

Report on the Quality Assurance of the Examinations and Assessment of the National Senior Certificate: Eksamenraad vir Christelike Onderwys (ERCO)



standards, quality, growth



UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE
OF THE 2011 NATIONAL SENIOR
CERTIFICATE EXAMINATIONS
EKSAMENRAAD VIR CHRISTELIKE
ONDERWYS

2011

PUBLISHED BY:



Council for Quality Assurance in
General and Further Education and Training

COPYRIGHT 2011 UMALUSI COUNCIL FOR QUALITY
ASSURANCE IN GENERAL AND FURTHER EDUCATION
AND TRAINING. ALL RIGHTS RESERVED.

Contents

LIST OF ACRONYMS AND ABBREVIATIONS	iii
FOREWORD	iv
CHAPTER 1:	1
1 Overview of the report	1
2 Purpose of the Report	1
CHAPTER 2: MODERATION OF QUESTION PAPERS	2
1 Introduction	2
2 Scope	3
3 Approach	3
4 Findings	4
5 Areas of good practice	14
6 Areas of concern	14
7 Recommendations	14
8 Conclusion	15
CHAPTER 3: MODERATION OF SCHOOL-BASED ASSESSMENT	18
1 Introduction	18
2 Purpose	18
3 Approach	19
4 Scope	19
5 Findings	19
PART A: TERM 3	20
6 Policy	20
7 Assessment Tasks	21
8 Moderation at different levels	26
9 Areas of concern	27
10 Recommendations	27
PART B: TERM 4	27
11 Moderation at different levels	34
12 Areas of good practice	35
13 Areas of concern	35
14 Recommendations	36
15 Overall Conclusion	37
CHAPTER 4: MONITORING OF THE CONDUCT OF THE EXAMINATION	38
1 Introduction	38
2 Scope and approach	38
3 Findings	40
4 Conclusion	45

CHAPTER 5: VERIFICATION OF MARKING.....	47
1 Introduction.....	47
2 Scope.....	47
3 Approach.....	47
4 Findings.....	48
5 Centralised verification of marking	50
6 Conclusion.....	54
CHAPTER 6: STANDARDISATION OF EXAMINATION RESULTS	55
1 Introduction.....	55
2 Purpose of standardisation.....	55
3 Scope of the standardisation	55
4 Umalusi's approach to the standardisation of the NSC.....	55
5 Procedures for the 2011 NSC standardisation	57
6 2011 standardisation decisions	57
7 Verification of the resulting processes	57
8 Areas of concern and recommendations	58
9 Conclusion.....	58
CHAPTER 7: CONCLUSION.....	59
ACKNOWLEDGEMENTS.....	60

List of acronyms and abbreviations

Affiliates / Providers	: ACE, Brainline, Impak-Delta
ASs	: Assessment Standards
CA	: Conditionally approved
CAT	: Computer Applications Technology
DBE	: Department of Education
ERCO	: Eksamenraad vir Christelike Onderwys
FAL	: First Additional Language
HL	: Home Language
IT	: Information Technology
LOs	: Learning Outcomes
NSC	: National Senior Certificate
P1, P2, P3	: Paper 1, Paper 2, Paper 3
PET	: Physical Education Task
SAL	: Second Additional Language
SAG	: Subject Assessment Guidelines
SBA	: Site-Based Assessment / School-Based Assessment
Umalusi	: Council for Quality Assurance in General and Further Education and Training

Foreword

It has been four years since the National Senior Certificate (NSC) examinations were first implemented in 2008. On looking back at this time in 2008 and comparing it to where we are now, a notable degree of both growth and stability can be discerned as regards the NSC examination systems and processes. As far as Umalusi is concerned, the experiences and gains of the past three years have contributed to improved quality assurance processes.

Umalusi recently celebrated its 10th anniversary. The organisation has spent 10 solid years ensuring the quality of education in South Africa. Although we cannot boast that we have been the best there is when it comes to ensuring the quality of education, we can nevertheless say without hesitation that we have consistently ensured that the standard and quality of the NSC examination have been maintained. 2011 is therefore the year when we look back to see how we have grown as an organisation. One remarkable achievement this year is that we made history by going public with our standardisation processes and decisions. The decision by Umalusi to make these matters public was made in terms of the Promotion of Access to Information Act (PAIA). After consultation with other external bodies, and in the best interests of the qualification and the reputation of Umalusi as the Quality Council, Umalusi disclosed the 2010 NSC standardisation decisions on 25 February 2011. This detailed disclosure of standardisation decisions sets a precedent for the 2011 standardisation decisions.

Umalusi carried out the following standard quality assurance processes for the Eksamenraad Vir Christelike Onderwys (ERCO) 2011 NSC examinations:

- Moderation of the November 2011 and March 2012 question papers (in a few subjects only)
- Moderation of site-based assessment (SBA): teacher files and evidence of learner performance
- Monitoring of the conduct of the NSC examinations
- Verification of a sample of marked scripts
- Standardisation of marks according to agreed statistical and educational principles

The above-mentioned quality assurance processes were carried out by various teams of experts. Umalusi has its own teams of subject specialists, referred to as external moderators, and these were used to conduct the moderation of question papers and the SBA and the verification of marked scripts. Umalusi also has its own teams of monitors located in all nine provinces, who are conversant with the NSC examination system, having been part of the system previously. These teams of monitors monitored the writing and marking of the ERCO NSC examinations in the provinces where ERCO has examination centres. The standardisation of marks was undertaken by members of the Umalusi Assessment Standards Committee (ASC) – a committee of the Umalusi Council. The members of the ASC comprise a combination of esteemed statisticians and educationists, whose role is to ensure that learner marks are standardised against educationally sound statistical principles.

Over and above the quality assurance processes mentioned above, Umalusi conducted a post-exam analysis of 10 'gateway' subjects. Teams of subject specialists were appointed to analyse ERCO question papers of these 10 subjects using criteria determined by Umalusi. The reports emanating from these teams were used as part of the evidence presented to the Umalusi Assessment Standards Committee, with a view to informing the decisions taken with regard to the standardisation of these subjects.

This report highlights good practices as well as areas of concern observed during the quality assurance processes. Despite the areas of concern mentioned in this report, Umalusi notes that the ERCO 2011 NSC examination was conducted in line with the relevant policies and regulations governing this examination.

A handwritten signature in black ink, appearing to read 'A. Mabizela', with a stylized flourish at the end.

Dr Sizwe Mabizela
Chairperson of Council
29 December 2011

Chapter One

1 OVERVIEW OF THE REPORT

Umalusi, as the Quality Council responsible for quality assurance of the General and Further Education and Training Sub-Framework, has been assigned the statutory obligation to perform the quality assurance of all the exit-point assessments and examinations within its scope of jurisdiction. In fulfilling this statutory responsibility, and also with the express aim of maintaining and improving the norms and standards in the NSC examination, Umalusi undertook the following quality assurance initiatives:

Moderation of the NSC November 2011 question papers, as well as the March 2012 question papers in selected subject

Moderation of SBA portfolios

Monitoring of the conduct of the NSC examination

Verification of marking

Standardisation of marks

2 PURPOSE OF THE REPORT

The purpose of this report is to present findings of Umalusi's quality assurance of ERCO 2011 NSC examination. The report therefore highlights the following:

- The salient findings on question paper moderation from the external moderators' reports, which have been synthesised and analysed, and then used to make judgements on the standard of the NSC examinations
- The quality and standard of the ERCO SBA
- The quality and standard of marking
- The efficiency and effectiveness of the ERCO processes for the conduct of the NSC examinations
- The moderation of marks during the standardisation process

The report also highlights areas of good practice where observed, as well as areas of concern, and it makes recommendations for improvement accordingly.

Chapter Two

Moderation of question papers

1 INTRODUCTION

Standard setting is a key quality assurance responsibility, which has been entrusted to Umalusi through the Quality Council Act. Umalusi addresses this responsibility through a number of quality assurance processes, of which the moderation of question papers is one.

Question paper moderation is a critical process in ensuring that question papers adhere to the set standards outlined in the Subject Assessment Guideline and, where applicable, the Examination Guidelines. These standards prescribe the content and cognitive spread to be covered in a question paper.

Umalusi moderated the question papers set by the Eksamensraad vir Christelike Onderwys (ERCO) for the 2011 November NSC examination. ERCO also submitted back-up question papers for some of the subjects. A substantial number of the papers written by ERCO candidates were obtained from the Department of Basic Education (DBE) and the IEB. The 2011 ERCO moderation of question papers was characterised by a number of challenges:

- The late appointment of examining panels in some of the key subjects
- Compromised quality and standard of question papers at first moderation
- The late submission of question papers, which led to an extension of timeframes beyond the normal cycle for setting of question papers in a number of subjects

It should be noted that the above-mentioned challenges impacted negatively on the entire external moderation process, as in many cases the extended timeframes placed Umalusi external moderators under tremendous pressure to approve the papers before the commencement of the examination.

2 SCOPE

ERCO presented Umalusi with forty (40) November question papers for moderation. The other 39 question papers were purchased from the Department of Basic Education (DBE).

For the November 2011 NSC examinations, question papers for the following subjects were obtained from the DBE:

Languages	Non-language subjects
Afrikaans Home Language P1, P2, and P3	Agricultural Technology
Afrikaans First Additional P1, P2, and P3	Civil Technology
English Home Language P1, P2, and P3	Mechanical Technology
English First Additional Language P1, P2, and P3	Information Technology P1 and P2
isiZulu First Additional Language P1, P2, and P3	History P1 and P2
French Second Additional Language P1, and P2	Mathematical Literacy P1 and P2
German Second Additional Language P1, and P2	Consumer Studies
Portuguese Second Additional Language P1, and P2	Dramatic Arts
	Visual Arts P1 and P2
	Design P1 and P2
	Music P1 and P2

The table below provides a summary of the approval status at first moderation:

Status of approval at first moderation	Total number of ERCO papers
Papers approved at first moderation	3
Papers conditionally approved and to be resubmitted for second moderation	20
Papers conditionally approved, and not to be resubmitted for second moderation	12
Papers not approved at first moderation	4

3 APPROACH

ERCO question papers were moderated off site. In terms of this approach, a team of Umalusi-appointed external moderators was used to moderate the papers in their own homes within a specified time frame, with the question papers being sent to external moderators via courier services.

After the question papers had been approved by the external moderators, Umalusi staff verified the moderator reports to ensure the congruence of question papers with the SAGs, and exam guidelines. This exercise took place before the question papers were finally signed off by the external moderators.

External moderators followed very clear and detailed moderation criteria for each of the question papers. Criteria entailed the following:

- Face validity/technical criteria
- Internal moderation
- Content coverage
- Cognitive demand
- Marking memoranda
- Language and bias
- Adherence to policy and guidelines
- Predictability

All these criteria had to be satisfied in order for the question papers to be approved. The cognitive demand of the question papers received more attention as it is through this demand that Umalusi is able to determine the standard of the question papers. Umalusi therefore allowed for a deviation within a tolerance of 5% either way in the distribution of the cognitive skills assessed. Question papers in which anomalies were found were sent back to be reworked by the examining panel appointed by the assessment body.

4 FINDINGS

The findings in this report are presented in accordance with Umalusi-approved criteria for the moderation of question papers, as outlined below. The findings presented herein reflect the status of the question papers at first moderation. It should therefore be noted that the shortcomings reported on below were corrected prior to the approval of the question paper.

i) Technical criteria

These criteria look at the presentation and finish of the question papers. Umalusi requires question papers submitted for external moderation to be in print-ready format.

The following papers were found to have technical issues during the moderation:

Paper	Finding/Concern
Accounting	<p>The question paper was very long, comprising 10 questions, and had the potential to confuse candidates, as some of the questions were repeated.</p> <p>Some of the questions were unclear and ambiguous.</p> <p>Paper was not in line with the required format.</p>
Afrikaans HL P2	<p>The technical requirements were in most cases complied with, except for the general layout of the paper, which was inappropriate and not candidate friendly.</p>
Afrikaans HL P3	<p>Technically, the paper did not adhere to most of the critical requirements of the criteria:</p> <ul style="list-style-type: none"> • Instructions were unclear and ambiguous. • Mark allocation not clearly indicated. • Some of the graphics were irrelevant. • Paper was not innovative and omitted questions on visual stimuli.
Economics	<p>The paper was full of technical errors and omissions:</p> <ul style="list-style-type: none"> • Numbering of questions was incorrect. • Instructions were generally unclear. • Mark allocation on the paper did not correspond to the memo.
English FAL P1	<p>Two of the pictures were dark and unclear.</p>
English FAL P3	<p>Technically, the paper satisfied the criteria in most respects; however, the length of the essay was inappropriate,</p> <p>One of the instructions was found to be ambiguous and unclear.</p>
Business Studies	<p>Technically, the paper met most of the minimum requirements on the criteria; however, the format was not good, mark allocation and distribution of marks were not congruent with the memo.</p>
Agricultural Science P1 and Agric Management Practice	<p>The history of question paper moderation was omitted when this paper was submitted for external moderation, making the moderation difficult.</p>
Life Sciences P1 and P2	<p>P1: The use and printing of micrographs needed serious attention.</p>
Mathematics P1 and P2	<p>Both papers complied generally with the criteria, except for three symbols on the formula sheet which were incorrectly labelled; there were also a number of typing errors.</p>
Mathematics P3	<p>Formatting of the paper was not in line with SAGs requirements, e.g. spacing between text and figures in Q2; Q3 and Q4.</p> <p>Page numbering was incorrect. Numbering of the diagrams was not consistent with the questions.</p>
Tourism	<p>The paper complied in most respects; however, the quality of the pie graph(Q15) needed improving.</p> <p>In some instances the instructions were unclear or unrealistic – e.g. Q8; Q13; Q14.</p>

Paper	Finding/Concern
Physical Science P1	The following questions were unclear and needed to be replaced: Q1,1; 3.2;4.2 and 4.3; Q 10.1.2.
Physical Science P2	The paper was presented for moderation with page 5 of the memo missing. The memo did not incorporate negative marking in the following questions: Q6.3.2–Q6.3.3 and Q8.1.2.
English HL P1	The paper complied technically in most respects with criteria, except for the poor formatting and layout of the paper. Some of the texts were illegible and not print ready. Inconsistencies with regard to paragraphing, line numbering, spacing, line alignment and bordering were detected.
English HL P2 and P2 (Brainline)	A number of technical inconsistencies were discovered in the paper: Logo not in the paper, the original paper not submitted, labelling and referencing of text needed revision. Numbering was omitted on some of the papers.
Afrikaans FAL P2 (Brainline); Afrikaans HL P2 (Brainline)	Technically, the paper was very poor as there were too many mistakes. Some of the instructions were ambiguous.
Afrikaans FAL P1	Technically, the paper complied in most respects, except that some of the questions had to be reordered. Internal moderation of the paper had obviously not been rigorous, as it was full of careless mistakes. The paper was not innovative and lacked current development, for instance, the name 'Rand Afrikaanse Universiteit' was used in the text, even though it is no longer in use.
Afrikaans FAL P2	The paper was technically poor, and in each of the 16 pages there were serious typing errors, omissions, lack of punctuation – the list is endless.

ii) Internal moderation

Umalusi policy requires that each question paper submitted for external moderation must have been moderated internally, and that the internal moderator's report should accompany the question paper.

Generally, the standard of internal moderation was acceptable. This was evidenced by the very few instances in which concerns regarding the standard of internal paper moderation were raised at the first moderation. Such concerns were raised with regard to the following papers:

Paper	Finding/Concern
Accounting	Moderation was not rigorous, as the paper was presented with a number of errors. Analysis grids were incorrectly drawn, meaning that the paper was accepted and sent for external moderation without knowing the level

Paper	Finding/Concern
	at which the paper was pitched in terms of the distribution of cognitive and difficulty levels.
Agricultural Science P1	The standard and quality of the internal moderator inputs lacked content elaboration.
Agricultural Management Practice	There was no evidence of Criterion 2 minimum standard 2.3 and 2.4 on the package submitted for external moderation. The sub-statements require clearly defined inputs from the internal moderator.
Afrikaans FAL P2 ; P3, and Brainline P2; Afrikaans HL P2 (Brainline)	The internal moderation was very poor as the paper submitted for external moderation had numerous alarming errors. The quality of the inputs presented from the internal moderation process was very poor.
Economics	Standard of the moderation was poor. Inputs from the internal moderators were too broad and did not provide a clear indication of what needed to be done.
Life Sciences P1 and P2; Mathematics P1 and P2; Mathematics P3; and Business Studies	The moderation was not intensive and thorough, as some errors had not been corrected. Quality and standard of internal moderators' input was unclear, confusing and inappropriate.
Physical science P2	The internal moderators' inputs after moderation were not made available to the external moderator.

iii) Content coverage

Coverage of content is determined by the extent to which learning outcomes (LOs) and assessment standards (ASs) have been addressed in the question paper.

There were papers where, at first moderation, content had not been covered in line with what the guidelines recommend, for instance:

Paper	Finding/Concern
Accounting	The paper did not cover the required LOs and ASs adequately. Mark allocation was outside the prescribed mark range specified in the SAGs and the exam guidelines. The weighting and spread of LOs and ASs was inappropriate. In some instances, the ASs were inappropriately integrated and linked to irrelevant content.
Afrikaans FAL P2	The level of compliance of the paper was quite limited, e.g. LOs and ASs were generally inappropriate and unevenly distributed or weighted. Many of the questions/instructions were poorly formulated and unclear, e.g. Q5.6; 5.8; 6.1.4; 6.1.15 etc. In some cases, the same questions were repeated: Q6.1.2; 6.1.12; and 6.13.
Afrikaans FAL P2 (Brainline)	The paper presented poorly formulated choice questions which were generally of an unequal cognitive challenge. The difficulty level of choice questions was also unequal, e.g. Q6.3 difficulty level differed to

Paper	Finding/Concern
	that of Q5.
Engineering Graphics and Design P1 and P2	Although the paper complied with the criteria in most respects, it was found that it was not aligned appropriately in terms of spread and weighting of LOs and ASs.
English FAL P2 (Brainline)	The paper complied in most respects with the criteria requirements; however, it was discovered that the paper had very few multiple choice questions (MCQ) and no true/false questions.
Business Studies	The weighting and spread of LOs and ASs were inappropriately distributed, resulting in the paper not integrating with other components of the curriculum.
Life Sciences P1	The papers did not meet the weighting requirement for 2011 as outlined in the exam guideline. The paper assessed LO1 and LO3 inadequately, with more questions being directed at LO2. Question 2.1.5 was outside the scope of the exam guidelines.
Life Sciences P2	Weighting and spread of LOs and ASs were inappropriate.
Mathematics P1 and P2	Both papers complied fully with the minimum requirements, except for two changes that needed to be effected to the mark allocation of Paper 2.
Mathematics P3	Grading and allocation of LOs and ASs according to level of difficulty was problematic – realignment of Q5.1; Q7.2.1; Q7.2.2; Q8.2.1; Q8.2.2 and Q9.2.3 was recommended.
Physical Science P1	Although the paper covered the relevant LOs and ASs, it was generally not coherent.
Physical Science P2	The paper complied in most respects with set minimum standards; however, LOs 1 and 3 were under-assessed. It was discovered that in Q2.5 the ERCO panel examined content that is not examinable.
English HL P2 (Brainline)	The paper was poorly structured and not cognitively challenging.
Afrikaans HL P2	Although the paper complied in most respects, it remained too basic as various types of question were not considered; their inclusion would have improved the quality of the paper.

iv) Cognitive demand

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

Umalusi ensured that papers were pitched at the required cognitive levels. As indicated earlier, Umalusi allowed a deviation of no more than 5% either way. However, the challenge encountered in this regard was that in certain subjects the guideline documents did not prescribe the recommended cognitive weighting, in which case the

examining panels and external moderators used consensus to arrive at an agreed standard.

Paper	Finding/Concern
Afrikaans HL P3	The paper presented an imbalanced distribution of cognitive levels, with most of the questions concentrated between the lower and middle order levels. Some of the choice questions were weighted unequally, making them unfair to candidates.
Business Studies	The paper included very few questions on middle- and higher-order skills. The paper did not make provision for assessing other skills, as prescribed in the SAGs and exam guidelines, therefore making it a substandard paper.
Agricultural Science P1	Some of the questions lacked the inclusion of the latest developments in the subject, as some of the questions were set using the NATED 550 resource material.
English FAL P2	The paper complied in most respects with criteria requirements; however, the cognitive and difficulty level of the essays and the contextual questions needed to be raised. The Brainline English FAL P2 was an imbalanced paper as a result of the unequal distribution of cognitive and difficulty levels. The contextual question was cognitively below the set standard.
Economics	The analysis grid was inappropriate and mark distribution was not in line with the suggested norm: e.g. Q 3.3.1; 3.3.3. The difficulty level of choice questions was unequal and thus unfair to candidates. The paper was unable to discriminate clearly in terms of the distribution of cognitive skills.
Engineering Graphics and Design P1 and P2	In both the papers, the taxonomy was inadequately applied. There was also a need to realign and reallocate the weighting, as per the exam guidelines.
Life Sciences P1 and P2	The grading of questions and the distribution of cognitive domains were inappropriate and modification in terms of redistribution was recommended. Mark distribution in Paper 2 was not in line with the SAG specifications.
Mathematics P1 and P2	Paper 2 was cognitively imbalanced – there was more emphasis on routine procedure questions than the other question types. The paper tended to be too easy and needed the inclusion of problem-solving questions. Therefore, the distribution of marks was also affected.
Mathematics P3	The paper was highly concentrated on level 2 questions: routine procedures – very few questions were allocated to testing problem solving.
Physical Science P1	Paper was not innovative and did not comply with the set proportions in terms of the various difficulty levels set out in the exam guideline and SAGs.

Paper	Finding/Concern
English HL P2 (Brainline)	Some of the questions did not scaffold according to the prescribed cognitive level weightings. Questions on the novel were mostly close-ended questions.
Afrikaans FAL P1	The paper was cognitively skewed and the difficulty level distribution was proportionally imbalanced. The prescribed cognitive demand norm of 40:40:20 was not adhered to since the cognitive distribution of the paper was 15:32:53 – making the paper generally difficult.
Afrikaans FAL P1,2,3	All papers were presented without the examining panel analysis grids to show the allocation, spread and weighting of content coverage (i.e. allocation of LOs and ASs) and cognitive and difficulty level.
Afrikaans HL P1	The cognitive demand of the paper was of an acceptable standard; however, some of the questions had to be realigned and reshuffled to comply with an appropriate difficulty level.

v) Marking memoranda/ marking guidelines

Generally speaking, corrections to the memoranda were necessitated by changes, adaptations and corrections being made to certain questions in the question papers. This warranted the revision of the memoranda to accommodate these changes.

Issues pertaining to marking memoranda were raised during the first moderation in the following subjects:

Paper	Finding/Concern
Accounting	The memo did not always include method marks where this was expected. The memo was very narrow and did not provide for alternative responses that might be made by the candidates.
Afrikaans HL P1	The memo complied in most respects with criteria requirements, except in cases where the responses/ answers did not correspond to the set questions – e.g. Q 1.12–1.16.
Afrikaans HL P3	No marking guideline was submitted with the paper in the first moderation making it difficult for the external moderator to conduct the moderation.
Agricultural Science P1 and Business Studies	The memo did not contain possible alternative answers as required by the SAGs. Memo failed to incorporate use of ticks (✓) – making it difficult for the marker to apply during the marking process.
English FAL P1 and P2	Paper 1 complied in most respects, except for seven questions: Q1.4.2; Q1.6.3; 1.8; Q4.1.1; Q4.5; Q4.10; and Q4.13, which required some changes. Paper 2: Here also, the paper complied in most respects, but six questions needed some adjustments: Q 2.7.1; Q4.1; Q4.15; Q6.14; Q7.6; Q7.7 and Q8.3.2.
Economics	Memo was inaccurate and did not correspond with allocation of marks in the paper.

Paper	Finding/Concern
Geography P1	One of the questions in the paper did not correspond with the answer provided in the memo: Q1.7 – the question was replaced.
Hospitality Studies	Some of the responses on the memo did not correspond with the questions on the paper – e.g. Q1.12. The memo was too rigid: Q4.2.2; Q4.6.3 and Q5.4.4 did not accommodate other alternative responses.
Life Sciences P1	The memo was not always accurate as incorrect responses were identified – e.g. Q 1.3.4; 1.4.1; 1.6.2. In some cases more detail was required, e.g. 4.1.1(d).
Life Sciences P2	Memo inaccurate and in some instances did not allow for alternative responses – e.g. Q 1.4.4; 2.1.3(b); 3.4.2; 3.5.1; 4.1.1(b)
Mathematics P1 and P2	Memos were not always accurate – a few typing errors were detected. On a small scale, alternative solutions to the memo were included.
Mathematics P3	Alternative responses were not always incorporated into the memo. Memo was not thoroughly edited; hence it contained many typos and grammatical errors.
Physical Science P1	The memo did not provide for alternative responses – making the memo very rigid and fixed. There were a few instances where the answers provided were incorrect or answered the question indirectly.
English HL P2 (Brainline)	The memo was generally inaccurate, especially in terms of the ‘part mark’ allocation. Owing to the poor structural format and the distribution of cognitive levels, the memo was found inappropriate and inaccurate.
Afrikaans FAL P1; P2, and Brainline FAL P2	The memo displayed limited compliance as it did not facilitate marking. The number of errors on the memo was enormous and compromised its quality thereof. For example, mark allocation and mark distribution were problematic as some of the question were unnecessarily overloaded with marks, e.g. Q1.2; 1, 9; 1.10; some of the questions were unclear or badly formulated; no alternative answers were provided for in the memo.

vi) Language and bias

The question papers have to be fair, accommodating and free from subtleties and ambiguities that could disadvantage learners. An appropriate language register should be used, and all candidates, no matter their context or background, should be able to relate to the question paper at hand.

Concerns pertaining to language and bias were reported in the following question papers:

Paper	Finding/Concern
Accounting	Some of the questions were heavily worded, making the paper unnecessarily long. In a number of cases the language register was found to be inappropriate for the cohort.
Agricultural Science P1	Some of the concepts showed evidence of mistranslation during translation from Afrikaans to English.
Hospitality Studies	Translation from Afrikaans to English was always a problem, as was the case in the following questions: English paper: Q 1.1.5; 1.1.9, 1.1.11; 1.4; 2.1; 2.4; 3.1; 3.4; 4.5; Afrikaans paper: Q 1.3; 1.4; 2.1.1; 3.2.3; 4.3; 5.4.
Economics	Subject terminology was inappropriate, e.g. NATED550 subject terminology used in NSC Economics. Some questions had to be reworded so that they were clearer and less confusing.
Life Sciences P1 and P2	The paper complied with the criteria in most respects; however, the translations from Afrikaans to English posed problems which might have compromised the standard and fairness of the paper. Some of the questions had to be rephrased: for instance – P1 Qs 1.1.3; 1.3.5; 1.4.2; 2.1.3. In paper 2, a number of questions had to be rephrased: Q's 3.4.3; 3.5.2; 4.3.
Mathematics P1 and P2	Translation of both papers was problematic. In Paper 1, 20 corrections relating to translation errors were identified, and in three instances the omission of some words was detected In Paper 2, translation errors were detected in 10 instances, with omissions detected in five.
Mathematics P3	Mathematical terminology used in some of the questions was not mathematically sound; e.g. Q 2.1; Q3.2; Q4; Q7; and Q9. A translation from Afrikaans to English was always a potential risk.
Physical Science P2	Many questions were found to be unclear and ambiguous, and 44 mistakes were identified in this regard.
Engineering Graphics and Design	Both the papers complied fully with the minimum requirements stated under criterion 6; however, minor errors, such as spelling, sentence construction and appropriate subject terminology, arose from the translation from Afrikaans to English.
English HL P1	The paper was poorly constructed. Comprehension passage was biased in favour of the Christian religion. Gender bias was detected in the comprehension text.
Afrikaans FAL P1 and P2	There was evidence of gender bias in some of the questions, e.g. inappropriate use of possessive pronouns was evident across the

Paper	Finding/Concern
	<p>paper and in the memo.</p> <p>The instructions were too complex, making it difficult for average second language candidates to engage fairly with the paper.</p> <p>There were numerous grammatical mistakes in the paper that would create unnecessary confusion. For example, in Paper 1, Q 1.11 and 2.7 were supposed to assess grammar knowledge and not reading skills.</p>
Afrikaans HL P3	<p>The language register used in Q1.1 was inappropriate for average candidates.</p> <p>There were also questions that were gender biased.</p> <p>Some of the instruction sentences were too long and had the potential to confuse candidates.</p>

vii) Predictability

The assessment body is required to provide a full history of the paper to be moderated, including the question papers for the three previous years. This is done to guard against questions being repeated from previous years' question papers. Very few question papers were reported 'to be predictable'.

Paper	Finding/Concern
Life Sciences P1	Diagrams and questions: Q3.2 and Q3.3 were modified but were likely to be regarded as predictable, as they were asked previously in the National exemplar.
Physical sciences P1	There was a large percentage of relatively routine questions, which could be regarded as predictable, as they had been copied from past question papers.

viii) Overall impression

Generally, the external moderator reports indicate that very few papers were pitched at an acceptable standard at the first moderation. Many of the question papers were found to be poorly developed, inadequately meeting the required standard and, as a result, the question papers needed serious revision before they could be resubmitted for subsequent moderations. In a number of papers, Umalusi had to arrange for a one-on-one session with the ERCO examining panels in order to clarify issues of standard.

It is clear that, by and large, ERCO struggled to achieve the required standard set by Umalusi for ensuring that examination papers are pitched at an acceptable level. In the main, the 2011 standard and quality of question papers was significantly lower than previous years, to the extent that some of the papers had to be purchased from the DBE at a very late stage.

5 AREAS OF GOOD PRACTICE

Simultaneous submission of the November 2011 and the March 2012 question papers in some of the subjects ensured that the standard in these papers was comparable.

There were pockets of evidence for a significant improvement in the standard of setting of some of the papers compared with previous years. In particular, in the case of Accounting, Hospitality Studies, Agricultural Sciences and Agricultural Management Practice, the examining panels for these subjects should be commended for their sterling work.

6 AREAS OF CONCERN

- The assessment body should ensure that question papers are submitted for external moderation on time.
- The majority of question papers were not pitched in accordance with the norms and standards articulated in the SAGs and the exam guidelines.
- The assessment body should ensure that all question papers submitted for moderation comply with all the requirements, including the submission of the moderation and internal moderators' report history. A growing trend was identified in terms of which papers were submitted without analysis grids showing the distribution of content coverage in terms of LOs and ASs, and also lacking the weighting and distribution of cognitive skills versus difficulty levels in the paper.
- ERCO must see to it that it always presents error-free question papers for external moderation. All papers must be internally moderated prior to external moderation and should undergo a thorough, closely monitored editing process.

7 RECOMMENDATIONS

- The assessment body should reconsider the current off-site moderation approach and consider piloting the centralised moderation of question papers as a way of improving the quality of systems and processes related to the setting and moderation of question papers. This would assist in alleviating the problems of late submission of papers, and thus ensure that papers are not moderated under undue pressure.
- There is an urgent need for the editing and proofreading of papers and memos so as to keep errors in the question papers to a minimum.

- ERCO should prioritise the appointment of examining panels that come with balanced experience in terms of subject and NSC curriculum knowledge, content prescribed for the NSC, and the principles driving assessment in Grade 12.

8 CONCLUSION

From the report, it is quite evident that ERCO had serious problems with administering and managing the setting of question papers for the 2011 examinations and this compromised the integrity of the ERCO exams.

It is abundantly clear that the degree of deviation from prescribed specifications and set standards outlined in the SAGs, the examination guidelines and other related policies for the setting of acceptable papers is widening among the examining panels employed by ERCO. The key requirement for setting a question paper is the development of an analysis grid. It was reported in a number of subjects that the analysis grid showing the cognitive demand and difficulty level of the paper was generally not developed or submitted. This alone undermined the Umalusi directives regarding the moderation of question papers.

The low standard of question papers set by ERCO and presented to Umalusi for external moderation at first moderation, especially in some of the key subjects with a large enrolment, is a concern. ERCO is therefore urged to rectify the situation speedily by complying with Umalusi directives on the moderation of question papers, together with the DBE national examination policy and regulations, and the subject assessment guidelines, in order to ensure that the standard of these question papers is comparable to those of the two other assessment bodies. Otherwise the non-compliance status presented by ERCO will have serious implications for the credibility of the ERCO exams and the National Senior Certificate.

Table 1 below illustrates the approval status of each of the question papers set by ERCO.

TABLE 1: APPROVAL STATUS: GRADE 12 NOVEMBER 2011 AND MARCH 2012 QUESTION PAPERS

SUBJECT		APPROVAL STATUS					
		1st moderation		2nd moderation		3rd moderation	
		Nov 2011	March 2011	Nov 2011	March 2012	Nov 2011	March 2012
1	Accounting	Rejected	Rejected	Rejected	Rejected	Approved	
2.	Agricultural Management Practices	CA – not resubmitted	CA – not resubmitted				
3.	Agricultural Science P1	Approved	Approved				

SUBJECT		APPROVAL STATUS					
		1st moderation		2nd moderation		3rd moderation	
		Nov 2011	March 2011	Nov 2011	March 2012	Nov 2011	March 2012
4.	Agricultural Science P2	CA – not resubmitted	CA - resubmitted		Approved		
5.	Business Studies	Rejected	rejected	CA - resubmitted	CA - resubmitted	approved	approved
6.	Computer Applications Technology P1	CA - resubmitted		Approved			
7.	Computer Applications Technology P2	Approved					
8.	Economics	Rejected	Rejected	Approved	Approved		
9	Electrical Technology	CA - resubmitted	CA - resubmitted	Approved	CA - resubmitted		Approved
10.	Engineering Graphics & Design P1	CA – not resubmitted	CA – not resubmitted				
11	Engineering Graphics & Design P2	CA – not resubmitted	CA – not resubmitted	CA – not resubmitted	CA – not resubmitted		
12	Geography P1	CA - resubmitted	CA - resubmitted	Approved	Approved		
13	Geography P2	CA – resubmitted	CA – resubmitted	Approved	Approved		
14	Hospitality Studies	Approved					
15	Life Science P1	CA – resubmitted	CA -- resubmitted	CA – not resubmitted	CA - resubmitted		CA – not resubmitted
16	Life Science P2	CA - resubmitted	CA - resubmitted	CA – not resubmitted	CA – not resubmitted		
17	Mathematics P1	CA – not resubmitted					
18	Mathematics P2	CA – not resubmitted					
19	Mathematics P3	CA - resubmitted		CA – not resubmitted			
20	Physical Science P1	CA - resubmitted		CA - resubmitted		approved	
21	Physical Science P2	CA - resubmitted		CA – not resubmitted			
22	Religion Studies P1	CA – not resubmitted	CA – not resubmitted				
23	Religion Studies P2	CA – not resubmitted	CA – not resubmitted				
24	Tourism	CA - resubmitted		Approved			

SUBJECT		APPROVAL STATUS					
		1st moderation		2nd moderation		3rd moderation	
		Nov 2011	March 2011	Nov 2011	March 2012	Nov 2011	March 2012
SUBJECT		LANGUAGES APPROVAL STATUS					
		1st moderation		2nd moderation		3rd moderation	
		Nov 2011	March 2011	Nov 2011	March 2012	Nov 2011	March 2012
25	Afrikaans HL P1	CA - resubmitted	CA – resubmitted	CA – not resubmitted	CA – not resubmitted		
26	Afrikaans HL P2	CA – not resubmitted	Approved				
27	Afrikaans HL P3	CA – resubmitted	CA - resubmitted	CA – not resubmitted	CA – not resubmitted		
28	Afrikaans FAL P1	CA – resubmitted	CA – resubmitted	CA – resubmitted	Approved	Approved	
29	Afrikaans FAL P2	CA – resubmitted	Rejected	CA – resubmitted	CA – resubmitted	Approved	Approved
30	Afrikaans FAL P3	CA – resubmitted	CA – resubmitted	CA – resubmitted	Approved	Approved	
31	English HL P1	CA – not resubmitted					
32	English HL P2	CA – not resubmitted					
33	English HL P3	Not approved					
34	English FAL P1	CA -- resubmitted		CA – resubmitted		Approved	
35	English FAL P2	CA – resubmitted		Approved			
36	English FAL P3	CA – resubmitted		Approved			
37	Afrikaans HL P2 (Brainline)	CA – resubmitted					
38	Afrikaans FAL P2 (Brainline)	CA – resubmitted		Approved			
39	English HL P2 (Brainline)	CA – resubmitted		Approved			
40	English HL P2 (ACE)	CA – resubmitted		Approved			

Chapter Three

Moderation of School-Based Assessment

1 INTRODUCTION

Umalusi quality assures school-based assessment (SBA) to ensure that the SBA marks are valid and reliable. The implementation of SBA with respect to ERCO is complicated in that ERCO offers examination and assessment services to varied provider types: Accelerated Christian Education (ACE); CVO schools; Brainline Learning World, and Impak/Delta. The operational focus for each of the affiliates varies as follows: ACE and CVO offer school-based learning; Brainline Learning World offers tuition online, while Impak/Delta focuses on home schooling. Accordingly, Umalusi assured the quality of SBA through a rigorous moderation of evidence of learner performance and verification of teacher files across ERCO providers.

The 2011 Umalusi quality assurance of SBA was no different from the approach adopted in 2010 except that the focus and emphasis shifted drastically towards monitoring ERCO's internal process of quality assuring SBA across its range of providers. Secondly, Umalusi wanted to verify whether the methodologies, procedures and approaches used by the providers to implement SBA were valid, reliable, fair, comparable and credible.

This chapter outlines the purpose of the moderation and verification; the scope and approach adopted; key findings gathered from the external moderation of SBA evidence of learners' performance and verification of teachers' files across ERCO providers (ACE; Brainline Learning World; CVO, and Impak/Delta); areas of good practice; areas of concern and recommendations.

2 PURPOSE

The focus of this chapter is to

- report on the approach adopted for 2011 quality assurance of SBA
- report on the findings of the moderations conducted in terms 3 and 4
- highlight the critical areas of concern
- present recommendations for improvement.

3 APPROACH

Umalusi followed the approach to SBA quality assurance adopted in 2010. The model of moderation allowed moderators to moderate the same task across different schools and centres in the same region and nationally. This enabled the external moderators to compare the outcome in terms of quality, standard and performance in the task for all the schools and centres that administered the same task.

4 SCOPE

(i) Sample size

ERCO was required to present learner evidence of performance from ACE; CVO; Brainline and Impak/Delta in the following subjects: Afrikaans Home Language, Accounting, Business Studies, Economics, Engineering Graphics and Design, Geography, Mathematics, Life Sciences, Physical Science and Life Orientation.

Minimum requirements for selection of evidence of learner performance per subject per affiliate

ERCO PROVIDERS			
ACE	CVO	Brainline Learning World	Impak/Delta
Minimum requirements for selection of evidence of learner performance per subject per affiliate:			
Three schools each, six learner portfolios as follows			
<ul style="list-style-type: none">• 2 x highest score in the subject• 2 x average score in the subject• 2 x lowest score in the subject			

5 FINDINGS

This report draws together in detail the main findings gathered from the external moderation process undertaken by a team of Umalusi external moderators with regard to the sub-headings below. The report covers findings of the moderation conducted in the third and fourth terms:

PART A

TERM 3 moderation

Findings pertain to the moderation conducted on the CVO schools, Brainline and Impak/Delta only.

6 POLICY

6.1 SBA IMPLEMENTATION

ERCO policy on implementation of SBA

It was discovered that ERCO has not developed its own policy on the moderation of SBA or even clear guidelines to standardise the implementation and assessment of SBA in the teaching and learning practice across its providers. As a result, the conduct of SBA differed significantly among the four affiliates and was found to be inconsistent and conflicting with National Curriculum Statement policy and guidelines.

Implementation of Subject Assessment Guidelines (SAGs).

In the absence of its own SAGs, ERCO used the Department of Basic Education (DBE) SAGs. However, there were deviations in the implementation of the DBE SAGs. This was evident in the tendency to rely heavily on test-taking and to overlook the other forms of assessment prescribed by the SAGs. This practice was common across the three affiliates, that is, Brainline, CVO, and Impak/Delta.

Measures in place to monitor the implementation of SBA across its affiliates (Brainline; CVO schools; and Delta/Impak)

No documented evidence was brought before the moderation team to prove that ERCO indeed has mechanisms to monitor the systems put in place by its affiliates for the conduct and administration of SBA.

7 ASSESSMENT TASKS

7.1 QUALITY AND STANDARD OF ASSESSMENT TASKS

Content coverage and relevance

In Physical Sciences, the following observations were made:

- There were instances where non-examinable content was part of items in the test.
- The majority of administered tasks and tests excluded newly prescribed content.
- Practical investigation tasks were avoided by most of the centres and schools.
- Most of the tests taken were only on Physical Science with no evidence of Chemistry.

The Accounting moderator discovered the following malpractices:

- Impak/Delta
 - The use of the previous DBE question paper, as it is largely the practice to administer formal tasks to candidates. It was found that the candidates could access the memos/marking guidelines on the DBE webpage with ease. As a result, the majority of their candidates scored very high marks.
- Brainline
 - Most of the administered tasks comprise multiple-choice questions (MCQs). In other words, MCQs are over-emphasised in preference to other types of questions. As the moderator put it, this is totally against the ethos of Accounting as a subject.
 - Most of the set assessment tasks were found not to be in line with Grade 12 assessment standards (e.g. drawing up of general journal entries is prescribed for Grade 10; completion of cash budget for Grade 11).

The following deviations were also observed:

Subject	Comments
Life Sciences	<p>Very few teachers across Impak/Delta and Brainline were found to be assessing the prescribed content and applying the standards outlined in the SAGs and examination guidelines.</p> <p>Most of the tasks lacked creativity.</p> <p>It was also discovered that in some of the controlled tests, there was evidence of items that were lifted from previous DBE question papers.</p>
Geography	<p>It was pointed out that the three affiliates covered the prescribed content adequately, and according to their respective assessment plans, but the use of past question papers</p>

Subject	Comments
	was found to be a common practice across the Brainline, and Impak/Delta.
Afrikaans Huistaal	<p>Impak/Delta could not provide evidence on how the recorded oral marks of their candidates were obtained.</p> <p>Impak/Delta and Brainline used an inappropriate format on their exam papers.</p> <p>The weighting and spread of LOs and ASs used in the setting of the June exam were found to be totally non-compliant with the prescripts of the SAGs. Most of the schools used formal tasks comprising questions that were below the standards prescribed in the SAGs or exam guidelines.</p>
Economics	<p>Not all CVO schools selected submitted the teacher file together with the learner portfolios, and failure to submit impacted on Umalusi moderation.</p> <p>It was also found within the selected CVO schools that the formal test did not include different types of questions, for instance MCQs were totally omitted in some of the schools.</p> <p>The format and structure of tests and mid-year exam papers used by Brainline were inappropriate and unacceptable as they undermined the requirements outlined in the SAGs for Economics. For instance, the spread of questions in the mid-year exam paper between true/false items and data response question in section A was not in accordance with the prescribed weighting ratio outlined in the SAGs.</p> <p>Impak/Delta deviated from the outlined guideline requirements by administering only four of the seven formal prescribed tasks. For instance, no assignment task was given to learners and it was found that the data used in the data response question were outdated and thus irrelevant.</p> <p>Moreover, the format of section C: Essay type questions was inappropriate and unacceptable.</p>
Business Studies	<p>New prescribed content was not covered by most of the selected schools.</p> <p>There were also isolated cases where less content than required was covered.</p>
Life Orientation	<p>Internal exam CVO</p> <p>The paper was found to be very easy as it comprised mostly level 1. There were very few questions that assessed higher order cognitive abilities. The format of section A, B and C was correct, but consisted mainly of knowledge questions.</p> <p>The following were some of the challenges noted:</p> <p>Some questions were not clearly outlined or explained resulting in the interpretation being distorted.</p> <p>The memorandum did not allow for alternative answers.</p> <p>Some schools did not give any instructions for completing tasks.</p> <p>There were isolated cases where some of the schools, e.g. Eendracht High School, would start a paper with section B and not section A as required.</p> <p>Section A counted 35 marks instead of 25 marks. Total for question paper was 100 marks</p>

Subject	Comments
	instead of 75 marks.
	<p>BRAINLINE AND IMPAK/DELTA</p> <ul style="list-style-type: none"> • The implementation of PET remains a challenge at most of the centres since there was no evidence to confirm what informed the awarding of marks. • The following irregularities were noted: • No PET recording sheet was submitted with the sampled evidence for moderation. • There was no evidence whatsoever to justify the way in which participation and movement marks were awarded. • There was no evidence of lesson plans in the moderated teachers' master files for PET.

Cognitive demand and difficulty level of the task

Generally, the standard at which the tasks were pitched differed significantly across Brainline, Impak/Delta and CVO schools,

Across the three affiliates it was common for almost all the internally developed tasks administered to fail to accommodate questions that would discriminate well between low achievers and highly gifted candidates.

The following deviations were noted:

Subject	Comments
Physical Sciences	The moderator discovered that the assessed task lacked depth in terms of assessing a spread of cognitive levels, and addressing different levels of difficulty, resulting in a very low standard for set tasks.
Accounting	Brainline preferred to emphasise application questions, but assessed more in theory form than the practical aspects as prescribed by the SAGs. The developed questions were mostly MCQs.
Geography	It was revealed that the cognitive demand of the task administered by the three different affiliates was inadequate; however, the difficulty levels of the tasks varied significantly across the tasks administered by ERCO providers, especially where past DBE papers were not used. For example, some of the tasks were pitched at a low and moderate level whilst in some cases tasks are dominated by low level with very few questions on a moderate level. The allocation of highly demanding (i.e. problem-solving) questions across the three affiliates was in most cases allocated a very small percentage of the entire paper or task.
Business studies	<p>Tasks set by schools across the assessment body did not always meet the requirements in terms of spread and distribution of cognitive and difficulty levels.</p> <p>It was also evident that each of the affiliates sets its own standards, which tend to differ from those prescribed in the SAGs.</p>
Afrikaans Huistaal Business Studies,	Where a school decided to set its own test or assessment task that would count towards the final mark, the standard was found to be poor and unacceptable.

Subject	Comments
Economics, Mathematics	<p>Brainline deviated from prescribed weighting ratio set out for the mid-year exam paper in terms of the cognitive and difficulty levels.</p> <p>The mid-year paper set by Impak/Delta was dominated by lower-order response questions which meant that it tended to be too easy.</p>

Quality and standard of marking:

Generally, marking of the formal tasks was found to be appropriate especially where a marking scheme was used. However, most of the challenges were observed in the tasks where a rubric was supposed to be used. The extent of the deviations found across ERCO affiliates is detailed below.

Appropriateness of marking tool used

The following observations were made across the three affiliates – Brainline, Impak/Delta, CVO:

The marking guidelines were commonly used for marking of test and examination tasks, and this tool was found acceptable and appropriate. It should be noted that all marking guidelines were largely externally standardised since they emanated from past question papers.

In Physical Sciences, where experiments and research projects were administered, a rubric was seldom used and was generally replaced with marking schemes which were found to be poorly developed and inappropriate for marking the tasks. At some point the marking was found to be too generous especially in the marking of research projects.

In Accounting, it was found that the memoranda used were of a good and acceptable standard. The moderator indicated that method marks were used and that memo had been appropriately applied in the marking process. However, in the moderation of Impak/Delta, the following concerns were raised:

- Ticks were not always inserted on the memos.
- In some cases learners' answers were marked wrong when they were supposed to be marked right and vice versa.

In both Geography and Life Sciences it was found that the marking was appropriate only when the applicable memorandum was used.

In Afrikaans Home Language, marking of the writing pieces was generally very challenging and in most cases poorly applied. For instance, the rubric used by Brainline was inappropriate and therefore disadvantaged the candidates.

Some challenges were noted in the following subjects:

Subject	Comments
Economics	CVO: It was found that the criteria developed to control/mark the project task and an assignment were too simple to use and in some cases not relevant to the marking of the set task.
Business Studies	Across the three affiliates (CVO, Brainline and Impak/Delta) the lay-out and the way in which the memos were presented raised many concerns, especially in schools that were underperforming. For example, there were schools that depended on using recycled questions only and could not develop own tasks.

Application of the marking tool (marking accuracy)

Generally, marking was consistently applied especially where a memorandum was used; however, in cases where other types of marking tool were use (e.g. rubric; marking scheme) it was found that the marking was full of totalling errors and was inconsistently applied.

Subject	Comments
Life Orientation	<p>CVO</p> <p>There were incidences of inconsistency in the application of the rubric.</p> <p>PET COMPONENT:</p> <p>The calculation of PET marks for movement performance was unclear as no details were given to explain how marks were awarded. However, there were fewer cases where the schools pitched the tasks very low.</p> <p>Internal task</p> <p>There were serious inconsistencies noted at Zoutpansberg High School, as the weighting and allocation of marks was inappropriate and not in line with the requirements. In addition, the paper was set out of 60 marks instead of 75 marks and section C contained only two 10-mark questions instead of three 10-mark questions.</p> <p>Volkskool High preferred to design an inappropriate question paper that did not comply with the prescribed standards. For example:</p> <ul style="list-style-type: none"> • The paper had no essay-type questions. • Some of the responses were allocated half marks.
	<p>BRAINLINE</p> <p>The implementation of PET remains a challenge at most of the centres, demonstrated by the fact that there was no evidence to confirm what informed the awarding of marks.</p> <p>The following irregularities were noted:</p> <ul style="list-style-type: none"> • No PET recording sheet was submitted for moderation with the sampled portfolios. • There was no evidence to justify the way in which participation and movement marks were awarded.
	IMPAK/DELTA:

Subject	Comments
	<p>Task 1:</p> <p>There were isolated cases where marking was inaccurate. Moreover, the memo was not aligned to the questions.</p> <p>PET COMPONENT:</p> <p>The implementation of PET posed a challenge in terms of interpretation of the SAG requirements. It was found that marks were not in line with the weighting stated on the guidelines. Calculation of PET marks was not clearly outlined.</p>

Correlation between mark allocation, level of demand and difficulty of the task

In most cases where a marking memorandum was not used but other forms of marking tools were used, the correlation between the mark allocation and the difficulty level of the task was found to be skew and the mark awarded to the learner could not be justified. In most cases where a rubric was applied in marking, challenges were experienced in ascertaining how marks were awarded. This practice was found to be common across all the subjects selected for Umalusi moderation.

8 MODERATION AT DIFFERENT LEVELS

8.1 INTERNAL MODERATION

It was found that the assessment body (ERCO) found it difficult to moderate its affiliates effectively as there were no clear guidelines on its internal moderation processes or mechanisms for enforcing them.

Moderation of teacher files at school, cluster/regional level and assessment body level

The moderation approach differed significantly for each of the affiliates whilst they are registered and affiliated to one assessment body; as a result the system was found to be highly compromised because there no standard was set. Indeed, each of the affiliates had their own standards. The moderation tool used across the affiliates was merely a check list and no other moderation tool was developed to address the quality and standard of the learner work.

Moderation of learner portfolios at school, cluster/regional and assessment body level

There was generally sufficient evidence to suggest that moderation at school level for CVO schools was taking place, but it was very difficult to establish the level at which moderation was taking place at Brainline, Impak/Delta and ACE.

9 AREAS OF CONCERN

- Lack of directives and clear policies on the administration, management and conduct of SBA processes by ERCO was a serious concern.
- There was an over-reliance on the use of DBE past question papers and memorandum by ERCO affiliates.
- Assessment was heavily dominated by administration of tests rather than other forms/types of assessment.
- During the setting of tasks, the development of grids was over-looked. .
- Deviation from DBE SAGs especially in content interpretation; moreover, coverage was too severe.
- Marks awarded towards the assessment of PET were not informed or supported by concrete evidence.
- Internally set tasks were of a poor standard in terms of the cognitive and difficulty levels in Life Orientation.

10 RECOMMENDATIONS

ERCO should develop a clear policy that can be used to standardise the conduct of SBA across all its affiliates.

There is also a need to set up a structure that can monitor the implementation of SBA across the different affiliates, as well as educator files and learner evidence of performance at national level.

ERCO needs moderate a sample of learner portfolios from all its affiliates.

PART B

Term 4 moderation

During this moderation all ERCO affiliates, including Accelerated Christian Education (ACE) ,formed part of the sample.

The main focus of the follow-up moderation during this time was those tasks that had not been administered to learners during the earlier moderation and were planned for assessment in the third term.

Findings

Implementation of DBE Subject Assessment Guidelines (SAGs)

Across the three ERCO affiliates (Brainline, CVO and Impak/Delta), it was generally found that they had adhered to the norms and standards articulated by the SAGs document. However, there needs to be more synergy amongst ERCO affiliates in terms of the types and forms of assessment, weighting of assessment tasks, cognitive balance, and coverage of content during planning of assessment.

The methodology, approach and procedures adopted by ACE in terms of the accumulation of SBA marks differed from the norm. ACE schools are writing the NSC examination for the first time in 2011. Consequently, they have a different approach to teaching and learning which focuses on learners working in the workbook, called Paces, at their own pace. The ACE structure for SBA is therefore one where learners do the 'pace tests' offered and administered over three years (i.e. from Grade 10–12). These pace tests are then submitted for moderation.

Accordingly, it was therefore observed that ACE had deviated considerably from the requirements of SBA as per SAGs as a result of their approach to the assessment.

Content coverage and relevance

The following challenges were observed:

Subjects	Comments
Accounting	<p>The majority of tasks set by Brainline were predominantly MCQs and the proportion allocated to MCQs against the use of other types of question was unbalanced.</p> <p>Impak/Delta preferred to use previously set DBE papers that have been circulated over the years. This practice advantaged most of their enrolled candidates as they were scored high in all those tasks where past papers were used.</p> <p>Some of the Impak/Delta assessment tasks set were found not to be in line with Grade 12 assessment standards but appropriate for Grade 11 (e.g. completion of cash budget).</p>
Life Sciences	<p>Question papers set for the preliminary exams across the CVO schools comprised many questions that were recycled from previous DBE and ERCO question papers. The papers were highly predictable and most learners scored very high.</p> <p>Impak: There were inconsistencies detected between P1 and P2 in terms of coverage of</p>

Subjects	Comments
	<p>content especially with regard to section C.</p> <p>Brainline: The essay question was inappropriately weighted and the content covered was not in line with SAG requirements.</p> <p>ACE: ACE did not submit any of the preliminary exam papers as learners worked differently through the so-called pace tests which are written at the end of each module. Some of the pace tests were based on Grade 11 work.</p>
Agricultural Sciences	Impak/Delta: Section B of the preliminary examination was found to be inappropriate and in conflict with the SAG requirements, as both papers were found to contain more questions than the limitation outlined in the SAGs.
Physical Sciences	<p>Some of the aspects covered in the test were found to be based on non-examinable content.</p> <p>Across ERCO it was found that the testing of practical investigation and science investigative skills was commonly avoided.</p> <p>Experiments were tested theoretically instead of exposing the learners to appropriate scientific skills and practical work.</p>
Engineering Graphics and Design	Very limited compliance was noted in the coverage of prescribed content.
Economics	<p>CVO: The assessment tasks presented by CVO Dankbaar for term 3 were not in line with SAG requirement and the school did not administer a formal test. The formal test presented by CVO Middleburg was inappropriate in terms of the structure.</p> <p>One of the schools administered a identical copy of the 2009 November question paper for the mid-year examination. It was clear that learners would not have completed the syllabus at that stage, thereby limiting choice in sections B & C of the paper. That is, the paper was not aligned to the current curriculum content that had been taught by then.</p> <p>Brainline: The structure of the test and preliminary examination paper was inappropriate and not in line with the prescribed exam format requirement.</p> <p>Section A of the mid-year examination paper was dominated by true/false items whilst section B contained very few data response questions.</p> <p>Impak/Delta: Only four of the seven tasks required were provided. The standards set for section B in the preliminary examination paper were breached: questions in section B were not weighted equally in terms of difficulty levels.</p> <p>The essay questions in Section C were not in line with the required format.</p>
Mathematics	ACE: The project task was not in line with the SAG requirements.
Life Orientation	<p>CVO</p> <p>Internal task</p> <p>The content assessed was basically general knowledge. Moreover, in most cases content</p>

Subjects	Comments
	was inappropriate and not in line with the prescribed standards.
	<p>BRAINLINE PET</p> <p>The assessment of PET was a total deviation from SAG requirements. According to the SAG, assessment in PET must be based purely on Participation and Movement.</p> <p>The following deviations were noted:</p> <ul style="list-style-type: none"> Learners wrote PET activities instead of engaging in a practical activity or exercise, and were awarded marks without submitting any form of evidence to justify the PET mark awarded.
	<p>ACCELERATED CHRISTIAN EDUCATION (ACE)</p> <p>AASC TASK</p> <p>ACE submitted marks for an AASC task, but the ACE manual does not indicate what AASC stands for. It was therefore difficult for the external moderators to comment on the appropriateness of content coverage of this task.</p>

Cognitive demand and difficulty level of the task

Generally, the standard at which the tasks were pitched differed significantly across ACE, Brainline, CVO schools and Impak/Delta.

It is worth noting that deviations from practice were discovered in the following subjects:

Subjects	Comments
Economics	Brainline and Impak/Delta: The spread and distribution of cognitive levels in the preliminary examination paper were compromised. Instead there was an over-emphasis on lower-order responses.
Mathematics	ACE: The set tasks did not reflect a cross-section of cognitive levels in terms of weighting, spread, distribution and difficulty level as per DBE SAGs.
Physical Sciences	<p>It was discovered that the weighting used by ERCO schools in terms of cognitive level was generally not in line with the prescribed standards outlined in the SAGs.</p> <p>The majority of the planned and administered tasks did not consider balanced distribution of cognitive and difficulty levels during the setting phase. As a result most of the tasks were found to address either the lower or middle order cognitive levels.</p>
Geography	ERCO affiliates were highly dependent on recycled papers set by the DBE, although where the tasks were set internally by affiliates, the difficulty levels of the tasks varied significantly across the affiliates. For example, many of the tasks set by Impak/Delta were dominated by easy questions and very few moderate to difficult questions, whereas the tasks set by CVO balanced the allocation of easy, moderate, and difficult questions.
Business Studies	<p>Tasks set by schools across the assessment body did not always meet the requirements set out in terms of spread and distribution of cognitive and difficulty levels.</p> <p>It was also evident that each of the affiliates set its own standards, which differed from those prescribed in the SAGs.</p>

Subjects	Comments
Mathematics	ACE The project was of a low cognitive level and was very generic in nature with less focus on NSC examination-type questioning.
Life Orientation	CVO Internal task: The paper was generally appropriate for Grade 10 learners in terms of the cognitive challenge. All three sections of the paper were located between levels 1 and 2 of Blooms' taxonomy.
	BRAINLINE Internal task The paper was generally pitched very low for Grade 12 in terms of cognitive demand. All three sections of the paper were way below the cognitive levels proposed by the SAGs. For example, the entire paper contained What? Which? Name, Why?, Explain-type questions
	IMPAK/DELTA Other task: Most of the internally set tasks differed in terms of levels of difficulty across Impak/Delta centres The paper was generally pitched very low for Grade 12 in terms of cognitive demand. All three sections of the paper were not cognitively in line with the SAGs requirements.
	ACE It was found that the cognitive demand of the pace tests was pitched very low, as tasks mainly comprised multiple choice, matching columns, true/false and fill in the missing words type questions.

Quality and standard of marking

ERCO schools use a variety of methods to derive their cumulative SBA mark, and some of those methods were found to conflict with the NSC guidelines and assessment policy.

Generally, marking of the preliminary examination papers written by learners across ERCO affiliates was found to be appropriate, especially where past exam papers were used because the memoranda thereof were standardised to accommodate all PEDs.

It was also noted that in cases where schools devised a means to set their own tests, which involved marking schemes, marking was found to be accurate or within the acceptable tolerance margin.

The moderation noted the following challenges which were in some cases unique. For instance, ACE requires all raw scores of learners to be adjusted downwards as illustrated in the example: A raw score of 80% is adjusted to 60%; 94% is adjusted to 80%, but a score of 100% remains unadjusted)

Appropriateness of marking tool used

Deviations noted in ACE, Brainline, Impak/Delta, CVO are outlined below:

Subjects	Comments
Economics	Impak /Delta: There was evidence of inconsistent application of the memo across moderated learner portfolios. As a result the marking was found to be inaccurate and unfair in many cases.
Business Studies	The lay-out and way in which the memos were presented raised many concerns, especially in schools that were underperforming. For example, there were schools that were entirely dependent on previously recycled questions and memos and did not adjust them.
Life Sciences	ACE: It was found that the rubric used to mark essays was a generic one used to mark language essays. Essay on pollution – responses lacked any science but learners were awarded high scores.
Engineering Graphics and Design	ACE, CVO, Impak/Delta and Brainline: The criteria used to mark drawings were not clearly spelt out. It was noted that CVO Brakpan used global marking in one of the tasks; according to SAGs this is not acceptable practice in Engineering Graphic and Design. ACE: The marking tool used for the marking of drawing was inappropriate and inaccurate.
Physical Sciences	ACE: The essay-type questions were marked with a rubric that had been designed to mark an English Home Language essay. Impak/Delta: Marking conducted by Impak centre in Limpopo did not adhere to prescribed DBE SAG rules for marking experiments and research-based tasks.

Application of the marking tool (marking accuracy)

Generally, the marking was consistently applied especially where the preliminary examination was used; however, in cases where other types of marking tools were use (e.g. rubric; marking scheme) marking was found to be lacking and inappropriate.

Subjects	Comments
Economics	CVO: The marking was in some cases not clear about what it intended to achieve.
Life Sciences	Marking of CVO, Impak and Brainline was generally appropriate and applied according to the submitted memos in cases where past exam papers were used; however, there were isolated incidences where a paper of 2,5 hours was allocated 165 marks instead of the norm mark of 150. Impak/Delta: It was discovered that section C in the preliminary exam paper was not in line with SAG requirement and also P1 and P2 mark allocations were totally inconsistent. Brainline: The essay-type questions in the preliminary examinations were marked out of 10 marks, which was below the norm of 20. This was not in line with assessment requirement,

Subjects	Comments
	<p>and section D on policy made provision for three sections only.</p> <p>The marking of tasks in the ACE schools was found to be problematic:</p> <ul style="list-style-type: none"> • In a number of cases the answers were written in pencil. • In some cases there was no evidence of marking (in other words no marking ticks). • Some of the incorrect responses were credited and marked as correct .
Physical Sciences	<p>Tasks based on non-examinable content were marked even when it was inappropriate to award marks.</p> <p>Errors in addition and incomplete marking of tasks were detected across ERCO affiliates.</p> <p>ACE: The marking of research-based tasks and experiments was too lenient.</p>
Business Studies	<p>There were cases where a total mark was awarded to a task without showing any ticks or at least steps towards the awarding of such a mark.</p> <p>ACE: The marking and moderation of scripts was below the desired standard and quality, as the moderated evidence neglected to show how marks were awarded.</p>
Life Orientation	<p>CVO</p> <p>PET TASK:</p> <p>Movement was assessed out of a total of 30 marks instead of 10 and Participation assessed out of 20 marks instead of 15.</p> <p>Most of the errors detected in the PET task were observed at CVO Gromar Landbou. Both the Movement and Participation sections were not correctly calculated.</p> <p>Internal task:</p> <p>It was found that the memo did not accommodate other possible or alternative responses</p>
	<p>BRAINLINE</p> <p>The following deviations were noted:</p> <ul style="list-style-type: none"> • Learners wrote PET activities instead of engaging in a practical activity or exercise, and were awarded marks without submitting any form of evidence to justify the awarded mark.
	<p>IMPAK/DELTA</p> <p>Task 3A: Assessment criteria and mark allocation were in some cases not clear and did not facilitate marking of the task.</p> <p>Task 3B: The task was highly predictable as it was previously used in 2010 and has been in circulation in a number of centres.</p> <p>Marking in task 2 was problematic, as some of the centres applied and interpreted the marking tool incorrectly.</p>
	ACE

Subjects	Comments
	<p>Extensive writing task</p> <p>Learners were expected to write a mission statement for 20 marks. The specific question learners had to answer was; 'Write a mission statement on what God has sent you to do on earth'.</p> <p>The following challenges were noted:</p> <ul style="list-style-type: none"> • There was no clear guidance on the goals to be achieved (long, medium, and short term), or the values to be upheld/displayed and personal contribution to be made to society, including moments of success. • The assessment tool used for marking the mission statement was also inappropriate for marking the task. <p>It was evident from the ACE SBA tallied to 400. The grand total of these marks from a breakdown of tasks was then adjusted downwards to 100 marks and was then multiplied by 4 to give a score of 400 marks.</p> <p>PROJECT</p> <p>It was found that the standard of the project administered to Grade 12s was LOW. The following were not clearly articulated in order to explain how the marking would be conducted:</p> <ul style="list-style-type: none"> • There were no clear tasks/instruction sheets indicating • what content was being addressed • what the role of learners would be • how participation would be monitored • skills knowledge values (SKVs) to be acquired • how scaffolding/conceptual growth (from Grades 10–12) would occur over the three years.

Correlation between mark allocation, level of demand and difficulty of the task

Owing to the fact that the majority of ERCO schools used the recycled question papers during the preliminary exams and questions from past papers for the other formal tasks, marking was found to have been carried-out in line with the standardised approved memos. However, there were isolated cases where other forms of marking tools (e.g. rubric or method marking) instead of a marking memorandum. In such cases it was found that the correlation between the mark allocation and the difficulty level of the task was skewed and that it was difficult to justify the mark awarded to the learner responses.

11 MODERATION AT DIFFERENT LEVELS

Moderation of teacher files at school, cluster/regional level and assessment body level

The moderation approach differed significantly in each of the affiliates and because there were no systems in place to standardise the moderation across ERCO affiliates,

ERCO could not account for any malpractices relating to SBA. Each of the affiliates had their own standards.

It is worth noting that, where there was evidence of moderation, the moderation was merely an audit conducted using a check list. Generally, no internal moderation was evident from Impak/Delta.

Moderation of portfolios at school, cluster/regional and assessment body level

There was generally sufficient evidence to prove that moderation at school level for CVO schools and Brainline was taking place, but no evidence from Impak/Delta and ACE. It must be noted that it would have been very difficult to ascertain the levels of moderation for home schooling tasks since there is currently no policy in place to standardise moderation processes.

12 AREAS OF GOOD PRACTICE

- Norms and standards articulated in the assessment related documents, SAGs and examination guideline (2009), were generally addressed across CVO schools.
- Internal moderation was more evident across Brainline centres and CVO schools, although on a smaller scale than was the case with Impak/Delta and ACE.

13 AREAS OF CONCERN

- ERCO did not provide any documented evidence for the quality assurance processes in place for SBA.
- There were no mechanisms in place to monitor the implementation of SBA across ERCO's affiliates.
- The different interpretations of DBE policies and guidelines by ERCO affiliates are of serious concern.
- There was no evidence of guidelines on internal moderation at different levels of the system.
- It was difficult to establish whether common standards had been set for recording formal tasks, as each of the affiliates presented marks in different formats.
- Formal SBA tasks were marked and weighted differently across the four ERCO affiliates and it is still unclear how ERCO standardises the final SBA mark that counts towards the issuing of results.
- There was heavy reliance on past DBE question papers.

- Tasks set internally by individual centres or schools did not always meet the minimum requirements in terms of cognitive and difficulty levels as per SAG prescripts.
- The internally set tasks across ERCO affiliates gave preference to the testing of low and medium order skills rather than high order skills.
- Not all tasks were accompanied by the marking tools used for marking them.
- Experiments were mostly theory tests.
- In a number of cases content coverage was not specific to Grade 12; more of Grade 10 and 11 content was set and assessed.
- The cognitive demand in examination papers across affiliates was very low as questions were mainly on general knowledge instead of content/SKVs taught in the Life Orientation classroom. Levels 3&4 Application and Analysis and 5&6 Evaluation & Synthesis of Blooms' taxonomy were highly compromised.
- Physical Education (PET) component and task 2 were not appropriately assessed. The quality of marking was not satisfactory.
- Moderation at all levels was reduced to an audit process as it did not impact positively on SBA.
- Moderation was not conducted on assessment tasks and marking tools prior to administration.
- The Physical Education component was not done at ACE.

14 RECOMMENDATIONS

- As an accredited assessment body, ERCO needs to develop a comprehensive SBA policy that would enable the standardisation of its processes across its affiliates.
- Umalusi directives and requirements for moderation of SBA need to be observed without fail by all ERCO affiliates.
- ERCO affiliates must be encouraged to do common SBA tasks that are set externally by the assessment body (ERCO).
- Moderation must be centralised and all affiliates must be part of the moderation panel.
- All affiliates must be trained in all elements of moderation and the application of different taxonomies.
- The frequency of moderation must be increased so as to identify challenges early enough for affiliates to correct them before the Umalusi quality assurance process.
- Training in the teaching, learning and assessment of Physical Education must be done for all affiliates.
- Content training is highly recommended for all affiliates.

- All affiliates must be provided with copies of the policy document, learning programme guidelines and SAGs for Life Orientation. Training in the use of these documents is highly recommended.
- ERCO must develop common planning documents (work schedules and assessment programmes) for inclusion in teacher files.
- Teachers need training in marking rules.
- Physical Education (PET) component MUST be appropriately assessed. The marks that are awarded for PET activities MUST be supported by reasonable and informed evidence.

15 OVERALL CONCLUSION

Looking at the seriousness of deviations found during the 2011 SBA quality assurance processes, it can be concluded that the concerns raised in 2010 were not effectively addressed.

On the basis of evidence drawn from the findings, it is clear that the absence of clearly articulated standards by ERCO is a serious irregularity that compromised an effort to standardise the varying operational focuses of each of the affiliates.

It is clear that the severe deviations and malpractices, such as marking inconsistencies, inappropriate content coverage, and an imbalance of weightings in terms of cognitive and difficulty levels, came about as a result of a lack of intensive moderation and monitoring at national level by ERCO.

Accordingly, ERCO urgently needs to develop policies and guidelines in order to standardise its quality assurance processes across its affiliates.

Chapter Four

Monitoring of the conduct of the examination

1 INTRODUCTION

This report presents the findings of the quality assurance processes undertaken by Umalusi to ensure the credibility and integrity of the 2011 National Senior Certificate (NSC) Examination.

2 SCOPE AND APPROACH

Umalusi doubled its monitoring processes for ERCO in 2011. This was necessitated by various reports that were coming in, all of which pointed to serious problems with the administration and management of the ERCO NSC examinations.

Umalusi implemented two monitoring processes that ran parallel: (1) the usual quality assurance and monitoring conducted annually as with other assessment bodies but with more rigour and frequency, and (2) independent monitoring which was outsourced by the Umalusi Evaluation and Accreditation Unit.

Independent monitoring of ERCO

Independent monitoring was conducted in stages in May, September and December 2011. One of the reasons for conducting this independent monitoring was to ascertain ERCO's state of readiness to conduct the 2011 NSC examinations.

The independent monitor identified certain risks which, if not attended to, had the potential to jeopardise the administration of the NSC examination. The risks were classified into the following categories:

- Extremely high risks : 10
- High risks : 16
- Significant risks : 4

ERCO was made aware of these risks, and was requested to address the extremely high risks, which needed urgent attention, before the start of the examination. It should be noted that some of the risks identified by the independent monitor did actually pose

problems during the conduct of the examinations, and these problems are reflected in the section on irregularities and areas of concern further on in this report.

The table below highlights only the risks that had a direct bearing on the administration of the 2011 NSC examination.

Table 1: Identified risks and potential for compromise during the examination

Risk	Status at the point of reporting – possible problems during the conduct of the examination
Dispatch and return of question papers	There are no control processes to ensure all question papers are received and question papers are kept in an unsecured area in post offices across the country
Security measures in the delivery of the question papers	Examination question paper packages are kept in unsecured storage in post offices.
The marking process	Late appointment of markers, some of whom are not qualified; the lack of adherence to procedures and security measures at the centre is unacceptable.
Relationship between ERCO and clients	There is considerable tension between ERCO and its clients/(affiliates: Impak. Brainline) leading to a relationship in which trust is lacking.
Allocation of candidates to centres	The late allocation of candidates to centres, some over a hundred kilometres away, may result in candidates missing examinations. This has also put the integrity of the examination at risk.
Writing centres: inadequate facilities and late appointments as examination centres	Only a sample of centres has been audited and the results of the audit have not been assessed. Centres were appointed as late as October on hearsay that they would be adequate.
General lack of training	Inadequate staffing has resulted in training being neglected in all spheres.
Security of DBE question papers	DBE is reconsidering the decision to allow other examining bodies to use the national question papers.
The area of irregularities has been neglected	Insufficient person power at ERCO; no one is specifically responsible for irregularities.
IT and CAT examinations	Home-based candidates have been told to bring their own computers and printers to the examination venue. The likelihood of technical irregularities is high.
Lack of control and security of question papers at the marking centre	In practice there is no security of answer scripts at the marking centre.
Return of answer scripts	Dates for return of scripts are flexible; there is no mechanism for picking up problems immediately.
Insufficient attention given to monitoring the conduct of the examinations	There seem to be monitors but ERCO has not provided their names, or a schedule of monitoring, or details of their training programme.
Lack of training of invigilators	There is a lack of understanding across the system as to what

Risk	Status at the point of reporting – possible problems during the conduct of the examination
	constitutes an irregularity.
System errors in the issuing of letters of admission to candidates	Only one prelim schedule was sent out. Therefore there has been no check to see that all errors have been corrected.
Four 'final' timetables released	Candidates may be confused about which is the final 'final' timetable and might miss examinations.

Monitoring of the examinations

Umalusi monitored the examination in all the nine regions/provinces. Monitoring was conducted by Umalusi staff and monitors located within the regions.

The table below indicates the scope of the monitoring conducted with regard to the writing of the examination:

Table 2: Monitoring of writing of examination

Number of examination centres	Number of candidates enrolled	Number of centres monitored by Umalusi monitors	Number of centres monitored by Umalusi staff
105	1279	27	5

3 FINDINGS

3.1 MONITORING THE WRITING OF THE EXAMINATION

General management of the examination

The examination was well managed at centre level. However, serious challenges were reported in terms of planning, collection of question papers and dispatch of scripts back to ERCO head office:

- In some areas ERCO used the DBE exam centres, for example in Western Cape ERCO used the Kuils Rivier High as an exam centre. This created a burden for the centre manager and chief invigilator as they had to administer exams to four groupings of ERCO schools which were sometimes writing different ERCO examinations in languages, in particular CVO candidates, Impak/Delta candidates, ACE candidates and Brainline candidates. The other added burden was that the centre had to store ERCO scripts for sometimes more than a week while waiting for the courier services to collect them.

- Another concern with exam centres is that cases have been found where just one or two candidates are writing the exam; the ACE exam centres are a case in point.
- Question papers were sent via courier services to post offices in the various regions. Commissioners/chief invigilators had to collect the question papers from the post offices and store them in the strong rooms at their centres.
- The return of scripts to ERCO head office followed the same route but scripts were kept at the centres and only dispatched when there were enough scripts to be collected. This waiting period ranged from a few days to weeks before the courier companies could collect scripts from the centres.

Access to the examination material was well controlled and in most cases limited to the commissioners, who were responsible for opening the question papers in front of the candidates, as well as packaging the scripts and dispatching them afterwards.

The examination rooms

The examination rooms at the visited centres were clean and well ventilated with adequate lighting. However, one centre in Gauteng was reported to have desks which were in very poor condition.

Proceedings prior to the writing of the examinations

Proceedings prior to the start of the examinations were adhered to in most centres, although there were a few centres that did not indicate the start and finish times on the board. The seating plan was also a challenge in some centres, which were merged a day or so before the start of the examinations.

Proceedings during the writing of the examinations

The commissioners did their best to ensure that the actual writing of the examinations proceeded smoothly, despite the challenges experienced in most centres; these are discussed in the section on irregularities and areas of concern below. Invigilators were attentive and aware of their functions.

Packing and transmission of scripts

The checking and packaging of scripts was done by the commissioners assisted by the invigilators. Scripts were packaged in blue speed service jackets, with no proper wrapping to keep the batches intact. As indicated earlier, scripts were then kept in the safe at the centres until there were enough to be collected.

Monitoring of the examinations

It appears like ERCO appointed monitors for the monitoring of the NSC examinations. Reports received from Umalusi monitors indicate that about 50% of all the ERCO centres

were visited by ERCO monitors, although it was not possible to ascertain the type of monitoring conducted.

Irregularities

Centres were instructed to keep a record of irregularities and to report them daily. There were some serious irregularities which could compromise the credibility of the examination if not dealt with appropriately:

- Late start owing to a shortage of question papers and/or unavailability of English/Afrikaans versions of the papers. Copies had to be faxed or emailed causing unnecessary delays.
- Early start at a centre in the North West region where candidates started at 12h15 and were scheduled to complete writing at 14h45. The actual starting time of the Afrikaans HL P3 examination was supposed to be 14h00. The commissioner requested the early start because hostel learners who had to go home lived far from the centre and had transport problems. ERCO accordingly granted permission. This could prove very problematic, particularly because ERCO had a few learners writing the same DBE papers for Afrikaans HL P3, in which case the exam ought to have been written at the same time as the DBE exam.
- Poor quality of printing in the English FAL P1 and Afrikaans HL P1, where some illustrations were not printed at all and/or were not clear.
- Password to open errata did not work. Instead of errata being enclosed in the question papers, it was sent by email on the day of the examination. Unfortunately, some centres had difficulty in accessing this email owing to the fact that the password did not work. Eventually, after several attempts, all centres were able to access the errata.
- Incorrect question papers given to candidates. At one centre in the Western Cape 11 candidates who were supposed to write the ERCO English FAL P1 were given the DBE paper by mistake.
- Wrong packaging of questions papers.
 - There were instances where no English/Afrikaans papers were delivered and candidates were without papers when the examinations commenced. Some centres gave candidates the papers that were available until the affected candidates, who were expected to write the exam in a language that was not their Language of Learning and Teaching, complained.
 - In another instance the Engineering Graphic and Design Paper 2 question papers were in the same package as Paper 1. Fortunately, this was noticed before the papers could be opened.
 - Maps required for the Geography papers were not delivered to two centres in Namibia.

- Arrangements for collection of DBE papers. There was a lot of confusion regarding the collection of DBE papers. This resulted in serious delays in the start of the examinations as centres had to collect the question papers on the day that the papers were written. Because of the long distances involved in collecting the papers, some centres did not collect physically them and relied on faxed or emailed copies.
- Communication with one ERCO affiliate (Impak/Delta) was not handled properly:
 - Two Impak/Delta candidates missed the Physical Sciences P1 because they were not informed timeously of the change in the timetable, although they did write Paper 2. ERCO reported the matter to Umalusi and indicated that they would accommodate the learners as allowed by the regulations.
 - All Impak/Delta candidates prepared the wrong content for Agricultural Sciences, as the content of P1 and P2 were switched around. Consequently, the timetable was altered to allow Agricultural Sciences P1 to be written on 18 November in order to allow the candidates to prepare the correct content.
 - At one centre in Middleburg a mother interfered with the opening session, complaining that the environment was not conducive to the writing of the examination.
 - At one of the Pretoria centres, a mother was talking loudly outside, while at another centre another one complained about the shortage of question papers.

Areas of good practice

ERCO introduced the use of bar codes for the first time this year in order to minimise the chances that markers would be able to identify the answer scripts of their own schools.

Areas of concern

- No evidence of letters of appointment for commissioners at most of the centres.
- Training of commissioners not done, accordingly most of them relied on previous experience and the manual sent by ERCO. Two centres, one in the North West region and the other in KwaZulu-Natal were offering the NSC examination for the first time and the commissioners were not formally trained.
- At some ACE centres only one or two candidates wrote the examinations.
- Some question papers were received very late, especially DBE papers.
- Question papers were sealed in very flimsy, transparent plastic envelopes which could easily have been tampered with.
- Answer scripts were returned to ERCO long after the papers had been written. Answer scripts were kept at the centres until there were enough to be collected.
- There were no proper controls or records of examination material and stationery.

3.2 MONITORING OF THE MARKING OF SCRIPTS

Marking was done at the Eden Conference centre in Pretoria. Umalusi staff and monitors visited the centre daily for the five-day marking period. The centre did not make use of proper security guards at either the main entrance or the entrances leading to the various marking venues used. There were one or two people manning the main entrance to the marking centre and these looked like students.

Findings

Marking of scripts was generally conducted in line with policy guidelines and in accordance with the following criteria which were satisfactorily adhered to:

- General conditions of the marking centre
- Security issues
- Appointment of markers and examination assistants
- Training of markers
- Marking procedure
- Internal moderation of marking
- Handling of irregularities

Umalusi conducted an audit of the appointment of markers to verify that suitable people had been appointed. Generally, the majority of markers satisfied the criteria for appointment. However there were certain cases where the suitability of certain markers was in question, as illustrated below:

- 59 markers were appointed for various subjects.
- 43 markers were suitable for appointment, as they satisfied the criteria for appointment as contained in the policy documents.
- One marker had not taught the subject in 2011, but had taught it from 1971 up to 2010.
- One marker appointed for English FAL had not taught the subject since 2002.
- 14 markers did not satisfy the appointment criteria as indicated below:
 - Two did not indicate the major subjects they passed during their training.
 - One was appointed for English FAL yet majored in Biblical Studies and Psychology. The marker last taught the subject in 2008.
 - One was appointed for Afrikaans HL yet had obtained a BA (Health Sciences) and a BA Hons in Psychology.
 - One appointed for Afrikaans had obtained a BCom Hons.
 - One appointed for English HL had majored in Biblical Studies and Psychology.
 - Of the two appointed for Computer Applications Technology (CAT), one had obtained a BEd and had majored in Afrikaans, English and CAT, while the other had obtained a BEd majoring in Education and Biblical Studies.

- o One was appointed for English FAL but had majored in Afrikaans and German.
- o One was appointed for English HL but had studied for a Teachers Diploma in 1980, majoring in Geography and Maths.
- o One was appointed for Tourism having obtained a BCom with majors in Biblical Studies and Economics.
- o One was appointed for Maths Lit having obtained a BEd with majors in Science, English and Remedial Studies.
- o One with a Junior Primary teaching qualification was appointed for and teaches Afrikaans HL.
- o One with a qualification in Guest Relations was appointed for Geography.

These markers all indicated that they teach Grade 12 in the subjects they were appointed to mark, despite the fact that their qualifications that are not in line with the subjects they teach and mark.

ERCO is requested to provide Umalusi with a full report on these appointments.

Areas of concern

- Examiners and internal moderators did not attend memorandum discussion for DBE papers.
- Security could still be improved and perhaps the number of guards should be increased.
- The appointment of markers who do not have the relevant qualifications to teach and mark the subject.

4 CONCLUSION

The conduct of the ERCO NSC examination needs to be improved. The risks identified by the independent monitor had a serious bearing on the final conduct of the examinations. The irregularities and areas of concern highlighted in this report are also a clear indication that ERCO did not have the proper systems and processes in place to administer the 2011 NSC examination. Nevertheless, it can be concluded that there were no major irregularities that could be found to have compromised the general conduct of the 2011 NSC examination.

Chapter Five

Verification of marking

1 INTRODUCTION

Umalusi participated in the ERCO memoranda discussion meetings and external moderators attended the memoranda discussion meetings on the first day of the five-day marking sessions. This proved to be a fruitful exercise as it enabled both the external moderators and the ERCO internal moderators to mediate the standardisation of the marking guidelines. The participation of Umalusi external moderators in this standardisation procedure proved to be very useful in ensuring accurate, appropriate and marker-friendly tools that will result in consistent and accurate marking.

2 SCOPE

Umalusi external moderators attended the marking guideline discussions for the following subjects:

- Accounting
- Afrikaans Home Language
- Agricultural Sciences
- Business Studies
- English First Additional Language
- Economics
- History
- Life Sciences
- Mathematics
- Physical Sciences

3 APPROACH

Since the ERCO marking guideline discussions took place at ERCO's marking centre, Umalusi external moderators were deployed to this centre to participate in the discussions and ensure that they were conducted professionally.

4 FINDINGS

4.1 MARKING GUIDELINE DISCUSSION

Findings from the marking guideline discussion are presented according to the subsections below.

4.1.1 Processes and procedures followed

Marking guideline discussions were attended by the internal moderator, examiner and marker. The meetings were generally chaired by the internal moderators and examiners, and were characterised by the dissection of the marking guideline by the internal moderator and the panel, although in some cases it had already been amended by the internal moderator.

4.1.2 Role of Umalusi external moderators

The role of Umalusi external moderators generally entailed advising and actively participating in the discussions when necessary. Owing to the fact that ERCO had not previously conducted many formal marking guideline discussions, it was sometimes essential for the external moderators to intervene in order to explain and clarify certain issues.

4.1.3 Marking of sample scripts and submission of inputs

Generally no pre-marking of sample scripts had taken place before the marking guideline discussion meeting. In some cases pre-marking of an average of three scripts had been done by the internal moderator or examiner. An indication of how pre-marking was undertaken in some of the subjects is given below.

Accounting

No pre-marking had taken place and the examiner had marked two scripts only. The three markers who mediated the marking guideline marked different scripts and discussed issues that they picked up. It would have been more beneficial if all three had marked the same scripts and ensured that they were in agreement on the marks allocated.

Agricultural Sciences

No sample marking had taken place prior to the marking guideline discussion and the marking guideline was mediated by the examiner and one marker. Although nothing had been written down as part of the preparation, during the discussion it became clear that some preparation had in fact been done.

Afrikaans HL

The internal moderator is alleged to have simply distributed the amended marking guideline and discussed it with the panel. The external moderator's view was that any amendments should have been discussed and agreed upon during the marking guideline discussion. She cautioned the internal moderator that this was not the right procedure to follow.

English FAL

In Paper 1 no scripts had been made available to any markers for pre-marking but some pre-marking had been done by the internal moderator and the examiner. In Paper 2, only the internal moderator had done pre-marking; however, the external moderator insisted that each marker first mark two scripts as a basis for discussion. Once markers had all marked two scripts, the discussion ensued.

During sample marking, it emerged that Brainline had not taught their learners to write literary essays. This allegation was made based on the fact that all their candidates had opted for contextual questions which may have disadvantaged some of them.

4.1.4 Changes/additions to the marking guidelines

Changes to the marking guidelines were reportedly more conspicuous in Afrikaans HL. These changes were viewed by the external moderator as unscrupulous since they had been made unilaterally by the internal moderator without any consultation. No drastic changes were reported in other subjects.

In History, additions or changes to the marking guidelines could not be ascertained because the guidelines were unavailable. This was because ERCO had used the DBE papers in its examination. The unavailability of the History P2 marking guideline was compounded by the fact that this paper was written on the same day that the ERCO marking guideline discussions were held.

4.1.5 Status of the question paper and marking guideline documents

External moderators confirmed that the versions of question papers and marking guidelines used at the marking guideline discussion meetings were, in fact, the versions they had approved and signed off at final moderation.

4.1.6 Areas/problems not appropriately addressed during the setting and moderation process

The translation from Afrikaans to English in Agricultural Sciences was found to have been poorly executed. In some cases it was so bad that it changed the meaning of the English question.

4.1.7 Areas of concern

- The role of pre-marking and its application in the ERCO marking guideline discussions need to be improved.
- The state of the English version of the Agricultural Science papers as a result of poor translation.
- The non-availability of the History marking guidelines at the marking guideline discussion meeting.
- Marking guideline discussions being held before the DBE paper was written when the same paper had been written by ERCO candidates.
- The unilateral decision of the Afrikaans HL internal moderator to amend the marking guideline.

4.1.8 Recommendations

- ERCO should consider diversifying the use of sample marking in its marking guideline discussions by making use of dummy scripts for training its marking personnel. The same scripts should be marked by all markers, and information should be sourced from teachers in the form of inputs, which could contribute to more engaging discussions.
- ERCO should improve the translation of its papers by employing the services of a professional translator.
- ERCO should take part in the DBE marking guideline discussions for the papers that they purchase from the DBE.
- ERCO should synchronise its programmes with those of the DBE in order to obviate the danger of putting the DBE papers at the risk of being leaked.
- Amendments and/or additions to the marking guidelines should be discussed and agreed upon during the marking guideline discussions.

5 CENTRALISED VERIFICATION OF MARKING

Centralised verification of marking for the sampled subjects was conducted by the Umalusi moderators. The purpose of this exercise was to verify the consistency of marking and adherence to the marking guidelines.

Findings from the verification of marking are presented in terms of the Umalusi criteria for the verification of marking below.

Adherence to the marking memorandum

The markers generally adhered to the marking guidelines. There were, however, a few cases indicative of non-adherence which were reported in certain subjects. These are indicated in the table below.

Subject	Remarks
Accounting	Marking was in line with the marking guideline; however, in more open-ended questions brighter learners were not given the full quota of marks they deserved.
English FAL	Marking guideline was adhered to in most cases. Markers sometimes missed language errors or, alternatively, heavily penalised candidates for language errors. In Paper 1 some markers were inaccurate in the awarding of marks for the comprehension test, such as awarding 2 marks for a 1-mark answer.
Mathematical Literacy P2	Adherence to the marking guideline was unsatisfactory owing to the large variance between marks awarded by the external moderators and those awarded by the markers. This was attributed to the fact that ERCO did not attend the DBE marking guideline discussions.
Mathematics P3	In some instances, markers did not recognise alternative answers.

Provision of alternative answers

The marking guidelines generally made provision for alternative answers. In some subjects more alternative answers were added during the marking guideline discussions at the marking centre.

Sufficient allowance for alternative responses was made in English FAL. As indicated earlier, some time was spent on practice marking at the insistence of the external moderator, and this was essential, particularly for Paper 2 and 3. Nevertheless, few candidates attempted the essay alternatives in Paper 2.

In subjects such as Mathematics P3, Business Studies, Agricultural Sciences and Life Sciences, alternative answers were added to the marking guidelines during the marking guideline discussions. History and Afrikaans did not report any additions to the marking guidelines.

Consistency and accuracy in the allocation of marks

There was general consistency and accuracy in the allocation of marks. This speaks volumes about the standard of marking and the performance of the markers in general.

Only in Mathematical Literacy P2 was it found that markers had not applied the marking guideline correctly. This conclusion emanated from the adjustments that were effected in 14 out of 20 scripts, albeit at a small scale. The external moderator conceded that only

two candidates had adjustments of 5 and 7 marks made to their final total. The other adjustments were minor deviations.

Good consistency in the allocation of marks was noted in English FAL Paper 3. This paper was very well marked and markers appeared to have come to grips with the marking rubrics. This was remarked on as representing a great improvement. Marking of Paper 1 was of a fairly good standard.

Internal moderation

In the majority of cases internal moderation was found to have been fairly well done. In Business Studies, Life Sciences and Mathematical Literacy, it was reported that partial moderation had taken place, i.e. scripts were not fully moderated with one or two questions only being moderated. In Mathematical Literacy, for instance, only six scripts were moderated, in all of which only one or two questions were moderated.

No evidence of moderation could be discerned in History P2. In Afrikaans FAL P1, the marks allocated by the internal moderator were found to be slightly inflated. A concern was raised in Accounting that despite scripts being moderated there were still adding and totalling errors.

Candidates' performance

The table below indicates questions or areas in which the candidates excelled or performed poorly in different subjects.

Subject	Remarks
Accounting	The examiner's report indicated that 43% of ERCO candidates achieved marks under 30%, which is an indication that candidates did not fare well in the paper.
Business Studies	Section C (essays) still remains a challenge for many candidates.
English FAL	Candidates might have found the vocabulary used in the text for the language question in Question 4 difficult.
Mathematical Literacy P1	Candidates appeared to have struggled with Questions 4, 5 and 6 (space, shape and measurement).
Mathematics P3	Candidates did not perform very well in the Geometry questions (Questions 7, 8 and 9), as well as the probability question (Question 6) and the recursive sequence (Question 1). They performed very well in Question 4, which dealt with scatter plot, standard deviation, equation of linear regression and correlation coefficient.
Physical Sciences	Candidates seemed to have struggled with Questions 5, 7, 8 and 9.

The external moderator's view with respect to poor performance in Accounting was that the changes that ERCO has had to make to conform to the new curriculum have probably not taken place in all its schools, which could account for the poor marks in the subject.

One candidate did not do Question 3 in English FAL P1. According to the note found in the script the cartoon and advertisement were not included in the question paper. This assertion raised many questions that begged answers as to whether this was reported as an irregularity; if it was in fact true, why was it not reported to the chief invigilator? If it was true, why was the candidate not provided with a complete question paper?

5.1 AREAS OF GOOD PRACTICE

- There was an improvement in the standard of marking in ERCO.

5.2 AREAS OF CONCERN

5.2.1 Candidates being deprived of well-deserved marks for open-ended questions in Accounting

- Partial moderation in some of the subjects, as well as few moderated scripts in Mathematical Literacy.
- The allegation that a certain question could not be done because of missing sections of the question paper.

5.3 RECOMMENDATIONS

- Open-ended questions that require candidates to express their ideas in their own words should preferably be allocated to an experienced marker.
- Internal moderators should begin by moderating the whole script at the start of the marking process. This will enable them to have a broad view of the entire paper and, in the process, identify problematic questions that require more attention.
- The allegation of the missing cartoon and the advertisement needs to be investigated and verified by ERCO in order not to disadvantage the candidate.

6 CONCLUSION

The two processes involved in the verification of marking, namely the marking guideline discussions and the centralised verification of marking, proceeded well for ERCO. Marking guideline discussions were proven to be a fruitful exercise and both parties, that is, Umalusi external moderators and the ERCO marking panel, benefited from the process. It is hoped that suggestions made by the external moderators will assist in taking this process to the next level. The centralised verification of marking also proceeded well and an improvement in the standard of marking in ERCO was reported by the external moderators.

Chapter Six

Standardisation of examination results

1 INTRODUCTION

2011 is the fourth year in which the NSC results have been standardised. For the first time a historical average (based on the previous three years' performance) was used as part of the standardisation process.

2 PURPOSE OF STANDARDISATION

Standardisation entails the moderation process used to mitigate the effect of factors other than learners' knowledge and aptitude on the learners' performance. Standardisation of the examination results is necessary to take care of any variation in the standard of the question papers, which may occur despite careful moderation processes. Moreover, variations in the standard of marking may occur from year to year. Other sources of variability include undetected errors and learners' interpretation of questions.

Standardisation is thus necessary to achieve comparability and consistency in examinations across years.

3 SCOPE OF THE STANDARDISATION

A total of 21 subjects were subjected to the standardisation process at the ERCO Standardisation Meeting.

4 UMALUSI'S APPROACH TO THE STANDARDISATION OF THE NSC

Umalusi makes use of an evidence-based approach to standardisation. Decisions are based on the thorough consideration of historical and situational factors, and careful and systematic reasoning. Umalusi has introduced the following measures to facilitate these

processes and to ensure that standardisation decisions are systematic, appropriate and fair:

- Historical averages were presented to the Umalusi Assessment Standards Committee in booklet form for each achievement level for each subject to be standardised. These averages were determined by using three-year averages. The 2008, 2009 and 2010 raw and adjusted scores were also used to inform the 2011 standardisation decisions.
- 'Pairs analysis' was used to show correlations between the average performance of learners in the subject being standardised and that in other subjects being taken by the same cohort of learners.

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

- For 2011, Umalusi appointed teams of subject specialists to conduct the post-examination analysis for the 11 'gateway' subjects that were part of the 2009 and 2010 project. The post-examination analysis provided an evaluation of the cognitive demand of the 2011 NSC examination papers in the selected subjects, as well as a comparative evaluation of the standard and quality of the 2011 question papers in relation to the 2010 question papers.
- The Umalusi external moderators presented detailed reports which gave an overview impression of the question papers moderated. The reports also provided an indication of general learner performance based on a sample of scripts moderated.
- The ERCO Internal Moderator and Chief Marker reports were also consulted, and these provided a post-exam analysis of the question paper from a marking perspective.

The following principles were applied in the standardisation of the 2011 examination results:

- No adjustments should be made to the raw marks unless compelling evidence is provided to support this.
- No adjustments, either upwards or downwards, will exceed 10% or the historical average.
- In the case of individual candidates, the adjustment effected should not exceed 50% of the marks obtained by the candidate.
- If the distribution of the raw marks is above or below the historical average, the marks may be adjusted downward or upwards, respectively.
- Computer adjustments are calculated on the principles outlined in the bullets immediately above.

- Umalusi retains the right to amend these principles as deemed necessary based on sound evidence and educational principles.

5 PROCEDURES FOR THE 2011 NSC STANDARDISATION

- A Qualitative Input Meeting was held by Umalusi on 19 December 2011. At this meeting the reports of the post examination analysis, Umalusi external moderators, and the DBE strategic interventions were discussed and analysed in preparation for the Pre-Standardisation and Standardisation meetings.
- Pre-Standardisation meetings were held by Umalusi on 20 December 2011. These meetings were used to consider the raw marks in relation to all the evidence accumulated relating to the examination results. The Standardisation Meeting was held at the Premier Hotel, Pretoria, on the 21 December 2011.

6 2011 STANDARDISATION DECISIONS

The final outcome of the standardisation of the 21 NSC subjects is as follows:

- Raw marks: 18 subjects
- Moderated upward: 3 subjects
- Moderated downward: 0 subjects

Umalusi is pleased with the fact that for 86% of the subjects raw marks were accepted. It must be noted that for the subjects where upward adjustments were effected, no subject was adjusted to the maximum 10%.

It must also be noted that in 11 subjects ERCO used question papers that they obtained from the DBE. Accordingly, the marks for these subjects were standardised according to the DBE standardisation decisions.

7 VERIFICATION OF THE RESULTING PROCESSES

- Umalusi has developed its own standardisation, moderation and resulting modules on its mainframe. The same principles and requirements as the Umalusi requirements

and specifications were applied. This system was used to verify the datasets generated by the ERCO computer system.

- The adjustments approved at the Standardisation Meeting were verified as correct.

8 AREAS OF CONCERN AND RECOMMENDATIONS

- The order of the data in the distribution tables in the first booklet must be reversed. Raw marks first, then adjusted distributions.
- Inappropriate terminology was used in some subjects, for example Accounting. Translations must be done by subject experts fully conversant with both the languages concerned.
- Question papers must not be submitted at the last moment for moderation by Umalusi as this puts pressure on the external moderators.
- The general layout of the papers translated into English was of a lower quality to those in Afrikaans.
- Some question papers were still set in the mould of the old Senior Certificate curriculum and this must be addressed.

9 CONCLUSION

The 2011 standardisation process was conducted in a credible and very systematic manner. The comments of the various observers invited to the standardisation meetings bears testimony to the integrity of the process. The decisions taken to accept raw marks or perform slight upward or downward adjustments were made based on sound educational reasoning, backed by the qualitative supporting information presented to Umalusi.

Chapter Seven

Conclusion

The findings presented above indicate a few areas where ERCO needs to implement serious intervention strategies so as to improve its assessment systems and processes:

- Lack of capacity and ability to administer national examinations successfully in all respects (from the setting of question papers, administration of school-based assessment, through to the conduct of the examinations commencing with registration and ending with marking and disseminating resulting).
- Late submission of the ERCO question papers for external moderation remains a concern. Umalusi hereby indicates that all the ERCO questions papers must, in future, be submitted for the first moderation on 30 April. Subsequently, all question papers should have been approved by 31 July. Any question papers not adhering to these timeframes will not be moderated by Umalusi.
- The majority of the ERCO question papers were submitted without analysis grids indicating content coverage, cognitive weighting and weighting of difficulty levels. Some question papers were set on content from the old Senior Certificate syllabus. In future, all question papers submitted for external moderation should have analysis grids and should comply with the NCS content. Failure to do so will result in the papers not being moderated.
- The quality and standard of the SBA tasks were poor. The tasks were generally not aligned to the LOs and ASs. AT ERCO level there is still no internal moderation of SBA. ERCO is urged to take full responsibility for moderating SBA across all its providers, as well as monitoring to ensure compliance across the board.

Umalusi takes this opportunity to thank ERCO for the efforts it made in ensuring the credibility of the 2011 NSC examinations.

Acknowledgements

A special word of thanks goes to the following individuals and groups for their contribution to the 2011 quality assurance report:

i) Staff of Umalusi Quality Assurance of Assessment (QAA) Unit for evaluating, synthesising and consolidating the moderation and monitoring reports:

- Mr Vijayen Naidoo
- Ms Confidence Dikgole
- Mr Eardley Twigg
- Mr Andy Thulo
- Mr Siphmandla Nxumalo
- Ms Charity Kanyane

ii) The editor Ms Alexa Barnby for editing the report under tight time constraints.

iii) Ms Annelize JV Rensburg for the lay-out and design of the report.

iv) The Umalusi team of external moderators for their tireless dedication to the moderation work, as well as developing the reports summarised in this report:

- Ms Diane S Woodroffe
- Mr Jacob Mamaile
- Mrs Charmaine S Brits
- Prof. A Coetzer
- Mrs M Venter
- Mr Thebeyamotse A Tshabang
- Dr Fourten Khumalo
- Mr Stanley Gcwensa
- Mr S Naicker
- Mr Daniel MacPherson
- Dr Christian F van As
- Mr Trevor D Haas
- Mrs Wilma Uys
- Mr MJ Chiles
- Ms Diana J Brown
- Ms CM Magdalena van Pletzen

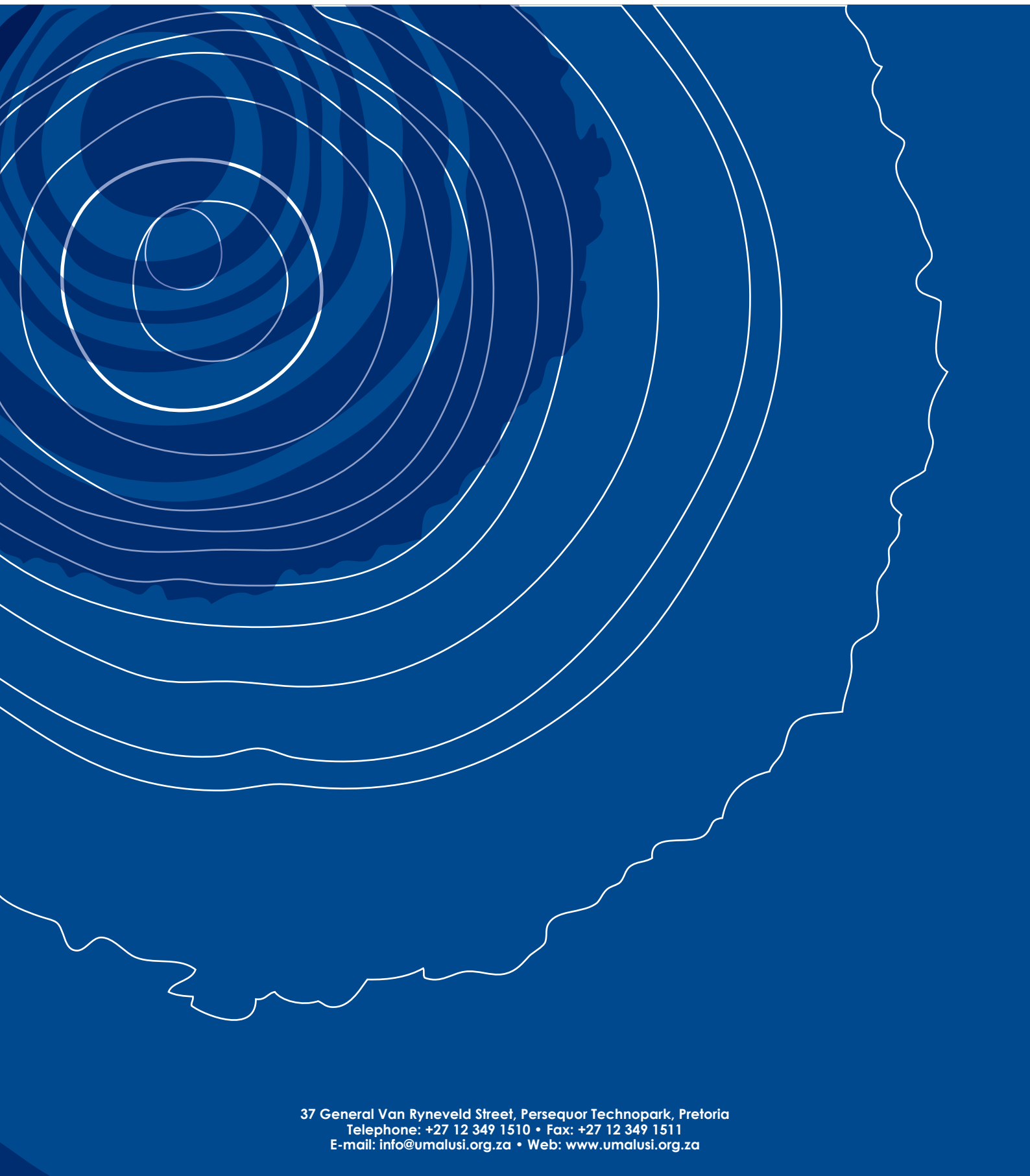
- Ms S Botha
- Mrs G Cowan
- Dr Lorraine P Singh
- Mr Mohamed F Hoosain
- Mr EJ Pretorius
- Mr Sathiselan Ponen
- Mr Irwin E Hearne
- Mr Dirk Hanekom
- Mr Achmat Bagus
- Mr Merven P Moodley
- Mrs Fathima Suliman
- Dr Visvaganthie Moodley
- Ms MP Bembe
- Ms Elaine M Powell
- Ms Zama Shabalala
- Mr Quintin T Koetaan
- Mr Eddie Smuts
- Dr Surenda S Seetal
- Ms Sharifa Ismail
- Ms Cornelia E Koekemoer
- Mr Piet Jan Masilela
- Mr S Matsolo
- Ms Nombulelo B Ngomela
- Ms Nosisa WS Beyile
- Ms Phumla P Cutalele
- Dr Isaac K Mndawe
- Ms Cynthia N Maphumulo
- Ms Thembelihle Ngobese
- Ms Fikile Khuboni
- Ms Martha J Bernard-Phera
- Mr TP Merementsi
- Ms Farrah Hendricks
- Mr P Preethlall
- Mrs Anna Crowe
- Ms PB Majozi
- Mr Mogamat A Hendricks
- Mr Rakesh Singh
- Prof. Poobhalan Pillay

- Prof. NJH Heideman
- Dr CG Kriek
- Mr Rajen Govender
- Mr Pragasen Naidoo
- Mr Franklin A Lewis
- Ms Zoradah Temmingh
- Prof SR Pillay (In memoriam)
- Mr Don Francis
- Mr Piet Struweg
- Dr Willy L Willemse
- Ms Deborah M Mampuru
- Prof Mawatle J Mojalefa
- Dr Ntepele I Magapa
- Ms P Mohapi
- Dr Matilda Dube
- Mr Molapo P Thito
- Dr P Lubisi
- Prof. Phaladi M. Sebate
- Mr G Molaotse
- Ms Seanokeng FC Sehume-Hlakoane
- Dr M Lesete
- Mr Ludwig Punt
- Mr Rodney Johnson
- Ms Julia Nedzharata
- Prof. Karin M Skawran
- Ms Louisa Ndobela

v) The Umalusi team of monitors for the hard work put into monitoring the 2011 NSC examination, as well as providing Umalusi with the reports presented in this report:

- MS SS Nongogo
- Mr HE Franzsen
- Prof CZ Gebeda
- Mr A Moloabi
- Mr LJ Moloi
- Ms EC Radise
- Mr MM Seitshiro
- Mr MJ Mofokeng
- Mr JJ Mabotja
- Mr A Seckle

- Ms JN Mophiring
- Mr S Pillay
- Mr MK Kgole
- Mr BO Nzimande
- Mr LW Gwala
- Mrs NG Jafta
- Mr SM Zuma
- Mr C Maakal
- Mr Mamabolo
- Dr MN Rathando
- Mr SM Mafora
- Mr MT Magadze
- Mr MW Mokoena
- Mr SJ Hlatswayo
- Mrs M van Venrooy
- Mr SM Dlakude
- Mrs MC Motlhabane
- Mr MRC Setshogoe
- Mr JKO Sebitloane
- Mrs MA Venter
- Mr KP Spies
- Dr GJ Kotze
- Mr DR Sheperd
- Mr MS Nduna
- Mrs T Yawa
- Mrs V Hector



37 General Van Ryneveld Street, Perseus Technopark, Pretoria
Telephone: +27 12 349 1510 • Fax: +27 12 349 1511
E-mail: info@umalusi.org.za • Web: www.umalusi.org.za



U MALUSI



Council for Quality Assurance in
General and Further Education and Training