate educator files and learner evidence of performance.

#### **Moderation at school level**

Internal moderation of tasks was conducted by the subject heads at school level to ensure that it complies with SAGs, assessment plans and/or work-schedules. However, it was evident that there was lack of rigorous internal moderation by the School Management Team or Head of Department (HoD) on the educator files, especially on the alignment of what was initially planned versus what was formally assessed, the standard of internally set tasks and the suitability of marking tools.

#### **Moderation at district level**

It was noted that moderation by subject advisors was well planned but not fully operational except for Gauteng where teachers are appointed as SBA internal moderators in each district and such teachers are responsible for the ongoing moderation of learner evidence.

#### **Feedback and support**

Detailed feedback to schools after moderation was generally lacking. Again, the findings noted that the support by subject advisors was in most cases very generic and only conducted through short workshops.

### **2.4.2 Learner evidence (school, cluster/district)**

#### **Feedback of learner work**

It was observed that where educators provided feedback to learners, such corrections (feedback) in learners' workbooks were not always checked by educators to ascertain whether the corrections were correctly implemented.

# TERM 4

## 1 SCOPE

The moderation focussed on subjects that were selected in both term 2 and term 3 moderation, i.e. a mixed selection of gate-way subjects and language subjects as indicated in the table below:

	SUBJECTS
October/ November 2010	Afrikaans FAL, English FAL, Setswana HL, Sesotho HL, IsiNdebele HL, Accounting, Agricultural Science, Business Studies, Economics, Geography, History, Life Sciences, Mathematics, Mathematical Literacy, Physical Science, and Life Orientation.

### Sample and selection requirements

Each PDE was allocated a minimum of two gate-way subjects, one language subject plus Life Orientation. Again, a specified task to be externally moderated was pre-determined by Umalusi and such task differed from one subject to the other. However, in certain cases where the same subject was selected in two PDEs; the same specified task was moderated.

## 2 FINDINGS

### 2.1 ADHERENCE TO POLICY/GUIDELINES

#### 2.1.1 Implementation of Programme of Assessment

In general, from the sample of districts/regions which participated in the moderation, it was observed that most of the schools generally adhered to prescribed subject assessment guidelines and planned programmes of assessment.

The following inconsistencies were found in certain subjects:

Assessment body	Subject	Findings
North West	Accounting	The choice of forms and types of assessment was not in line with prescripts in the SAG. In some instances the drawn assessment plans and work schedules were not adhered to as expected.

Assessment body	Subject	Findings
		In a few instances, a non-examinable section (i.e. Close Corporations) was taught and tested internally.
	Sesotho Home Language	Majority of the schools could not provide evidence on 'oral response to literature' but marks were awarded.
Mpumalanga	Mathematical Literacy	Certain common tasks were found to be outside the prescribed scope of work and yet they were administered as formal assessment (e.g. questions on probability were allocated 39 marks; quartiles were extensively tested; and also questions on time zones). In one region, the 2008 exemplar Paper 1 was administered as a control test.
KwaZulu-Natal	Physical Science	The question paper set for the June exam did not adhere to the prescribed minimum requirements stipulated in the SAG with regard to the weighting of LOs and ASs, and cognitive levels. The frequency/number of tasks set-out in the SAG document as Research Projects (RPs) was exceeded and this had an impact on the overall SBA mark as most of the marks were accumulated from one form of assessment.
Limpopo	Business studies	Capricorn district deviated completely from implementation of minimum SAGs requirement on the distribution of forms of assessment.
Northern Cape	Geography	Schools in John Taole district/region did not adhere to the minimum requirement as stated in the Programme of Assessment.
Free State	Sesotho HL	Most schools across the five districts failed to adhere to the implementation of the prescribed tasks in Literature (i.e task 2; 6 and 9), instead the majority of schools selected to administer poetry over other prescribed tasks.

## 2.2 QUALITY OF ASSESSMENT TASKS WITH REGARD TO:

### 2.2.1 Content coverage

It has been observed that there were significant deviations on coverage of content between schools in a cluster; schools within districts and across the PDEs due to the lack of a common approach in the delivery of curriculum and assessment; and as well as a lack of support and supervised guidance from subject coordinators and curriculum advisors.

From the sample of schools moderated, the following shortcomings were identified:

- In Mpumalanga, the Mathematical Literacy moderator discovered an imbalance in the allocation of LOs and ASs across the curriculum aspects and this was evident in how financial mathematics was over-emphasized and tested above other topics like space, shapes and measurement.

- In Limpopo, it was observed in Accounting that schools in the Greater Sekhukhune district deviated from the implementation of the approved assessment plan by not doing the required project and in some instances assessing content that was outside the scope of work in Grade 12.
- In Northern Cape, it was noted, during moderation of Geography, that some of the schools covered content partially. The aspect on calculation, application of theory to map-work and GIS was not assessed at all. For instance, it was found that Phakamisani High school did not administer the practical task.
- The moderation of Sesotho Home Language in Free State revealed evidence of non adherence to the prescribed literature task by some of the districts. It was evident that most of the schools preferred either poetry or the novel and neglected drama. For instance, in Fezile Dabi, Matlwangtlwang High school learners were only exposed to and assessed on the novel and poetry but not on drama. It was clear that most schools avoided analytical questions and were more inclined to contextual questions.
- In the Eastern Cape, a school in Mount Fletcher district administered a poetry essay (task 9) which was not prescribed for English FAL.

It is also worth noting that though coverage of content is not uniformly implemented; there are pockets of excellence as indicated in the cases below:

Assessment Body	Subject	Findings
Eastern Cape	English FAL	All language aspects of prescribed content outlined in the SAGs and Programme of Assessment were effectively and significantly covered.
KwaZulu-Natal	Geography	Content was thoroughly covered through systematic coverage of prescribed curriculum. The set tasks took into consideration the question paper format with balanced cognitive levels.
Limpopo	Business Studies	The questions on 'data response' were well formulated with clear instructions. The formal set tests were found to be relevant, practical, and content was based on current issues.
	Agricultural Science	The design of questions for the research projects was such that it is localized and the approach provided the learners with the opportunity to obtain resources within their immediate communities.

## 2.2.2 Cognitive skill and difficulty level of the task

Generally, it was observed that the capacity to set cognitively balanced tasks wherein the difficulty levels are critically considered by individual educators and schools has become a very serious challenge across schools nationally. The evidence gathered during moderation is that most schools preferred to use previously set question papers without adapting them to what has been taught.

It was also noted that majority of schools, especially those that attempted to set their own task, experienced the following challenges:

- Setting of tasks was limited to low and middle order cognitive levels. It was evident that most educators set questions aimed at lower and middle cognitive levels and failed to adequately cover challenging questions that would be pitched at higher order cognitive levels.
- Levels of difficulty of tasks were, in most cases, not accommodating of learners with different capabilities, but skewed towards learners who are likely to perform well within the lower cognitive levels (i.e. knowledge and comprehension). Hence questions that needed analysis and problem solving were ignored

It is clear, from the above findings that schools continue to set less demanding tasks which result in learners obtaining very high marks.

The moderation panels noted the following, significantly few, pockets of good practice from those schools that managed to set their own assessment instruments:

Assessment Body	Subject	Findings
North West	Sesotho Home Language	Task 9(poetry) set by an educator at Tshebedisano Secondary School had a good spread of questions which addressed different cognitive levels. An effort in the phrasing of good essay questions was noted at Vaal Reefs Technical in Kenneth Kaunda district.
Western Cape	Agricultural Science	The common set Project task was found to have considered a good spread of cognitive levels and learners' different capabilities.
	Mathematics	The educators at Hoërskool Swartland enrolled their learners in the SA Maths Olympiad and the UCT Maths competition with a view to expose them to challenging higher order questions.
KwaZulu-Natal	Afrikaans First Additional	There was a balanced spread of cognitive levels and difficulty levels on internally set tasks at Kingsway High School, Maritzburg College and Wyebank Secondary School.
Limpopo	Accounting	A very good project with questions that accommodated learners with different capabilities and tasks with the inclusion of all cognitive levels was evident at Khwevha High school.

### **Marking tool used, application of the marking tool (marking accuracy) and mark allocation**

There was sufficient evidence from the sample of schools moderated which revealed educators' inability to apply the rubric for marking of essay questions. This trend was found

mostly across languages and especially in the marking of Paper 3 (creative writing) and the oral task. The following problems were noted:

- Majority of educators preferred to give impression marks (i.e award marks to a piece of work on general impression and without showing what the marks were awarded for. This trend was more severe and evident in both Paper 3 and the oral task.
- Markers failed to mark spelling and language/grammatical errors.
- The marking instrument (rubric) was not used appropriately by schools in the district.
- In Physical Science, marking of the Research Project (RP) and Practical Investigation (PI) was found inappropriate in most cases. Most of the scores awarded to learners were found to be unrealistic as they were too high, yet the assessed task was found to be less demanding. As such, there was insufficient evidence to discriminate strong achievers from weak achievers.
- In cases where a marking memorandum was used, it was found that the marking was fairly acceptable. However, there were instances where marking was found to be ambiguous and lacked clear guidelines on how marks were distributed and allocated. For example, in Mathematical Literacy, the educator awarded some of the learners a maximum score of 5 marks on a calculation task, without showing any breakdown of how the total was arrived at.

In summary, the findings gathered from marking revealed that the markers(educators) found it more easier and user-friendly to mark using a memorandum as the results thereof were more appropriate, accurate and valid than when any other type of marking tool is used (e.g. rubric).

## **2.3 LEARNER PERFORMANCE**

### **2.3.1 Learner responses to questions**

Generally, it was found that learners performed poorly in questions that demanded analytical and problem solving skills (high order questions) as compared to questions that were testing knowledge and comprehension (low and middle order questions).

## **2.4 INTERNAL MODERATION**

### **2.4.1 Educator files (school, cluster/district level)**

From the educator files that were used to verify the moderation of learner evidence, it was found that most of them were not moderated. In cases where moderation was conducted, it was evident that school management teams checked for compliance.

As for the moderation conducted by district subject advisors, it was found that the internal moderation instrument used was also based on compliance, with a special focus on the composition of educator files but minimal focus on content coverage and cognitive and difficulty levels.

### **2.4.2 Learner evidence (school, cluster/district)**

It was observed, from the moderated sample, that internal moderation of learners' work was patchy. In other words, from the sample of learner evidence moderated, it was evident that schools were exposed to moderation where shadow marking was applied. The findings also revealed that the moderation could not distinguish between moderation at school level and district level as similar colour pens were used.

### **2.4.3 Feedback and support to educators**

Although there was some evidence of feedback provided to learners, the findings still pointed out to the following shortcomings:

- Learners' corrections of wrong responses were not checked to ensure that they were correctly effected
- There was lack of rigorous internal moderation by the School Management Team or Head of Department (HoD) on educator files; except for evidence on compliance of composition of files, which, in most cases was conducted by use of check-list.

# CONSOLIDATED SUMMARY

## 1 AREAS OF GOOD PRACTICE

- It was evident from pre-moderation meetings that all PDEs were generally, implementing the National Curriculum Statement and SAGs as required.
- There is evidence to suggest that marking has improved significantly especially where a marking guideline was applied. The marking was found acceptable, consistent and accurate in most cases across different schools nationally.

## 2 AREAS OF CONCERN

### 2.1 ADHERENCE TO PROGRAMME OF ASSESSMENT

Although there was evidence of a Programme of Assessment in schools across PDEs, it was clear that some schools were not implementing such assessment plans effectively.

### 2.2 QUALITY AND STANDARD OF ASSESSMENT TASKS

#### 2.2.1 Content coverage

- Most schools deviated slightly from the programme of assessment which outlines content coverage and in some cases teachers were found to be teaching outside the prescribed curriculum content.

#### 2.2.2 Cognitive level and difficulty level of assessment tasks

- Setting of cognitively balanced questions was found to be lacking. In most cases the focus was limited to lower and middle cognitive levels.
- Setting of tasks did not accommodate learners of different capabilities when it came to difficulty levels

#### 2.2.3 Marking of assessment tasks

- The use of a rubric in marking of learner responses was poorly applied.

- In Physical Science, the marking of Practical tasks and Research Projects was found to be inappropriate.
- There was evidence of impression the marking in marking of essay and practical or research projects tasks.

## **2.3 INTERNAL MODERATION**

Internal moderations in school and district levels lacked comprehensive feedback. Internal moderations neglected to ascertain marking accuracy of the marking tools. There was evidence of superficial internal moderations, especially at school level. Moderations at district levels entailed mere checking of compliance.

## **3 RECOMMENDATIONS**

### **3.1 ADHERENCE TO PROGRAMME OF ASSESSMENT**

The PDEs need to put mechanisms in place to closely monitor whether schools are implementing assessment plans or programmes of assessment effectively and whether such plans covered the prescribed curriculum as spelt-out in the SAGs document. PDEs should conduct regular and frequent monitoring in this regard.

### **3.2 QUALITY AND STANDARD OF ASSESSMENT TASKS**

It is recommended that, for their own self-development, educators be encouraged to set their own assessment instruments and re- use previously set examination papers only as a standardisation mechanism or yard-stick. Over-reliance of educators on past question papers deprives them of an opportunity to set cognitively balanced assessment tasks.

There is a need to train educators on adaption and application of marking tools as this will ensure that educators have the same expectation of rigor and excellence.

The use of an analysis grid during task development is recommended as this initiative will ensure that there is a balance of both the targeted cognitive and difficulty levels in the set task to accommodate learners with different capabilities.

### **3.3 INTERNAL MODERATION**

There is a need to establish clear guidelines for internal moderation at school and district level. The guidelines should indicate the instrument that needs to be used at different levels.

It is the responsibility of the Curriculum specialists, at provincial and district level, to train School Management Teams on internal moderation processes and report writing.

Internal moderation is a critical quality assurance mechanism that needs to be monitored at all times. It is necessary for SMTs and subject advisors to intensify moderation across all levels (school, district, provincial) to ensure that the quality and standard of work given to learners meet the prescripts of the current policies and guidelines.

It is recommended that different colour pens be used to distinguish between moderation conducted at school, cluster/district, and provincial moderation level.

# PART B

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## MODERATION OF LIFE ORIENTATION

Umalusi conducted the quality assurance of Life Orientation across the nine Provincial Departments of Education. Pre-determined samples of teacher files and learner evidence of performance in the specified tasks were submitted for moderation during the second, third and fourth terms.

The table below indicates the specified tasks per term:

Term	Specified Task
Two (2)	Source based task
Three (3)	Other task and the examination
Four (4)	Three (3) tasks that were not previously moderated, including Physical Education (Other task, examination, Physical Education Task)

## 1 FINDINGS

### 1.1 COMPLIANCE WITH POLICY GUIDELINES

The PDEs complied fully with the policy requirements. The tasks were clearly specified and in most cases aligned to the work schedule.

### 1.2 QUALITY OF ASSESSMENT TASKS

- Generally the quality of tasks varied from poor to fairly good.
- Almost all schools adhered to the correct format of the question papers as well as the correct mark allocation per section. However, the types of questions set for Section C of the examination paper were not pitched at the appropriate higher order cognitive level. Section C should comprise of 2 x 10 mark application questions where extended responses are required e.g. solving problems, making decisions, giving advice etc. This contributed to the poor quality and standard of most examination papers.

- Most of the tasks were well presented, neatly typed and impressive, except for the Eastern Cape, where some questions were cut and pasted from textbooks with small fonts and pictures and articles that were not clear. Changes were effected by hand rather than retyping the paper for better presentation. The quality of pictures and cartoons selected in some schools in Limpopo were, in most cases, not suitable and relevant to Grade 12 content.
- The CV and application letter task was the most commonly set by PDEs. This task did not make any demands in terms of cognitive level and proved to be inappropriate and far below standard.
- Some schools still set tasks that are completely inappropriate for Grade 12 and irrelevant to the Life Orientation content, e.g. a question from a KwaZulu-Natal school that provided a food pyramid and then asked learners to list ten tips for healthy eating.
- The Physical Education Task is still a challenge in almost all provinces. Physical Education Task instructions that were available, were not detailed and physical skills were not clearly outlined. Some schools had no evidence of planning and instruction sheets for the minimum of three prescribed observations and only recording sheets were submitted. It was therefore very difficult to establish whether the Physical Education Task did take place. The authenticity of the awarded marks is therefore questionable.

### **1.3 COGNITIVE DEMAND OF THE ASSESSMENT TASKS**

Educators in almost all provinces, except for Gauteng, demonstrated a serious misunderstanding of consideration and distribution of cognitive levels to set tasks. This contributed to the poor standard and quality of most tasks. The cognitive norm of 30%, 40% :30% (?) was not taken into consideration when developing the different tasks For example: low level questions (which test factual knowledge) would be set in sections that require questions of high level cognitive skills (which seek synthesising and evaluation) e.g. Section C in the examinations as explained above.

### **1.4 QUALITY OF INTERNAL MODERATION**

- Moderation, in particular school moderation, remains a major challenge in almost all Provincial Education Departments.
- There was no evidence of pre- moderation in almost all sampled tasks. It is also not clear whether school- based moderation did take place or not.
- Internal moderation, where conducted e.g. in districts, lacked rigor. This brings into question both the purpose and the credibility of the moderation process.

- There was no evidence of reflection and feedback from school, district and provincial moderation in most provinces. Moderators' reports were often not available.

## **1.5 MARKING RELIABILITY AND MARK ALLOCATION**

- Inappropriate use of rubrics is a serious concern across the provinces, especially where the criteria did not address the relevant assessment standards. It was therefore difficult to account for marks allocated as most schools used incorrect and inappropriate rubrics.
- The use of rubrics was still a challenge for many schools. Where a rubric was used the educator assumed that the task did not have to be physically marked. The educator simply completed a grid and the task was left unmarked. It was not clear how the educator got to the final mark or why one learner had 50% and another 80%. There were instances where the assessment criteria had not been included with the task. The assessment criteria were only attached when the tasks were being marked.
- Marks allocated for the Physical Education Task could not be accounted for as there was no evidence of planning or instructions for the different observations or how marks were awarded. As a result, the authenticity of the marks was questionable.
- Marks allocated to some questions were not commensurate with level of difficulty and depth of answers required, for example 3 marks awarded for definitions and 2 marks for true and false questions.

## **1.6 RECORDING AND REPORTING**

- Accurate reporting is essential for valid and reliable assessment.
- It was clear in the case of PET that most of the marks recorded were inaccurate and authenticity could not be established. For example, two schools in Mpumalanga reported 14 and 8 exercise sessions respectively during the third term, despite the fact that the term was disrupted due to the national teachers' strike. To make matters worse, most of the learners were awarded 100% for participation and 100% as a mark for term 2 and 3.

## **1.7 AREAS OF GOOD PRACTICE**

Common examination papers were of a better and improved standard, e.g. in Gauteng and Limpopo. The tasks set took into account the different contexts and all learners were able to respond to the questions based on their individual/ unique circumstances. Tasks

that had been identified as good from previous moderation sessions had been packaged and distributed to schools as exemplars.

## 1.8 AREAS OF CONCERN

- Some tasks did not take cognizance of the context in which learners live. A school in KwaZulu-Natal used a scenario on life in the informal settlement in the Eastern Cape whilst there are so many examples that could have been picked from the province itself.
- Inappropriate use of rubrics raised a serious concern, especially where the criteria did not address the relevant assessment standards
- Incorrect capturing and transfer of marks was noted in some instances e.g. in Limpopo, in one school, a candidate was awarded 20 marks more than the actual mark received. In another school, marks ranged from 307 to 390 out of 400. One learner's marks from Grade 11 were added to Task 1 of Grade 12 and the learner got 73 out of 75 for task 1. This meant that the learner was unfairly advantaged over other learners whose task 1 marks only included Grade 12 work.
- It was made clear during feedback meetings, in most provinces, that the implementation and assessment of the Physical Education Task remains a challenge in all provinces. There is absolutely no consistency in the way PET is implemented and assessed throughout all provinces. Most HoDs at schools are not Life Orientation specialists, thus they are unable to moderate the tasks; and/ or they have a negative attitude towards the subject.
- It became clear that PET was not conducted in most schools. Marks were just awarded even for the dates of the National teachers' strike.
- Pre-moderation of tasks was generally not conducted. Moderation processes at school level needs to be strengthened as the process was either not done or reduced to verification/ monitoring of SBA tasks.
- The overall quality and standard of SBA implementation and moderation in Life Orientation was highly compromised across schools, within the Provincial Education Departments and across all the Provincial Education Departments, there was no uniformity

## 1.9 RECOMMENDATIONS

- The development of common tasks is highly commendable and has proved to be of a better standard and should thus be encouraged.
- Efforts should be made to address contextual issues in a realistic manner and set meaningful tasks that learners could relate to.

- Cartoons and pictures should be carefully selected in order not to disadvantage learners.
- As far as possible, the cognitive spread as prescribed in the SAG should be followed in order to have well balanced examination papers.
- Moderation as a quality assurance process needs to be clarified to schools and curriculum advisors. In moderation the focus should be on examining the quality issues around the actual task, how the learners approached the task, the marks that they achieved and the marking by the educator. The focus should be on whether the assessment was valid, reliable and fair.
- Serious intervention is needed to improve the conduct and quality of School Based Assessment.
- Teachers need to be empowered in the setting of quality formal assessment tasks, marking tools, moderation processes and the implementation and assessment of Physical Education.

## 2 CONCLUSION

The findings gathered from the moderation of Life Orientation point out a number of challenges which, if the recommendations are implemented and monitored, can improve the standard and quality in the delivery of SBA approved curriculum in terms of content coverage and assessment.

One of the crucial findings coming out of the report is the poor standard of most of the internally developed tasks as much of these tasks are pitched at very low cognitive and difficulty levels. It was evident that the outcomes thereof led to most learners earning undeserved high SBA marks. It also needs to be mentioned that in cases where previous exam papers were used, the standard and quality of the set tasks, marking tools used, and marking thereof were found to be acceptable. Another important observation noted was that where marking was conducted by means of a rubric and/ or marking grid, especially in cases where a criterion is involved, the majority of educators resorted to impression marking.

Implementation and assessment of PET continues to be a serious challenge generally. Marks allocated for PET could not be accounted for as there was no evidence of planning or instructions for the different observations and how marks were awarded. As a result the authenticity of the marks was questionable.

The issue of monitoring and evaluation should be seen as a key lever to improving the quality and standard of assessment practices for SBA. It is therefore important that Curriculum and Exam and Assessment Directorates in PDEs, together with School

Management Teams, ensure that approved processes at school, district, and assessment body level are closely monitored, and that educators and officials are accountable for improvement of standards.

It is recommended therefore that the National Department of Basic Education and PDEs, plan and conduct training that would strengthen the capacity of educators as test developers and assessors.

On the whole, though there is a slight improvement on marking of tasks, PDEs need to ensure that quality assurance processes are planned, implemented, monitored, and evaluated to ascertain total improvement on the implementation and assessment of SBA.

# Annexure A

The table below indicates the frequency of the moderation conducted and subjects that were selected across the nine (9) PDEs

Assessment Body	Frequency of the moderations			
	Regions/Districts	Moderated Subjects per term		
		Term 2	Term 3	Term 4
Eastern Cape	Idutywa			
	Libode	Physical Science	Afrikaans FAL	Physical Science
	Mount Fletcher	Business Studies	IsiXhosa HL	English FAL
	Mbizana	Geography	Life Orientation	Agric Science
	Butterworth	Life Orientation		Life Orientation
Free State	Fezile Dabi	Accounting		Business studies
	Lejweleputswa	History		Life Sciences
	Motheo	Life Sciences		Sesotho HL
	Thabo Mofutsanyana	Life Orientation		Life Orientation
	Xhariep			
Gauteng	Gauteng North	Economics	English FAL	
	Ekhuruleni East	EGD	Sesotho HL	
	Tshwane South			
	Gauteng North			
	Tshwane North		Life Orientation	
		Life Orientation		Life Orientation
KwaZulu-Natal	Ugu	History	English FAL	Afrikaans FAL
	Ilembe	Life Sciences	IsiZulu HL	Geography
	Obonjeni			Physical Science
	Othukela		Life Orientation	
	Vryheid	Life Orientation		Life Orientation
Limpopo	Waterburg	Life Orientation	Sepedi HL	Accounting
	Vhembe		TshiVenda HL	Agric Science
	Mopani		Xitsonga HL	Business Studies
	Capricon		Life Orientation	Life Orientation
	Greater Sekhukhune			
Mpumalanga	Nkangala	Agric Science	IsiNdebele HL	English FAL
	Bushbuckridge	Economics		History
	Ehlanzeni	Maths Literacy	Life Orientation	iSiNdebele HL
	Gert Sibande	Life Orientation		Maths Literacy

Assessment Body	Frequency of the moderations			
	Regions/Districts	Moderated Subjects per term		
		Term 2	Term 3	Term 4
				Life Orientation
North West	Bojanala	Life Sciences	English HL	Accounting
	Dr Kenneth Kaunda	Physical Science	Setswana HL	Sesotho HL
	Ngaka Modiri Molema		Life Orientation	Economics
	Ruth Segomotsi Mompati	Life Orientation		Life Orientation
Northern Cape	Francis Baard	EGD	Afrikaans HL	Geography
	John Taole	Mathematics	Setswana HL	Agric Science
	Namaqua		Life Orientation	Setswana HL
	Siyanda	Life Orientation		Life Orientation
	Pixley			
Western Cape	Metropole North	Accounting	Afrikaans FAL	Agric Science
	Metropole Central	Geography		Economics
	Metropole South			Mathematics
	Overberg		Life Orientation	
	Cape Winelands	Life Orientation		Life Orientation

# Chapter 4

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## Monitoring of the conduct of the examination

### 1 INTRODUCTION

This chapter presents the findings of the quality assurance processes undertaken by Umalusi to ensure the credibility, integrity and legitimacy of the 2010 National Senior Certificate Examinations (NSC).

Umalusi monitors the following phases of the NSC examinations: state of readiness to administer the NSC; writing of the examinations; and the marking process including the capture of marks.

For 2010 Umalusi accompanied the Department of Basic Education (DBE) on four of their "state of readiness" monitoring visits. This approach was taken to minimize overloading provinces with double monitoring of the same process by both Umalusi and the DBE. More importantly, it allowed Umalusi to verify the veracity of the DBE monitoring processes. It was also agreed that the DBE would furnish Umalusi with a full report on the monitoring of the state of readiness. Umalusi would, where necessary, conduct its own monitoring in provinces where there would be issues of concern raised in the DBE report.

Umalusi's monitoring therefore focused largely on the conduct (writing) of the examination, and the marking of scripts. This report will therefore present summary findings of the DBE monitoring of the state of readiness as captured in the DBE report, and findings of the monitoring of the writing of exams and marking of scripts.

### 1.1 MONITORING THE STATE OF READINESS

#### 1.1.1 Purpose of the DBE monitoring process

The purpose of the DBE monitoring of the state of readiness was as follows:

- To ensure the readiness of the PEDs to administer the 2010 NSC examination.
- To establish the status of the monitoring and moderation systems relating to School Based Assessment (SBA) at the Grade 10, 11 and 12 levels.
- To ensure the state of readiness of the PEDs to administer the Annual National Assessment (ANA) in Grade 3, 6 & 9.

- To ascertain preparation of learners for the annual national assessment and public NSC examinations

For purposes of this report the focus will be only on the state of readiness to administer the NSC examinations.

## 2 SCOPE AND APPROACH

The DBE conducted the monitoring of the state of readiness in all the provinces. Umalusi accompanied the DBE on monitoring visits to four (4) provinces: Eastern Cape, Mpumalanga, KwaZulu-Natal and the Western Cape. The monitoring was conducted between July and August 2010 over a period of three days in each province. The visits followed the same program across all provinces and entailed the following:

- Day 1 : Presentation by the DBE on their focus of monitoring, followed by provinces outlining their readiness to conduct the exam. The latter is normally presented in line with the completed self-evaluation instrument,
- Day 2 : Visits to all or sampled district offices in the province. This was coupled with a visit to one or two schools within the selected district.
- Day 3 : Further visits to districts and schools within the district, followed by a de-briefing session where the DBE presented preliminary findings and impressions to the province.

The day 1 and 2 meetings were usually attended by senior officials in the province; the Head of Department, Deputy Director General, Chief Directors and Directors of examinations and assessment.

The DBE self-evaluation monitoring instrument focused on criteria and success indicators as indicated in Annexure A at the end of this chapter. It should be noted that it was not possible to ascertain readiness for some of the success indicators indicated below due to the fact that processes linked to these indicators would only take place during the writing of the exam or marking of scripts. These were included to provide an idea of whether plans were in place to deal with these processes.

## 3 FINDINGS

Umalusi was satisfied with the quality of the monitoring instrument and the meticulous manner in which the monitoring of the state of readiness was conducted. The instrument

covered all areas of the examinations. The visits to the district offices and schools confirmed the contents of the completed instruments.

Umalusi was also pleased with the level of readiness of the provinces visited. This was supported in the report presented to Umalusi by the DBE which indicates: *"Based on the information that was made available to the monitoring team, it can be concluded that the Provincial Departments of Education have made significant strides towards readiness for the NSC examinations as well as the annual national assessment."* (DBE, 2010).

The following observations were made by the DBE on all the provinces visited:<sup>1</sup>

- A shortage of staff in the provincial and district examinations has led to a shortage of specific skills, and an over reliance on overtime to complete the work.
- The application of the policy relating to promotion in Grades 10 and 11 is not correctly applied in several provinces. It was also observed that some schools have instituted a practice of 'filtering' learners so that only those likely to pass the NSC are allowed into Grade 12 or learners are limited to the "easier" subjects. All of these practices impact directly on the learners and therefore must be addressed by senior management in the provinces.
- The establishment and functionality of the School Assessment Irregularities Committees (SAICs) is a neglected terrain at this stage and provinces have been advised to remedy this as SAICs form a necessary structure in dealing with irregularities at school level, thereby ensuring a credible examination.
- Most irregularities relate to answer scripts and provinces have been requested to increase security in respect of answer scripts and to develop clear plans to track the flow of scripts from the examination room through all processes until final storage of the scripts.
- Generally storage facilities at provincial offices are good but many district and circuit offices do not have adequate security at storage facilities for question papers and answer scripts.
- One province has been requested to revisit the printing and packing arrangements as the process is extremely risky. In other provinces, conditions in the printing facilities are not always sufficiently secure.
- Two provinces deliver question papers to schools weeks in advance of the examination and scripts are not returned on the day of writing. While distances are a problem, this practice puts question papers and scripts at risk.
- Security is always an issue in examinations and the security of electronic copies of question papers is now as important as security of the hard copies.

<sup>1</sup> Report on the State of Readiness of the Provincial Education Departments to Administer the 2010 National Senior Certificate Examinations and Annual National Assessments, Page 3-5

Umalusi was understandably concerned with the readiness of Mpumalanga to administer the 2010 examinations based on the 2009 irregularities experienced in the province. The DBE took over the entire administration of examinations in the province. Examination administration was decentralized to the four regions, and DBE officials were placed permanently in these regions. This arrangement worked well for the provinces in that:

- There was good support and co-operation from the regional directors and officials.
- There was strong administrative expertise at the regional offices.
- Regional liaison with the schools was well established.

Umalusi however, noted the following challenges with regard to Mpumalanga's state of readiness:

- The DBE is managing the examinations without having control over the budget allocation. As a result, procurement procedures were problematic,
- Staffing was found to be inadequate; as a result, the DBE officials placed in the regions indicated that they found it difficult to cope with the volume of work at hand.
- Lack of resources to run the examinations: vehicles, scanners, computers,
- Poor and insufficient storage facilities in the regional offices,
- The regions did not seem to be equally capacitated to handle the work involved in the administration of the exams. Added to this was the fact that regions do not have a uniform policy about process management eg. use of nodal points. Some regions were in support of this while others were against.
- The DBE indicated that they planned to allocate the problematic private centres that were previously implicated in irregularities to the Ehlanzeni region. At the time of the monitoring it was indicated and observed that Ehlanzeni region did not have capacity and infrastructure to function as a head office. However, it is pleasing to report that the DBE managed to put proper infrastructure in place, and appointed the district officials as invigilators and chief invigilators.
- There was no clear evidence to indicate that the SBA is being well managed. There seemed to be very little coherence and communication between Curriculum and Examinations which naturally would have an impact on SBA implementation.

## 3.1 MONITORING THE WRITING OF EXAMINATIONS

### 3.1.1 Scope and approach

The monitoring of writing of examinations was conducted in the nine provincial departments of education. Monitoring was conducted by Umalusi monitors located within the 9 provinces. Umalusi staff also visited a few exam centres within the provinces. The table below indicates the number of exam centers visited.

**Table 1: Monitoring of writing**

Provincial Education Department (PDE)	Number of examination centres	Number of candidates enrolled	Number of exam centres visited by Umalusi monitors	Number of Umalusi monitors per assessment body	Number of centres visited by Umalusi staff
Eastern Cape	1007	78 890	21	4	2
Free State	332	30 540	14	4	1
Gauteng	821	118 050	19	4	1
KwaZulu- Natal	1795	151 003	27	4	1
Limpopo	1764	105 618	15	4	0
Mpumalanga	536	59 456	21	4	4
Northern Cape	154	11 748	10	2	2
North West	402	32 269	13	3	1
Western Cape	443	53 175	22	3	1
<b>TOTAL</b>	<b>7254</b>	<b>640 749</b>	<b>162</b>	<b>32</b>	<b>13</b>

### 3.1.2 Findings

Generally the writing of the examinations was well conducted and in line with the policy requirements and with Umalusi criteria for monitoring of examinations.

The following challenges were observed:

#### General management of the examinations

- Improper registration of candidates was observed in almost all Provincial Education Departments but especially in Gauteng and Eastern Cape where candidates either wrote subjects for which they were not registered or wrote the examinations even

though their names did not appear on the Integrated Examination Computer System (IECS).

### **Proceedings during the writing of the examinations**

- In the Eastern Cape there was a centre in which six candidates were deprived of the opportunity to write the examination because they owed the school fees. The matter is still under investigation.
- There were reported cases of possession and use of cell phones in KwaZulu- Natal and Gauteng. Some of the affected candidates did not cooperate when the cell phones were confiscated.
- Procedure regarding the collection of answer scripts when candidates completed writing was not followed in some centers in the Free State, Eastern Cape, Gauteng and KwaZulu- Natal. This resulted in missing scripts in some subjects, and in Mathematical Literacy the annexures that had to be handed in with the scripts were also missing.
- Several cases relating to power failure and technical problems were reported by almost all Provincial Education Departments (PDEs) during the writing of Computer Applied Technology (CAT) and Information Technology (IT).

### **Dispatch of scripts**

- In Gauteng an entire batch of scripts was left at a particular nodal point and was collected later.

### **Irregularities**

Almost all irregularities that occurred in the examinations were of a technical nature. Serious irregularities that occurred were immediately dealt with and some were referred to the Provincial Examinations Irregularity Committees (PEICs) for resolution.

- Irregularities resulting from a late start due to bad weather hampering access to roads were reported; especially in KwaZulu-Natal.
- Wrong packaging of examination question papers resulted in a late start in some centres in KwaZulu- Natal, Limpopo, Mpumalanga, Northern Cape and North West. In North West, Afrikaans version question papers were packed for schools that offered the subject in English only. The same province packed English answer books for candidates doing Accounting in Afrikaans. There was also a problem with the printing of question papers in KwaZulu- Natal, where in Mathematics P2, a question in the Afrikaans version of the paper was printed in English. In the Northern Cape, a map in the Mathematical Literacy P2 paper was unclear.
- Other cases of a late start were as a result of industrial action by the train drivers in the Western Cape, where commuters, including candidates writing Grade 12

examinations, were left stranded. Certain candidates were affected by this although the majority of schools reported that their candidates arrived within the 1<sup>st</sup> hour of the session. Another case, in the Western Cape, was of twenty (20) candidates who were involved in a bus accident. Only two of them could not sit for the examinations as they were seriously injured.

- There were a number of cases of alleged copying where candidates were found in possession of unauthorized material and/or crib notes in Eastern Cape, Free State, Gauteng, KwaZulu- Natal, Northern Cape and Western Cape.
- A chief invigilator in KwaZulu- Natal was found with a History question paper in his office with answers to some questions written on the question paper while the examination was still in session. He was consequently relieved of his duties as a chief invigilator.
- According to the daily report from the assessment body, two officials; one from the DBE and the other one Limpopo, visited a school in Limpopo and on arrival found that there were no signs leading to the examination venues. Further candidates had already started writing the examination by 08:30 on instruction from the chief invigilator and some candidates were writing answers in the question paper. In one examination venue, the walls were covered with posters and newspaper cuttings. The investigation is still pending.

### **3.1.3 Areas of good practice**

- There was great improvement in the monitoring of the examinations by the Provincial Education Departments. In almost all centers visited by Umalusi there was evidence that Provincial Education Departments visited the centers on more than one occasion.
- Provincial Education Departments did well in the training of chief invigilators and their staff on the NSC regulations guided by the 2010 invigilation manual.
- Training of chief invigilators in accordance with the 2010 Invigilation manual and extensive monitoring by the Provincial Education Departments officials minimized the number of irregularities and ensured that the correct procedures were followed.

## **3.2 MONITORING OF THE MARKING OF SCRIPTS**

### **3.2.1 Scope**

Monitoring of marking was also conducted by Umalusi monitors as well as Umalusi staff. The table below provides the number of marking centers per Provincial Education Department, and gives an idea of the total number of marking centers that were visited

by Umalusi monitors and staff. From the table it is evident that Umalusi was able to visit a number of marking centers.

**Table 2: Monitoring of marking**

Assessment body	Number of marking centres	Number of marking centres visited by Umalusi monitors	Number of centres visited by Umalusi staff
Eastern Cape	14	10	01
Free State	16	16	01
Gauteng	08	07	0
KwaZulu- Natal	33	23	02
Limpopo	20	18	0
Mpumalanga	17	16	03
Northern Cape	03	03	01
North West	14	08	01
Western Cape	02	02	01
TOTAL	127	103	10

### 3.2.2 Findings

In general, the marking process was effectively managed in accordance with the relevant policy requirements and with Umalusi criteria for monitoring of marking.

The following issues that relate to non-compliance were reported:

#### Security issues

- Security of the marking centres was well controlled in all centres. There were security guards patrolling and checking access to all points of entry to the marking centres. Center managers were responsible for the opening and locking of actual marking rooms. They also controlled the movement of scripts, accompanied by security guards.

#### Appointment of markers and examination assistants

- There was a general concern that the appointment of markers and examination assistants be more transparent and stringent and that chief markers be included in the selection as they are the ones who supervise the examination personnel. In the Eastern Cape, changes were made to the final list of markers without consulting the chief markers. Time was wasted in trying to solve the problem.

### **Marking procedure and capturing of marks**

- A serious problem was experienced in the marking of Question 1 in Hospitality Studies in Free State. The question had to be marked with a patterned template to ensure accuracy. After some delay and deliberations, five different format templates had to be prepared for the markers. Color coding was used to differentiate the different formats.
- Late notification of markers about their appointments was a serious concern, especially in the Eastern Cape.
- There was a delay in the starting of marking due to unavailability of the memoranda from DBE in Northern Cape and Mpumalanga.
- In Mpumalanga, there was dissatisfaction with regard to having examination assistants working in a central venue compelling chief markers to move between venues to effect corrections. Chief markers complained that the practice was time wasting.
- A delay in the capturing of marks was reported in the Free State. It is believed that this was caused by the fact that eleven of the sixteen (16) marking centres in the Free State were outside Bloemfontein, some quite a distance from Bloemfontein, where capturing of marks was conducted.

### **3.2.3 Areas of concern**

The following aspects were reported on and should be attended to by the relevant officials in the provinces concerned:

- Some marking centres were not ready when the marking teams reported for duty. This was evidenced by the delay in the start of marking which was blamed on the unavailability of the memoranda from the DBE.
- There is still a serious and general concern with the appointment of markers which is not in line with policy in some provinces.
- There was a general concern raised by chief markers that the submission period of scripts to Umalusi was rather inadequate and it meant that only scripts marked by the chief markers, their deputies and senior markers were submitted.
- Some provinces used too many marking centers e.g KZN had 33 marking centers. It is unclear whether the PDE has the capacity to efficiently manage a large number of marking centers spread across the entire province. Some marking centers were also located in deep rural areas. Transporting answer scripts over such long distances poses a serious security risk.

## 4 CONCLUSION

In general the Provincial Education Departments and their staff were committed to executing their duties diligently and to ensure the credibility, integrity and legitimacy of the 2010 NSC Examinations. Be that as it may, Provincial Education Departments are urged to pay special attention to issues reported under the irregularities section of this chapter, as well as the highlighted areas of concern, and ensure that the issues that led to these irregularities are addressed adequately.

Umalusi is satisfied with the way in which the Provincial Education Departments conducted the examinations. It may be concluded that the conduct of the 2010 NSC examinations was fair and credible.

# Annexure A

**Table 1: Criteria and success indicators: DBE self-evaluation instrument for monitoring of the state of readiness.**

Criterion	Success indicator(s)
Registration of candidates	Candidates are accurately registered on the examination computer system and analytical reports are generated.
Printing, packaging and distribution of question papers	Question papers are accurately printed and securely packed for distribution to examination venues. Candidates with special needs have been granted appropriate concessions and all special arrangements have been catered for.
Conduct of the examinations	All examination venues are adequately resourced to conduct the examination. Competent invigilators are appointed and trained. Examination sittings are conducted in an orderly and credible manner. Monitoring of the writing of the examinations is effectively conducted.
Marking	All logistical arrangements for marking venues, e.g. transport, etc. are successfully executed. All answer scripts are collected, accounted for and distributed to marking centres. The appropriate mark sheets are distributed with the questions papers. Answer scripts are accurately marked and raw marks recorded on the mark sheets. Checking is done to ensure that the entire script was marked and that the marks were added correctly. A sample of scripts is internally moderated and marks are recorded on the mark sheets.
Irregularities	Committees dealing with the handling of irregularities and procedures for detection of irregularities during exams are in place, and any noted irregularities are dealt with appropriately Candidates are granted the right to appeal.
School Based Assessment (SBA)	Essential support provided in the implementation of SBA. Effective monitoring of the implementation of SBA. Rigorous moderation systems established at provincial, district and school level. Internal assessment marks are accurately transcribed onto the computer mark sheets. All SBA mark sheets are effectively controlled and accounted for. All internal assessment marks are captured timeously.
Capturing and release of results	Raw marks are accurately captured onto the computer from the mark sheets. Statistics are timeously and accurately prepared for the standardisation meeting. Successful meetings are held to scrutinise the results and prepare

Criterion	Success indicator(s)
	<p>recommendations to the standardisation meeting.</p> <p>All adjustments to the external examination scores as agreed at the standardisation meeting are accurately captured.</p> <p>The accurate results of the candidates are printed and distributed to candidates.</p> <p>Appropriate analysis of results completed.</p>
Certification	<p>Rigorous security and control measures adopted in the certification process.</p> <p>All officials responsible for certification are competent in the certification process.</p>
Integrated Examination Computer System (IECS)	<p>All examination functionalities are fully developed and implemented across all PEDs.</p> <p>All examination staff members are confident in their use of the IECS.</p> <p>The speed of the system is acceptable to all users.</p>

# Chapter Five

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## Verification of marking

### 1 INTRODUCTION

Quality assurance of marking in 2010 comprised two processes, namely: approval of the final marking guidelines at the marking guideline discussion meetings, and centralized verification of marking. Marking guideline discussion meetings, hosted by the Department of Basic Education (DBE), serve to ensure that all possible responses are accommodated in the final approved marking guidelines. Verification of marking verifies correct and consistent application of the marking guideline across the provinces which will in turn result in the consistency and accuracy in marking.

### 2 SCOPE

Memoranda discussions were held for all 38 NSC subjects and 130 papers that were written in the 2010 NSC examination. All Umalusi NSC moderators participated in the process. The discussions took place at the DBE offices. The meetings were attended by the external moderators, internal moderators, chief examiners, curriculum specialists and in some cases, representatives from the provincial education departments.

### 3 APPROACH

In terms of the DBE marking guideline discussion schedule, subjects were divided into two categories as follows:

- Papers for which marking guidelines were discussed over a period of two days; with the second day designated for training. These were usually subjects with a large enrolment. Each province was represented by the chief marker and internal moderator.
- Papers for which the marking guidelines discussion was completed in one day. These were usually small enrolment subjects. There was one representative who would either be the chief marker or internal moderator from each province.

The next table indicates subjects and their various categories.

**Table 1: Subjects and papers and their various categories**

Large enrolment subjects	Small enrolment subjects
Accounting	Agricultural Technology
Afrikaans HL, FAL and SAL	Civil Technology
Agricultural Management Practices	Computer Applications Technology
Agricultural Science	Consumer Studies
Business Studies	Dance Studies
Economics	Design
English HL and FAL	Dramatic Arts
Geography	Electrical Technology
History	Engineering, Graphics and Design
Life Sciences	English SAL
Mathematical Literacy	Hospitality Studies
Mathematics	Information Technology
Physical Science	IsiNdebele HL, FAL and SAL
	IsiXhosa HL, FAL and SAL
	IsiZulu HL, FAL and SAL
	Mechanical Technology
	Music
	Religion Studies
	Sepedi HL, FAL and SAL
	Setswana HL, FAL and SAL
	SiSwati HL, FAL and SAL
	Tourism
	Tshivenda HL, FAL and SAL
	Visual Arts
	Xitsonga HL, FAL and SAL

## 4 FINDINGS

### 4.1 MEMORANDUM DISCUSSION

Findings are presented according to the subsections below.

#### a. Processes and procedures followed

In the majority of cases the meetings were chaired by the internal moderator however in his/her absence the chief examiner would chair the meeting. The meetings commenced with the presentation of the reports by the provinces on how they perceived the papers as

well as how the teachers perceived them. Challenges were observed in this exercise. Firstly, the fact that not all representatives who came to the memorandum discussion had had access to the sample scripts and secondly, that there was no uniformity in the presentation made by provinces. The latter needs to be streamlined by developing clear instructions regarding pre-marking and provincial reports.

As alluded to before, provinces were supposed to be represented by both the chief marker and internal moderator in the case of gateway subjects, and one representative who would either be a chief marker or internal moderator in the case of other subjects. This however, was not realized in some of the subjects. This scenario is presented in the table below.

Paper	Remarks
Information Technology	Eastern Cape and Northern Cape were not represented.
Mathematical Literacy P1	Western Cape was initially not represented. It was only after a DBE official had alerted Western Cape Education Department to this that a WCED subject adviser for Mathematical Literacy was requested by WCED to serve as the internal moderator. The incumbent was already in Pretoria as she was a member of the Mathematics national panel.
Mathematics	Western Cape did not attend but was only represented by a proxy. KwaZulu-Natal was not represented in Paper 2.
Setswana SAL P1	All provinces were not represented, neither did they send inputs. This made the discussion difficult.
Setswana FAL	Only one province was represented.
Sepedi FAL	Gauteng, Limpopo and Mpumalanga were represented. Of the three, Mpumalanga had not marked sample scripts.
Sesotho FAL	Only Free State and North West were represented.
Sesotho SAL	Only Free State was represented.
IsiXhosa FAL and SAL	Eastern Cape was not represented yet it is where there was a large number of candidates writing the subject.
IsiZulu HL P1	Provincial representation during the discussion of the marking guideline for this paper was impressive.
Sepedi HL P1	Limpopo was not represented despite the fact that a large number of candidates writing the subject were from this province.
Agricultural Management Practices and Agricultural Technology	Eastern Cape did not attend. It was alleged that Eastern Cape had never been represented in the Agricultural Technology marking guideline discussion meetings. Concerns as to how chief markers in the province manage the training of markers and memorandum discussion at the marking centres were raised.
Sepedi HL P3	The chief marker from Gauteng was not present. Concerns were expressed of the negative impact this might have on marking.
Tourism	KwaZulu-Natal was not represented despite the popularity of the subject in the province. KwaZulu-Natal had 23 262 entries in the subject this year, the highest in the country.

Paper	Remarks
Information Technology P2	Eastern Cape, Northern Cape and Western Cape were not represented. In the case of Western Cape, the official who had been identified to attend the meeting was hospitalized just before the meeting. With regard to Northern Cape, there was only one representative for both CAT and IT. Since they had more candidates in CAT than in IT, the official opted to attend the meeting for CAT which was held at the same time with that of IT. No reports were provided as to why Eastern Cape could not attend.
Setswana FAL	Only Free State was represented.

### **b. Role of Umalusi moderators**

The external moderators generally functioned as observers and occasionally provided their inputs as required. This was generally the case in the discussion of the marking guidelines for large enrolment subjects. Owing to the small size of the meeting in the small enrolment subjects, external moderators were prominent. They also guided the discussions towards the acceptance of a common position on amendments and additions to the memo. In other words, they verified the appropriateness and correctness of additional alternatives. Finally, together with the internal moderator, they approved and signed off the memoranda.

### **c. Marking of sample scripts and submission of inputs**

Sample marking did not occur in all papers and all provinces. Generally sample marking took place in large enrolment subjects, however, there were instances reported in some provinces of sample marking not having taken place or inputs not being provided in these subjects. For instance, in Mathematical Literacy Limpopo, North West and Western Cape managed to mark only 2, 10 and 15 scripts respectively because the scripts were received a day before the meeting.

In Information Technology P1, scripts were provided to only five provinces of which only four managed to mark. KwaZulu-Natal, Limpopo and Western Cape did not mark, while Eastern Cape and Northern Cape were not represented at the marking guideline discussion meeting.

In small enrolment subjects, provinces were supposed to forward their inputs to the meeting as they were not invited to take part in the meetings. There were no reports or inputs received from provinces in Information Technology.

Not all representatives in Information Technology P1 had the opportunity to study the question paper and prepare their own memorandum. It was therefore not possible to

have a meaningful discussion if provincial officials had not had sufficient time to work through the paper and sample of candidates' scripts.

Dissatisfaction was expressed during the discussion of Chemistry marking guideline that the marking rules were very strict and rigid. An agreement was reached to make a proposal to the DBE to attend to this issue.

The manner in which sample marking was handled by the provinces was a great concern in Sepedi FAL. The provinces that marked did so without indicating the analysis of candidate performance. Analysis of candidate performance was perceived as the prerequisite for marking guideline discussion.

There was some uncertainty about the marking of the language in English FAL P1. It also came to light that KwaZulu-Natal had totally misunderstood the marking guideline for the summary.

Marking of sample scripts was not possible for those chief markers whose papers were written a day before the marking guideline discussion. For instance, in the case of Civil Technology, Gauteng and Limpopo managed to mark 24 and 2 scripts respectively.

In 2009, dissatisfaction was expressed by Agricultural Science that the subject was written in the last week of the examination. An expression of appreciation was expressed to the DBE this year for the rotation of subjects as Agricultural Science was written just in time for the chief markers to gain access to the scripts for sample marking. The same dissatisfaction was expressed by Sepedi this year, that Paper 3 was written too close to the marking guideline discussion meeting.

#### **d. Changes/additions to the memoranda**

Generally changes in the marking guidelines merely constituted additional answers.

#### **e. Status of the question paper and memorandum**

The question papers and the memoranda generally represented the final version of the papers moderated by the external moderators. This is an improvement from the previous years. This improvement may be ascribed to proof-reading by external moderators undertaken just before the final question papers were dispatched to the provinces for printing.

A few minor cases of errors in the question papers and memoranda were reported in the papers indicated in the next table.

Paper	Province	Remarks
Agricultural Science P1	All	Translation into Afrikaans was not done properly with respect to Question 2.4.2.
Agricultural Science P1	North West and Free State	Poor quality pictures in the question papers.
Mathematical Literacy P2	Northern Cape and Free State	Print quality of Annexure B was extremely poor making it difficult for candidates to answer the questions. It was decided that marking of two affected questions constituting 8 marks would be done differently. Modified marking guidelines would be provided to the relevant provinces.
Sepedi FAL P2	All	One question in the question paper did not correspond with the answer in the marking guideline. It was suspected that an earlier version of the question paper might have been printed. A decision was taken to award 2 marks to all the candidates.
Agricultural Management Practices	KwaZulu-Natal and Mpumalanga	Quality of the pictures was poor as the pictures were not clear.
Music	All	There were omissions in one question as well as the incorrect notation of the music in another.
IsiZulu FAL P1	All	Visuals were not clear in one question.

#### f. Areas/problems not appropriately addressed during the setting and moderation process

It was interesting to note that despite significant time being spent on setting and moderation of question papers, many different interpretations still arose.

#### Information Technology P1

- There were some minor discrepancies between the Afrikaans and English versions of the question paper and the memorandum that would not adversely affect the candidates.
- Some errors occurred in the data files that were not picked up during the setting and moderation.

#### Physical Science P2

The charge of an electron, was not given in the data sheets provided with the paper. The absence of this charge value in the data sheets made it difficult for candidates to complete the calculation in one question which carried 5 marks. After a lengthy debate on whether to mark out of a reduced total of 145 marks or award all candidates 5 marks, a decision was taken to recommend the latter to the DBE.

## Mathematics P2

During the marking guideline discussion, the marks allocated to four questions were found to be insufficient. On the other hand, in one question where candidates did not seem to have serious problems, there were at least two extra marks awarded. According to the external moderator's report, the overall effect of these would have a very minimal effect on the candidates' final mark.

## English FAL P1

There was a feeling that the section on summary needed to be given more attention to ensure that the final version of the text presented in the question paper provided the candidate with an opportunity to summarize it without being repetitive in their responses. This response emanated from the fact that candidates had found it difficult to summarize the already summarized passage. This was due to the fact that the examiners had already summarized a longer passage in order to satisfy the 250 word requirement.

## Design

The layout of the Design paper in the final print was perceived to be visually un-clean. It looked too overcrowded and unbalanced and, as a consequence, visual presentation of questions was not always user friendly.

At least two moderators who attended the meeting picked up that some candidates had missed sub-questions because these were hidden by their proximity to an image in Question 5.1.1. In the case of Question 5.2, some candidates did not see the sub-question because it was squashed beneath the image. It was alleged that the pro-forma layout used by the DBE did not suit the style of questioning favoured by Design, which requires better use of space and spacing to give the necessary 'visual breaks' and 'visual breathing space' as well as some left hand alignment for all questions and sub-questions. Visual Arts P1 was cited as one example the DBE needs to critique in order to address the alleged shortcomings in the Design paper.

Other problems/areas are indicated in the table below.

Paper	Remarks
Computer Applications Technology P1	There was some data missing in one question on the data disk. This was discussed during the marking guideline discussion and the appropriate adjustment was made to the marking guideline.
Agricultural Management Practices	The instruction for Question 1 was not clear owing to the omission of the words "most appropriate". This confused the candidates as all the distracters were correct.  General instructions in the question paper did not mention the use of calculators while

Paper	Remarks
	<p>the candidates were expected to do calculations that required them to use calculators.</p> <p>It was felt that the question paper demanded a lot of reading and writing from the candidates. Currently the paper's duration is 2½ hours which was considered insufficient for such a demanding paper. It was recommended that the duration of the paper be increased to 3 hours in the future.</p>

## 5 AREAS OF GOOD PRACTICE

- 2010 marking guideline discussion meetings were considered to be most successful. The meetings were held in the conference centre of the new building which the DBE occupies and such an environment was conducive to successful meetings.
- There has been a reduction in the number of instances where certain parts of the question are blurred or omitted from the question paper during printing.
- In the majority of cases, especially in the large enrolment subjects, there was a feeling that provincial representative came well-prepared. This is something that has improved annually. There were no more excuses that the scripts were not available or that the marking guideline was not available. All provinces submitted their reports as requested.
- Training sessions that have been built into this exercise are of immense value, as this allowed all participants at the meeting to review the finest details of what candidates actually answered rather than just getting the chief markers' views on the papers.

### 5.1 AREAS OF CONCERN

- As in 2009, Computer Applications Technology P1 and Information Technology P1 discussions took place on the same day. This created problems for smaller provinces, such as Northern Cape who have one person managing both subjects. It was also alleged that these subjects are also managed by one national internal moderator.
- There was a general outcry among the external moderators of African languages regarding the lack of provincial representation at the meetings as well as the non-submission of inputs by provinces
- Improper translation of question papers from English into Afrikaans is still of great concern albeit at a lesser degree this year than in 2009.
- There is an excuse made every year by provincial representatives at the meetings that candidates are weak and that, papers should take this into consideration. This cannot even be considered because question papers are set to a specific norm.

Teachers should see to it that they cover the work and that candidates work hard. There are also repeated complaints about poor markers that cannot cope with open-ended questions. Provinces should appoint competent markers and should not allow themselves to be overpowered by unions in this exercise. This concern was raised in English FAL.

- Pre-marking guideline discussion meetings were not managed appropriately. The meetings were scheduled to take place at 10h00 as per DBE directive but the majority of them started as late as 18h00. This interfered with Umalusi bookings of morning flights for external moderators.
- Concerns were raised that sample marking in provinces as well provincial reports submitted at the meetings were not uniform. Delegates advocated for the streamlining of these processes.

## **5.2 RECOMMENDATIONS**

- Attempts should now be made to have the marking guideline discussions for CAT and IT held on separate dates. This will enable those provincial officials who are the custodians for both these subjects in their respective provinces to do justice to the marking guidelines for these subjects.
- Provincial education departments should ensure that they send their officials to the marking guideline discussions as their non-attendance may have a negative impact on the standard of marking in the provinces.
- Appointment of sufficient and competent staff for translation and editing of question papers is recommended.
- The DBE needs to formalize, streamline and manage the pre-marking guideline discussion meetings appropriately.
- The DBE should come up with an instrument or template for provincial reports, as well as streamlining the pre-marking guideline sample marking by provinces so that there is uniformity.

## **5.3 CENTRALIZED VERIFICATION OF MARKING**

- Centralized verification of marking is an integral part of the broader Umalusi quality assurance of marking. Centralized verification of marking takes place at Umalusi offices where the teams of external moderators converge to perform this important task. Umalusi identifies the subjects for which centralized verification will be undertaken, and Provincial Education Departments are required to send a certain sample of scripts, selected according to the prescribed Umalusi criteria.

- The purpose of external moderation of scripts is to determine consistency in marking across the provinces and establish adherence to the memoranda. The principle around centralized verification is that it should feed into the next cycle of marking. Despite the adoption of this principle, there were a few urgent matters, which were picked up by the external moderators during the verification exercise, that needed to be addressed immediately. Their urgency required that Umalusi act immediately to avoid the standard of marking being compromised and candidates disadvantaged. Such immediate action was taken in Mathematics P2, Mathematical Literacy and English HL.

Centralized verification of marking was conducted in the following subjects:

Gateway subjects/Large enrolment subjects	Small enrolment subjects and subjects with a practical component	Languages at Home Language level
Accounting	Computer Applications Technology	English HL
Afrikaans FAL	Consumer Studies	IsiNdebele HL
Agricultural Science	Engineering, Graphics and Design	IsiXhosa HL
Business Studies	Tourism	IsiZulu HL
Economics		Sesotho HL
English FAL		Setswana HL
Geography		
History		
Life Sciences		
Mathematical Literacy		
Mathematics		
Physical Science		

## 6 FINDINGS

Findings, according to Umalusi criteria for the moderation of marking, are presented below.

### a. Adherence to the marking memorandum

Adherence to the memoranda was generally good. In Mathematical Literacy for instance, no deviations were identified in seven out of the nine provinces. The overall variance in mark allocation after external moderation varied from -3 to +4 marks, and an average deviation of 2.5 marks. Mpumalanga had the highest deviation. The variance between the markers and external moderators was 8 marks and the variance between external moderators and the internal moderator was 6 marks.

A high degree of adherence was observed in Afrikaans FAL P1 and P2. In P3 the external moderators are of the opinion that the current rubrics need to be reviewed further with regard to clarity of descriptors and weighting of marks for the structure elements.

Marking of Paper 1 was of a fairly good standard in English FAL. The marking of Paper 2 however, was flawed. The marking therein adhered so rigidly to the marking guideline that it became clear that many markers were unable to recognise and award differently put answers. This was perceived as a sign of marker being unfamiliar with the prescribed texts. A slightly similar situation was observed in IsiZulu HL P2. There were discrepancies of at least 5 marks in the Limpopo scripts. Unlike in other provinces, candidates from this province answered questions from almost every set book. This must have been a challenge to the markers who were not familiar with all the prescribed texts. In English FAL P3, it was found that in some cases the marker had marked correctly, but that the internal moderator had inflated the content mark.

There were few instances of markers not adhering to the marking guideline in Agricultural Science in the Western Cape. This was attributed to the fact that the markers had not familiarized themselves with the marking guidelines as marking had just commenced in the province. The same reason was evident for Mathematics P1, in all the provinces, where the markers were occasionally not familiar with the maximum mark allotted to a question.

The marking of all questions was generally closely aligned to the marking guidelines in English HL P1, with the exception of certain questions where North West was un-aligned with the recommendations of the marking guideline discussion meeting. The effect of this was a difference in mark allocation in two scripts for Question 2 (summary). This disadvantaged the candidates, so the external moderator increased the marks from 6 to 9 marks in one script and from 4 to 7 marks in the other. The external moderators queried this and it thus prompted communications with North West.

Markers generally adhered to the marking guidelines in Life Sciences except for KwaZulu-Natal and Western Cape. A total of 5 marks had to be added to one script from KwaZulu-Natal and 25 marks deducted from the Western Cape script due to a totaling error.

#### **b. Provision of alternative answers**

In some cases, the provinces did not enclose the question paper and the marking guidelines when submitting the scripts. This includes Afrikaans versions of the aforementioned documents for those provinces who also submitted scripts answered in

Afrikaans. This impeded the external moderators' determination of whether there was a comprehensive provision of alternative responses and whether or not additional responses were presented at the marking centers after the national marking guideline discussions. Mpumalanga, Free State, Limpopo and KwaZulu-Natal failed to submit the marking guidelines with their scripts.

Although the marking guideline is considered a final document as extensive alternative answers had been exhausted during the discussion meetings, there is an understanding that additional alternative answers could emerge during the training of markers at the marking centres. In this case, a protocol would be observed in terms of whether or not the alternative answers would be considered. In the case of additional alternative answers being identified at the marking centre, the guiding principle is that the DBE, via the internal moderator, and Umalusi, via the external moderator should be consulted before a decision is taken to include such responses in the final marking guidelines.

In the majority of cases, the alternative responses were comprehensively covered during the marking guideline discussions and no additional responses were included at the marking centers.

There were few cases where there was illegitimate interference with the marking guidelines: Mathematics P1, Mathematical Literacy and Consumer Studies. In Mathematics P1, North West made an amendment (allegedly incorrect) declaring that the correct solution, given in the marking guideline was incorrect.

The Eastern Cape marking panel effected changes to the Mathematical Literacy marking guidelines without communicating them to either the DBE or Umalusi. Some of the changes were not suitable as full marks were allocated for incorrect mathematics answers. According to the external moderators, this was going to unfairly advantage candidates from Eastern Cape. This was resolved through mediation by the Director for Examinations at the DBE, in consultation with the external moderators and Umalusi official.

Additional responses were also added by Eastern Cape in the Consumer Studies marking guideline. Of even greater concern was that one of these responses was incorrect and that the external moderator had not been consulted.

Free State also submitted an additional list of alternative responses to various questions in Agricultural Science P1. These, it was reported, did not alter the original marking guidelines. In Paper 2, Free State and North West were guilty of failing to adhere to the marking guideline with respect to a question on factors influencing the supply of cotton. This was confused with the factors influencing demand for cotton.

### **c. Consistency and accuracy in the allocation of marks**

Markers and moderators were generally consistent and accurate in the allocation of marks except in a few cases. This observation was substantiated by the small and insignificant variance between the marks allocated by the marking panel and those of external moderators.

In Mathematics P1 consistency and accuracy varied from province to province. The external moderator rated North West as poor in terms of marking generally. Eastern Cape was rated excellent in terms of moderation, while North West and Gauteng were rated poor in the same respect.

In History it was observed that some markers had a tendency to allocate too high marks for essays in which learners presented sufficient and correct evidence. These candidates however failed to use the evidence to develop the line of argument to address the requirements of the question.

The current rubrics were blamed for the slightly inflated marks in the marking of Afrikaans FAL P3.

Marking was consistent within and across the provinces in English HL except for North West in Paper 1 as alluded to above. In Paper 3, though marking was deemed to have been consistent across the provinces, the content mark was found to have been inflated in Free State, Gauteng, KwaZulu-Natal and Northern Cape. In Eastern Cape and North West there was a tendency to under-assess the content. It appeared that, even though the rubric provided a mark for language, the use of language influenced the content mark, thus penalizing the candidate twice. Western Cape and Limpopo were found to have used the rubric effectively.

A high level of consistency in the allocation of marks was observed in English FAL P1. This was ascribed to the fact that P1 is mainly factual and fairly easy to mark consistently. Paper 2 had consistency, except for some errors which were pointed out before. There was however not sufficient consistency in the allocation of marks in Paper 3. In many cases marks were inclined to be inflated by the internal moderators.

Some incorrect marking was observed with KwaZulu-Natal, Limpopo, Mpumalanga and Western Cape in Agricultural Science where a candidate would either be credited or penalized erroneously for a response. This was picked up by the internal moderators in most cases.

Consistent accuracy in the marking of Mathematics P2 was observed in all the provinces except in Limpopo.

Marking of Computer Applications Technology and Engineering, Graphics and Design was found to have been consistent except for one CAT candidate in Northern Cape, whose marks were incorrectly totalled.

In Eastern Cape, all Consumer Studies markers marked an entire answer script. This was blamed for the lack of consistent accuracy which was also clearly reflected in the difference in the marks allocated by moderators at the marking centres. It is strongly recommended that the province considers per question marking in future to ensure that questions set at a higher cognitive level are marked more accurately. Some scripts reflected very untidy marking and internal moderation and the use of Tippex to correct marks aggravated this.

Still on Consumer Studies in the Eastern Cape, some markers did not indicate the total of marks allocated per sub-section of each question. Only a total appeared at the end.

#### **d. Markers' performance**

Marking was generally of a good standard. A general improvement in the standard and quality of marking compared to the previous years was noted. Most markers made a good effort at ensuring quality marking across the nine provincial education departments.

There were few instances reported in certain papers where the standard of marking did not meet the expectations. For instance, in English FAL, the standard of marking was of an acceptable standard in Paper 1, but Paper 2 and 3 were not of a similar standard. The notion of markers' unfamiliarity with the prescribed texts was the main reason provided for the lower marking standard in Paper 2. In Free State, marking of Paper 3 was better than in most provinces, while KwaZulu-Natal's was the poorest and most inconsistent of all.

It was noted for English HL P1 that, in spite of a decision taken at the marking guideline discussion on the merits of awarding a judicious  $\frac{1}{2}$  mark, for some provinces there still appeared a reluctance to do so, resulting in inaccurate assessment. A degree of leniency was noted in the marking of the essay questions by North West and KwaZulu-Natal, while there was some evidence of inaccurate internal totalling in Gauteng in English HL P2.

Although the quality and standard of marking was commendable in Setswana HL P1, Question 2 (Summary) was not judiciously assessed. The markers simply underlined without understanding the content in the candidates' scripts in North West.

#### e. Internal moderation

The internal moderators played an important role in ensuring quality and consistency in marking. Internal moderation varied from province to province. Some provinces conducted it randomly on certain questions, while others went through the whole script. The level of internal moderation also varied, with some scripts moderated up to the level of internal moderator while others below that. The submission of original scripts assisted in determining the level of internal moderation with different colour pens indicating different levels of moderation.

Internal moderation was found to have been generally well conducted. The following issues with regard to internal moderation were noted by the external moderators.

Subject	Province	Findings
Geography; Accounting	Northern Cape	All the scripts were found to have been moderated at all levels resulting in few mistakes being identified at external moderation.
Agricultural Science	KwaZulu-Natal; Mpumalanga	Internal moderation was not rigorous enough.
English FAL	All	Internal moderation was adequately done but in Paper 3 internal moderators tended to inflate essay content marks.
Business Studies	Eastern Cape	The province still insists on using purple as colour scheme for internal moderation. Since this is the colour utilized by the external moderators this creates a conflict.
Consumer Studies	Limpopo	Internal moderation was not rigorous enough as there was evidence of the same mistakes made by the marker being undetected through two levels of internal moderation.

#### f. Candidates' performance

Based on the sample of scripts externally moderated, the general performance of the candidates ranged between excellent and poor. There were, in other words, certain questions in which the candidates performed satisfactorily and those in which they performed poorly. This is highlighted in the table below.

Subject	Province	Findings
Accounting	All	There was improvement in candidate performance compared to last year. Questions on ratio and cash flows were answered fairly well this year. These were problematic questions last year which led to a belief that teachers

Subject	Province	Findings
		were not competent to teach them.
Agricultural Science	All	Candidates struggled with Questions 1, 2 and 3 in Paper 1.
English FAL	Eastern Cape	Candidates had serious problems with summary.
	All	Candidates had problems with aspects of the language questions in Paper 1.
	KwaZulu-Natal	Candidates had problems with the command of the language. Performance in Paper 2 revealed this phenomenon.
Life Sciences	All	Performance was found to be poor in questions covering genetics, protein synthesis, plant production and mini essay on stem cells in Paper 1. In Paper 2, questions on evolution proved to be problematic to the candidates.
IsiZulu HL	All	Performance was very poor in Question 3 in Paper 1. In Paper 2 candidates failed to relate milieu to the theme of the novel, while in Paper 3, certain questions were not attempted by candidates. The majority of candidates answered Question 2.2, Question 2.1 and 2.4 were not answered.
History	All	Candidates struggled with extended writing. They struggled to remain focused, did not state their view point and did not include the concluding statement.
Mathematics P1	All	The performance was found to be better than last year.
Mathematics P3	All	Candidates performed well in Questions 1, 2, 4 and 7 but performed worst in Questions 3, 9 and 10.
Geography	All	Some candidates did not read the instructions and wrote all four questions instead of three. Majority of those who struggled failed to apply knowledge to the source based questions. Interpretations of synoptic weather map and fluvial processes and land reforms were problematic to some candidates in Paper 1. An improvement in the question involving calculations and GIS was noted in Paper 2.
Physical Science P1	All	Candidates performed well in Question 1 as well as in the questions covering Doppler Effect and AC calculations. Performance was however the poorest in questions on Work-Energy Theorem and Calculations on Electric circuits.
Physical Science P2	All	Candidates did not perform well in Question 7 in which the $K_c$ problem appeared.
English HL P1 and P2	All	Candidates did well in lower order questions across the sections but struggled with questions requiring inferential thinking and those requiring higher order thinking.
English HL P3	All	Question 1.5 on narrative essay was the most popular choice, however the responses were often stereotypic. Other questions were misinterpreted leading to poor performance.
Business	North West	Candidates performed well in Question 1 and 5.

Subject	Province	Findings
Studies	Mpumalanga	Good performance in Questions 1 and 5 but average in other questions.
	Northern Cape	Overall good performance in all the questions except Question 7.
	Limpopo	There was good performance in Questions 1, 5, 7 and 8. Average performance in 3 and 4 and poor attempt in Questions 2 and 6.
	Eastern Cape	Performed exceptionally well in Questions 1, 5, 6 and 8.
	Western Cape	No attempt to answer Question 6 based on the sample provided for external moderation.
	Free State	Performed exceptionally well in Questions 1 and 5, above average in Questions 2, 3 and 4.
Consumer Studies	All	Question 4 exhibited possibilities of being confusing to candidates. They answered this question from different perspectives and not always according to the requirements of the marking guideline.
Tourism	All	Candidates struggled with the calculation part of Question 6 as well as Questions 2.3 and 4.1 involving case studies.

### 6.1.1 Areas of good practice

The perceived improvement in candidates' performance in key subjects such as Accounting, Mathematics and Physical Science is commendable.

### 6.1.2 Areas of concern

- Additions and/or changes to the final marking guidelines without consulting DBE and Umalusi.
- Provinces not submitting marking guidelines with the scripts which make it difficult to determine alternate responses and whether or not there is adherence to the marking guidelines.
- Employment of markers who are not familiar with all the prescribed texts in Paper 2 of the languages.
- Sampled scripts sent to Umalusi are not representative of the entire number of candidates. Provinces select a specific set of scripts to be marked, moderated and to be submitted to Umalusi for verification.

### 6.1.3 Recommendations

- Additions and/or changes to the final marking guidelines should always be made in consultation with the DBE and Umalusi.
- Provinces should take it upon themselves to ensure that scripts are submitted with both the question paper and the marking guideline.
- Provinces should ensure that competent and deserving markers are employed for the marking of scripts.
- Scripts submitted to Umalusi must be representative of the entire marking process.

## 7 CONCLUSION

Verification of marking was well conducted this year. The marking guideline discussions proceeded well and were characterized by good planning and organization on the part of the DBE. The new premises of the DBE contributed to this.

The marking of sample scripts at the marking guideline discussions followed by vigorous discussions continued to enhance the effectiveness of this exercise. Very few challenges were experienced this year and this was mainly around the issue of the pre-marking guideline discussion meetings that were not properly managed. The concern of non-representation at the discussion meetings, as well as non-submission of provincial reports needs to be addressed urgently.

Centralized verification of marking also proceeded well. One of the highlights of this process this year, is that Umalusi was able to increase the number of subjects on which centralized verification of marking was conducted. This elicited a number of positive results in terms of feedback that was received from the external moderators involved. Added to this, is the fact that external moderators conducted the verification with such rigor which enabled them to pick up deviations from the finalized marking guidelines, and this resulted in immediate intervention.

# Chapter 6

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## Standardization of examination results

### 1 INTRODUCTION

The 2010 NSC Standardization Meeting was the third meeting for the new qualification, which was first assessed and standardized in 2008. The 2010 results were standardized based on the following:

- The 2008 and 2009 raw data and standardization decisions; and
- Qualitative information emanating from the Umalusi external moderators' reports and the Umalusi Post-Exam Analysis Project.
- Internal Moderator and Chief Markers reports received from the Department of Basic Education.

### 2 PURPOSE OF STANDARDIZATION

The purpose of standardization is to ensure consistency over time and across Provincial Education Departments. Marks are adjusted in cases where learners have been unfairly advantaged or disadvantaged in the examination of a particular subject.

### 3 SCOPE OF THE STANDARDIZATION

A total of 58 subjects were subjected to the standardization process at the main Standardization Meeting. The non-official languages and Equine Studies were, however, standardized at the Standardization Meeting for the IEB's subjects.

#### 3.1 UMALUSI'S APPROACH TO THE STANDARDIZATION OF THE NSC

Umalusi utilizes an evidence-based approach to standardization. Decisions are based on the thorough consideration of historical and situational factors, and careful and systematic reasoning. Umalusi introduced the following measures to facilitate these processes to ensure that standardization decisions are systematic, appropriate, and fair:

- Historical averages were presented to the Umalusi Assessment Standards Committee, in booklet form, for every achievement level and for every subject to be standardized. These averages were determined by using five-year averages across the nine provinces, as well as combining Higher Grade (HG) and Standard Grade (SG) averages, where applicable. For new subjects, hybrid historical averages were constructed from the average performance of learners across provinces and levels (HG and SG) in the past five-year period. In similar cases, up to 10 subjects were incorporated in these hybrid historical averages.
- 2008 and 2009 raw and adjusted scores were also used to inform the 2010 standardization decisions.
- 'Pairs analysis' shows correlations between the average performance of learners in the subject being standardized and that of other subjects being taken by the same cohort of learners.

In addition to the above, evidence-based reports were presented to the Umalusi Assessment Standards Committee with a view to informing the standardization decisions as follows:

- For 2010, the "post examination analysis" component of the Maintaining Standards Project was conducted for the 16 "gateway" subjects which were part of the 2009 and 2010 project. The "post examination analysis" provided an evaluation of the cognitive demand of the 2010 NSC examination papers in the selected subjects. The report also provided an indication of how the 2010 papers catered for the low- and high-performing candidates, and it also provided a comparative evaluation of the standard and quality of the 2010 question papers in relation to the 2009 question papers.
- The Umalusi external moderators presented detailed reports that gave an overview impression of the question papers moderated. The reports also provided an indication of general learner performance based on a sample of scripts moderated.
- The DBE also tabled a report indicating the strategic interventions implemented in the teaching and learning environment as well as the specific interventions to mitigate the effects of the teachers strike.
- The DBE Internal Moderator and Chief Marker reports were also consulted, and these provided a post-exam analysis of the question paper from a marking perspective.

The following principles were applied in the standardization of the 2010 examination results:

- No adjustments, either upwards or downwards, will exceed 10% of the historical average;
- In the case of individual candidates, the adjustment effected should not exceed 50% of the marks obtained by the candidate;

- If the distribution of the raw marks is above or below the historical average, the marks may be adjusted downward or upwards, respectively;
- Computer adjustments are calculated on the principles outlined in the bullets immediately above; and
- Umalusi retains the right to amend these principles as deemed necessary based on sound evidence and educational principles.

### **3.2 PROCEDURES FOR THE 2010 NSC STANDARDIZATION**

- A Qualitative Input Meeting was held by Umalusi on the 17<sup>th</sup> and 18<sup>th</sup> December 2010. At this meeting the reports of the “post examination analysis”, external moderators, and the DBE strategic interventions were discussed and analyzed in preparation for the Pre-Standardization and Standardization meetings.
- Pre-Standardization meetings were held by Umalusi on the 22<sup>nd</sup> and 23<sup>rd</sup> December 2010. These meetings were used to review the raw marks in relation to all the accumulated evidence relating to the examination results.
- The Standardization Meeting was held at the Premier Hotel, Pretoria, on the 24<sup>th</sup> December 2010.

## **4 2010 STANDARDIZATION DECISIONS**

The final outcome of the standardization of the 58 NSC subjects is as follows:

- Raw marks : 39 subjects
- Upward adjustments : 9 subjects
- Downward adjustments : 10 subjects

Umalusi is pleased with the fact that for 67.24% of the subjects raw marks were accepted. This is an indication that the qualification is stabilizing and that the assessment instruments are, in general, being pitched at the correct levels. It must also be noted that for the subjects where upward adjustments were effected, no subject was adjusted to the maximum ten percent.

## **5 VERIFICATION OF THE RESULTING PROCESSES**

- Umalusi developed its own standardization, moderation and resulting modules on its mainframe. The same principles and requirements as per the Umalusi requirements and specifications were applied. This system was used to verify the datasets generated by the Integrated Examination Computer mainframe system.

- The adjustments approved at the Standardization Meeting were verified as correct on both the IECS and the backup system.

## **6 AREAS OF CONCERN AND RECOMMENDATIONS**

### **6.1 AFRICAN LANGUAGES**

The reports tabled at the pre-standardization meeting indicate that serious consideration must be given to the standard and quality of assessments in the African Languages. A common framework for the assessment of all Languages must be implemented to ensure that these languages are all assessed at the appropriate and equivalent level.

### **6.2 CONSUMER STUDIES**

The Internal moderator report suggests that this paper was of an inferior standard and therefore impacted negatively on learner performance. A full investigation into the setting, moderation and approval of this question paper is required.

## **7 CONCLUSION**

The 2010 standardization process was conducted in the most systematic and objective manner possible. The decisions taken to accept raw marks or to perform slight upward or downward adjustments were based on very sound educational reasoning and supported by the qualitative information presented to Umalusi. It is, once again, worth noting that the majority of the DBE proposals were consistent with those of Umalusi. This is further evidence of a fast maturing assessment and examination system.

# Chapter 7

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## Conclusion

Umalusi has once more managed to implement the quality assurance processes with diligence, rigor and integrity. The preceding chapters have been able to capture the salient findings of the quality assurance endeavours as presented in all the reports submitted to Umalusi by our dedicated teams of external moderators and monitors.

The areas of good practice highlighted at the end of each chapter are a clear indication of marked improvements in the manner in which all the assessments, as well as the final examination, were administered. The Provincial Departments of Education have continued to demonstrate their remarkable ability to administer and manage this high stakes examination with fervour. This is indicative of a maturing system.

There are, however, some issues that have been indicated as areas of concern in the preceding chapters and these would require serious intervention strategies. Two critical areas of concern are highlighted below:

- Late submission of the NSC question papers: Umalusi strongly urges the DBE to make concerted effort to implement the 18 month examination cycle.
- Life Orientation is generally disregarded as a subject. This is evident in the quality of tasks set, and the inflation of marks especially in the Physical Education Task (PET). Umalusi feels strongly that there is an urgent need to have some form of standardisation of the Life Orientation assessment tasks. The Department of Basic Education is urged to speed up the discussions and implementation of standardised Life Orientation assessment tasks.

There were few technical and administrative irregularities reported to Umalusi and these were all addressed appropriately. We are aware of the fact that there are some irregularities which are still under investigation. We have been given an assurance that these irregularities will in no way compromise the credibility of the 2010 NSC examination. Umalusi is therefore pleased to pronounce that it endorses the fact that the credibility of the 2010 NSC examinations is above reproach.

Umalusi once more takes this opportunity to express gratitude to the National and Provincial Departments of Basic Education for the continued support and co-operation in Umalusi's quality assurance initiatives throughout the year.

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