

**Quality Assurance of the
June 2018 Senior Certificate
(amended) Examination of
the Department of Basic
Education (DBE)**

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

QUALITY ASSURANCE OF THE JUNE 2018
SENIOR CERTIFICATE EXAMINATION OF
DEPARTMENT OF BASIC EDUCATION (DBE)

JUNE 2018



Council for Quality Assurance in
General and Further Education and Training

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EXECUTIVE SUMMARY

As mandated by the *General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008)*, Umalusi conducts quality assurance processes on all assessment practices for the Department of Basic Education (DBE) and its provincial education departments (PED), for all examinations at exit points. This report provides the findings of the quality assurance processes conducted for the Senior Certificate (amended) (SC(a)) examination conducted in June 2018. The quality assurance processes conducted included the following:

- Moderation of question papers (Chapter 1)
- Monitoring of the writing of examinations (Chapter 2)
- Marking guideline discussions (Chapter 3)
- Monitoring of marking (Chapter 4)
- Verification of marking (Chapter 5)
- Standardisation and resulting (Chapter 6)

This report provides the findings, as generated through the quality assurance processes stated above, that will enable members of Umalusi Council to decide whether Umalusi should accept and ratify the results of the DBE's SC(a) examination or not.

A total of 118 question papers were moderated and approved by Umalusi for the June 2018 SC(a) examination. It was pleasing to note that 99.1% of these question papers were approved at first and second moderation as compared to 96.6% during the 2017 SC(a) examination. The DBE is commended for the continuous improvement evident in the quality of question papers set for the various examinations.

The writing of the SC(a) examination was monitored across all nine provinces. A total of 60 centres were monitored during the writing session of the examination. Although there was evidence of monitoring by the assessment body, not all centres were visited for monitoring purposes. Some of the centres monitored by Umalusi did not have evidence of the appointment and training of invigilators.

A total of 70 marking guideline discussion meetings for the SC(a) examination were held. Subjects were grouped into three categories: Category A – 23 subjects (mainly gateway subjects) with 53 question papers; and Category B – nine subjects with 17 question papers. The remaining Category C marking guidelines for 30 question papers (11 subjects) were signed off off-site. Physical discussion meetings were held for Category A subjects at DBE and teleconferencing discussion meetings were conducted for Category B subjects. Provincial representation at the marking guideline discussion meetings, especially for Category A, varied per subject paper, depending on the number of candidates who wrote that subject in the province.

Eleven marking centres, one per province (seven provinces), and two in North West and Limpopo, were monitored by Umalusi. All the marking centres visited complied with most of the requirements to enable quality marking of the examination scripts.

Verification of marking was conducted centrally at Umalusi for 12 subjects in two days, 21–22 July 2018. Each province was requested to send 15 scripts per question paper, spreading them evenly as follows: below average, average and outstanding performance. The performance of candidates in this examination was generally poor. This was attributed to the lack of classroom support to most of the candidates as they were mainly out-of-school youth and young adults. The quality of internal moderation across the provinces was observed to be good in general.

A total of 35 subjects were presented to Umalusi for statistical moderation by the DBE for the June 2018 SC(a) examination. The decisions were informed by the norm; the decisions of 201506, 201606 and 201706; the pairs analysis; and internal and external moderator reports. Raw marks were accepted in 26 of the 35 subjects, with five subjects adjusted upwards and four adjusted downwards. It was of great concern to note that less than 15% of this cohort passed the SC(a) examination and that very few of them turned up to write the examination.

The reports on the quality assurance processes conducted by Umalusi for the June 2018 SC(a) examination indicated that the examination was conducted in a credible manner with only a few areas of concern that need to be attended to.

ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
CCTV	Closed Circuit Television
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Eastern Cape (Province)
EGD	Engineering Graphics and Design
FAL	First Additional Language
FS	Free State (Province)
GENFETQA	General and Further Education and Training Quality Assurance
GDE	Gauteng Department of Education
GP	Gauteng (Province)
HL	Home Language
IT	Information Technology
KZN	KwaZulu-Natal (Province)
LP	Limpopo (Province)
MEO	Multiple Examination Opportunity
MOU	Memorandum of Understanding
MP	Mpumalanga (Province)
NC	Northern Cape (Province)
NSC	National Senior Certificate
NQF	National Qualifications Framework
NW	North West (Province)
PED	Provincial Education Department
PEIC	Provincial Examination Irregularities Committees
QI	Quality Indicator
QAA	Quality Assurance of Assessment
SAIC	School Assessment Irregularities Committee
SAL	Second Additional Language
SBA	School-Based Assessment
SC(a)	Senior Certificate (amended)
SITA	State Information Technology Agency
SOP	Standard Operating Procedure
Umalusi	Council for Quality Assurance in General and Further Education and Training
UPS	Uninterruptible Power Supply
WC	Western Cape (Province)
WCED	Western Cape Education Department

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

The Department of Basic Education (DBE) is responsible for the development and internal moderation of question papers for the Senior Certificate (amended) [SC (a)] examination. Umalusi conducts external moderation of these question papers to ensure that they are of the required standard and that they compare fairly well with those used in past examinations. The main aim of this moderation process is to ascertain that the question papers are fair, valid and reliable. The moderation process is guided by the Curriculum and Assessment Policy Statement (CAPS) and other related documents such as examination guidelines.

This chapter reports on the moderation of the DBE SC (a) June 2018 examination question papers and their marking guidelines. These question papers and their marking guidelines are set nationally and distributed to the nine provincial education departments (PED) for printing and administering. The marking guidelines are standardised, with Umalusi moderators, after the question papers are written and before the commencement of marking.

The criteria used by Umalusi to determine the quality of the examination question papers submitted by DBE for approval is described below. The findings of the analyses of the reports of the moderation of question papers are summarised, areas of good practice and non-compliance highlighted and directives for compliance and improvement issued.

1.2 Scope and Approach

Umalusi moderated and approved 118 DBE SC(a) June 2018 question papers and their marking guidelines between January and April 2018. These 118 question papers excluded English Second Additional Language (SAL) Paper 1 and Paper 2; IsiZulu SAL Paper 1 and Paper 2; Sepedi SAL Paper 1 and Paper 2; Setswana SAL Paper 1 and Paper 2; and Tshivenda SAL Paper 1 and Paper 2. These 10 question papers were approved by Umalusi for use in the November 2017 SC(a) examinations. However, they were not used at that time because there were no candidates who sat for these examinations. Moreover, since they were included in the Umalusi Quality Assurance of Assessment (QAA) report for November 2017, they are excluded from the discussion below.

The moderation of question papers and their marking guidelines was done using the Umalusi instrument for the moderation of NSC question papers that was reviewed in August 2017. The instrument consists of 12 criteria for moderating both the question paper and marking guideline. Each of the first 11 criteria is divided into a variable number of quality indicators (Table 1A).

Table 1A: Criteria used for moderation of question papers and marking guidelines

Part A Moderation of question paper	Part B Moderation of marking guideline	Part C Overall impression and remarks
1. Technical aspects (14) ^a 2. Internal moderation (4) ^a 3. Content coverage (5) ^a 4. Text selection, types & quality of questions (22) ^a 5. Cognitive skills (5) ^a 6. Language bias (8) ^a 7. Predictability (3) ^a	8. Development (3) ^a 9. Conformity with question paper (3) ^a 10. Accuracy and reliability of marking guideline (12) ^a	11. General impression (6) ^a 12. General remarks

^a Quality indicators

The question papers and their marking guidelines are expected to be perfect, or near perfect, at the time of submission to Umalusi for external moderation. Question papers and marking guidelines that do not comply with Umalusi criteria must be resubmitted to Umalusi for another moderation; this process is repeated until all criteria are met. Question papers may be moderated more than once.

In order to establish the level of compliance or lack thereof, according to Umalusi criteria, only the first moderation reports were analysed. All concerns detected during the first moderation, as noted in this report, were satisfactorily addressed during subsequent moderations for the question papers to secure final approval.

1.3 Summary of Findings

The findings summarised below show the levels of moderation required to secure approval of the question papers and their marking guidelines; overall compliance; and levels of compliance, per criterion, of the question papers and their marking guidelines at first moderation.

1.3.1 Levels of moderation

While it is desirable that all question papers are approved by Umalusi at first moderation, this was achieved in only 53 question papers (Figure 1A). Sixty question papers were conditionally approved; five question papers, that is, IsiXhosa Home Language (HL) Paper 1, Mathematical Literacy Paper 1, Sesotho First Additional Language (FAL) Paper 1, Sesotho SAL Paper 1 and Visual Arts Paper 1 were not approved (rejected) and all were required to be resubmitted for further moderation.

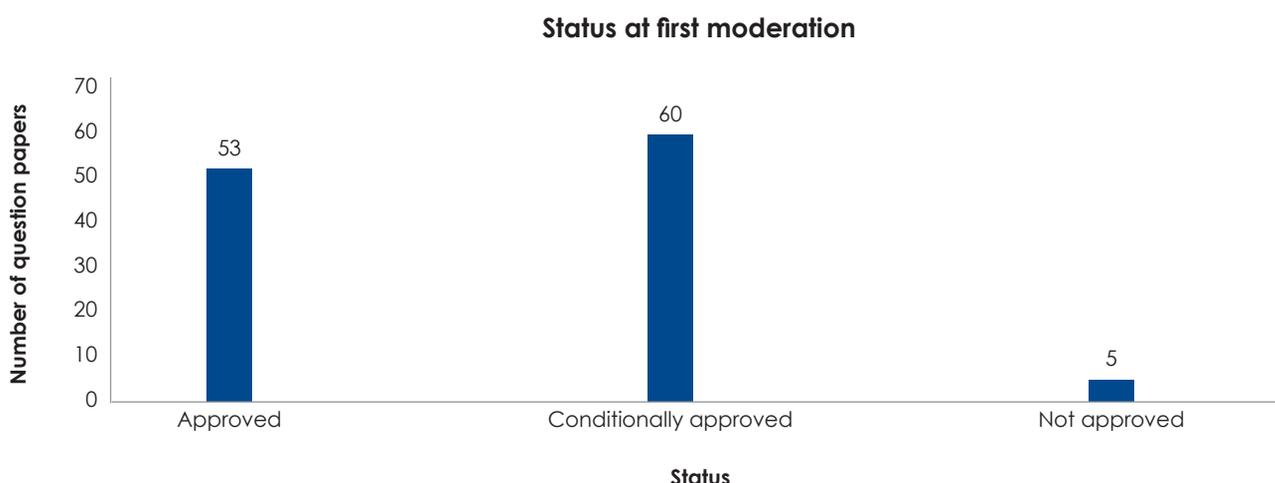


Figure 1A: Status of question papers at first moderation

Sixty-four question papers required two moderations and only one question paper (Sesotho HL Paper 1) required three moderations (Figure 1B).

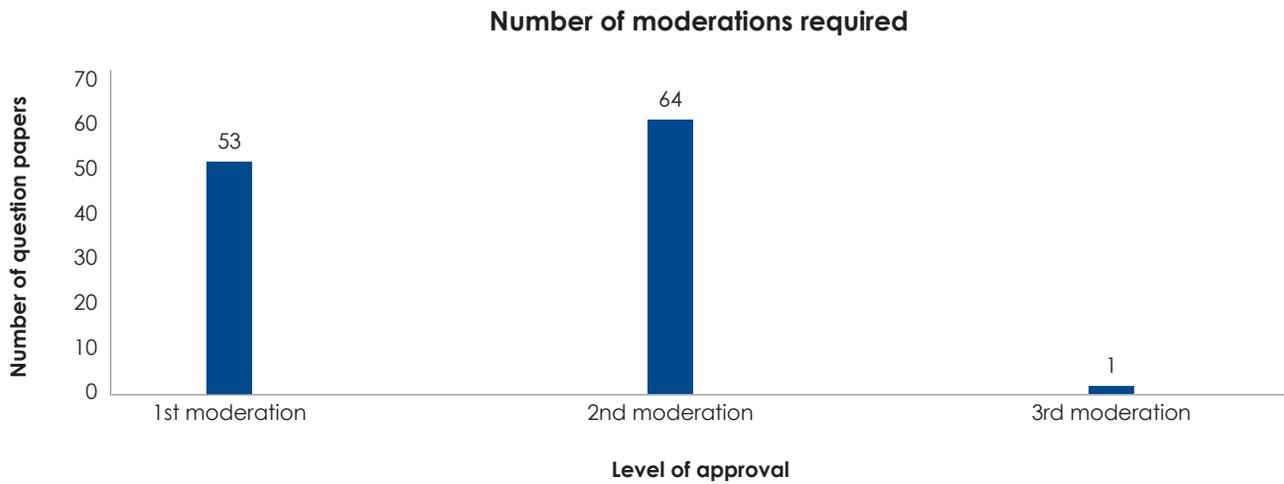


Figure 1B: Number of question papers approved at each moderation level

Fewer question papers required more than one moderation (55.1%) in 2018 as compared to 68.1% in 2017. Only one question paper required three moderations and none required four moderations in 2018 (Table 1B).

Table 1B: Comparison of the number of moderations required between 2017 and 2018

Number of moderations	June 2017 (% of papers)	June 2018 (% of papers)
One	31.9	44.9
Two	64.7	54.2
Three	3.4	0.9

1.3.2 Overall compliance per question paper

An analysis of the moderation reports to assess the levels of overall compliance in the DBE SC(a) question papers and their marking guidelines is shown in Figure 1C. The overall compliance levels were calculated by combining all the criteria considered.

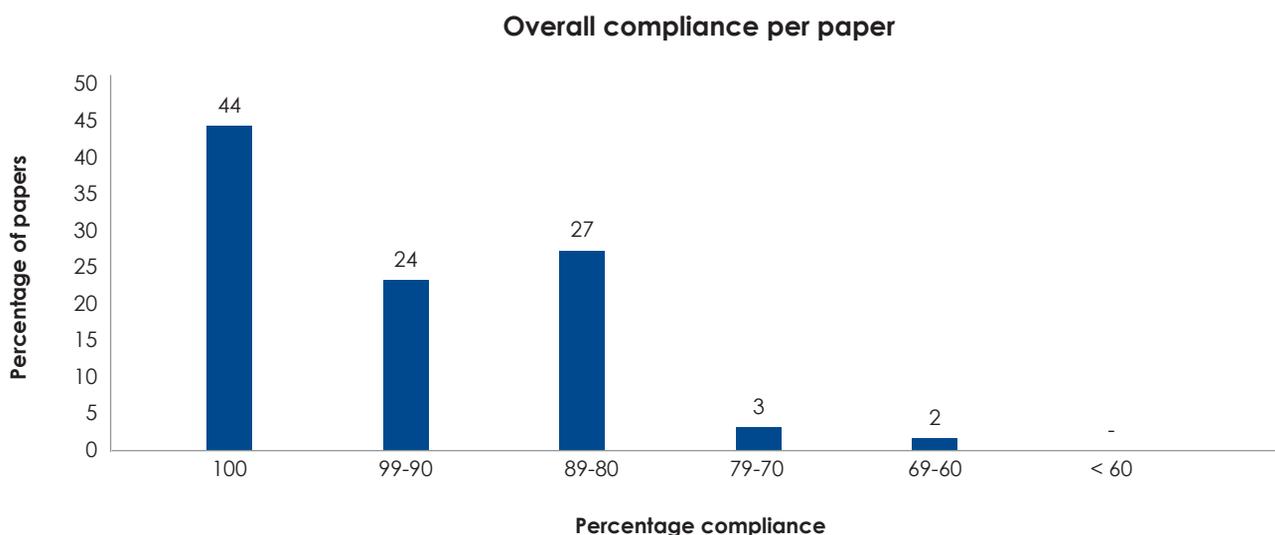


Figure 1C: Percentage of overall compliance of question papers and marking guidelines at first moderation

When all Umalusi criteria were considered, the compliance of most question papers in the June 2018 SC(a) examinations was at 80% at first moderation. The following question papers had less than 80% overall compliance:

Agricultural Sciences Paper 1	English HL Paper 3	IsiXhosa HL Paper 1
Sesotho HL Paper 3	Sesotho HL Paper 2	Mathematical Literacy Paper 2

A comparison between overall compliance in June 2017 and June 2018 shows an improvement. In 2018 more question papers (68%) were between 90% and 100% compliant as compared to 2017 (60%); and fewer (5%) were less than 80% compliant than in 2017 (9%) (Table 1C).

Table 1C: Comparison of the overall compliance of question papers and marking guidelines at first moderation in June 2017 and June 2018

Compliance (%)	June 2017 (% of papers)	June 2018 (% of papers)
100	13	44
90-99	47	24
80-89	31	27
70-79	8	3
60-69	1	2

1.3.3 Compliance per criterion

Despite the relatively high levels of overall compliance indicated in Figure 1C, the levels of compliance according to the different criteria varied considerably at first moderation (Table 1D).

Table 1D: Percentage compliance of question papers and marking guidelines according to different criteria at first moderation

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	59	40	1	0
Internal moderation	83	14	2	1
Content coverage	86	13	1	0
Quality of questions	53	3	10	0
Cognitive skills	72	25	3	0
Language and bias	75	24	1	0
Predictability	92	7	0	1
Marking guidelines	51	43	6	0

In the June 2018 examination, the highest compliance was observed with respect to content coverage and predictability, but the lowest compliance was observed with respect to the quality of questions and the quality of the marking guidelines. Nonetheless, in June 2018 there was substantial improvement in the quality of question papers and their marking guidelines, compared to the 2017 findings of the moderation process. The improvement in the quality of question papers can only mean that the system is slowly starting to stabilise and that those involved in the development of question papers are getting to grips with the prescripts of the policies and other relevant documents that must be considered. Examples of non-compliance are illustrated for each of the criteria below.

a. Technical aspects

Technical aspects had the third lowest percentage (59%) of question paper compliance at first moderation, with Agricultural Sciences Paper 1 showing limited compliance with respect to this criterion.

Some of the challenges identified pertaining to technical aspects were:

- i. Sections of question paper/supporting documentation were reported missing in Xitsonga HL Paper 2.
- ii. Full history of the development and moderation of the question paper was not provided in Economics Paper 2 and Visual Arts Paper 1.
- iii. Relevant details such as time allocation, name of the subject, number of pages and instructions to candidates were missing in Afrikaans HL Paper 1, Paper 2 and Paper 3; IsiXhosa SAL Paper 1; English HL Paper 1 and Paper 3; and Sepedi HL Paper 3.
- iv. Instructions to candidates were sometimes unclear or ambiguous in:

Afrikaans HL Paper 2	Afrikaans HL Paper 3	English FAL Paper 1	English FAL Paper 3
Xitsonga FAL Paper 2	Xitsonga FAL Paper 3	Xitsonga SAL Paper 2	Economics Paper 1
IsiXhosa HL Paper 1	Sepedi HL Paper 2	Setswana HL Paper 2	Economics Paper 2
Agricultural Sciences Paper 1		Agricultural Technology	
Agricultural Management Practices		Information Technology Paper 1	

v. The layout of the question papers was cluttered/not reader-friendly in:

Afrikaans HL Paper 2	Dramatic Arts	Economics Paper 1
Mathematical Literacy Paper 1		Setswana FAL Paper 2
Visual Arts Paper 1	Xitsonga FAL Paper 2	

vi. Some questions were incorrectly numbered in the following question papers:

Afrikaans FAL Paper 1	Economics Paper 1	Economics Paper 2
English HL Paper 1	English FAL Paper 2	

vii. The following question papers had incorrect headers and footers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Computer Applications Technology (CAT) Paper 1	CAT Paper 2	
English HL Paper 1	English HL Paper 3	Economics Paper 2
Visual Arts Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 3
Geography Paper 1	Geography Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho SAL Paper 1	Sesotho SAL Paper 2
IsiXhosa SAL Paper 1	Xitsonga SAL Paper 2	Xitsonga HL Paper 3

- viii. Inappropriate use of fonts was noted in Dramatic Arts Paper 1; English HL Paper 3; IsiXhosa SAL Paper 1; and Sesotho HL Paper 3.
- ix. There were unclear mark allocations in Afrikaans HL Paper 2; Economics Paper 2; Geography Paper 1; IsiXhosa HL Paper 2; Mathematical Literacy Paper 2; Sesotho FAL Paper 2; Xitsonga HL Paper 2.
- x. Sections of the question paper were noted to be too long in Information Technology Paper 1.
- xi. There were mismatches between mark allocation in the question paper and the marking guideline in:

Afrikaans HL Paper 2	Economics Paper 2	IsiXhosa HL Paper 2
Mathematical Literacy Paper 2	Sesotho FAL Paper 2	

xii. Inappropriate/ unclear/ not error-free/ not print-ready diagrams/ graphs/ tables, etc. were highlighted in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans FAL Paper 1	Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
Agricultural Technology	IsiXhosa HL Paper 1	IsiZulu FAL Paper 3
English FAL Paper 3	Sepedi HL Paper 1	Sepedi HL Paper 3
Electrical Technology	Dramatic Arts	Visual Arts Paper 1
		Geography Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
Civil Technology	Life Sciences Paper 1	Physical Sciences Paper 2

xiii. A mismatch with the format requirements in the CAPS was noted in:

CAT Paper 2	IsiZulu FAL Paper 1	Sesotho FAL Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2	Sesotho SAL Paper 1

b. Internal moderation

Approximately 83% of the question papers for this examination session were compliant in all respects with internal moderation. One question paper, Visual Arts Paper 1, showed no compliance with this criterion.

Some concerns noted at first moderation were:

- i. In Visual Arts Paper 1, it was reported that the internal moderator's reports were missing or incomplete.
- ii. Incomplete evidence of internal moderation was noted in IsiXhosa HL Paper 2 and Visual Arts Paper 1.
- iii. The quality, standard and relevance of input from the internal moderator were not always appropriate in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Business Studies	English FAL Paper 2	English HL Paper 3
Civil Technology	Dramatic Arts	
Sesotho SAL Paper 2	IsiXhosa HL Paper 2	Setswana HL Paper 3
Sesotho HL Paper 3	Sesotho FAL Paper 1	Visual Arts Paper 1
Sesotho SAL Paper 1	Sesotho HL Paper 1	Sesotho HL Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- iv. There was no evidence that all internal moderators' recommendations were addressed in the following question papers:

Civil Technology	IsiXhosa HL Paper 2	Geography Paper 1	Visual Arts Paper 1
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c. Content coverage

Eighty-six percent of the question papers were compliant in all aspects in relation to content coverage. This high level of compliance could be attributed to the design of the CAPS and the examination guidelines, which explicate the specific content and the weightings of different components of the content to be examined for each subject.

The challenges identified at first moderation of these question papers included:

- i. Disproportionate coverage of the topics as per the prescripts of the CAPS and the examination guidelines in Economics Paper 2; Geography Paper 1; Mathematical Literacy Paper 2; Sepedi HL Paper 1 and Sesotho SAL Paper 2.
- ii. The following question papers included some questions that were not within the broad scope of the CAPS and the examination guidelines:

History Paper 2	Sesotho FAL Paper 1	Sesotho HL Paper 1
Sesotho HL Paper 2	Sesotho SAL Paper 1	Sepedi HL Paper 2
Mathematical Literacy Paper 2	Life Sciences Paper 2	

- iii. Some questions were identified as not being representative of the latest developments in the following subjects:

English Paper 3	Xitsonga HL Paper 2	
Sesotho FAL Paper 1	Sesotho SAL Paper 1	Sesotho HL Paper 2

d. Quality of questions

Fifty-three percent of the question papers were fully compliant with all the quality indicators associated with the quality of questions, a great improvement compared to the 2017 findings of 29% of the question papers being fully compliant. Only 37% of the question papers were mostly compliant with this criterion in 2018, whereas the following seven question papers showed limited compliance in 2018:

English FAL Paper 2	Agricultural Management Practices	IsiXhosa HL Paper 1
English HL Paper 2	Geography Paper 1	IsiXhosa HL Paper 2
IsiZulu FAL Paper 1	IsiZulu FAL Paper 2	Life Sciences Paper 2
Visual Arts Paper 1	Mathematical Literacy Paper 1	SiSwati FAL Paper 1

The following are some of the specific areas that compromised compliance for this criterion, as identified at first moderation:

- i. There was insufficient variety of question types in Geography Paper 1 and IsiXhosa HL Paper 1.
- ii. Reduced opportunities for creative responses from candidates were noted in:

Afrikaans HL Paper 3	Business Studies	English FAL Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	

- iii. The use of source material in the following question papers was found to be problematic:

Economics Paper 1	Information Technology Paper 1	
Agricultural Sciences Paper 1	Agricultural Management Practices	
Civil Technology	Agricultural Technology	IsiXhosa HL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 2	SiSwati FAL Paper 1
Mathematical Literacy Paper 1	IsiZulu FAL Paper 1	

- iv. The source materials of Dramatic Arts and IsiXhosa HL Paper 2 were not of appropriate length.
- v. Inappropriate language complexity for Grade 12 candidates was noted in the following question papers:

Afrikaans FAL Paper 1	English HL Paper 3	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 1	IsiZulu FAL Paper 1	Visual Arts Paper 1
Xitsonga FAL Paper 3		Xitsonga SAL Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- vi. The source material did not allow for the testing of skills in:

English HL Paper 3	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 3	Xitsonga FAL Paper 1

- vii. The source material used did not generate questions across all cognitive levels in IsiXhosa HL Paper 1 and Sesotho HL Paper 3.
- viii. Questions not related to what is pertinent in the subject were noted in:

English HL Paper 2	IsiXhosa HL P1	Sesotho SAL Paper 1	Sesotho FAL P1
Sesotho HL Paper 1	Sesotho HL Paper 2	Mathematical Literacy Paper 1	

- ix. When the following question papers were submitted for first moderation, they included unclear questions:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans HL Paper 3	Afrikaans SAL Paper 3
Business Studies	Dance Studies	English FAL Paper 2
Civil Technology	CAT Paper 1	Dramatic Arts Paper 1
Economics Paper 2	Electrical Technology	IsiXhosa HL Paper 1
English FAL Paper 3	English FAL Paper 1	English FAL Paper 2
English HL Paper 3	Geography Paper 2	IsiXhosa HL Paper 1
IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 2	IsiZulu HL Paper 2	IsiZulu FAL Paper 2
Life Sciences Paper 2	Mathematical Literacy Paper 2	Physical Sciences Paper 2
Setswana HL Paper 1	Setswana HL Paper 2	Sepedi HL Paper 3
Visual Arts Paper 1	Sesotho HL Paper 2	IsiXhosa SAL Paper 1
Tshivenda FAL Paper 1	Tshivenda FAL Paper 2	SiSwati FAL Paper 2
SiSwati FAL Paper 3	SiSwati SAL Paper 1	SiSwati SAL Paper 2
SiSwati HL Paper 1	SiSwati HL Paper 2	SiSwati HL Paper 3

- x. Questions that lacked instructional verbs were included in the following question papers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Agricultural Technology
English FAL Paper 2	English HL Paper 1	English HL Paper 2
Economics Paper 1	Setswana HL Paper 1	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 2	IsiZulu HL Paper 2	Tshivenda HL Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
SiSwati HL Paper 1	SiSwati HL Paper 2	SiSwati HL Paper 3
SiSwati FAL Paper 1	SiSwati FAL Paper 2	SiSwati FAL Paper 3
Tshivenda FAL Paper 1	Tshivenda FAL Paper 2	
History Paper 1	Visual Arts Paper 1	CAT Paper 2

- xi. It was noted that there was insufficient information to elicit appropriate responses in the following question papers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Afrikaans SAL Paper 1	Agricultural Sciences Paper 1	Economics Paper 2
English FAL Paper 2	English HL Paper 2	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu HL Paper 2	IsiZulu FAL Paper 2	Mathematical Literacy Paper 1
Setswana HL Paper 1	Setswana HL Paper 2	Mathematical Literacy Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho FAL Paper 3
Sesotho SAL Paper 1	Sesotho HL Paper 2	Life Sciences Paper 2
SiSwati FAL Paper 1	SiSwati FAL Paper 2	SiSwati FAL Paper 3
SiSwati HL Paper 3	SiSwati SAL Paper 1	SiSwati SAL Paper 2

xii. The following question papers displayed factual errors in some questions:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Civil Technology
Economics Paper 1	Mathematical Literacy Paper 1	
English FAL Paper 1	English FAL Paper 2	English FAL Paper 3
IsiXhosa FAL Paper 2	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 2	Geography Paper 2
Life Sciences Paper 2	Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho SAL Paper 1	Setswana HL Paper 1	Setswana HL Paper 2
SiSwati FAL Paper 1	Visual Arts Paper 1	

xiii. Negatively phrased questions were found in:

English HL Paper 2	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
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xiv. Incorrect/irrelevant references in questions were made in the following question papers:

Sepedi HL Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 1
Setswana HL Paper 1	Setswana HL Paper 2	

xv. Multiple choice options were noted as problematic in the following question papers:

Business Studies	Xitsonga FAL Paper 2	Geography Paper 1	CAT Paper 2
Agricultural Management Practices		English FAL Paper 1	English FAL Paper 2

e. Cognitive skills

During the first external moderation process, 72% of the question papers complied with all cognitive skills requirements stipulated in the CAPS for each subject. Question papers that did not comply with this criterion had challenges that included the following:

i. The cognitive skills for each question/sub-question were not clear on the analysis grids of the following question papers:

Agricultural Management Practices	Agricultural Technology		
Economics Paper 2	IsiXhosa HL Paper 1	IsiZulu FAL Paper 3	

ii. The following question papers included choice questions which differed in cognitive demand:

IsiXhosa HL Paper 3	English HL Paper 2	Economics Paper 2	Sepedi HL Paper 2
Geography Paper 1		Sesotho FAL Paper 2	Xitsonga FAL Paper 3

- iii. The distribution of cognitive levels in the following question papers could be categorised as easy, slightly difficult or difficult at first moderation, according to the external moderators' analyses:

Easy	Slightly Difficult	Difficult
Life Sciences Paper 2	Agricultural Management Practices	Electrical Technology
Afrikaans HL Paper 1	Agricultural Sciences Paper 1	English HL Paper 1
Geography Paper 1	Agricultural Sciences Paper 2	Economics Paper 2
Sesotho SAL Paper 1	Agricultural Technology	Setswana HL Paper 1
Sesotho FAL Paper 1	Physical Sciences Paper 1	Setswana HL Paper 2
Sesotho HL Paper 2	Civil Technology	
Sesotho HL Paper 1	English HL Paper 2	
Sesotho FAL Paper 2	Geography Paper 2	
Sesotho HL Paper 3	Mathematical Literacy Paper 1	

There were insufficient higher order skills questions in:

IsiXhosa FAL Paper 2	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
Economics Paper 1	SiSwati HL Paper 1	

- iv. Irrelevant information that unintentionally increased difficulty was included in some questions in:

Afrikaans FAL Paper 2	English HL Paper 2	English HL Paper 3
IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	Life Sciences Paper 1
Life Sciences Paper 2	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2

- f. Language and bias

Approximately 75% of the question papers were fully compliant with the language and bias criterion. Only one question paper, IsiXhosa HL Paper 1, showed limited compliance.

The following were concerns identified at first moderation of the question papers:

- i. Subject terminology/data were not used correctly in:

Afrikaans FAL Paper 2	Afrikaans HL Paper 1	Civil Technology
Mathematical Literacy Paper 1	Agricultural Sciences Paper 1	
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa FAL Paper 2

- ii. The language, register and complexity of the vocabulary used in the following question papers were inappropriate for Grade 12 candidates:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans HL Paper 2	
IsiXhosa FAL Paper 2	IsiXhosa HL Paper 1	IsiZulu FAL Paper 1	Xitsonga HL Paper 3
Mathematical Literacy Paper 1	Visual Arts Paper 1		Mathematical Literacy Paper 2

iii. The following question papers contained questions that had subtleties in the grammar:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans HL Paper 2
Afrikaans HL Paper 1	Economics Paper 1	Visual Arts Paper 1
CAT Paper 1		CAT Paper 2
Mathematical Literacy Paper 1		Mathematical Literacy Paper 2
Life Sciences Paper 1	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
English FAL Paper 1	English FAL Paper 2	English HL Paper 3
Setswana HL Paper 1	Setswana HL Paper 2	Setswana HL Paper 3

iv. The language used in the following question papers was grammatically wrong:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Agricultural Management Practices	CAT Paper 1	CAT Paper 2
Agricultural Technology	Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
Economics Paper 1	Economics Paper 2	English FAL Paper 2
IsiXhosa FAL Paper 1	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
Sepedi FAL Paper 2	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Sepedi HL Paper 1	Sepedi HL Paper 2	Sepedi HL Paper 3
Setswana HL Paper 1	Setswana HL Paper 3	Setswana HL Paper 2
Information Technology Paper 1		Information Technology Paper 2

- v. Afrikaans FAL Paper 1 and Paper 2; IsiXhosa FAL Paper 2; IsiXhosa HL Paper 1 and Paper 2; and Setswana HL Paper 2 had questions that contained overly complicated syntax.
- vi. The glossary was missing and/or incomplete in the Geography Paper 1, Setswana HL Paper 1 and Visual Arts Paper 1 question papers.
- vii. Variably, gender, language, cultural, religious, provincial and regional biases were evident in the following question papers:

Afrikaans FAL Paper 2	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Business Studies	Civil Technology	English FAL Paper 1
IsiXhosa FAL Paper 2	IsiXhosa HL Paper 2	IsiZulu FAL Paper 1
Sepedi HL Paper 1	SiSwati FAL Paper 3	Tshivenda FAL Paper 3

- viii. It was noted that it could be problematic to adapt and modify IsiZulu FAL Paper 3 and Visual Arts Paper 1 question papers to assess candidates with special needs (in the interests of inclusivity).

g. Predictability

Ninety-two percent of the question papers were fully compliant with the predictability criterion. The other eight percent was accounted for in the following:

- i. The nature of some of the questions in Agricultural Sciences Paper 1, Electrical Technology, English FAL Paper 2, IsiXhosa HL Paper 1 and IsiZulu FAL Paper 3 made them potentially easy to spot or predict.
- ii. Recycled questions were noted in Electrical Technology, English HL Paper 1 and Civil Technology.
- iii. There was limited innovation in Agricultural Sciences Paper 1, English HL Paper 3, IsiXhosa HL Paper 1, IsiXhosa HL Paper 2 and Sesotho HL Paper 1 and Paper 3.

In some cases, question papers from the last three years' examinations were not included in the pack presented to the moderators during the moderation sessions. This made it difficult to determine whether recycling of questions had occurred or not.

h. Marking guidelines

Fifty-one percent (51%) of the marking guidelines were fully compliant with the expectations of this criterion at first moderation. The following question papers were limited in their compliance with this criterion:

Agricultural Sciences Paper 1	Economics Paper 2	Life Sciences Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa FAL Paper 2
		IsiZulu FAL Paper 2

Examples of non-compliance with the marking guidelines had to do with:

- i. Mismatches between the question papers and marking guidelines in:

Sesotho FAL Paper 1	Sesotho SAL Paper 1	IsiZulu FAL Paper 2
Xitsonga HL Paper 1	Xitsonga HL Paper 2	IsiZulu FAL Paper 3
Economics Paper 1	Economics Paper 2	

- ii. Assessment objectives of the curriculum of Afrikaans FAL Paper 2, IsiXhosa HL Paper 1, IsiXhosa HL Paper 2, Sesotho HL Paper 3 and Xitsonga FAL Paper 2 not being reflected in correct proportions.
- iii. Elements of the subject matter being incorrect in:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans HL Paper 2
Civil Technology	Electrical Technology	English HL Paper 2
History Paper 1	IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1
IsiZulu HL Paper 2	Life Sciences Paper 1	Life Sciences Paper 2
Sesotho FAL Paper 1	Mathematical Literacy Paper 1	Sesotho FAL Paper 2
Sesotho SAL Paper 1	Mathematical Literacy Paper 2	Sesotho HL Paper 2

iv. Typographical and language errors occurred in:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Economics Paper 1	Civil Technology
English FAL Paper 2	English HL Paper 1	English HL Paper 2
IsiXhosa HL Paper 2	IsiXhosa FAL Paper 2	IsiXhosa SAL Paper 1
IsiZulu HL Paper 1	Sesotho SAL Paper 1	Sesotho SAL Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 3
Setswana FAL Paper 1	Sepedi HL Paper 2	Sepedi HL Paper 3
SiSwati FAL Paper 1	SiSwati FAL Paper 2	SiSwati FAL Paper 3
SiSwati HL Paper 3	SiSwati SAL Paper 1	SiSwati SAL Paper 2
Agricultural Management Practices		Agricultural Technology
Electrical Technology		Information Technology Paper 2

v. The marking guidelines were not clearly laid out in:

Economics Paper 2	Life Sciences Paper 1	Visual Arts Paper 1
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vi. The marking guidelines were not ready to facilitate marking of the following question papers:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Business Studies	Dance Studies
Economics Paper 1	Economics Paper 2	Geography Paper 1
Geography Paper 2	IsiXhosa FAL Paper 2	IsiXhosa HL Paper 2
IsiXhosa HL Paper 3	IsiXhosa SAL Paper 1	IsiZulu FAL Paper 3
IsiZulu HL Paper 1	IsiZulu HL Paper 2	IsiZulu SAL Paper 1
Sesotho FAL Paper 2	SiSwati FAL Paper 1	SiSwati FAL Paper 2
SiSwati FAL Paper 3	SiSwati HL Paper 2	Xitsonga FAL Paper 2
Xitsonga FAL Paper 3	Xitsonga HL Paper 2	

vii. Mark allocation and distribution within each of the questions was incomplete in:

Geography Paper 1	IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
Sesotho FAL Paper 1	Sesotho SAL Paper 1	Visual Arts Paper 1

viii. There were mismatches between mark allocation and question demand in:

Afrikaans HL Paper 2	Economics Paper 1	Economics Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 2	Sesotho FAL Paper 2	Sesotho HL Paper 2
Information Technology Paper 1		Mathematical Literacy Paper 1

ix. There was too small a range of marks to differentiate between low and high performers in:

Afrikaans FAL Paper 3	Economics Paper 2	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiZulu FAL Paper 2
Sesotho FAL Paper 2	Sesotho HL Paper 1	Visual Arts Paper 1

x. Marks were not awarded consistently in:

CAT Paper 1	IsiXhosa FAL Paper 2	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiZulu FAL Paper 2	SiSwati FAL Paper 1

xi. Sufficient detail to ensure reliability of marking was not provided in:

Afrikaans HL Paper 2	Afrikaans HL Paper 3	IsiXhosa FAL Paper 2
Civil Technology	Economics Paper 2	English FAL Paper 2
English HL Paper 1	English HL Paper 2	English HL Paper 3
IsiXhosa HL Paper 1	IsiZulu FAL Paper 3	IsiZulu HL Paper 2
IsiZulu SAL Paper 1	Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 2	Sesotho HL Paper 3
Sesotho SAL Paper 1	Xitsonga FAL Paper 1	Xitsonga FAL Paper 2

xii. Provision was not made for relevant alternative answers in:

Afrikaans HL Paper 1	Economics Paper 2	English HL Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiZulu FAL Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Xitsonga HL Paper 1

i. Comparison of compliance per criterion: 2017 and 2018

More question papers and marking guidelines were compliant with the following criteria in 2018 than in 2017: internal moderation; content coverage; cognitive skills; predictability; and quality of marking guidelines. Less compliance was noted with technical aspects and quality of questions.

Table 1E: Comparison of compliance per criterion of question papers and marking guidelines at first moderation in 2017 and 2018

Criteria	June 2017 (% of papers)	June 2018 (% of papers)
Technical aspects	49	59
Internal moderation	77	83
Content coverage	82	86
Quality of questions	34	53
Cognitive skills	64	72
Language and bias	55	75
Predictability	83	92
Marking guidelines	38	51

1.4 Areas of Good Practice

The following areas of good practice were noted during moderation of the June 2018 SC(a) question papers and their marking guidelines:

- It was commendable that there was an improvement in the percentage of question papers approved at first and second moderation, from 96.6% in June 2017 to 99.1% in June 2018.
- It was equally commendable that the DBE achieved acceptable standards in the setting of the following 53 question papers, which were approved at first moderation:

Accounting	Business Studies	CAT Paper 1
CAT Paper 2	Civil Technology	Dance Studies
Design Paper 1	Engineering Graphics and Design (EGD) Paper 1	EGD Paper 2
History Paper 1	History Paper 2	Hospitality Studies
IsiNdebele FAL Paper 1	IsiNdebele FAL Paper 2	IsiNdebele FAL Paper 3
IsiNdebele HL Paper 1	IsiNdebele HL Paper 2	IsiNdebele HL Paper 3
IsiNdebele SAL Paper 1	IsiNdebele SAL Paper 2	IsiXhosa SAL Paper 2
IsiZulu HL Paper 3	Mathematics Paper 1	Mathematics Paper 2
Mechanical Technology	Music Paper 1	Music Paper 2
Tourism	Consumer Studies	Information Technology Paper 2
Physical Sciences Paper 1	Physical Sciences Paper 2	Religion Studies Paper 1
Religion Studies Paper 2	Sepedi FAL Paper 1	Sepedi FAL Paper 2
Sepedi FAL Paper 3	Sesotho FAL Paper 3	SiSwati HL Paper 2
SiSwati HL Paper 3	SiSwati SAL Paper 1	Setswana FAL Paper 1
Setswana FAL Paper 2	Setswana FAL Paper 3	Setswana HL Paper 1
Setswana HL Paper 2	Setswana HL Paper 3	Tshivenda FAL Paper 1
Tshivenda FAL Paper 2	Tshivenda FAL Paper 3	Tshivenda HL Paper 1
Tshivenda HL Paper 2	Tshivenda HL Paper 3	

1.5 Areas of Non-Compliance

Although there was improvement in the number of question papers approved at first moderation, the following remain of concern:

- Low levels of compliance regarding the following criteria:
 - Technical aspects (59%);
 - Quality of questions (53%); and
 - Quality of marking guidelines (51%).

These criteria were highlighted as areas of concern in 2017 and in 2018 they were still the least adhered to.

- Inconsistencies persistently remained in how examiners and internal moderators interpreted higher order cognitive skills and levels of difficulty in some question papers, as indicated in paragraph 1.3 (e)(iii) & (iv).

1.6 Directives for Compliance and Improvement

The following directives were issued to improve the setting of SC(a) examination question papers.

The DBE is required to:

- a. Capacitate the examiners and internal moderators in the art of setting question papers, especially with respect to paying attention to technical details, quality of questions and development of marking guidelines;
- b. Guide the examining panels to identify and set higher order questions, balance the distribution of cognitive levels within question papers and determine the level of difficulty of questions.

1.7 Conclusion

This chapter summarised the major findings from the analysis of the question paper moderation reports for the June 2018 SC(a) examination. Umalusi reported satisfaction with the question papers that were finally approved, and this was commendable. However, the recurrence of low compliance with certain criteria, which was reported in 2017, was still of great concern. The chapter also highlighted directives for compliance, which the DBE is required to address before the next moderation cycle. This may improve compliance levels and the quality of SC(a) examinations question papers.

CHAPTER 2 MONITORING OF WRITING

2.1 Introduction

The Senior Certificate (amended) (SC(a)) examination is conducted during May/June of the year as promulgated in *Examination Circular 17 of 2014 and the Government Gazette, 11 August 2014*, mainly for candidates registered in the Adult Education and Training sector. It also accommodates candidates qualified for Multiple Examination Opportunity (MEO) from mainstream schools.

The purpose of this chapter is to report on the conduct of May/June 2018 SC(a) examinations administered from 22 May to 29 June 2018 by the Department of Basic Education (DBE).

The report acknowledges good practices observed across provincial education departments (PED) and examination centres and suggests areas for improvement where non-compliance with regulations was noted during the examination.

2.2 Scope and Approach

Umalusi monitored the 2018 SC(a) examination writing phase between 23 May and 27 June 2018 at selected centres. A national sample of 60 examination centres (Table 2A) was identified and reports were compiled. These were based on data collected during the monitoring visits and through verifications, observations and interviews on the conduct, management and administration of examinations at these centres. (The details of the examination centres monitored are provided in Annexure 2A).

Table 2A: Number of centres monitored per province

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number of centres	8	6	9	9	9	4	4	5	6	60

2.3 Summary of Findings

The findings in this report are presented based on the criteria of Umalusi instrument for monitoring of writing. Table 2B indicates the monitored centres' levels of compliance with the eight critical criteria indicators.

Table 2B: Level of compliance in relation to criteria

Criterion	Met all criteria 100%	Met 80% of criteria	Met 60% of criteria	Met 40% of criteria	Did not meet criteria 0%	Total
Delivery and storage of examination material	48	6	5	1	0	60
The invigilators and their training	28	15	8	9	0	60
Preparations for writing and examination room/venue(s)	14	36	7	2	1	60
Time management for the conduct of examinations	35	11	6	7	1	60
Checking of the immediate environment	37	7	3	1	12	60
Activities during writing	31	25	2	2	0	60
Packaging and transmission of answer scripts	40	18	2	0	0	60
Monitoring by the assessment body	22	0	13	0	25	60

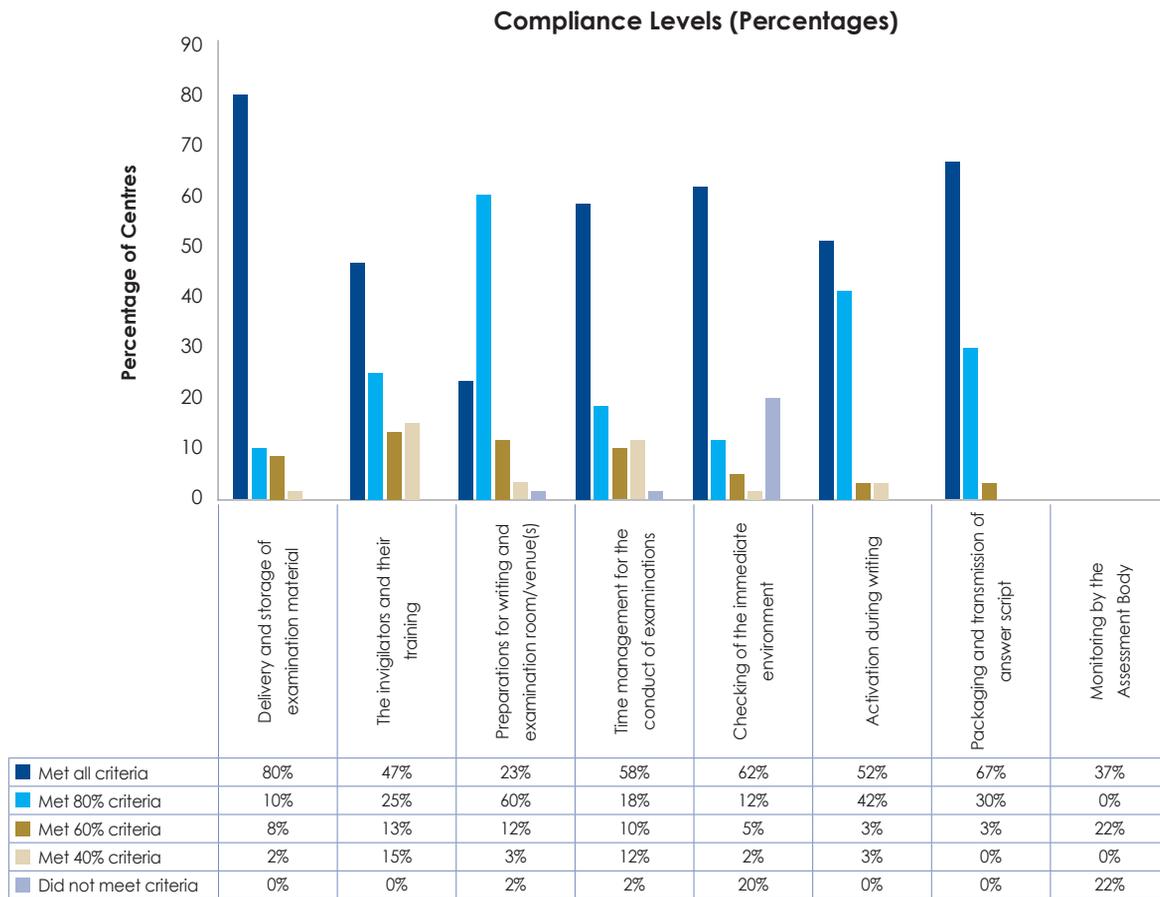
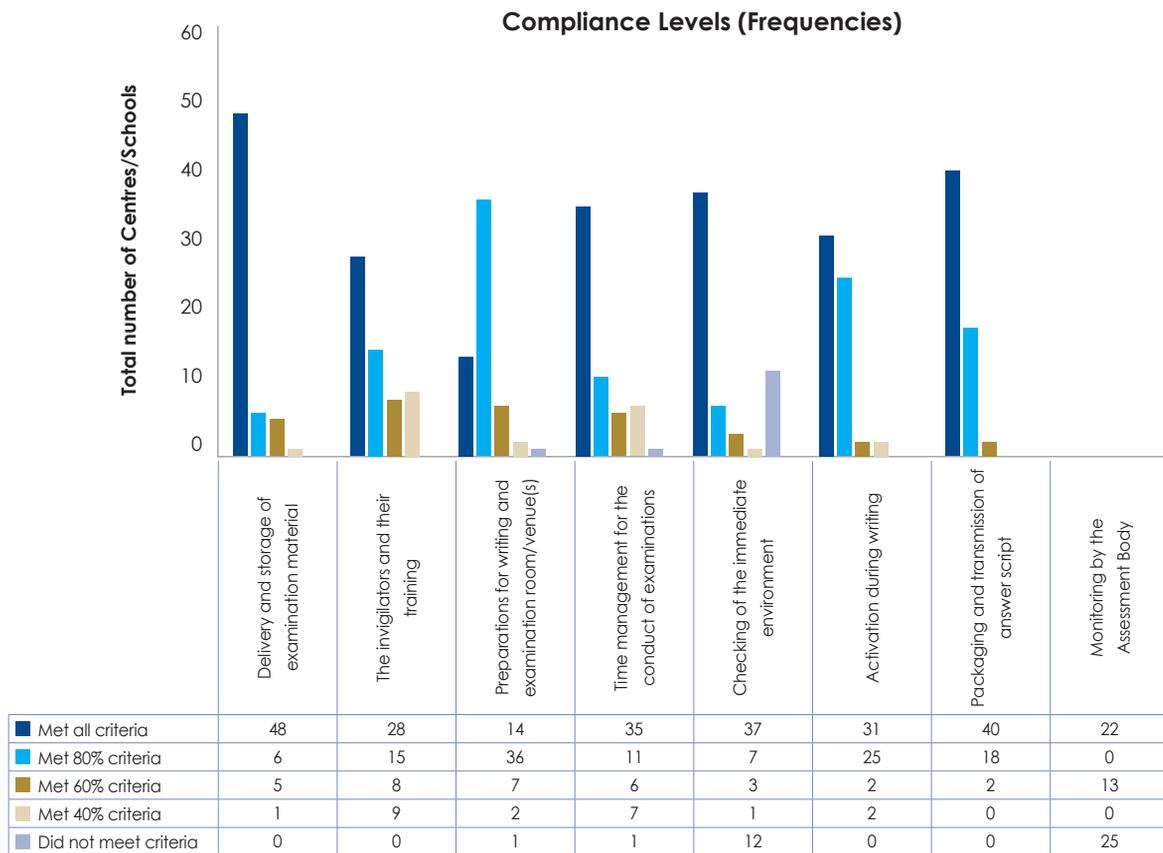


Figure 2A: Compliance levels and frequencies

Above, Figure 2A illustrates the findings, as extracted from the levels of compliance/frequencies, in accordance with the criteria prescribed for monitoring the writing of examinations.

In summary, Figure 2A indicates that most centres complied fully and met all the criteria. That is, centres did well in *delivery and storage of examination material*, with 80% being compliant. Compliance with the criteria for *packaging and transmission of answer scripts* was at 67% and *checking of the immediate environment* at 62%. As seen in Figure 2A, only 23% of the centres observed complied fully with the criteria for *preparations for writing and examination venues*, while *monitoring conducted by the assessment body* was at 37%; and 47% of centres were fully compliant with the criteria on *invigilators and their training*.

Below is an analysis of findings for each of the criteria.

2.3.1 Delivery and storage of examination material

The graphic analysis of compliance frequencies presented above indicates that the delivery and storage of question papers was one criterion where 48 (80%) of the 60 monitored examination centres complied fully with all key indicators. As highlighted, 80% of the examination centres complied exceptionally well with the key areas as prescribed, by collecting the question papers on time and ensuring that on arrival to the examination centres, question papers were stored in accordance with the norms and standards for security of examination material. Eleven (18%) of the centres partially met the prescribed criteria, with one (2%) of the monitored centres unable to meet the minimum compliance requirements.

It is necessary to take note of the five centres where the examination question papers were stored in a car until taken to the examination room shortly before the examination commenced. This was largely due to lack of storage facilities at the designated examination centres.

It was noted that there was a shortage of question papers at one of the centres monitored but the distribution point was able to address the shortage. This was the result of an unregistered candidate arriving at the centre to write the examination.

2.3.2 The invigilators and their training

It was of concern to note that only 28 (47%) of the 60 monitored examination centres complied fully with each of the key performance areas for this criterion. The 47% performance showed a gradual improvement in the execution of roles and responsibility of invigilators; however, the 23 (38%) examination centres that did not comply as required managed to conduct the invigilation in such a way that no risk was posed to the conduct and management of the examination in those centres. The nine (15%) examination centres monitored could comply with only 40% of the prescribed key performance areas as outlined in the instrument for this criterion.

Although the examination sessions across monitored centres were invigilated in a manner found to be in line with prescribed roles and responsibilities, the following observations were made:

- a. At 25 examination centres community members were appointed as chief invigilators; while in 35 examination centres principals, deputy principals or other members of staff served as chief invigilators.
- b. Ten chief invigilators did not have their appointments confirmed in writing; and
- c. Chief invigilators in 12 examination centres did not produce evidence of training.

2.3.3 Preparations for writing and the examination venues

Overall, this criterion demonstrated that preparation of examination centres and venues was adequate. According to the compliance analysis conducted, it was observed that 14 (23%) of the examination centres were able to satisfy all key prescribed criteria, whereas 36 (60%) from selected centres met 80% of the criteria in question. This was a remarkable improvement when taking into account the conditions for writing SC(a) examinations. Nine (15%) centres managed to comply with 60% of the prescribed criteria. It was discovered that one (2%) centre could not comply with any of the key areas as required.

The following is a summary of findings for this criterion:

- a. The environment inside and outside the examination rooms was of acceptable level at the examination centres; however, at nine examination centres there was noise disturbance from outside the venue and one centre had poor lighting in the examination centre.
- b. There was no display of material that could assist the candidates with the subject written on the day at the 60 examination centres.
- c. Sufficient and suitable furniture was used for writing at monitored examination centres.
- d. Eight examination centres had no seating plans available and at six examination centres, the seating plan was drawn up after candidates were seated as a result of large numbers of absentee candidates. At one examination centre, while a seating plan was available it was not followed.
- e. Examination centres had signage to the examination venue available in 40 of the 60 monitored examination centres.
- f. In 56 of 60 examination centres, all necessary information was displayed clearly as required, including date, subject and start-finish times.
- g. No arrangements for relief invigilators, or chief invigilators acting as relief invigilators, were found in 22 of 60 monitored examination centres.
- h. The examination centre where a Computer Applications Technology (CAT) practical examination was in progress, the monitor observed that there were sufficient computers available, in working order.
- i. The examination files were maintained and available for verification at all but three monitored examination centres. However, the examination files were not always well managed and, in some cases, irrelevant information was filed. The examination files at only 17 of 60 centres contained all required documents.
- j. In four examination centres candidates' identification documents were not provided. At 11 examination centres, proof of identification was not verified before the candidates were admitted into the examination centre.
- k. The chief invigilator or invigilator opened question papers in front of the candidates at all 60 examination centres monitored.
- l. Two examination centres had one candidate each with special concession approved by the respective PED, for extra time granted.
- m. In 17 examination centres, unregistered or wrongly registered candidates were admitted to write the examination.
- n. Across the 60 selected and monitored examination centres, the candidates were allowed to write the examination and necessary irregularity documents were completed. Further, examination centres used official answer books supplied by the respective PED.
- o. Calculators used by candidates during the examination were not checked at 11 centres. All examination centres had a no cell phone policy in the examination rooms, but at nine examination centres candidates were asked only to switch them off; or there was no mention of the cell phone policy.
- p. The required invigilator to candidate ratio (1:30) was maintained at all but two examination centres.

Generally, satisfactory preparations for writing of the examination were noted and conditions for writing at examination centres were largely suitable.

2.3.4 Time management

Managing time is a key area in ensuring successful administration and conduct of examinations. During this examination cycle it was noted that 35 (58%) of the 60 monitored examination centres demonstrated full compliance with each of the indicators under this criterion. It was found that in 17 (28%) of the centres, more than 60% but not more than 80% of the key performance areas were met; whereas seven (12%) centres could not meet 40% of the prescribed criteria. Time was not adequately managed in one (2%) examination centre monitored.

Below are the notable key findings, as per the time management criterion:

- a. Invigilators reported at the examination rooms between an hour and 30 minutes before the examination commenced.
- b. Candidates were admitted 30 minutes before writing commenced and within the first hour of the official start of writing, with the exception of two examination centres, where both invigilators and candidates arrived at the examination venue late.
- c. Fifty-six examination centres managed to distribute the answer books and question papers to the candidates on time; however, at only 50 examination centres was the technical accuracy of the question papers checked.
- d. At 50 of the 60 monitored examination centres, examinations rules were read out and the prescribed reading time of 10 minutes was adhered to.
- e. The following incidents were also observed:
 - i. At one examination centre the examination started 50 minutes later than the official prescribed time.
 - ii. Late arrival of candidates, i.e., within the first hour of the starting time of writing, occurred at 19 centres and transport was cited as the reason.
 - iii. A high incidence of absenteeism was noted across the examination centres monitored (Annexure 2A).
 - iv. A centre in Bisho, Eastern Cape, breached the norm time for collecting scripts; and started the writing session earlier than the pre-determined starting time.

2.3.5 Checking the immediate environment

A notable 12 centres (20%) were reported as non-compliant with this criterion. It was found that 37 (62%) of the 60 examination centres monitored had checked the surroundings adjacent to the examination rooms. It was noted that appointed invigilators or staff at 37 (62%) examination centres ensured that toilets were searched, before writing commenced, for any material that could assist candidates while examinations were in progress. It was found that one centre (2%) met 40% of prescribed criterion.

2.3.6 Activities during writing

Of the 60 examination centres monitored, (31) 52% and (25) 42% respectively carried out activities within acceptable minimum standards, with the following observations being made:

- a. Invigilators checked the correctness of the information on the cover pages of the answer books before the start of writing or at the end of the examination during the collection of the scripts.
- b. Invigilators were vigilant and mobile during the invigilation. At one examination centre, invigilators concentrated more on administrative matters during the examination.
- c. There was evidence of candidates seeking clarification on some sections of the question papers from the invigilators, but these were limited to technical aspects.
- d. Invigilators of the same gender accompanied candidates who visited the toilets when examinations were in progress; except at one examination centre where candidates were not accompanied.

Inconsistencies that were noted included:

- e. At nine examination centres candidates were allowed to leave during the last 15 minutes of the examination;
- f. Invigilators collected the examination answer scripts from candidates in some centres; in others, scripts were submitted to the invigilator by the candidate after writing; and in other examination centres, candidates were allowed to leave and the invigilators collected the answer scripts from the unattended desks at the end of the examination.

2.3.7 Packaging and transmission of answer scripts

The packaging of scripts signifies the end and closing of writing sessions where examinations were administered and conducted. In 40 examination centres (67%) monitored, 100% full compliance was registered; whereas 18 examination centres (30%) demonstrated 80% adherence to criteria. In two examination centres (3%) met 60% minimum compliance of prescribed criteria.

During this examination cycle, the following observations were noted:

- a. Answer scripts were packed by chief invigilator and invigilator(s) and, in a number of instances, in the presence of the district monitors/officials.
- b. Examination rooms across 60 monitored examination centres were utilised for packaging of scripts.
- c. Scripts were arranged using the chronological sequence on the mark sheet.
- d. Scripts were sealed in official plastic satchels provided by the DBE. At one centre, an official satchel was not available and scripts were bound using wrappers.
- e. Chief invigilators completed daily situational reports at 35 centres.
- f. Norm time for return of scripts was adhered to and the scripts were transported to nodal points by chief invigilators or delegated personnel or were collected by the district officials, except in the Western Cape where they were locked in strong rooms to be collected by a courier service the following day.

The following challenges were noted in some examination centres:

- g. At one examination centre there was no mark sheet available.
- h. The number of candidates who wrote did not tally with the number of scripts collected. It was suspected that a candidate left the centre with the script. The centre captured the lost script in the daily irregularities report.
- i. At one examination centre an approved departmental plastic satchel was not supplied by the PED; instead, scripts were paper wrapped.

2.3.8 Monitoring by the assessment body

In 22 examination centres (37%), evidence of external monitoring by DBE officials was presented. From the compliance table above (Table 2A), it was noted that 13 examination centres (22%) achieved above 60% compliance with the key areas prescribed under this criterion. It was found that non-compliance was observed across 25 examination centres (42%) monitored. The high non-compliance rate [25 (42%)] could be due to the early deployment of Umalusi teams where monitoring was undertaken at the selected examination centres prior to the DBE monitoring.

2.3.9 Irregularities identified by Umalusi

Umalusi monitors were instrumental in discovering and reporting the following alleged irregularities:

- a. A question paper was collected earlier, outside of the prescribed norm time; and writing of examination started two hours earlier than the prescribed starting time at one centre, Bisho, in Eastern Cape;
- b. A technical irregularity where candidates were not registered properly or did not appear on the attendance register;
- c. Candidates did not produce authorised identification documents;
- d. A candidate was caught in possession of unauthorised material;
- e. Question papers were left in a car on arrival at the examination centre before the commencement of the writing of the examinations; and
- f. At some centres examination started later than the regulated time.

It was satisfying that in the above cases due process and protocol were followed. It was further noted that appropriate irregularity documents were completed.

There was no erratum for any of the subjects across the examination centres monitored by Umalusi. However, it was discovered in one centre that there was a question number error in Agricultural Sciences Paper 1 (Question 2.2.2 was misprinted as 2.3.2).

2.4 Areas of Good Practice

The following areas of good practice were noted:

- a. Norm time for collection and return of scripts was successfully observed and adhered to; and
- b. PED mainly used designated examination centres during the conducting of SC(a) examinations, by clustering all registered examination centres in an area to write in a common venue.

2.5 Areas of Non-Compliance

The following areas of non-compliance were noted (see Annexure 2B for a summary of areas of concern – Writing Phase):

- a. Seating plans were not drawn and/or not followed for the examination sessions at eight examination centres;
- b. Chief invigilator and invigilator appointment letters and/or proof of training were not available at 17 examination centres;
- c. Attendance register of invigilators was not signed daily at 10 examination centres;
- d. No time-displaying device was available in some of the examination rooms at two examination centres;
- e. Verification of candidates ID/admission documents was not done on entry at 11 examination centres;
- f. Calculators were not checked for compliance at 11 examination centres;
- g. Invigilator to candidate ratio was not adhered to at two examination centres;
- h. Invigilators arrived late at the examination rooms at two examination centres;
- i. Question papers were not checked for technical accuracy at 10 examination centres;
- j. Examination rules were not read to candidates at 10 examination centres;
- k. Regulated reading and starting times were not observed at 14 examination centres;
- l. Candidates were allowed to leave during the last 15 minutes' at nine examination centres;
- m. Candidates, on completion of writing sessions, left answer books on the desks without handing them to invigilators at three examination centres;
- n. Candidates were allowed to go to the toilet unmonitored at one examination centre; and
- o. One script was missing during packaging at one examination centre.

2.6 Directives for Compliance and Improvement

The assessment body is required to ensure that:

- a. Seating plans are developed/drawn up for each examination sitting;
- b. Chief invigilators carry out roles and responsibilities as prescribed, by ensuring that:
 - i. Invigilating personnel are appointed in writing by assigned officials, training of invigilators takes place and attendance registers are signed daily;
 - ii. The candidates are verified through relevant documentation at the entry point;
 - iii. Cell phones are not allowed into the examination rooms;
 - iv. Question papers are checked for technical accuracy before the commencement of writing;
 - v. Examination centres adhere to the stipulated 10 minutes' reading time before the commencement of writing;
 - vi. All examinations start at the stipulated starting time of the examination as it appears on the official timetable;
 - vii. Candidates leaving the examination room during the examination are accompanied by invigilators of the same gender;
 - viii. Answer books are not left on the desks after candidates have left the examination room, to avoid missing scripts.

2.7 Conclusion

Overall, the conduct, administration and management of the June 2018 SC(a) examination was managed in a manner that would not compromise the integrity and credibility of the examination. However, there were challenges that the DBE and PED are required to address to be able to conduct, administer and manage credible examinations in future.

CHAPTER 3 MARKING GUIDELINE DISCUSSIONS

3.1 Introduction

Umalusi is mandated to ensure that the Senior Certificate (amended) (SC(a)) examinations conducted by the Department of Basic Education (DBE) each year are credible. To perform this function, Umalusi is required to ensure that the quality and standards of all the assessment practices associated with the SC(a) examinations are maintained. Consequently, the quality of the marking guidelines developed by the DBE for each SC(a) examination must be quality assured by Umalusi.

This chapter summarises Umalusi's findings with regard to the marking guideline discussion meetings that Umalusi moderators attended in Pretoria. The chapter also identifies areas of good practice and areas of concern and provides the assessment body with directives for compliance and improvement.

To achieve this, marking guideline discussion meetings are held and the involvement of Umalusi is:

- a. To produce Umalusi-approved marking guidelines; and
- b. To ensure uniform understanding and application of the marking guidelines across the nine provinces.

To ensure that these are met, the following objectives were to be observed:

- i. To revise the original marking guideline based on discussions between the examining panels, provincial education department (PED) representatives and Umalusi moderators;
- ii. To produce the final DBE and Umalusi-approved marking guideline by consensus, and without compromising the cognitive levels of questions or the integrity of the subject;
- iii. To achieve a common understanding of the final marking guideline, which is essential because the marking of most question papers is decentralised;
- iv. To determine appropriate tolerance ranges for the marking of scripts (10% is the internationally acceptable variation);
- v. To train the provincial representatives in the use of the final marking guideline; and
- vi. The provincial representatives are then tasked with training the markers in their provinces.

3.2 Scope and Approach

The marking guideline discussion meetings for 128 question papers from the DBE June 2018 SC(a) examinations were grouped into three categories, namely Categories A, B and C, as represented in Tables 3A, 3B and 3C. Category A was made up of subjects which had enrolments of more than 1 000 candidates; Category B of subjects that fall within the enrolment range of 200–999 entries; and Category C of subjects with fewer than 200 entries.

Differentiated approaches were used to conduct the marking guideline discussion meetings for the three categories. For Category A subjects, consisting of 53 question papers, the marking guideline discussions were held at the DBE offices. During the marking guideline discussion meetings the external moderators acted as mediators and expert judges in determining appropriate and alternative answers to questions. In cases where consensus could not be reached, Umalusi provided the final word on what was acceptable or not acceptable.

Table 3A: Category A – Subjects with more than 1 000 entries

Subjects	
Accounting	IsiXhosa HL Paper 1, Paper 2 and Paper 3
Afrikaans FAL Paper 1, Paper 2 and Paper 3	IsiZulu HL Paper 1, Paper 2 and Paper 3
Afrikaans HL Paper 1, Paper 2 and Paper 3	Life Sciences Paper 1 and Paper 2
Agricultural Sciences Paper 1 and Paper 2	Mathematical Literacy Paper 1 and Paper 2
Business Studies	Mathematics Paper 1 and Paper 2
Computer Applications Technology (CAT) Paper 1 and Paper 2	Physical Sciences Paper 1 and Paper 2
Economics Paper 1 and Paper 2	Religion Studies Paper 1 and Paper 2
English FAL Paper 1, Paper 2 and Paper 3	Sepedi HL Paper 1, Paper 2 and Paper 3
English HL Paper 1, Paper 2 and Paper 3	Sesotho HL Paper 1, Paper 2 and Paper 3
Geography Paper 1 and Paper 2	Setswana HL Paper 1, Paper 2 and Paper 3
History Paper 1 and Paper 2	Tourism
	Xitsonga HL Paper 1, Paper 2 and Paper 3

Table 3B: Category B – Subjects with 200–999 entries

Subjects	
Civil Technology	Information Technology Paper 1 and Paper 2
Consumer Studies	IsiXhosa FAL Paper 1, Paper 2 and Paper 3
Engineering Graphics and Design (EGD) Paper 1 and Paper 2	IsiZulu FAL Paper 1, Paper 2 and Paper 3
Hospitality Studies	Mechanical Technology
	Tshivenda HL Paper 1, Paper 2 and Paper 3

Table 3C: Category C – Subjects with fewer than 200 entries

Subjects	
Afrikaans SAL Paper 1 and Paper 2	Sesotho FAL Paper 1, Paper 2 and Paper 3
Design	Setswana FAL Paper 1, Paper 2 and Paper 3
IsiNdebele FAL Paper 1, Paper 2 and Paper 3	SiSwati FAL Paper 1, Paper 2 and Paper 3
IsiNdebele HL Paper 1, Paper 2 and Paper 3	SiSwati HL Paper 1, Paper 2 and, Paper 3
Sepedi FAL Paper 1, Paper 2 and Paper 3	Tshivenda FAL Paper 1, Paper 2 and Paper 3
	Xitsonga FAL Paper 1, Paper 2 and Paper 3

The meetings for subjects in Table 3A: Category A were conducted in 23 subjects consisting of 53 question papers. The normal approach to subjects' marking guideline discussion meetings was followed; that is, representatives from the PED (internal moderator and chief marker), members of the DBE examining panels, DBE officials and Umalusi external moderators were physically present at the two-day Pretoria-based meetings for most of the subjects in this category. The exceptions to the rule were the Languages Paper 2 and Business Studies panels who were afforded an additional day. The DBE panels and external moderators used the additional day to prepare for the marking guideline discussion meetings, as the question papers were longer.

The PED internal moderators and chief markers were expected to compile and submit reports on each question paper to the DBE at least three days before each meeting. These reports were submitted together with the inputs (which included alternative answers) for consideration during the finalisation of each marking guideline at the respective marking guideline discussion meetings. These reports were used in pre-discussion meetings to inform the process and curtail lengthy deliberations where the team felt that it could consider some of the inputs from the PED. During the meetings, PED internal moderators and/or chief markers were expected to have marked a sample of scripts in preparation for each meeting. Provincial representatives were then trained in the use of the finalised marking guidelines.

The meetings for subjects in Table 3B: Category B were conducted in nine subjects consisting of 17 question papers with entries ranging between 200 and 999 per subject. The marking guideline discussion meetings for these subjects were conducted through a teleconference. Representatives were expected to have prepared for these meetings as for Category A subjects. The only difference was that they were not travelling to the DBE office.

The meetings for subjects in Table 3C: Category C were conducted for 30 question papers. These question papers incorporated subjects with fewer than 200 entries. Category C question papers were discussed off-site, using PED reports by the respective DBE examining panels. The final marking guidelines were endorsed off-site by Umalusi.

The marking guideline discussion instrument consists of three parts, as highlighted in Table 3D.

Table 3D: Umalusi marking guideline discussion meeting criteria

Part A Pre-marking preparation	Part B Processes and procedures	Part C Training at meeting
Pre-marking guidelines meeting discussion (1) ^a	Preparation by internal moderators and chief markers (14) ^a	Training at marking guideline meeting (3) ^a
Preparation by internal moderators and chief markers (3) ^a		Quality of the final marking guidelines (6) ^a

^a Number of quality indicators

3.3 Summary of Findings

This section reports on the findings from the external moderators' marking guideline reports that were based on the criteria listed in Table 3D above.

3.3.1 Preparation and participation in marking guideline discussion meetings

a. Pre-marking guideline discussion meetings

Paragraph 4 of the erratum to the DBE's Circular E10 of 2018 states that the pre-meeting should start at 14:00 and be held at the hotel where the panel has been accommodated. The assumption is that the DBE will make the necessary arrangements for the panel members to arrive in time for the meeting and arrange a suitable room for the discussion to take place, which was not always the case. There were no pre-marking discussion meetings arranged for subjects that held the meetings through teleconferencing.

The Languages Paper 2 question papers (Category A) and subjects which had an additional day dedicated for the meetings and the discussions benefited a lot from the day.

b. Attendance at marking guideline discussion meetings

It is expected that the DBE examining panel and representatives from each PED for each subject attend the marking guideline discussion meeting. However, there was a general trend in Mpumalanga, North West, Free State and Limpopo of either sending one representative or choosing not to be represented at all in the marking guideline discussion meetings for some subjects.

Table 3E below indicates the subjects and PEDs that did not send a representative to the meetings:

Table 3E: Provinces and subjects with no representative in discussion meetings

	Mpumalanga	North West	Limpopo	Free State
No attendee	Setswana HL Paper 3	English HL Paper 2 Geography Paper 1 Religion Studies Paper 1 and Paper 2 IsiXhosa FAL Paper 1 and Paper 2 Tourism	English HL Paper 2	
One attendee	IsiXhosa HL Paper 2	English HL Paper 1, Paper 2 and Paper 3	English FAL Paper 2 English HL Paper 1	English FAL Paper 2 CAT

It was noted, however, that the same PED honoured meetings for certain subjects by sending both an internal moderator and a chief marker.

Northern Cape did not attend most of the discussion meetings. It was, however, reported that they would outsource the marking for some subjects to the Free State PED.

c. Preparation for the marking guideline discussion meetings

In preparation for the marking guideline discussions, the PED representatives were expected to mark 20 scripts and write reports based on their findings regarding the questions and the responses they came across while marking. Each subject reflected varying numbers of scripts pre-marked, with some PED not affording the representatives access to the scripts for a number of reasons.

The attainment and marking of scripts depended largely on the availability of scripts before the representatives left for the DBE. The representatives from KwaZulu-Natal, Mpumalanga, North West and Free State did not have scripts for Afrikaans HL Paper 3 and the representatives from Limpopo did not have scripts for Afrikaans HL Paper 2. All the internal moderators for Afrikaans FAL Paper 2, except for the Eastern Cape, did not get scripts for pre-marking.

The time between the writing of examination and the marking guideline discussion meetings played a significant role in ensuring that PED representatives were afforded time to mark and consult widely in preparation for the meetings. For instance, in IsiZulu HL Paper 3, no pre-marking was done.

Gauteng was the only province that provided both the internal moderator and the chief marker with the same number and set of scripts. This meant that instead of presenting 40 scripts for the two representatives, only 20 were recorded.

In cases where teleconferencing was used, only some PED marked the scripts in preparation for the discussions. Representatives from Gauteng and Limpopo were reported to have marked 20 scripts each for Tshivenda HL Paper 1. The question papers and the marking guidelines for IsiZulu FAL Paper 1 and IsiXhosa FAL Paper 1 were discussed to check for alternative responses. As a result, subject/question papers such as IsiXhosa FAL Paper 2, IsiZulu FAL Paper 3 and Tshivenda HL Paper 2 did not reflect any additions or alternative responses in their reports.

d. Participation in marking guideline discussion meetings

Despite the number of challenges related to preparations for the marking guideline discussions outlined above, external moderators noted that most delegates participated rigorously and the professional atmosphere that prevailed enabled quality engagements.

e. Role of Umalusi external moderators

The external moderators' role was to ensure fairness, reliability and validity of the final marking guidelines. Reports reflected that they participated in the discussions and adjudicated in cases where there were disagreements by providing appropriate guidance.

Since there were no dates earmarked for subjects that had fewer than 200 candidates, the DBE panels were tasked with amending the marking guidelines and sending them to external moderators for final approval and signing off. All subjects were signed off by the external moderator.

3.3.2 Processes and procedures

The marking guideline discussion meetings for subjects in Category A were held over two days; and for Category B, the duration of the meetings varied from two hours to a full day. The processes for discussions were similar in most meetings. Other than that, explicit training did not take place during Category B meetings, as was the case with Category A subjects.

It was apparent that the PED reports were presented and discussed at length. This was done alongside vigorous interrogation of each question and the initially suggested response(s) on the marking guideline(s) in both Category A and B meetings.

The first day of Category A subject meetings was used for marking guideline discussions and group marking and the second for individual training.

One day was used for Category B subjects to discuss the questions with the aim of eliciting alternative responses, but no training could take place over the phone. After vigorous discussions, the marking guidelines were signed off by the external moderators.

3.3.3 Training of and/or teleconferencing with the provincial internal moderators and chief markers

In the first part of the training of provincial internal moderators and chief markers, for Category A subjects only, the expectation was for them to mark a set of dummy scripts before attending the marking guideline discussion meetings. This left one script, which was duplicated to create a package of dummy scripts for the other attendees. This was the case for all subjects. After discussing the questions and corresponding responses, group marking of three scripts resumed. This was aimed at acclimatising trainees with the newly adapted marking guideline.

Individual marking of another set of three scripts resumed only after the group marking had carefully considered variations and interpretations of certain responses to questions. The scores attained by each trainee were tallied to ascertain a tolerance range and to identify question(s) which could allow for deviations as espoused by the tolerance range.

While explicit training such as that described in the preceding paragraphs could not be conducted via teleconferencing, the reports on the pre-marked scripts, or revisiting questions and their suggested responses, informed discussion of the marking guidelines. This resulted in the marking guidelines being signed off.

The training was compromised by low enrolments in many of the subjects; dummy scripts that were not always representative of a wide scope or possible range of performance; poor quality of photocopies, with some pages missing; and a lack of face-to-face discussions and training in teleconferencing.

3.3.4 Changes made to original marking guidelines to produce the final marking guidelines

a. Parity of question papers and marking guidelines

Umalusi external moderators indicated that the question papers written in the PED and the draft marking guidelines provided for discussions at the marking guideline meetings were comparably the same as the final versions that they had approved previously. The only exception was Business Studies, where the report stated that 'the approved marking guideline could not be retrieved by DBE on the day of proofreading after it was used for translation to Afrikaans'. This resulted in a situation where the DBE internal moderator, with the assistance of Umalusi external moderator, developed a new marking guideline.

In English FAL Paper 3 an instruction on word count was missing in the marking guideline; Geography Paper 2 had an erratum that was not approved by external moderators; in Mathematics Paper 2, printing challenges distorted the sketch in Question 4 and Question 5; in Mathematical Literacy Paper 1, Question 1.1.6 was changed.

However, it was not possible to compare the most nuanced elements of the written question paper and the marking guideline with the final versions that were signed off during the initial setting of the question papers, as these were not available during the marking guideline discussion meetings. For ease of reference it would be appreciated if the DBE could make available such original marking guidelines, i.e., those approved at the time the question papers that were written were approved.

b. Changes made to the marking guidelines

It was noted in Business Studies that the poor quality of translation compromised the marking guideline. The Eastern Cape internal moderator was requested to assist with the translation into Afrikaans during the marking guideline discussion.

Subsequent to vigorous deliberations during the discussion meetings, most marking guidelines were changed in one way or another. Most changes involved the addition of alternative responses to enhance marking. However, there were very few or no changes recorded for most of the marking guideline discussion meetings that were conducted telephonically.

c. Disproportionality of answers, impact on cognitive levels and motivation for changes and approval of changes

Although one might have concluded that some questions elicited a disproportionate number of responses, such as for EGD, the report clearly spelled out that due to the nature of the paper 'no changes could be made to the presented drawings/answers of the marking guideline, which are generated with Computer Aided Design software and then converted into a PDF document'. What may be read as additions was a document that spelled out penalties, to clarify the mark allocation for each question.

Changes that were made to the marking guidelines in other subjects were reported as having not altered the cognitive demand of any of the question papers. Careful consideration was taken to ensure that the additions were entered as alternative responses.

Umalusi external moderators are entrusted with ensuring the validity of the final marking guideline used to mark candidates' scripts. The final marking guidelines were all approved in totality at the end of each marking guideline discussion meeting for all categories.

3.4 Areas of Good Practice

The following areas of good practice were noted:

- a. Despite the numerous challenges outlined in this report—where some participants were furnished with scripts a day before attending the meetings while some did not get the scripts at all—it was commendable to learn about the high level of participation in discussion meetings; and
- b. The level of professionalism that prevailed in the discussions enabled the teams to establish tolerance ranges based on the discussions.

3.5 Areas of Non-Compliance

The following areas of non-compliance were noted during the marking guideline discussion meetings:

- a. Provincial representation in meetings was highly variable, especially relating to Northern Cape and Mpumalanga;
- b. Lack of preparedness of the PED representatives for the marking guideline discussion meetings, where the expected quota of scripts was not marked; and
- c. Challenges resulted from teleconferencing, which impacted negatively on the training of provincial representatives and the setting of realistic tolerance ranges.

3.6 Directives for Compliance and Improvement

To achieve full compliance and improve the marking guideline discussion meetings and the use of teleconferencing to conduct some of the meetings, the DBE should address the following:

- a. The DBE must ensure that all PED representatives prepare thoroughly for the meetings by marking a representative sample of scripts;
- b. The originally approved versions of the marking guidelines must be presented at all marking guideline discussion meetings; and
- c. When teleconferencing is used to conduct meetings, attendance of PED representatives should be 100%; and teleconferencing facilities must be in full working order.

3.7 Conclusion

While high levels of compliance were noted during the 2018 marking guideline discussion meetings, the variability in attendance of PED at all meetings remained a concern, as was the case in 2017. The production of negotiated, final Umalusi-approved marking guidelines and the quality of the DBE training of PED internal moderators and chief markers should contribute positively to the fairness and reliability of the marking of candidates' scripts and, ultimately, to the validity of the DBE 2018 SC(a) examination.

CHAPTER 4 MONITORING OF MARKING

4.1 Introduction

The monitoring of the marking centres is part of the quality assurance process that Umalusi undertakes for every examination cycle; conducted when the marking of examination scripts is in progress.

The June 2018 Senior Certificate (amended) (SC(a)) marking processes commenced in the month of July. Umalusi monitored examination centres from 9–12 July 2018.

This chapter provides a summary of the findings gathered during the monitoring of marking centres across provincial education departments (PED); highlights identified areas of good practice and of non-compliance; and issues directives for compliance, which the DBE and the PED are required to address.

4.2 Scope and Approach

During the marking of the June 2018 SC(a) examination, Umalusi sampled one to two marking centres in each of the nine PED. Table 4A below provides details of the marking centres monitored in each province.

Table 4A: Marking centres monitored by Umalusi

No.	Province	Name of centres monitored	Date of monitoring
1	Eastern Cape	Union High	10/07/2018
2	Free State	Brebner Primary School	9/07/2018
3	Gauteng	President High School	9/07/2018
4	KwaZulu-Natal	AM Moolla Spes Nova	10/07/2018
5	Limpopo	Tivhumbeni	9/07/2018
		Mastec CPD	10 /07/2018
6	Mpumalanga	Hoërskool Nelspruit	12/07/2018
7	Northern Cape	Diamantveld High School	9/07/2018
8	North West	Ferdinand Postma High School	12/07/2018
		Technical High School Potchefstroom	12/07/2018
9	Western Cape	De Kuilen High School	11/07/2018

4.3 Summary of Findings

Below is a summary of findings presented, in line with criteria as provided in Umalusi instrument for the monitoring of marking centres.

Annexure 4A highlights centres implicated for non-compliance with critical areas.

4.3.1 Planning for marking

This criterion is intended to gauge the readiness of marking centres to engage with the marking processes. The findings below describe the state of readiness of monitored marking centres:

- a. The marking centre senior personnel and appointed administrative staff arrived earlier than markers across the selected marking centres, to prepare for marking processes. Their arrival dates were in line with dates as provided in the management plans;
- b. The administrative personnel scanned and verified scripts on receipt when delivered and stored all scripts in the script control room;
- c. Markers arrived at the marking centres timeously on the dates specified by the PED, and commenced with training sessions on marking guidelines from 6 July 2018, before the start of the marking; and
- d. Lists of marking personnel were verified and marking centre managers confirmed that all appointed markers arrived for the marking.

However, the following shortcomings were noted:

- e. Marking guidelines for the different subjects were not delivered timeously to some of the marking centres; and
- f. At six marking centres the late arrival of marking guidelines impacted on the pre-determined norm time for start of marking, resulting in an adjustment to the original norm time. The following subjects were affected: English Home Language Paper 3, Setswana Home Language Paper 1, Paper 2 and Paper 3, IsiXhosa Home Language Paper 1, Paper 2 and Paper 3, IsiNdebele Home Language Paper 2 and Paper 3, Dramatic Arts, Afrikaans Second Additional Language Paper 2 and Civil Technology.

Apart from these seven subjects, centres were able to start the marking sessions in all other subjects on time and as planned by the respective provinces.

- g. At a centre in North West, it was noted that individual dummy scripts for Life Sciences Paper 2 were not delivered and the chief marker had to improvise during training; and
- h. At a centre in Northern Cape, it was noted that no deputy centre manager was appointed and this caused considerable administrative and logistical problems.

During the PEIC meeting attended on 27 July 2018 in the Free State PED, it was reported that some Language scripts were not marked at marking centres but were instead sent to chief markers and internal moderators to mark at home. The PED indicated the following subjects were marked at the chief markers' homes or offices:

- First Additional Language: IsiXhosa, IsiZulu, Setswana (Papers 1, 2 and 3);
- Home Language: IsiZulu (Papers 1, 2 and 3); and
- Information Technology

Overall, the planning for marking at each centre monitored was well structured and executed, apart from the notable late delivery of marking guidelines as highlighted.

4.3.2 Suitability of marking centre infrastructure and physical resources

In relation to this criterion, it was found that PED adopted different operational standards, as highlighted below:

- a. In eight PED (except Gauteng), schools with boarding facilities were used as marking venues. However, it was found that where accommodation was provided, the use of boarding facilities was not compulsory;
- b. The number of rooms used varied from centre to centre depending on the number of subjects and markers appointed. Script control rooms were big enough and could accommodate all type of scripts (i.e. marked and unmarked) and school halls were used for this purpose;
- c. Marking centre operating times varied from province to province, between 07:00 and 20:00, with an average of 10 hours per day. At a marking centre in the Western Cape marking started as early as 06:00;
- d. Furniture used at marking centres was appropriate for marking. At each of the monitored centres the marking centre managers had access to internet connectivity, telephones, a fax machine and photocopy machines, and at one centre, even two-way radios. These facilities were made available to the chief markers, internal moderators and examination administration personnel;
- e. All the monitored marking centres complied fully with the minimum Occupation Health and Safety requirements, which included:
 - Clean drinking water;
 - Clean functional bathrooms for ladies and gents
 - Safe electricity connections;
 - Serviced fire extinguishers;
 - Clean kitchen facilities from where meals were served; and
 - Ablution facilities were clean and sufficient for the staff employed at a specific centre.

However, it was noted that De Kuilen High in the Western Cape was the only marking venue which could produce an Occupational Health and Safety certificate.

- f. Except for the marking centre in Gauteng, food was supplied to the marking staff and special provision was made for meal preferences of markers as requested when they arrived at the centre. Different menus for markers who preferred a special diet, e.g. halaal, vegetarian or diabetic meals were available.

Generally across marking centres monitored it was reported that standards for marking were excellent and facilities were noted as being in good condition. The venues had, among others, adequate storage, parking and accommodation and sufficient healthy food was served. Marking centre managers were always available to address and handle any problems.

4.3.3 Security at marking venues

The findings gathered across monitored centres revealed that security at the marking venues remained an area for concern. It was discovered that the degree of challenge differed from one centre to the next, with regard to:

- a. Numbers of security staff at the venue entrances;
- b. Escorts during transportation of scripts; and
- c. Checking of vehicles for identification at main entrances.

On the other hand, the following pockets of good security measures were noted across monitored centres:

- d. Working alarm systems;
- e. Burglar bars fitted in marking rooms and storage control rooms;
- f. Availability of surveillance cameras;
- g. Access control cards; and
- h. Guards stationed at the front door entrances and throughout the premises.

In North West and Mpumalanga, proof of identification and purpose of visit were requested from monitors. The security officer would then notify the marking centre manager who then gave permission to allow the person to enter. This was a clear understanding of the role of security personnel.

The necessary measures were in place across monitored marking centres to ensure that all scripts were accounted for during marking.

- a. Security of scripts was managed by script control managers;
- b. Scripts at all centres were physically verified and controlled using control sheets for verification and accountability purposes;
- c. The different PED handled transportation of scripts to and from the marking venues, but the logistics varied from province to province:
 - In three PED, departmental panel vans transported the sealed boxes of scripts to and from the marking centres. In the Western Cape, vans were escorted by private security companies, while there was no indication an escort was provided in Mpumalanga and North West. In KwaZulu-Natal, district officials delivered scripts to the marking centre, while in the Free State, centre management staff accompanied examination assistants to and from marking venues when distributing and collecting scripts.

In general, all marking centres, except in the areas as noted above, implemented the minimum norms and standards for security. The security of examination answer scripts and other examination materials at the marking centres were given top priority.

4.3.4 Handling of irregularities

The management and handling of examination irregularities is regulated and requires close monitoring. During on-site monitoring visits conducted across selected marking centres, the following observations were made:

- a. At centres either the irregularity officers, marking centre managers or chief markers conducted general welcome training sessions prior to marking. It was found that the presentations used for training incorporated the management, handling and procedure for reporting of irregularities and the evidence thereof was verified.

It was found that the PED managed the processes differently, as indicated below:

- b. In the Western Cape, a script control manager was appointed for each subject, who then reported to the marking centre manager when an alleged irregularity was detected. The marking centre manager would then report to head office and register the irregularity;
- c. In the Eastern Cape, suspected irregularities were handled first by the irregularity officer and marking centre manager, after which a report was sent to the head office as part of the daily report.

Where irregularities were identified, the records thereof were available to Umalusi monitors. However, in Mpumalanga the marking centre manager refused to give details of the alleged irregularities to Umalusi. In this province, the PEIC was continuously involved and reported irregularities to Umalusi in writing on a daily basis. Serious irregularities were reported telephonically and a written report was sent to the PEIC before 09:00 the following day. Irregularities were reported at five centres: Nelspruit High, Ferdinand Postma, HTS Potchefstroom, Diamantveld High and De Kuilen High. The nature of these irregularities was not given. In all cases, the irregularities were reported to the irregularity officer at the centre, to be handled by the PEIC.

All monitored centres kept records of any suspected irregularities in the irregularity register as per regulation. However, at one centre it was reported that there was no irregularity officer at the centre and that no structure was in place to deal with irregularities at centre level.

- d. Measures were in place to deal with the removal of scripts for investigation, whereby a script replacement form was put in the batch from where the script had been removed.

It was evident that all irregularities reported at marking centres were adequately dealt with and that marking centre personnel were knowledgeable about how to deal with irregularities, from detection by the marking personnel to the relevant irregularity committees to which they were reported.

4.3.5 Monitoring by the assessment body

At the time of monitoring by Umalusi, no visits by the DBE had taken place yet; as a result, there was no evidence of their report at marking centres.

4.4 Areas of Good Practice

The following areas of good practice were noted in centres visited:

- a. Safety and security was generally of an acceptable standard;
- b. Training of all marking personnel prior to the start of the marking process was given the necessary attention; and
- c. Well-organised control systems were in place to control the flow of scripts, with sufficient and well-managed record keeping evident.

4.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. The late arrival of marking guidelines in seven subjects at six marking centres caused a delay in the starting time of marking;
- b. The absence of an irregularity committee at one marking centre;
- c. Inconsistencies in transportation of scripts from script warehouse to marking centres before and after marking; and
- d. Deviations on the marking of scripts were reported where a number of Language papers were not marked under controlled conditions at designated marking centres.

4.6 Directives for Compliance and Improvement

The DBE and PED are required to ensure that:

- a. Marking guidelines and all marking materials are delivered timeously to marking centres;
- b. The scripts are escorted by security to and from the marking venues;
- c. An irregularity officer is appointed at each centre; and
- d. The DBE is required to ensure that all candidates' answer scripts across all PED are marked at designated marking centres and in accordance with prescribed DBE instructions.

4.7 Conclusion

The monitoring conducted on selected marking venues revealed that readiness to manage the marking process was well planned and the appropriate measures were considered to ensure that minimum standards set out for marking were adhered to across these venues. It is, however, necessary for the DBE and PED to improve the areas of non-compliance highlighted in this report.

CHAPTER 5 VERIFICATION OF MARKING

5.1 Introduction

As part of the quality assurance process for the Senior Certificate (amended) (SC(a)) examination written in June, a principal mandate of Umalusi is to verify the marking process of selected subjects offered by the Department of Basic Education (DBE). The purpose of the verification process is to ensure that there is consistency in the interpretation and application of the marking guidelines and to safeguard the fairness, reliability and validity of the marking for each of the subjects.

The verification of marking of the June 2018 DBE SC(a) examination was conducted for a selected number of subjects at Umalusi offices, Pretoria, on 21 and 22 July 2018. The nine provincial education departments (PED) were required to submit 15 scripts per question paper for verification across three ranges, viz. five scripts each in the range of 0–30%, 31–60% and 61–100%. However, in cases where there were insufficient scripts in a particular range, the PED were required to select more scripts from the other ranges to make up the total number of scripts per question paper.

The specific objectives of verifying the marking were to:

- Ensure that the marking guideline used at the marking centre was the one approved at the marking guideline discussion for the question paper;
- Ensure that the marking guidelines approved by Umalusi were adhered to and consistently applied across PED;
- Establish that if changes were made to the marking guidelines that due process was followed;
- Determine that mark allocations were consistently awarded and that calculation of totals was accurate;
- Ascertain that internal moderation was conducted during marking;
- Confirm that marking was fair, reliable and valid;
- Comment on the strengths and weaknesses of candidate performance; and
- Remark on the findings and suggestions on the marking that need noting by the PED internal moderators and chief markers.

This chapter presents the findings of analyses of the external moderator reports on Umalusi's verification of marking and the levels of compliance with the marking processes in selected subjects.

5.2 Scope and Approach

This chapter reports on the findings and assessment of the external moderators of 12 subjects, comprised of 24 question papers, as identified in Table 5A.

Table 5A: List of subjects verified by Umalusi external moderators

Subjects			
1	Accounting	13	Geography Paper 1
2	Agricultural Sciences Paper 1	14	Geography Paper 2
3	Agricultural Sciences Paper 2	15	History Paper 1
4	Business Studies	16	History Paper 2
5	Economics Paper 1	17	Life Sciences Paper 1
6	Economics Paper 2	18	Life Sciences Paper 2
7	English FAL Paper 1	19	Mathematics Paper 1
8	English FAL Paper 2	20	Mathematics Paper 2
9	English FAL Paper 3	21	Mathematical Literacy Paper 1
10	English HL Paper 1	22	Mathematical Literacy Paper 2
11	English HL Paper 2	23	Physical Sciences Paper 1
12	English HL Paper 3	24	Physical Sciences Paper 2

Part of the verification process involves verifying a sample of scripts in accordance with the norm time specified for each subject. The total number of scripts verified for each of the selected subjects for June 2018 ranged from 45 to 135.

Umalusi verification of marking instrument used for the quality assurance of the marking process consists of four parts, each of which is comprised of a variable number of criteria, as presented in Table 5B below.

- Part A – Adherence to marking guidelines, comprised of three criteria;
- Part B – Quality and standard of marking, consists of four criteria;
- Part C – Candidates' performance, which makes provision for external moderators to report fully on candidate performance; and
- Part D – Findings and suggestions, to be noted by internal moderators and chief markers.

Table 5B: Umalusi criteria for verification of marking

Part A Adherence to marking guidelines		Part B Quality and standard of marking		Part C Candidate performance		Part D Findings and suggestions	
1	Adherence to marking guidelines	4	Consistency in the allocation of marks	8	Performance of candidates with specific reference to questions	9	Findings and suggestions to be noted by the internal moderator and chief marker
2	Changes made to marking guidelines at the marking centre	5	Accuracy in addition of marks and calculation of totals				
3	Process followed in changing the marking guidelines	6	Internal moderation of marks				
		7	Fairness, validity and reliability				

5.3 Summary of Findings

This section uses Table 5B as a framework for the analysis and discussion of a summary of findings for the verification of marking conducted for the 24 question papers presented in Table 5A. While the reports for each question paper provide specific statistical detail of candidate performance, these will not be reported here for two reasons: firstly, the sample size across the 24 question papers showed a significant variance; and, secondly, there was a lack of empirical evidence regarding the selection of representative sampling. Hence, a comparative analysis would not be feasible.

The compliance levels for each of the 24 question papers for the eight quality indicators of the combination of Part A (Adherence to marking guidelines) and Part B (Quality and standard of marking) of Umalusi verification of marking instrument are presented in Figure 5A below. The figure indicates the number of question papers that showed compliance with each of the seven quality indicators.

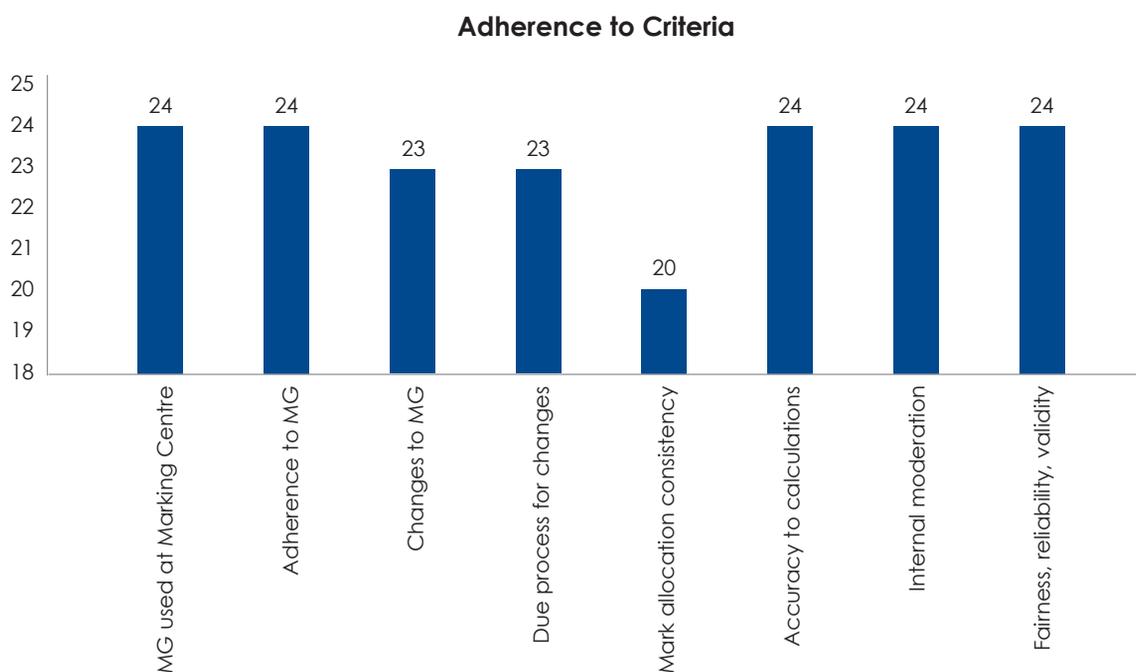


Figure 5A: Compliance of question papers for Part A and Part B

5.3.1 Part A: Adherence to marking guidelines

With regard to the first quality indicator, the marking guidelines used at the marking centre were the same as the ones approved at the marking guideline discussions and all 24 question papers indicated full compliance. However, five question papers, viz. English Home Language Paper 1, Paper 2 and Paper 3, and Life Sciences Paper 1 and Paper 2 presented a caveat: except for Limpopo, which submitted the question paper and marking guidelines that were used at the marking centre, the remaining eight provinces did not do so. However, there was sufficient evidence to show that they had used the marking guidelines that were approved at the marking guideline discussions.

Internal moderators, chief markers and markers adhered to the marking guidelines that were ratified and signed off by external moderators at the marking guideline discussion meetings.

However, for the third quality indicator, evidence of changes effected at the marking centre, 23 question papers indicated full compliance.

Accounting: Eight additions were effected to the marking guideline. In compliance with the fourth quality indicator, due process was followed when additions were made during the marking of 'dummy' scripts. The provincial representatives contacted the internal moderator who, in turn, contacted the external moderators and a ruling was made jointly. This was then communicated to DBE and all the PED, via WhatsApp and email groups.

Geography Paper 2: With regard to the fourth quality indicator, no changes and/or additions were made to the marking guideline; the external moderator stated that an erratum was issued by the examining body without approval/consultation with the external moderators. The erratum amended an option in a multiple choice question, which 'did not serve any purpose' but 'created an unintended abstruseness to the question and to the increased unintended readability of the remaining options in the question'.

5.3.2 Part B: Quality and standard of marking

Twenty of the 24 question papers sampled for verification indicated that marking was thorough and that consistency in the allocation of marks was maintained. However, particular observations were noted in four question papers, as follows:

- a. Economics Paper 1: Candidates were disadvantaged by markers' inability to interpret candidates' responses and/or lack of reading through the responses for correct answers. Yet other candidates were advantaged by markers who awarded marks for incorrect or incomplete responses. There was clear evidence of deviance from the tolerance range established by DBE.
- b. English FAL Paper 1: Marking was inconsistent across provinces. There was evidence of incorrect responses being credited in some scripts. However, on the whole, more scripts were given upward adjustments.
- c. English FAL Paper 3: Generally most provinces were consistent in marking but there were exceptions. Some markers found the allocation of the language mark in accordance with the rubric challenging.
- d. History Paper 2: There was, in general, consistency in the mark allocation, although some elements of inconsistencies were evident.

With regard to the second and third quality indicators for this criterion, accurate calculation of marks and evidence of internal moderation, respectively, all 24 question papers demonstrated full compliance. Finally, for the fourth quality indicator pertaining to the fairness, validity and reliability of the marking, all 24 question papers were deemed fair, valid and reliable.

5.3.3 Part C: Candidate performance

The analysis of the reports of the 24 question papers showed, overall, below average performance by candidates across the 12 subjects. However, as the verification of marking did not request the average performance of each question paper and quantitative analyses differed widely across the subjects, a comparative performance cannot be generated. The following are some comments made on candidate performance for various question papers:

- a. Accounting: In general, candidates performed at an overall average of 36.6%. The worst performing question was Question 1 (Bank Reconciliation), which is dealt with at Grade 11; candidates performed best in Question 2 (Integrating Weighted Average and Cost Accounting), with an average attained of 38%. Candidates' poor performance could be attributed to poor content knowledge.
- b. Agricultural Sciences Paper 1: The average performance across the four questions was 38.75%. The poor performance by candidates was assigned to inaccurate interpretation of Question 1; limited content knowledge (specifically on Feed Formulation and Fodder Flow, and Animal Nutrition and Animal Reproduction); and inability to generate, draw and label graphs as required.
- c. Agricultural Sciences Paper 2: Revealed an overall performance of 34.25%, with the worst performing question being Question 4 (Basic Agricultural Genetics) followed by Question 2 (Agricultural Management and Marketing). The external moderator suggested that the poor performance of candidates could be a consequence of lack of adequate preparation for the examination.
- d. Business Studies: Candidates performed well in Question 1 of Section A and Questions 7 and 10 of Section C. Poor content knowledge resulted in poor performance in the remaining questions.
- e. Economics Paper 1: A concern was raised about the overall low average percentage of 33.8%. The best performing question was Question 1, at 54%, and the worst performing question was Question 4, at 24%. The poor results were attributed to lack of knowledge of basic concepts; inadequate content knowledge; poor interpretation of questions and questions not being answered.
- f. Economics Paper 2: Candidates performed well in Question 1 at 47%; and the worst performing question was Question 2, at 28%. The below average performance of 36.2% was attributed to inadequate concept understanding and content knowledge and inability to respond to questions that required middle and higher cognitive skills.
- g. English FAL Paper 1: Candidates performed well in Questions 1.1; 1.12, 2 and 3.1, however, for the remaining questions, they displayed poor performance. Candidates struggled with the ability to express their ideas using appropriate vocabulary; they did not provide full answers; they did not ground their responses in the sources provided; they demonstrated poor use of spelling, punctuation and grammatical structures; and they were unable to adequately respond to middle and higher order questions.
- h. English FAL Paper 2: Poor performance of candidates was a result of inability to explain the expectation of the stage director; and poor understanding of literal and figurative language, figures of speech and tone. They also lacked the skills for answering open-ended questions; instead of grounding their answers in the texts, they provided generic responses.
- i. English FAL Paper 3: Candidates' performance differed, depending on the topic chosen. For example, those who responded to the first essay question (This is my journey) did well. With regard to the Section B, Shorter Transactional Texts, candidates who responded to The Friendly Letter and The Obituary, performed well, but those who chose the Formal Letter experienced challenges.
- j. English HL Paper 1: The distribution of marks ranged from poor to fair in Question 1 (Comprehension) and Questions 3 and 4 (Visual Literacy). Candidates performed well in Question 2 (Summary Writing) and very poorly in Question 5 (Language).
- k. English HL Paper 2: Poor performance across the three sections (Poetry, Novel and Drama). In respect of Poetry, with the exception of a few candidates, candidates demonstrated vague, superficial understanding of the poems; it was clear that they did not have the

necessary content and metaphorical understanding of the poems. Similarly, with regard to both the Novel and Drama, candidates displayed mostly knowledge of the plot, but even this was scant. In some instances, candidates did not get the names of characters correct and very often spelled characters' names incorrectly. It was clear that candidates could not engage with analytical and evaluative thinking skills. In addition, the external moderator noted that spelling, vocabulary, punctuation and language use was of a sub-standard level—'way below that expected of a Home Language candidate'.

- l. English HL Paper 3: As a result of the diverse choices in Section A (Essay), candidates did not 'struggle' with any particular question. However, the overall poor performance could be attributed to choice of topic, lack of planning and poor language skills (including sentence structure and cohesion of ideas). The poor performance in Section B (Transactional Texts) could be attributed to poor interpretation of topics; lack of knowledge of genre-specific format; use of colloquial language and slang; inappropriate use of tone and register; and generally superficial content.
- m. Geography Paper 1: Candidates performed at an average of 37.6%. Many candidates struggled to respond appropriately to questions in both sections of the paper. This could be attributed to their inability to interpret the source on the annexure and inability to apply knowledge to unfamiliar cases. In addition, the essay questions continued to pose a challenge to a number of candidates.
- n. Geography Paper 2: Candidates performed at an overall average of 41.75%. For the best performing question, Question 1, candidates were able to score in the literal order questions where responses were obtained from the topographical map and/or ortho-photographs. However, they demonstrated poor content knowledge in the remaining questions of Question 1. In respect of Question 2, candidates struggled with basic geographical skills in the layout of the intended calculation of distance. Finally, for Question 3, candidates were unable to draw on appropriate geographical knowledge and apply this appropriately, as required.
- o. History Paper 1: Candidates' overall performance was average. The external moderator observed that source-based questions that include usefulness and the writing of paragraphs were problematic. With regard to the essay questions, candidates were unable to structure essays appropriately; unable to present their point of view; and unable to use evidence to support their line of argument. In addition, they displayed poor language skills.
- p. History Paper 2: Candidates' performance ranged from poor to satisfactory. On the whole, the essay questions were better answered than the source-based questions. However, as for History Paper 1, the writing of essays continued to be a challenge.
- q. Life Sciences Paper 1: Candidates scored over 50% in Questions 1.1, 1.3 and 1.4; between 30% and 40% in Questions 2.1, 2.2, 2.3, 2.4, 3.5 and Question 4; and below 20% in Question 3.4. Candidates were able to correctly label diagrams but experienced difficulties in calculations; showed poor grasp of concepts and subject content knowledge; demonstrated difficulty in engaging with questions that required analysing, interpreting and applying knowledge from scientific investigations; and seemed to have forgotten work that was in the Grade 11 syllabus.
- r. Life Sciences Paper 2: Candidates performance ranged from poor to satisfactory. Candidates demonstrated poor understanding of concepts and subject content knowledge; and had difficulty in engaging with questions that required analysing, interpreting and applying knowledge from scientific investigations. The external moderator suggested that the latter could be attributed to a lack of opportunity to engage in scientific investigations in their study. In addition, they performed particularly poorly in the essay question on mutation and meiosis.
- s. Mathematics Paper 1: Candidates' performance ranged at an overall average of 37.1%. While candidates performed well in Basic Calculus (which attained an average of 62%) and Basic Algebra (which attained an average of 58%), they performed very poorly in geometric sequences, probability and cubic polynomials.

- t. Mathematics Paper 2: Candidates performed very satisfactorily in Questions 1, 2 and 3 where the averages were 59%, 65% and 57%, respectively. However, questions on Geometry and Trigonometry were poorly done.
- u. Mathematical Literacy Paper 1: Candidates performed at an average of 49%, satisfactory performance was in Question 1 and Question 3, where the averages were 58% and 53%, respectively. The external moderator indicated that candidates experienced challenges with understanding concepts, providing explanations and engaging in application skills.
- v. Mathematical Literacy Paper 2: Candidates performed poorly because of poor concept and content knowledge; they were unable to perform calculations and could not provide conclusions in their answers.
- w. Physical Sciences Paper 1: The question paper comprised 10 questions, candidates performed well in Question 4 (the principle of conservation of mechanical energy and the principle of conservation of momentum and their application), which attained an average of 70%. Conversely, performance in Question 3 (Vertical Projectile Motion), Question 5 (Work, Energy and Power), Question 7 and Question 8 (Electrostatics), each achieved an average of below 35%.
- x. Physical Sciences Paper 2: Candidates performed poorly. They were unable to score full marks in definitions and simple comprehension-type questions. They also performed very poorly in explanation-type questions and stoichiometric calculations.

5.3.4 Part D: Findings and suggestions

This final part of the verification of marking instrument requires the external moderator to provide informative comments to be noted by the internal moderators, chief markers and markers.

The comments on 'findings and suggestions' to be noted by internal moderators and chief markers are presented below:

- a. Agricultural Sciences Paper 1: Provided pedagogical and content knowledge suggestions for multiple choice questions and calculations.
- b. Business Studies: The marking of markers was sometimes compromised by poor internal moderation by senior markers and deputy chief markers; the external moderator's final mark was more aligned with that of the marker. The external moderator recommended that marking panels should engage in systematic processes of checking scripts before they were sent to examination assistants to prevent the prevalence of unmarked questions. In addition, the external moderator suggested that markers be trained thoroughly and that the application of 'insight' must be reinforced using the 'dummy' scripts during training.
- c. Economics Paper 1: Provided content and pedagogical advice, and drew the attention of the internal moderators and chief markers to impress upon their markers how marks should be fairly allocated. Economics Paper 2 also provided content and pedagogical advice.
- d. English FAL Paper 1: Emphasised the need for markers to read implicit responses and to engage more intensively with candidates' responses to ensure accuracy and fairness in marking. All provinces to include scripts that had evidence of moderation across the various levels in their selection for verification.
- e. English HL Paper 2: Indicated that all provinces should submit a copy of the question paper and marking guideline used at the marking centre. Eastern Cape, Free State, Gauteng, KwaZulu-Natal and Northern Cape were complimented for attaining a tolerance range well below the one provided by DBE. With regard to the marking of two contextual questions or two essay questions, Mpumalanga and North West were advised to put a system in place so that the markers could clearly see whether both a contextual and an essay question were answered.

- f. English HL Paper 3: All PED should submit a copy of the question paper and marking guideline used at the marking centre. In addition, the external moderator observed the need for all provinces to apply the rubric for the essay more rigorously. Finally, the external moderator noted that as both the chief marker and internal moderator of Northern Cape did not attend the marking guideline discussion, the DBE should ensure that all PED are represented in the discussions to standardise marking.
- g. History Paper 1 and Paper 2: Complimented the internal moderators and chief markers for their diligent moderation and for demonstrating a good understanding on the application of the marking guideline.
- h. Mathematics Paper 1: Complimented the markers across the provinces for maintaining a high standard of marking.
- i. Mathematics Paper 2: Indicated that accuracy and consistency in marking should be discussed in greater detail with markers and monitored more closely during the training sessions. In addition, all provinces should use ticks to indicate where marks were allocated and markers should refrain from global marking. Finally, more care should be taken in recognising and awarding marks to non-common alternative solutions, specifically in geometry.
- j. Mathematical Literacy Paper 1: Indicated that the internal moderators and chief markers should pay greater attention to the marking of one word/value answers and that marks should be entered on the right hand margin. In addition, the external moderator encouraged all PED to include scripts that had evidence of moderation across the various levels, in their selection.
- k. Mathematical Literacy Paper 2: Suggested that Gauteng should advise markers not to mark over candidates' answers as they then become illegible. In addition, the external moderator cautioned Gauteng and Free State PED to enter moderated marks in a separate column and not over the marker's mark.
- l. Physical Sciences Paper 1: Observed the need for markers to read candidates' responses thoroughly; to implement positive marking where applicable; carefully award substitution marks; and adhere to the marking rules for free-body diagrams.

5.4 Areas of Good Practice

Drawing on the quantitative and qualitative data provided by the external moderators for the 24 question papers, the following areas of good practice were noted:

- a. Adherence to the marking guidelines by all question papers sampled for the verification process;
- b. Evidence that no question papers, except for Accounting, had changes to the marking guidelines effected at the marking centre;
- c. In the case of Accounting, where changes to the marking guideline were effected at the marking centre, due process was followed;
- d. Consistent allocation of marks in 20 question papers; and
- e. Evidence of internal moderation in all the question papers verified.

5.5 Areas of Non-Compliance

The following areas of non-compliance in specific subjects were noted:

- a. Marking was not consistent in Economics Paper 1, English FAL Paper 1 and Paper 3, Geography Paper 2 and History Paper 2;
- b. Not all PED submitted a copy of the marking guideline used at the marking centre; and
- c. Prevalence of unmarked questions in Business Studies, for example, Questions 2 and 7 in the Northern Cape.

5.6 Directives for Compliance and Improvement

DBE is required to ensure:

- a. There is consistent marking and judicious mark allocation by internal moderators and chief markers across subjects in the nine PED;
- b. Marking panels engage in systematic processes of checking scripts before they are sent to examination assistants, e.g. Business Studies; and
- c. Adherence to Umalusi protocols regarding the submission of question papers and marking guidelines for off-site verification.

5.7 Conclusion

For the June 2018 SC(a) examination, Umalusi was able to accommodate external moderators for the 12 subjects, comprised of 24 question papers, at its offices. The findings have shown that the verification process undertaken for the 12 subjects was, on the whole, successful. Although there were instances of inconsistent marking, the 12 subjects that underwent the verification process declared the marking process to be fair, valid and reliable. Generally, a significant favourable finding was that in the large majority of subjects, marking was consistent and accurate. However, poor candidate performance in the June 2018 SC(a) examinations raises concern.

CHAPTER 6 STANDARDISATION AND RESULTING

6.1 Introduction

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than candidate ability and knowledge. The standardisation of examination results is necessary to reduce the variability of marks from year to year. Sources may be variances in the standard of question papers and the quality of marking. Thus standardisation ensures that a relatively constant product is delivered.

According to the GENFETQA Act, 2001, as amended in 2008, Section 17A(4), the Council may adjust raw marks during the standardisation process. During standardisation, qualitative inputs from external and internal moderators and post-examination analysis reports, as well as the principles of standardisation, are taken into consideration in carrying out the statistical moderation process.

Standardisation involves various processes to ensure that the procedure is carried out accurately. These pertain mainly to the development of norms, verification of standardisation datasets and electronic booklets, and approval of adjustments and statistical moderation and resulting.

6.2 Scope and Approach

The Department of Basic Education (DBE) presented 35 subjects for the standardisation process of the June 2018 Senior Certificate (amended) (SC(a)) examination. Umalusi verified the standardisation processes, standardised all the subjects and verified the resulting processes.

6.3 Summary of Findings

6.3.1 Standardisation and resulting

a. Development of historical averages

A three-year historical average was developed and used for all subjects. The first SC(a) examination was written in June 2015. No outliers were identified.

b. Capturing of marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. Umalusi monitored the capturing of marks, also to establish whether the capturing was accurate and credible. The verification of the capturing of the SC(a) examination marks looked at, among other things, management of the capturing system and verification of the systems, including security system, for the examination. The verification process provides an opportunity to identify best practices and challenges in mark capturing. Umalusi monitored the capturing of marks at centres in all provincial education departments (PED) except Northern Cape and Free State.

The national policy, guidelines and procedural documentation on the capturing process were made available to the monitors during monitoring of the capturing of examination marks. The guidelines and procedural documents were, however, silent on how the mark sheets were authenticated. Despite this, there were measures in place to authenticate mark sheets: they are barcoded and have unique, system-generated mark sheet numbers. The mark sheet number is entered into the system before marks can be captured. Provinces such as Western Cape and Mpumalanga, used barcode scanners to scan the mark sheets during dispatch and on return to head office or the capturing centre for capturing and storing.

The availability of management plans in all monitored provinces was verified on site. All provinces derived their management plans from the DBE management plan. The capturing of examination marks in all provinces monitored was, to a large extent, in line with the DBE management plan. The capturing plans were implemented with minor deviations. The national systems administrator provided daily progress reports on capturing for every province. These included any remedial action required in cases where intervention was required. The provincial systems administrators ran similar progress reports, both to track progress and to intervene in time if needs be. In cases where capturing centres fell behind schedule, turnaround plans were devised to catch up and, eventually, a 95% capture rate was realised in all subjects for standardisation purposes.

There were adequate personnel appointed at all capturing centres for the capturing of marks. The appointment procedures were verified and found to be in line with national requirements. In all provinces full-time staff were utilised to capture marks. Contract workers who satisfied the minimum requirements were used only in provinces with very large numbers of mark sheets to capture. All appointed capturers had appointment letters, which clearly outlined their key performance areas, signed by the Head of Examinations, in place of signed contracts. All contract workers appointed for capturing were trained by the provincial system administrators. Attendance registers were provided as evidence of training. All provinces except Eastern Cape also provided training manuals, or PowerPoint presentations, over and above attendance registers as evidence of training. While no training manual was available for the Eastern Cape PED, data capturers confirmed that training had taken place. All personnel in charge of and appointed for data capturing signed declarations of secrecy before assuming duty. Adequate resources were available in all the provinces for capturing marks.

All provinces except Western Cape captured marks online. Western Cape captured marks offline but these were uploaded daily to the mainframe. There were mechanisms in place to ensure that the process was not compromised. In all the provinces except Western Cape, marks were captured from the mark sheets. In the Western Cape marks were captured directly from scripts and control measures were in place to ensure that the capturing process was not compromised. A double capturing method was employed in all provinces to ensure accuracy. Data capturers and verifiers were 'dedicated', i.e. no capturer was responsible for both capturing and verifying the captured marks in all provinces. Coding was used to ensure mark sheets were captured and verified. In cases where mark sheet marks allocated to a candidate were unclear, the capturer discussed the issue with the capturing supervisor. Where challenges could not be resolved, the mark sheet was submitted to the systems administrator for further investigation.

Mark sheets were transported by departmental officials from marking centre to capturing centre, tracked and monitored by control sheets. A manual system was used to record delivery of the mark sheets to the capturing centre in most provinces. On delivery, the batches of mark sheets were verified against control lists at the capturing centre.

Security arrangements for the mark sheets while in transit from the various marking centres to the capturing centre were not clear in most provinces. In Mpumalanga, Western Cape and North West, mark sheets and answer scripts were transported separately and on different days, for security reasons. The vehicles transporting scripts and mark sheets were escorted by a private security vehicle and two guards in Western Cape. It was explained that in the event mark sheets were lost or damaged in transit to the capturing centre, there was a plan in place whereby backup copies of the mark sheets would be available at the marking centre.

The process flow of mark sheets was checked. All marks sheets were scanned at the marking centre before leaving for capturing. On receipt of the mark sheets at the provincial office, the mark sheets were scanned again. All mark sheets were scanned on arrival and verified against the control sheet for accountability purposes. In capturing centres where no scanners were available, control sheets were used to track and monitor the flow of marks sheets from the marking centres to the capturing rooms. In Mpumalanga and Gauteng, in addition to barcode scanning, the completed mark sheets were image-scanned in real time. Designated personnel were appointed to collect the mark sheets from the respective marking centres daily.

The capturing facilities were under 24-hour security surveillance. There was access control at all capturing centres monitored. There were CCTV cameras at certain capturing centres, such as KwaZulu-Natal, Western Cape, Mpumalanga, North West and Gauteng. The KwaZulu-Natal PED had CCTV facilities in passages only. Biometric systems were in place in provinces such as Mpumalanga, North West and Eastern Cape. The Western Cape capturing centre could be accessed only with security cards; therefore only authorised personnel could enter the capturing centre. There was ample storage in all provinces monitored.

Contingency plans or measures were in place in all the centres monitored, i.e. standby computers were available; there was daily backup of captured data and standby UPS was installed in case of power failure. Some PED had MOUs in place with well-resourced high schools, colleges or institutions to assist in the event of a continued power failure or other unforeseen circumstance. However, the Eastern Cape and North West had no contingency plan in place for power failures. All back up of data was done daily at the SITA national office.

c. Electronic datasets and standardisation booklets

Umalusi tested the standardisation process during verification of the systems to test the correct use of the new norm in preparation for standardisation meetings. During the standardisation process, the DBE submitted the standardisation datasets for verification and approval, which Umalusi approved after second submission. Delays in approvals were due to duplicate identification numbers submitted in the Gauteng standardisation datasets. The statistics file, the pairs analysis, the percentage distribution as well as the raw mark distribution, informed the datasets that were approved during the standardisation process.

The approval of the electronic standardisation booklets was done during second submission following the removal of the 201306 and 201406 data, which did not form part of the norm.

6.3.2 Pre-standardisation and standardisation

The external moderator report, standardisation principles, the norm and previous adjustments were used in determining the adjustments per subject.

Although the 201806 performance in most subjects was worse than in 201706 the difference in performance was minimal. The candidates' performance was still poor in all content subjects, owing to lack of support. However, the failure rate of 100% in Information Technology for the second year in a row was very worrying. The persistent failure rate of at least 15% for most subjects, i.e. Physical Sciences, Life Sciences, Mathematics, Economics, CAT, Business Studies and Accounting, calls for dedicated support. There is a strong need to reach out to these candidates and find ways to support them.

6.3.3 Standardisation decisions

The decisions for the June 2018 SC(a) examination were informed by the norm; the decisions of 201506, 201606 and 201706; the pairs analysis; and internal and external moderator reports, as outlined below:

Table 6A: List of standardisation decisions for the June 2018 SC(a)

Description	Total
Number of learning areas presented	35
Raw marks	26
Adjusted (mainly upwards)	05
Adjusted (downwards)	04
Number of learning areas standardised:	35

6.3.4 Post-standardisation

The DBE was required to submit the approved adjustments as per the agreed standardisation decisions. These were verified and approved during the first submission. The final resulting was approved during the first submission for all provinces except for North West, which was approved during second submission.

6.4 Areas of Good Practice

The following areas of good practise have been noted:

- a. The DBE submitted all the qualitative input reports as required;
- b. The DBE presented standardisation booklets free from error;
- c. The high levels of compliance in capturing examination marks in all provinces was highly commendable; and
- d. Good adherence to management plans was evident in most provinces.

6.5 Areas of Non-Compliance

Umalusi has noted the following areas of non-compliance:

- a. The ongoing offering of practical subjects without support, such as Information Technology with a failure rate of 100% since 201506, is worrisome;
- b. The lack of commitment by the two departments of education in providing academic support to this cohort of candidates, evidenced by a pass rate lower than 15% in most content subjects, is of concern.
- c. The number of candidates absent for examinations is very high.

6.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

- a. Support is offered to candidates taking subjects with a practical component, e.g. Information Technology (IT) and CAT;
- b. There is collaboration between itself and the DHET to provide support to the SC(a) candidates to improve performance; and
- c. Ensure that systems are put in place to reduce absenteeism during the writing of examinations.

6.7 Conclusion

Although the performance of candidates is continuously poor in most subjects, the credibility and integrity of the DBE SC(a) standardisation, statistical moderation and resulting process was not compromised.

ANNEXURES

Annexure 2A: Examination centres monitored for the writing of examinations

Description	Province	Centre	Date	Subject	Registered	Wrote
1	Eastern Cape	Bizana Hall	24/05/18	English First Additional Language Paper 1	95	52
2	Eastern Cape	Mthatha Technical	28/05/18	Mathematics Paper 2 Mathematical Literacy Paper 2	81 109	81 84
3	Eastern Cape	Dimbaza Private Centre	04/06/18	Life Sciences Paper 2	39	13
4	Eastern Cape	Omhle Finishing Centre	05/06/18	IsiXhosa Home Language Paper 1 IsiXhosa First Additional Language Paper 1	81 1	49 1
5	Eastern Cape	St Thomas Secondary School	08/06/18	History Paper 1	178	88
6	Eastern Cape	Nkwanca Adult Education Centre	14/06/18	Physical Sciences Paper 1	60	21
7	Eastern Cape	Bisho Adult Centre	19/06/18	Economics Paper 1	17	09
8	Eastern Cape	Zwelitisha Distance Centre	22/06/18	Agricultural Sciences Paper 1	41	17
9	Free State	Vulamehlo Adult Centre	24/05/18	English HL Paper 1 English FAL Paper 1	170 220	10 33
10	Free State	Mampoi High School	28/05/18	Mathematics Paper 2 Mathematical Literacy Paper 2	108 57	50 43
11	Free State	Lebogang Secondary School	01/06/18	Life Sciences Paper 1	187	86
12	Free State	Leseding Technical School	08/06/18	History Paper 1	54	26
13	Free State	Thahameso Secondary School	14/06/18	Physical Sciences Paper 1	46	24
14	Free State	Setjhaba se Maketse	19/06/18	Economics Paper 1	59	25
15	Gauteng	Mbowa Academy	23/05/18	CAT Paper 2	150	24
16	Gauteng	Kwa-Thema Adult Centre	24/05/18	English Home Language Paper 1 English First Additional Language Paper 1	124 431	85 427
17	Gauteng	Diepkloof Community Learning Centre	25/05/18	Mathematical Literacy Paper 1	391	269
18	Gauteng	Moepathuse Adult Centre	28/05/18	Mathematics Paper 2 Mathematical Literacy Paper 2	103 222	45 137
19	Gauteng	Renelwe Community Learning Centre	01/06/18	Life Sciences Paper 1	261	169

Description	Province	Centre	Date	Subject	Registered	Wrote
20	Gauteng	Thutomfundo Adult Centre	08/06/18	History Paper 1	273	165
21	Gauteng	Diepkloof Community Learning Centre	14/06/18	Physical Sciences Paper 1	155	56
22	Gauteng	Gaegolelwe Adult Centre	19/06/18	Economics Paper 1	244	163
23	Gauteng	Pretoria Central Adult Centre	22/06/18	Agricultural Sciences Paper 1	263	137
24	KwaZulu-Natal	Shea O'Connar Combined	25/05/18	Mathematics Paper 1 Mathematical Literacy Paper 1	08 25	08 24
25	KwaZulu-Natal	Adams College	29/05/18	Accounting Paper 1	105	44
26	KwaZulu- Natal	Mbalenhle Primary School	04/06/18	Life Sciences Paper 2	141	58
27	KwaZulu-Natal	Marianridge Secondary School	08/06/18	History Paper 1	154	79
28	KwaZulu-Natal	Nsikanyendlu Adult Centre	14/06/18	Physical sciences Paper 1	46	15
29	KwaZulu-Natal	Rossenbug High School	19/06/18	Economics Paper 1	112	52
30	KwaZulu-Natal	Estcourt High School	22/06/18	Agricultural Sciences Paper 1	09	05
31	KwaZulu-Natal	Hlamvana High School	27/06/18	Geography Paper 2	70	31
32	KwaZulu-Natal	Newcastle Centre	27/06/18	Geography Paper 2	134	55
33	Limpopo	Hlalukweni Part-Time Centre	24/05/18	English Home Language Paper 1 English First Additional Language Paper 1	02 320	00 159
34	Limpopo	Thabamooopo Multi-Purpose Centre	25/05/18	Mathematics Paper 1 Mathematical Literacy Paper 1	87 68	40 40
35	Limpopo	Mmanare Part-Time Centre	28/05/18	Accounting Paper 1	40	15
36	Limpopo	Makhado Comprehensive	08/06/18	History Paper 1	30	14
37	Limpopo	Mmiditsi Part-Time Centre	11/06/18	History Paper 2	35	16
38	Limpopo	Marobathota High School	14/06/18	Physical Sciences Paper 1	14	12
39	Limpopo	Thabamooopo Multi-Purpose centre	19/06/18	Economics Paper 1	66	34
40	Limpopo	Tshebela High School	22/06/18	Agricultural Sciences Paper 1	50	20
41	Limpopo	Maruatona Secondary School	27/06/18	Geography Paper 1	60	26
42	Mpumalanga	Senzangakhona Secondary School	24/05/18	English Home Language Paper 1 English First Additional Language Paper 1	12 158	08 86

Description	Province	Centre	Date	Subject	Registered	Wrote
43	Mpumalanga	John Mdluli Primary School	25/05/18	Mathematics Paper 1 Mathematical Literacy Paper 1	97 126	55 84
44	Mpumalanga	Mathipe High School	14/06/18	Physical Sciences Paper 1	35	13
45	Mpumalanga	Elangwane Secondary School	19/06/18	Economics Paper 1	38	13
46	Northern Cape	Tetlanyo High School	24/05/18	English Home Language Paper 1 English First Additional Language Paper 1	39 119	18 60
47	Northern Cape	Hoërskool Weslaan	28/05/18	Mathematics Paper 2 Mathematical Literacy Paper 2	15 58	04 36
48	Northern Cape	Tetlanyo High School	31/05/18	CAT Paper 1	11	03
49	Northern Cape	Ratang Thuto	01/06/18	Life Sciences Paper 1	37	17
50	North West	Mmanotse Modoane High School	25/05/18	Mathematics Paper 1 Mathematical Literacy Paper 1	109 176	47 82
51	North West	Huhudi Secondary School	29/05/18	Accounting Paper 1	42	29
52	North West	Mmabatho High School	01/06/18	Life Sciences Paper 1	502	247
53	North West	Colinda Primary School	19/06/18	Economics Paper 1	115	65
54	North West	Goitseone Mankuroane Primary School	27/06/18	Geography Paper 1	112	55
55	Western Cape	St Francis Adult Centre	24/05/18	English Home Language Paper 1 English First Additional Language Paper 1	59 565	25 392
56	Western Cape	Kleinvlei Secondary School	28/05/18	Mathematics Paper 2 Mathematical Literacy Paper 2	70 229	26 111
57	Western Cape	Thembaletu Secondary School	04/06/18	Life Sciences Paper 2	252	135
58	Western Cape	Koos Sadie Primary School	12/06/18	Afrikaans Home Language Paper 1 Afrikaans First Additional Language Paper 1	60 87	30 42
59	Western Cape	Lentegeur Secondary School	13/06/18	Religion Studies Paper 1	159	109
60	Western Cape	College of Cape Town	14/06/18	Physical Sciences Paper 1	73	36

Annexure 2B: Summarised areas of concern – Writing Phase

Criteria	Nature of non-compliance	Centres implicated
<p>Delivery and storage of examination material before writing</p>	<p>Examination material kept in a car on arrival at the examination centre</p>	<p>Thutomfundo Adult Centre Hlamvana High School Newcastle Centre John Mdluli Primary school Mbalenhle Primary School</p>
<p>The invigilators and their training</p>	<p>Invigilator appointment letter not available</p>	<p>Chief invigilator Bizana Hall Dimbaza Private Centre Gaegolelwe Adult Centre Adams College Hlalukweni Part-Time Centre Hoërskool Weslaan Mmabatho High School Diepkloof Community Learning Centre Bisho Adult Centre Zwelitisha Distance Centre</p> <p>Invigilators Bizana Hall Dimbaza Private Centre Mthatha Technical Thutomfundo Adult Centre Adams College Hoërskool Weslaan Tetlanyo High School Mmabatho High School Koos Sadie Primary School St Francis Adult Centre Diepkloof Community Learning Centre Bisho Adult Centre Omhle Finishing Centre Zwelitisha Distance Centre</p>

Criteria	Nature of non-compliance	Centres implicated
	Evidence of training of invigilators not available	<p>Chief invigilator Dimbaza Private Centre Gaegolelwe Adult Centre Moepathutse Adult Centre Adams College Nsikanyendlu Adult Centre Hlalukweni Part-Time Centre John Mdluli Primary School Mathipe High School Hoërskool Weslaan Kleinvlei Secondary School Nkwanca Adult Education Centre Zwelitisha Distance Centre</p> <p>Invigilator Dimbaza Private Centre Mthatha Technical Moepathutse Adult Centre Adams College Nsikanyendlu Adult Centre Hlalukweni Part-Time Centre John Mdluli Primary School Mathipe High School Hoërskool Weslaan Huhudi Secondary School Nkwanca Adult Education Centre Bisho Adult Centre Zwelitisha Distance Centre</p>
Preparations for writing and the examination venues	Seating plan for candidates not available	Mthatha Technical Leseding technical School Mbowa Academy Thutomfundo Adult Centre John Mdluli Primary School Senzangakhona Secondary School Huhudi Secondary School Lebogang Secondary School
	No time-displaying device available	Shea O'Connar Combined Newcastle Centre
	Candidates not seated according to seating plan	Hlalukweni Part-Time Centre
	Attendance register for invigilators not signed	Mthatha Technical St Thomas Secondary Leseding Technical School John Mdluli Primary School Mathipe High School Lentegeur Secondary School Nkwanca Adult Education Centre Zwelitisha Distance Centre Diepkloof Community Learning Centre Makhado Comprehensive

Criteria	Nature of non-compliance	Centres implicated
	Examination file not maintained	Mthatha Technical Nkwanca Adult Education Centre Zwelitisha Distance Centre
	Identity document not verified on entry of candidates	Dimbaza Private Centre St Thomas Secondary School Gaegolelwe Adult Centre Pretoria Central Adult Centre Nsikanyendlu Adult Centre Hlamvana High School Goitseone Mankuroane Pri School Zwelitisha Distance Centre Diepkloof Community Learning Centre Maruatona Secondary School Mmiditsi Part-Time Centre
	Calculators not checked for compliance	Adams College Nsikanyendlu Adult Centre Shea O'Connar Combined John Mdluli Primary School Mathipe High School Hoërskool Weslaan Huhudi Secondary School Kleinvei Secondary School Thembaletu Secondary School Lebogang Secondary School Diepkloof Community Learning Centre
	Candidates in possession of cell phones	Thahameso Secondary School Pretoria Central Adult Centre Nsikanyendlu Adult Centre Elangwane Secondary School Goitseone Mankuroane Pri School Nkwanca Adult Centre Zwelitisha Distance Centre Mmiditsi Part-Time Centre Tshebela High School
	Invigilator-candidate ratio not adhered to	Mthatha Technical Moepathutse Adult Centre
Time management for crucial activities	Invigilators arrived late to the examination room	Marobathota High School St Francis Adult Centre
	Question papers not checked for technical accuracy	Dimbaza Private Centre Shea O'Connar Combined Hlulukweni Part-Time Centre John Mdluli Primary School St Francis Adult Centre Bisho Adult Centre Zwelitisha Distance Centre Diepkloof Community Learning Centre Maruatona Secondary School Tshebela High School

Criteria	Nature of non-compliance	Centres implicated
	Regulated reading time not observed	Bizana Hall Gaegolelwe Adult Centre Pretoria Central Adult Centre Nsikanyendlu Adult Centre Hlalukweni Part-Time Centre John Mdluli Primary School Nkwanca Adult Education Centre Bisho Adult Centre Vulamehlo Adult Centre Diepkloof Community Learning Centre Marianridge Secondary School Makhado Comprehensive Mmiditsi Part-Time Centre Tshebela High School
	Examination rules not read to candidates	Dimbaza Private Centre Thahameso Secondary School Nsikanyendlu Adult Centre Hlamvana High School Hlalukweni Part-Time Centre St Francis Adult Centre Zwelitisha Distance Centre Makhado Comprehensive Maruatona Secondary School Tshebela High School
	Examination started later than the stipulated time	St Thomas Secondary Hlalukweni Part-Time Centre Marobathota High School Tetlanyo High School St Francis Adult Centre Diepkloof Community Learning Centre
Activities during writing	Candidates were allowed to leave during the last 15 minutes	Pretoria Central Adult Centre Marobathota High School Mmanare Part-Time Centre Colinda Primary School Mmanotse Modoane High School Kleinvele Secondary School Lentegeur Secondary School Bisho Adult Centre Mmiditsi Part-Time Centre
	Answer books were left on the desks by candidates on completion	Reneilwe Community Learning Centre Thutomfundo Adult Centre Omhle Finishing Centre
	Candidates were allowed going to toilet unmonitored at one centre	Gaegolelwe Adult Centre
Packaging and transmission of scripts after writing	One script was missing during packaging at one centre	Mampoi High School

Annexure 4A: Centres implicated for non-compliance in critical areas

Criteria	Nature of non-compliance	Centres implicated
Planning for marking	Late receiving of marking guidelines/ memoranda	Union High (EC), Ferdinand Postma High School, Technical High School Potchefstroom (NW), Diamantveld High School (NC), President High School (GDE)
	Marking guidelines for English HL Paper 3 were still outstanding at time of monitoring (third day of marking) and the markers appointed for this question paper were not marking	Diamantveld High School
	No deputy centre manager appointed	Diamantveld High School
Security	No identification asked for at the entrance/mediocre access control	Diamantveld High School
	Vehicles not searched	Diamantveld High School
	Lack of security or escorts during transport of answer scripts	Ferdinand Postma High School, Technical High School Potchefstroom (NW), AM Moolla Spes Nova (KZN), Nelspruit High (MPU)
	Minimum standards for security at the marking centre not met	Brebner Primary School
Handling of irregularities	Information regarding irregularities not shared with Umalusi	Nelspruit High School
	No structure in place to deal with irregularities at centre level	Brebner Primary School
Monitoring by the DBE	No indication of any visit by the DBE at the time of monitoring	AM Moolla Spes Nova
	No report left by DBE after visiting the centre	All centres
	Key issues not addressed by DBE in a report	All centres

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