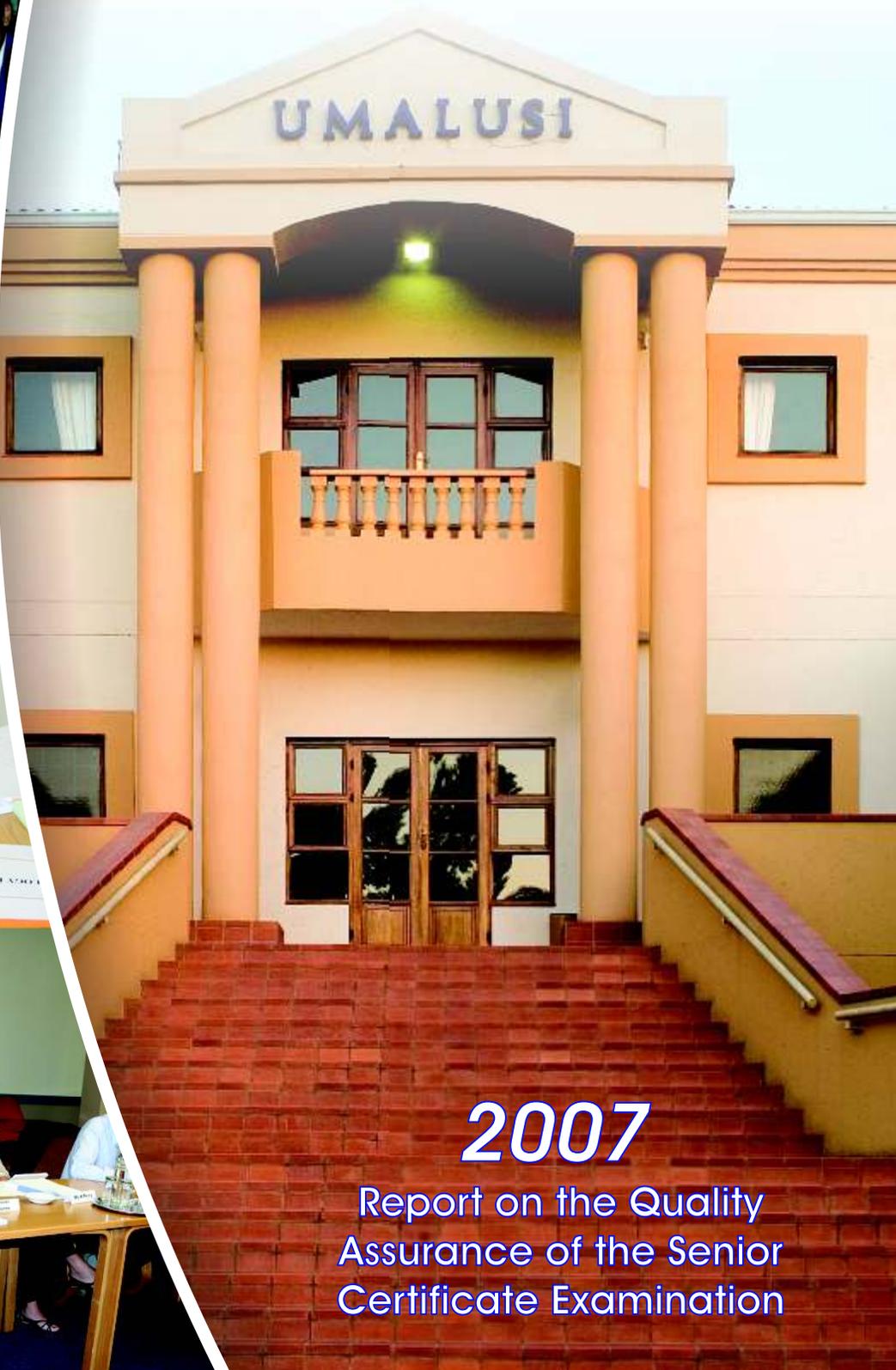




UMALUSI



COUNCIL FOR QUALITY ASSURANCE IN GENERAL
AND FURTHER EDUCATION AND TRAINING



2007

Report on the Quality Assurance of the Senior Certificate Examination

**Quality Assurance of the Senior
Certificate Examination:
2007
Report to the Minister of Education,
Ms GNM Pandor – MP**

Table of contents

Foreword	1
Chapter 1 – Overview	1
Chapter 2 – Moderation of question papers	3
Chapter 3 – Moderation of Internal Assessment	15
Chapter 4 – Monitoring of the conduct of the Senior Certificate Examinations	30
Chapter 5 – Moderation of marking	43
Chapter 6 – Moderation of marks	59
Chapter 7 – Conclusion	63



FOREWORD

2007 is a year that will go into history as the year in which the Senior Certificate Examinations (SCE) were conducted for the last time as large scale, high stakes examinations. The SCE will continue to be conducted on a smaller scale until it is finally phased out in 2011. From 2008 the Grade 12 learners will sit for a new qualification: the National Senior Certificate based on the new curriculum.

The quality assurance processes for the 2007 SCE are as follows:

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

Umalusi utilises a team of external moderators, monitors its Statistics Committee to carry out the above-mentioned processes. Based on the reports received from these teams, the executive committee of Umalusi Council concluded that the above processes were conducted in a fair and reliable manner, that the results are valid, and that there is currently no report of any irregularity that would compromise the credibility of the 2007 Senior Certificate Examinations.

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

- Umalusi provided detailed feedback reports to all assessment bodies on the 2006 quality assurance processes. Based on these reports assessment bodies submitted improvement plans which sought to provide insight into how the identified shortcomings would be addressed. During 2007 Umalusi monitored progress of implementation of the improvement plans.
- A revised self-evaluation instrument on the state of readiness was sent to assessment bodies. Assessment bodies completed the instruments and forwarded these to Umalusi with all the necessary supporting evidence. These completed instruments provided Umalusi with enough evidence to be able to make a judgement on the state of readiness of different assessment to administer the 2007 SCE.
- There were doubled efforts to ensure that the cognitive demand of the question papers is raised to the desired level as prescribed in the policy and guideline documents. The majority of question papers were able to discriminate quite adequately between low and high performers. This was attested to even by the independent post-exam analysis of question papers that Umalusi conducted.



FOREWORD

- The number of examination centres visited by both Umalusi monitors and staff was increased this year. While routine monitoring was conducted, more emphasis was placed on visiting centres that were implicated in a number of malpractices in the previous year's examination. It is worth noting that although there are still a few cases especially in the private schools, where examinations are still run in desolate conditions, there is general improvement in the administration of examinations in a number of centres.
- Moderation of marking was strengthened further to ensure that a representative sample of scripts is moderated. A sample of all the eleven national subject scripts was moderated at Umalusi during the centralised moderation of marking. To strengthen this, external moderators of these eleven national subjects were then deployed to selected marking centres across all provinces to conduct further moderation of their own selected sample of scripts. This process assisted Umalusi in observing first hand, different practices employed by various assessment bodies during the marking of scripts. The chapter on the moderation of marking attests to the fact that a lot of work still has to be done to improve on the quality and standard of marking generally.
- The criteria and report format used by the external moderators for reporting on the moderation of internal assessment were reviewed and improved on. The improvement assisted in that the external moderators were able to pick up and report on salient issues pertaining to the quality of tasks set, the cognitive demand of the tasks as well general implementation of internal assessment. While there are a few areas of concern observed, it is worth noting that there are also a few pockets of excellence observed with regard to how guideline documents are structured and adhered to in a few assessment bodies.

The year culminated with the standardisation process which was conducted as usual in a very professional manner. The debates were premised around high level educational principles and these assisted in ensuring that sound decisions were taken with regard to the standardisation of results.

To this end, Umalusi takes this opportunity to thank all its stakeholders for their cooperation and support in ensuring the credibility of the 2007 Senior Certificate Examinations.

Prof John Volmink, Chairperson

20 December 2007



1

Chapter One

Overview of the report

1.1 Background

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (No 58 of 2001) to conduct quality assurance of assessment of providers that fall within the general and further education bands of the National Qualifications Framework. The Council executes this function through:

- Monitoring and reporting on the adequacy and suitability of qualifications and standards;
- Quality assurance of all exit point assessments;
- Certification of learner achievements;
- Quality promotion amongst providers, and;
- Accreditation of private providers.

This report however, focuses only on the quality assurance of the Senior Certificate Examination for the year 2007. Umalusi reports on the standard of this examination to the Minister of Education on an annual basis. In this regard, Umalusi reports on each of the quality assurance of assessment processes and procedures, which together allow Umalusi to make an evaluative judgement on the credibility of the Senior Certificate Examinations. These processes ensure that all aspects of the examination are monitored against prescribed criteria thus ensuring that standards are maintained.

1.2 Purpose of the report

The purpose of this report is to report to the Minister of Education on Umalusi's quality assurance of the 2007 Senior Certificate Examinations. The report will highlight the following aspects:

- Umalusi's approach to all the quality assurance processes, namely:
 - moderation of question papers,
 - moderation of internal assessment,
 - monitoring of the conduct of examinations,
 - moderation of marking of scripts,
 - post-exam analysis of the question papers, and
 - standardisation of marks according to agreed statistical and educational principles.



- The salient findings from the reports submitted by Umalusi's external moderators and monitors, which are synthesized, analyzed and used to make judgements on the standard of the Senior Certificate Examinations.
- Areas of good practices as observed in each of the processes,
- Areas of concern as observed in each of the processes, and
- Recommendations for improvement based on the findings.

1.3 Scope of the report

This report covers all the quality assurance of assessment processes used by Umalusi to ensure that the Senior Certificate Examination is of the required standard. The quality assurance processes are as follows: moderation of question papers, moderation of internal assessment, moderation of marking, monitoring the conduct of the Senior Certificate Examination, post-exam analysis of question papers, as well as the moderation of examination marks.

Chapter one of this report provides an overview of the whole report. It briefly outlines the background, purpose and scope of this report. Chapter two reports on the findings of the moderation of question papers, Chapter three outlines the findings from the moderation of internal assessment conducted by the external moderators. Chapter four discusses the findings from Umalusi's monitoring of the conduct of the Senior Certificate examinations. Chapter five discusses in brief detail the moderation of marking. Chapter 6 reports on the moderation of examination marks as done through the standardization process. The seventh and final chapter provides a concluding statement on the findings of the quality assurance of the 2007 Senior Certificate Examination and makes some recommendations for improvement.



Chapter Two

2

Moderation of question papers

2.1 Introduction

Umalusi judges the quality and standard of question papers by determining the level of adherence to policy in the setting of question papers, the cognitive challenge of the question papers, the appropriateness and weighting of content in question papers in relation to the syllabus, and the quality of presentation of these question papers.

Moderation of question papers takes place at two levels. Firstly the question papers are moderated internally at the level of Provincial Departments of Education, the National Department of Education for the eleven national subjects, and Independent Assessment bodies. The second final level of moderation is conducted by Umalusi through what is popularly known as the external moderation process. This external moderation process serves to ensure that internal moderation has taken place, and that the papers are fair, reliable and of an acceptable standard in terms of nationally accepted norms.

The external moderation process was done based on set criteria which focussed on the following aspects in relation to the question papers:

- Content coverage,
- Cognitive demand of the questions,
- Internal moderation conducted,
- Language and bias,
- Predictability of the questions,
- Adherence to policy and guideline documents,
- Relevance and correctness of the marking memorandum,
- Technical criteria relating to presentation of the question papers.

The external moderators would finally, based on the above aspects be able to make a judgement on the overall impression of the papers, and the overall standard thereof.

2.2 Purpose of the chapter

The purpose of this chapter is:

- to provide a broad picture of the number of question papers moderated for each of the 11 assessment bodies, and also show the number of moderations that the papers were subjected to,
- to highlight findings relating to the quality and standard of question papers



externally moderated as provided by the external moderators.

- to highlight areas of good practice, as well as areas of concern observed, and
- to finally make recommendations which will enhance the quality of question papers set and control of examining standards at every level of education.

2.3 Scope of the chapter

The chapter provides findings on the eleven national subjects moderated for the October/November 2007 and 2008 supplementary question papers and memoranda, as well as the other question papers set either at provincial level or by the two independent assessment bodies: the Independent Examination Board (IEB) and the BCVO now known as the Onafhanklike Afrikaanse Eksamenaad (OAE).

The tables below provide an indication of the number of question papers moderated at national level, as well as for each of the 11 assessment bodies, and it also shows the number of moderations that the papers were subjected to.

Table 1

Assessment Body	Number of Papers moderated	Approved at 1 st moderation	Approved at 2 nd moderation	Approved at 3 rd moderation
1. National	88	60	18	10
2. Eastern Cape	130	120	8	2
3. Free State	144	110	30	4
4. Gauteng	345	231	108	6
5. KwaZulu Natal	190	167	22	1
6. Limpopo	198	178	16	4
7. Mpumalanga	220	160	48	12
8. Northern Cape	102	90	10	2
9. North West	181	122	40	19
10. Western Cape	222	111	103	8
11. Independent Examinations Board	91	70	20	1
12. BCVO (OAE)	69	46	22	1



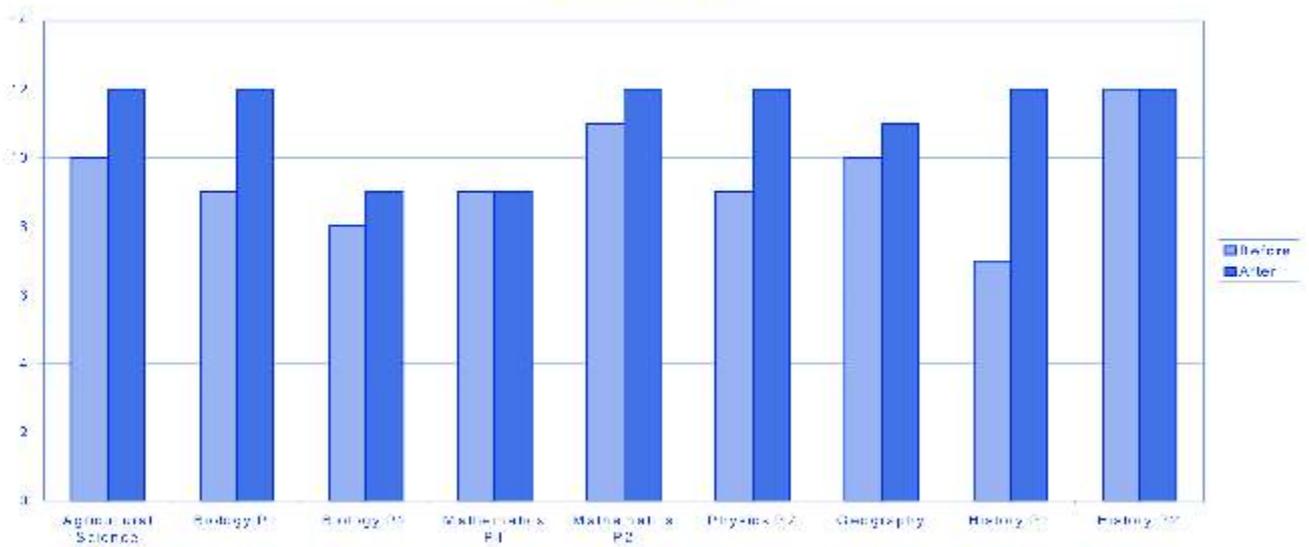
2.4 Findings

The external moderation of the papers was done in accordance with the criteria set out by Umalusi. Findings from the moderation are presented in two ways:

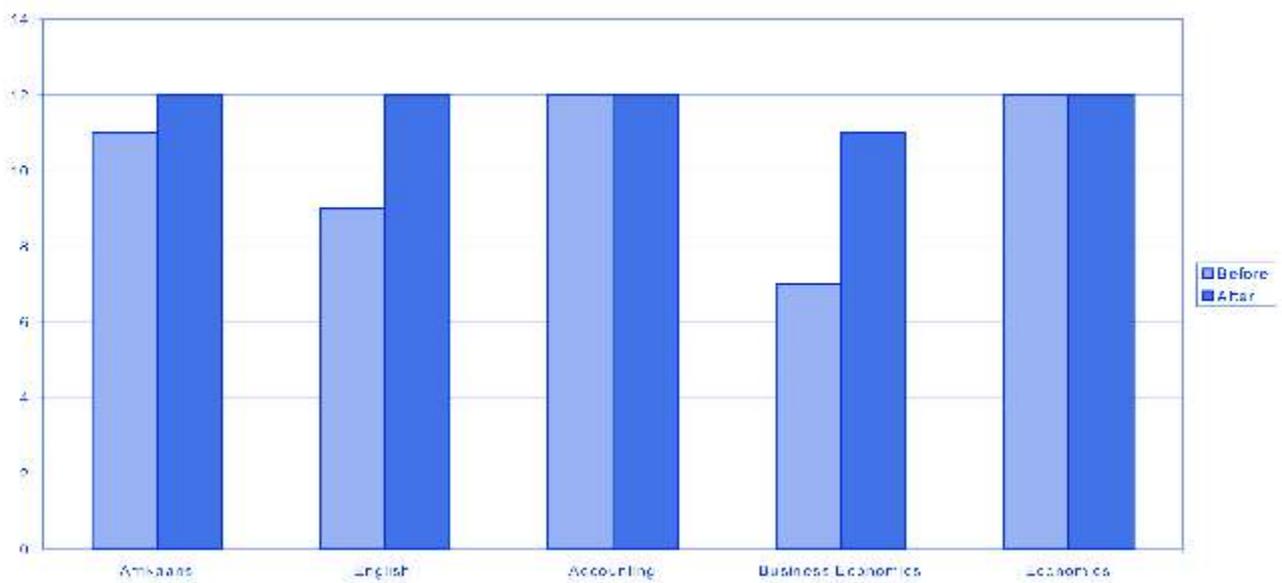
- (i) The moderation of national subjects is represented in terms of graphs. The graphs attempt to provide a synopsis of the status of question papers both before and after moderation. The graphs focus only on the following four key aspects: content coverage, cognitive demand of the question papers, correctness and relevance of the marking memorandum and technical criteria or presentation of the question papers.
- (ii) The report continues to provide a narrative presentation of the findings of both national and other question papers set at assessment body level.



Content Coverage

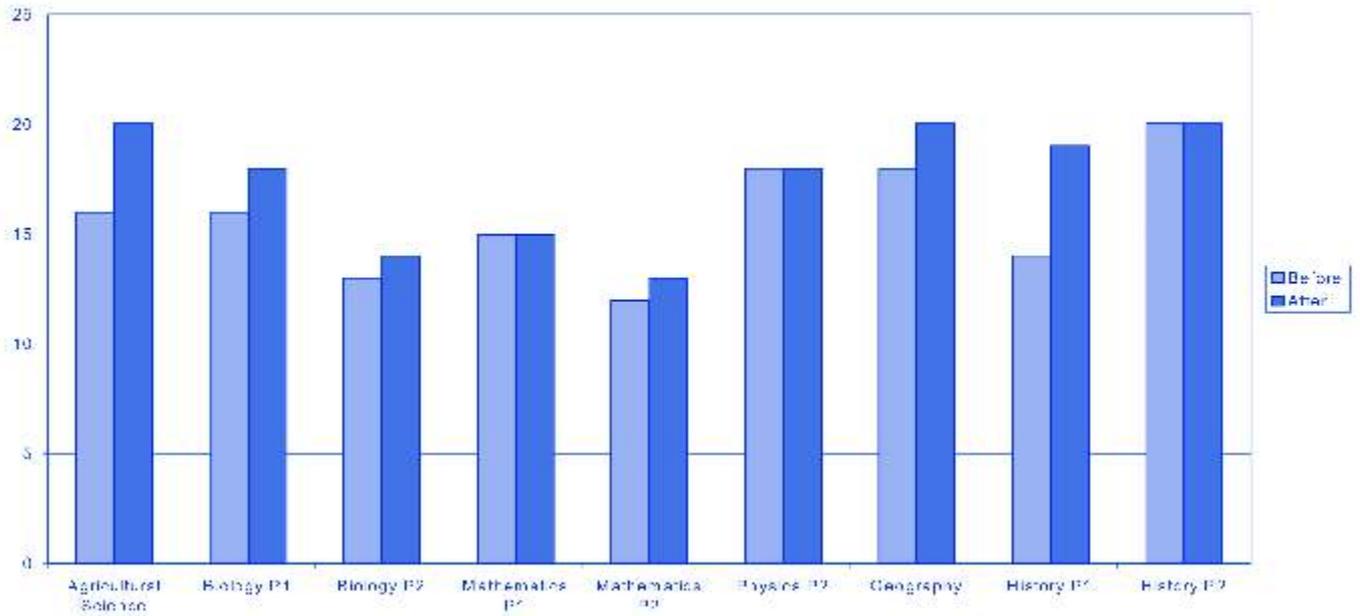


Content Coverage

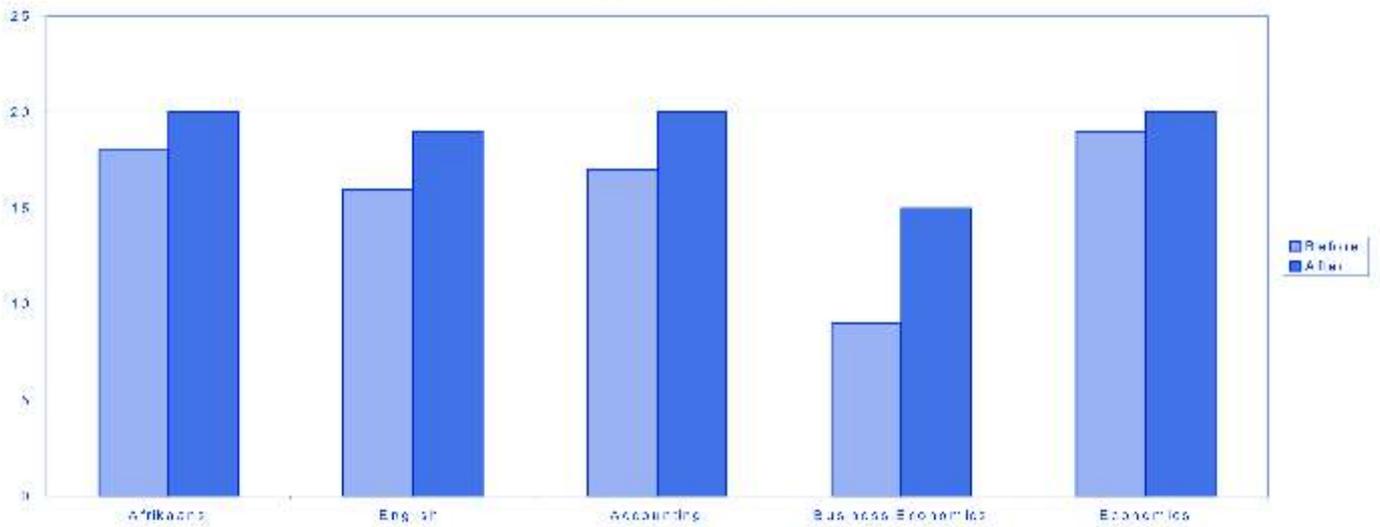




Cognitive Skills

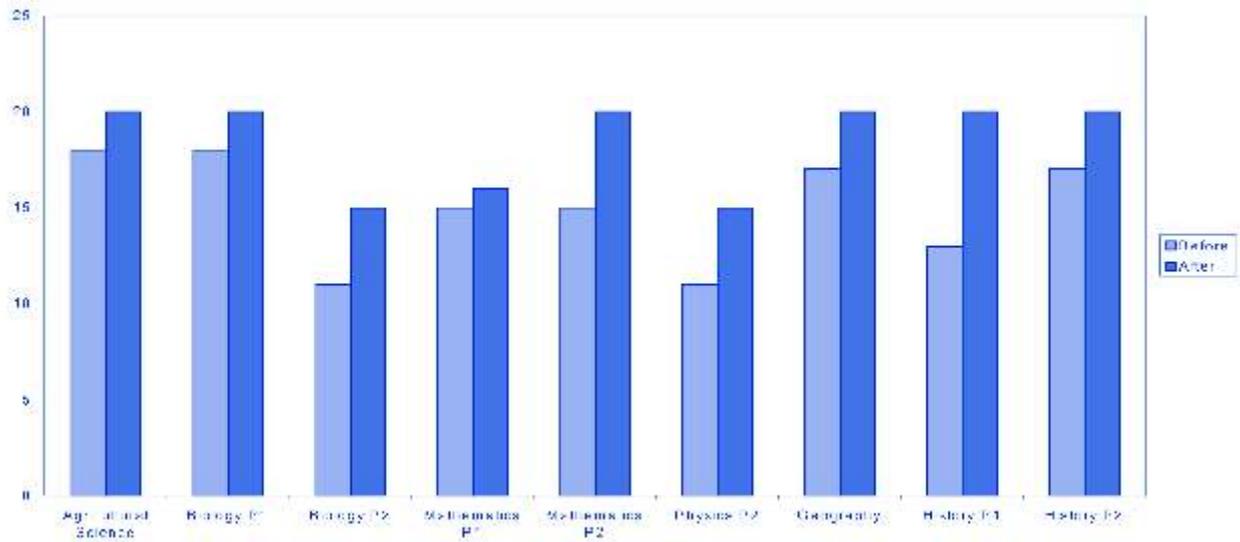


Cognitive Skills

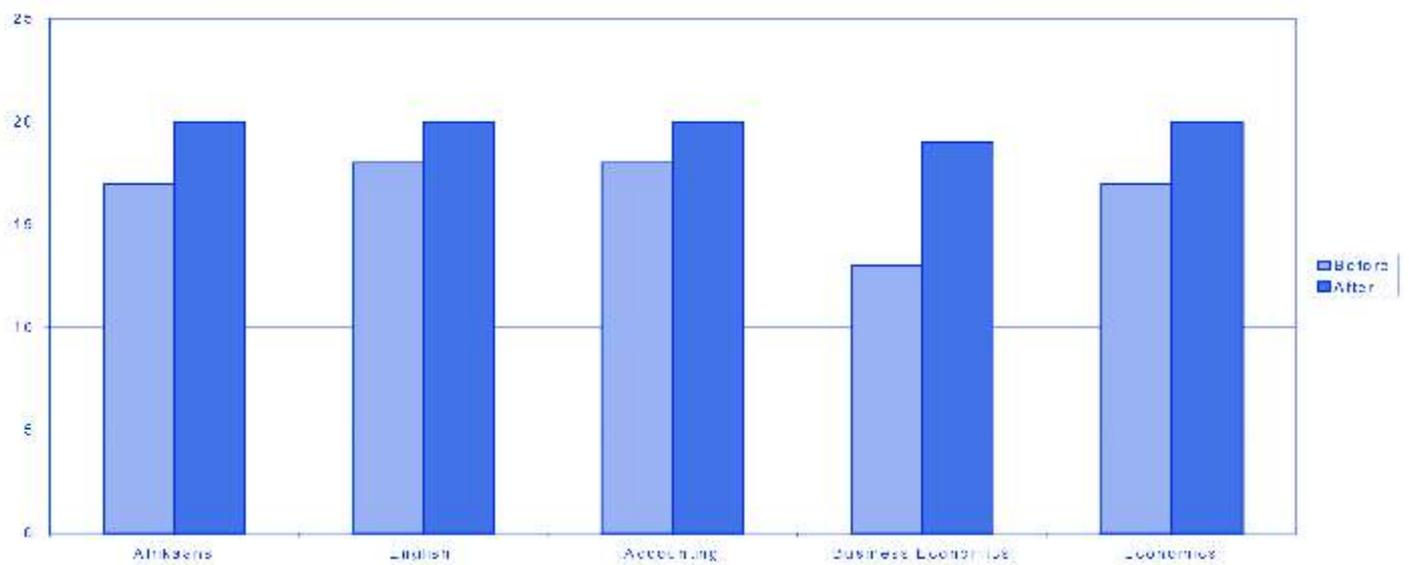




Marking Memorandum

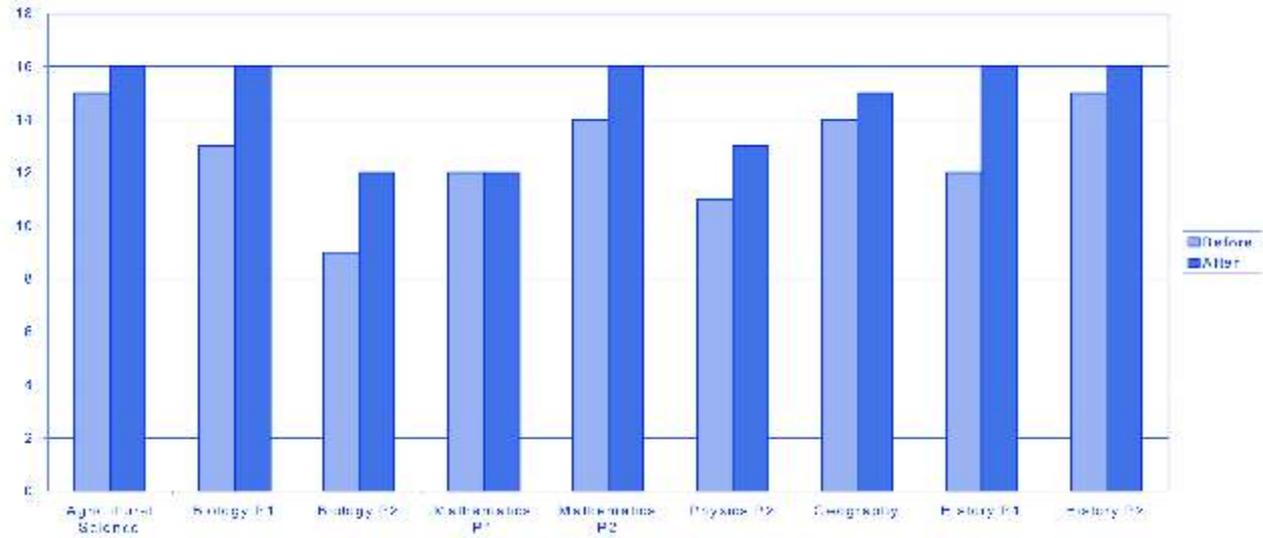


Marking Memorandum

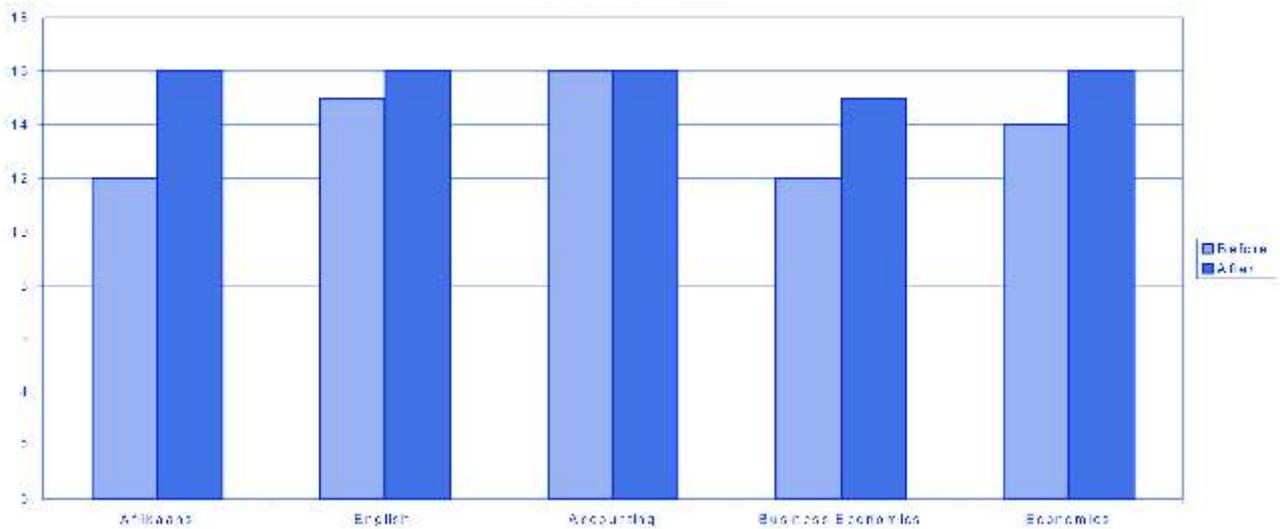




Technical Criteria



Technical Criteria





The following general findings were observed with regard to the national and other assessment body set question papers:

2.4.1 Areas of good practice:

- (i) Generally, the papers were of a high standard and conformed to national policy and guidelines. The problem solving questions introduced were extremely pleasing.
- (ii) Previous recommendations (year 2006) by the external moderators were implemented. The papers have been set in a manner that did not compromise the integrity of the standard and quality (with regard to fairness, validity and reliability). The nature and formulation of questions were such that the majority of candidates could cope with in the final examinations.
- (iii) Examiners made a real attempt to introduce creativity in the papers and some very interesting types of assessment were incorporated. It was really pleasing to witness the attempt made by the examiners to raise the standard of the provincial papers and to ensure that papers conformed to the national policies and guideline documents.
- (iv) The question papers showed a degree of originality and innovation and were generally well constructed. The distribution in terms of cognitive levels was correct and acceptable standards were maintained.
- (v) There was differential weighting of the topics and spread of cognitive levels as well as differentiation of cognitive demand for Higher and Standard Grade learners.
- (vi) Most question papers were clear of gender, race, and cultural and provincial bias and are suitable for the level of comprehension of learners at this level.
- (vii) On the overall the papers have achieved their outcomes, with a few reservations. The presentation of the papers was of a very high standard.
- (viii) The marking memoranda were detailed and flexible.

2.4.2 Areas of concern:

Despite the areas of good practice highlighted above, the following areas of concern were observed in a few areas:



- (i) Some papers still contained errors, even after the second submission for external moderation.
- (ii) There were inconsistencies, inaccuracies and wrong answers in some of the memoranda, which were not picked up on internal moderation.
- (iii) In the Biology Paper1, the English language editors made changes to the papers that, in a few instances, changed the meaning of the questions. There was also some observed lack of precision in the translation of the questions into Afrikaans.
- (iv) While creativity is acknowledged as good practice, there were cases in certain subjects, where it was felt that the creative type of questions were out of balance and could have been unfair to the learners, who in many of our schools are not exposed to this type of questioning and teaching. A balance needed to be restored in this aspect and was done so after second moderation.
- (v) In English First Language, the standard of papers was generally good but there are cases where the setting of these papers tends to incline towards accommodating the second language speakers who offer English as a First Language. This was observed more in the Mpumalanga, North West and Northern Cape papers. As a result the cognitive demand of the paper is pitched at a lower level. The consequence is that there are insufficient questions that challenge and require learners to see causal relationships, to interpret, to argue cogently and to show ability to think 'beyond the box'.
- (vi) In English Second Language Paper 2, it was observed that there is an unrealistic number of nine prescribed books in use in the Free State, which is far more than in any other province. This means that the examiner has to set 9 x 40-mark questions and answers, which in the past year has meant question papers of 32 pages in length.
- (vii) In KwaZulu-Natal it was observed in the English Second Language Paper 2: that the November and March papers were not submitted at the same time thus making it impossible to compare the standard of the two sets of papers.
- (viii) The timeframes regarding the setting and moderation of national subjects remain an issue. There were cases where the external moderators were called in too late to moderate the question papers. As a result the external moderators found themselves having to finalise papers under extreme pressure.

2.5 Recommendations:

- (i) While it is acknowledged that the level of internal moderation has improved as compared to last year, it stills needs to be more stringent than it is at the



moment. This will ensure that issues mentioned above like errors and inconsistencies in the marking memo, as well as errors brought about by editing, are addressed.

- (ii) It is critical that the November and March papers be sent simultaneously in order to ensure comparable standards. Though this was observed in the provincial back-up papers that are phasing off, it needs to be noted for the 2008 national papers.
- (iii) Each panel of examiners needs to have an individual trained in language editing. This will assist to ensure that the meaning of questions is not altered during the editing process. Proofreading by both examiners and internal moderators needs to be done thoroughly
- (iv) The Internal Moderator should insist on source documents for data used in the questions. Inclusion of a syllabus document highlighting the areas covered by questions confirms adequate content coverage and should be included in the submission. It is also critical that the November and March papers be sent simultaneously in order to ensure comparable standards.
- (v) It is recommended that the number of prescribed books be reduced to four or five so that quality examination question papers can be set and the internal moderator can focus on the quality and standard of questions and answers and not be overwhelmed by the sheer volume of the work.
- (vi) In questions with a specific case study examiners must ensure that generic points are not offered in the answer. In such cases the answer must relate to the specific case study otherwise it is pointless including the case study in the question.
- (vii) The question analysis grid must be completed. The marks awarded for each question and each sub-question in a question must be categorised according to the topic and cognitive level involved.
- (viii) Planning around the setting and moderation of national papers needs to be strengthened. Timeframes must be set and adhered to, this will eliminate problems where the setting and external moderation is done under pressure.

2.6 Conclusion

It is gratifying to note that the question papers were of a fair quality, and the examiners have made a good effort in setting questions that spread across the various cognitive levels. It was also evident during external moderation that most internal moderators had done their best in ensuring that the suggestions and recommendations made were looked into by the examiner. The kind of comments that were provided were helpful and contributed to the good quality of



the papers.

Most external moderators expressed appreciation of working with both the examiners and internal moderators who were very open to suggestions. The level of co-operation with the external moderator was very high.

The assessment bodies made a good effort of submitting good quality question papers. For this they are commended

In summary, it can be said with confidence that the papers covered all content as prescribed by the syllabus. There were a variety of questioning techniques and questions of various types. Of more interest, the concepts assessed were representative of the best and latest developments in the teaching of the knowledge field.



Chapter Three

3

Moderation of internal assessment

3.1 Introduction

Internal assessment is seen as an assessment of those skills that cannot be assessed through formal external examination. It is now being accepted more and more that internal assessment allows the opportunity for assessment to take place at the time of learning or more importantly to be integrated with the teaching. In many cases this has led to internal assessment components including an even wider range of learning outcomes traditionally assessed by an external examination.

Umalusi quality assures internal assessment through the application of a rigorous moderation process. The external moderation of this component is conducted annually during the fourth term. During the external moderation of internal assessment portfolios, Umalusi selected samples of portfolios from the population of learner and educator portfolios across schools and assessment bodies nationally for verification purposes.

3.2 Purpose of the chapter

The purpose of this chapter is to:

- outline the approach used for the 2007 moderation of portfolios,
- highlight the findings of the moderation exercise with a particular focus on areas of good practice, areas of concern and strengths, and
- to provide a few recommendations based on the findings reported.

3.3 Scope of the chapter

Umalusi moderated learner and educator portfolios from the nine (9) Provincial Departments of Education and the two (2) independent assessment bodies. Moderation was conducted in all the eleven national subjects:

- Accounting
- Afrikaans Additional Language
- Agricultural science
- English Additional Language
- Business Economics
- Biology



- Economics
- Geography
- History
- Mathematics
- Physical Science

3.4 Sampling of portfolios

A random selection of portfolios in each of the assessment bodies was preferred above other sampling procedures. Umalusi prescribed to the assessment bodies to select a total of fifty (50) schools from a pre-determined list of districts/regions provided. The selected 50 schools were divided into two categories comprising 25 schools per allocated subject. Each one of the assessment bodies was allocated two subjects, wherein each selected school was only moderated in one of the two allocated subjects.

Table 1: Assessment bodies, subjects, and number of schools selected per assessment body.

Assessment Body	Group A Subjects moderated in 25 Schools	Group B Subjects moderated in 25 Schools	Total number of Schools
Eastern Cape	Mathematics	Business Economics	50
Free State	Economics	Geography	50
Gauteng	History	English Additional	50
KwaZulu Natal	Agricultural Science	History	50
Limpopo	Accounting	Physical Science	50
Mpumalanga	Biology	Accounting	50
North-West	Afrikaans Additional	Biology	50
Northern Cape	English Additional	Agriculture	50
Western Cape	Economics	Afrikaans Additional	50



Assessment Body	Group A Subjects moderated in 10 Schools	Group B Subjects moderated in 10 Schools	Total number of Schools
BCVO	Mathematics	Physical Science	20
IEB	Geography	Business Economics	20

3.4.1 Sampling requirements

A particular number of schools per assessment body as indicated in the table above were selected according to the following requirements:

- schools performing 70% and above
- schools performing between 50% -69%
- schools performing between 21% -49%
- schools that performed below 20%

Nine (9) learner portfolios per school were selected using the following requirements:

- 3 X learner portfolio selected from learners who performed between 70% and 100%, as an overall CASS %
- 3 X learner portfolios selected from learners who performed between 40% - 69%, as an overall CASS %
- 3 X learner portfolios selected from learners who performed between 39% - 0%, as an overall CASS %

3.5 Approach to the moderation of internal assessment

In order to gain a first hand account of the implementation of internal assessment activities, the three stages of moderation were followed over a period of three days in each assessment body:

- The pre – moderation process
- The moderation of learner and educator portfolios, and
- The post moderation process

3.5.1 Pre – moderation process



The external moderators conducted the pre-moderation interviews with the relevant officials. The focus of the interviews was on the following critical aspects:

- Compliance with policy and guidelines on internal assessment,
- Training at all levels of implementation,
- Internal moderation processes at all levels,
- Monitoring and evaluation.

Evidence collected:

Training programmes, CASS moderation instruments, internal moderation plan and reports were requested as part of evidence brought before the moderator to evaluate.

3.5.2 Moderation of the learner portfolios as referenced against the educator portfolios

During this stage, the moderators re-marked and moderated the learner portfolios with a view to establish the quality and standard of tasks used as internal assessment items. The educator portfolios were used as a standard against which the moderation of learner portfolios was done.

3.5.3 Post –moderation process

This was conducted as a preliminary feedback session where the external moderators presented the findings gathered during the moderation to the assessment body officials.

3.6 Findings

The level of success with which internal assessment is being implemented within and across assessment bodies varies. There is enough evidence to prove that some of the assessment bodies are making remarkable strides in improving the conduct and management of the internal assessment system as well as its implementation while others are still experiencing significant challenges at some levels of the implementation. The findings present national shortcomings and strengths as experienced across the nine (9) public assessment bodies.

The independent examination bodies will be covered separately in this report, and the report will only highlight areas of concern and strengths.

Part A: MODERATION OF INTERNAL ASSESSMENT CONDUCTED AT PROVINCIAL DEPARTMENTS OF EDUCATION



3.6.1 Areas of good practice

Umalusi commends all those assessment bodies that have increased their strides in improving the activities surrounding internal assessment practices and also bringing innovation and efficiency on how internal assessment can be managed better. Some of the assessment bodies have managed to think innovatively in ensuring that the effective implementation of internal assessment takes place uniformly within schools, subjects, districts, and across the assessment body. The following are pockets of good practice as observed within public assessment bodies:

(i) Gauteng

The assessment body make use a number of documents to ensure the implementation of internal assessment:

- the Framework for Internal Moderation of CASS for the Senior Certificate (Report 550) published in 2006
- circulars, memos and,
- CASS subject guidelines.

These documents make provision for various kinds of assessment and for appeals procedure. Circulars are distributed via district offices, but also via various forums at district and cluster level to inform school personnel on urgent implementation issues.

The assessment body conducted a number of training session earmarked to improve the administration and management of internal assessment and assessment in general at every level, including certified trainings. Over 700 SAQA accredited assessors have been trained in the province.

(ii) North West

The North West Department of Education has an annual provincial moderation meeting. It is at this meeting where a final provincial decision and recording of internal assessment marks takes place. The moderation at this level is thoroughly done.

The North West Department of Education has produced a number of documents for improving the conduct and management of internal assessment in their schools:

- CASS Moderation Policy – NW Department of Education (not dated)
- Procedure for handling CASS practices - North West Province of Education (First Draft 29 August 2007)
- Provincial Moderation Plan for Grade 12 CASS (North West Province Education Department 10-19 September 2007)
- North West provincial Moderation Model for CASS for Grades 1-12 (not dated)



- CASS Assessment Guidelines for each subject Grade 12 (2006 /2007) (not dated).

The Provincial Moderation Model includes clear appeals procedures for assessment and re-assessment. It is worth mentioning that the Provincial Moderation Model for CASS was first advocated in May this year during feedback sessions with Subject Advisors, and re-iterated at workshops held in August. Cascading this policy to schools and policy implementation was the responsibility of the Subject Advisors.

(iii) Northern Cape

This assessment body has a policy for the implementation of internal assessment in the form of documentation such as:

- the Framework for Internal Moderation of CASS for the Senior Certificate (Report 550)
- National Guidelines document for the handling of assessment irregularities for General and Further Education and Training, April 2005
- CASS subject guidelines.
- circulars, and memos

The assessment body has also put in place provincial moderation as one of the quality assurance initiatives in ensuring that the final decisions taken with regard to 25% provincial mark for internal assessment are within a reasonable correlation gap. During these moderations rigorous moderation takes place.

The assessment body has again introduced a strategy where teachers and subject heads from different schools within the same district would work together; moderating each other's work and this is highly commended. Although it is not practiced throughout the whole province, this could serve as a model to be used at other schools.

(iv) Western Cape

The assessment body has distributed, amongst others, the following policy and guideline documents related to internal assessment and moderation to all schools in the Province for implementation and utilisation:

- National Protocol on Assessment
- WCED Moderation policy and Protocol
- National Assessment Guidelines for all subjects dated January 2006
- Moderation Process Guidelines for all subjects dated January 2006
- Provincial Standard Setting 2006 & 2007
- Provincial Moderation Process 2007
- Provincial Moderation Reports 2007



- Recording Mark Sheet Exemplars
- CASS Exemplars: Teacher Guide 2006 & 2007
Learner Guide 2006 & 2007

The Western Cape Department of Education also issued a number of circulars in ensuring that all their schools adhere and implement all the above- mentioned lists of guiding documents.

3.6.2 Areas of Concern

Compliance with internal assessment Guidelines

Lack of uniformity on how guidelines are implemented remains a concern. In a number of cases, moderators found that the guidelines are not interpreted the same by schools and individual educators across the assessment bodies. There is no consistency in the implementation of internal assessment subject guidelines, especially on the issue of weighting of tasks.

This aspect needs urgent intervention by Internal Assessment co-ordinators and all relevant officials in charge of assessment units across assessment bodies. Assessment bodies have well-developed policies or subject guidelines which stipulate internal assessment requirements, unfortunately the implementation varies from educators within the same cluster, from schools within the same district and regions and across the assessment bodies.

Training earmarked to support educators on the implementation of internal assessment

There is some effort taken to support, guide, and inform educators on latest developments on the conduct and management of internal assessment through training or workshops. However these are once off training sessions and are not sufficient to ensure that educators manage internal assessment, never mind the planning and setting of appropriate tasks. More training needs to be planned to support and monitor any progress achieved and this should at least be delivered at close intervals and not as is currently practiced. In fact, every training that is conducted, there should be mechanisms in place to monitor and track whether such trainings have achieved what they were intended to achieve. Unfortunately this is not evident as yet.

Monitoring the implementation and management of internal assessment

The purpose of monitoring at various levels of implementation is to ensure that internal assessment requirements, especially in respect of number of pieces to be covered based on various tasks and assessment forms are adhered to. This aspect was not fully and effectively implemented during the year at cluster and district levels. No sufficient convincing evidence



has come forth to prove that the monitoring has taken place sufficiently at those two levels. Some form of initiatives can be put in place to ensure that the monitoring is effected, reported and communicated to all the relevant parties interested on the events.

Quality and Standards of assessment tasks

- Cognitive demand

In order to determine the appropriate standard of items to be administered in fulfilment of internal assessment tasks, a number of issues must be considered:-

- o For example, curriculum content, taxonomy, and assessment strategies to be employed when assessing tasks administered to learners.

Generally, the quality and standard of tasks set for the purposes of internal assessment, is not of appropriate standard. The evidence gathered around this aspect, proves that most of the tasks set, are below standard of learners in Grade 12, with majority of tasks clustered in the typical low order level of the cognitive domain. Most of the tasks were more of the recycled exam questions. What this means is that class work tasks were set from past exam question paper and the same tasks were again repeated and included in the mid- year and trial test.

In cases where the practical work was conducted, theoretical questions were set and administered to the learners. As a matter of fact, practical work should be skills-based and not be based on theoretical mode.

As indicated earlier, the issue of quality and standard is very crucial to the setting of items desired for internal assessment tasks. It is important to ensure that the taxonomy is considered in order to formulate questions of appropriate standard and of acceptable quality.

- Marking versus Mark allocation reliability

Marking is one of the crucial aspects of any assessment process as it determines the outcome of learner performance. Inappropriate marking methods can be detrimental to the entire effort taken to construct an item desired to measure a particular outcome. It was found that marks allocated to most of such tasks, were unreliable thus invalid. The number of errors committed during the allocation of marks and how the items were scored, remains a great concern on the reliability of marks attained for internal assessment, for example, there are high marks awarded to mediocre projects and assignments. In other words, the picture paints a high degree of unreliability of marks and therefore validity of the items becomes questionable. The moderators found also that marking techniques used to mark some of the theory based tasks and practical components were inappropriate.

Quality of internal moderation at all levels

Internal moderation of what takes place in the classrooms is regarded as one of the key quality



promotion levers in a functional system. Unfortunately, this lever is lacking in one way or another and this varies from one assessment body to the next. It has been found that in almost all moderated portfolios, both educators and learners, contained insufficient and inconsistent evidence on pieces of work required. In many cases it was found that learners' work lacked dates to acknowledge when work was controlled at any of the three internal moderation levels, i.e. school, cluster and district/assessment body level. This simply implied that regular moderations which were supposed to take place did not happen and if they did take place, they should have addressed these inconsistencies before any external verification could occur. This made it impossible to determine when these moderations occurred.

Part B: MODERATION OF INTERNAL ASSESSMENT OF THE INDEPENDENT BODIES

This section serves to report on the quality, standard, conduct and management of internal assessment component by two independent examination bodies.

3.6.3 Onafhanklike Afrikaanse Eksamensraad (OAE)

3.6.3.1 AREAS OF CONCERN

Compliance with policy and guidelines

- OAE has a CASS Guideline document that was drafted from the national CASS Guideline document. They also have syllabi. These are the only two documents that regulate implementation of internal assessment. External moderators observed that the OAE schools that were externally moderated did not adhere to the OAE CASS Guideline document.
- Schools do not have an internal moderation policy. In the absence of a moderation policy schools implementation varied and that was evident when it came to policy issues such as the awarding of a zero mark, learner absenteeism for tasks, and the conversion of marks from HG to SG.

Training in internal assessment at any level

The training of teachers should be seen as a crucial lever for the effective implementation of



any policy.

It has been found that OAE hosted an annual once-off national staff conference in January. According to OAE, teacher training in internal assessment took place during that time. The concern raised here is that if the training was conducted as a once-off exercise at the beginning of the year, what did the assessment body want to achieve out of the training, and how would they know whether their envisaged outcomes were achieved? The second concern was that the assessment body did not offer any other strategies of ensuring that teachers are conversant with issues pertaining to how assessment is conducted in internal assessment.

Quality and standard of assessment tasks

The assessment tasks for practical work for OAE CASS were found not to be of the appropriate quality. This was judged by the spread of marks obtained in the assessment and the comparison between the average percentages for the examination and practical work. In all schools externally moderated the clumping of marks was a trend. In other words, learners' were awarded very high marks for internal assessment

- o Validity of assessment tasks

The purpose for including informal assessment in the national CASS Guideline document was to assess learner behaviour and attitude. In the true spirit of achieving this goal, rubrics should be used to assess informal assessment tasks.

In all the OAE schools externally moderated, informal assessment tasks were content tests. In other words, the OAE informal assessment tasks were therefore not valid – they did not assess what they are supposed to assess. This means that 10% of the OAE CASS mark for both HG and SG was derived from invalid assessment tasks.

The purpose of including practical tasks in the national CASS Guideline document is to assess learners' investigative skills. To achieve this goal, all practical tasks should assess investigative (or process) skills exclusively and this can only happen if rubrics are used as assessment tools. This means that practical tasks must not be content tests or they must not contain questions that test content. The external moderators found that OAE schools used an incorrect assessment strategy to assess practical tasks and this was through content tests, which made practical tasks marks invalid.

- o Marking reliability and mark allocation

- There were wrong answers in the memo.
- Marking was too lenient. Partially correct answers were given full marks.
- Procedures to mark partially correct answers were not in place
- Correct alternative answers were marked wrong. These alternative answers were not recorded in the memos.



- Incorrect answers were marked as correct. Correct answers were marked as wrong.
- Marking rules were not always applied.
- o Cognitive demand

The following trends were observed:

- Practical tasks were too easy. In terms of cognitive demand the majority of the marks were allocated for recall and comprehension. It was easy for learners to score full marks.
- Content coverage weighting per syllabus topic differed from that prescribed in the national Exam Guideline document.
- Tests and examinations were also easy. In terms of cognitive demand most of the marks were allocated for recall and comprehension. However, learners did not perform that well in tests and examinations.

It was concluded again that practical tasks inflated the CASS marks of the OAE learners.

3.6.3.2 Areas of good practice

- OAE is strong on tests. Even formal tests are full-scale exam papers.
- Grade 11 content that is re-examinable in Grade 12 is extensively tested in Grade 12.
- Portfolios were easy to navigate.
- Moderation of Internal assessment takes place at national level. After the moderation has been completed, reports were sent to the schools.

3.6.4 INDEPENDENT EXAMINATION BOARD (IEB)

The IEB is one of the fast growing independent examination body that administers its examinations, including internal assessment component, to affiliated schools in all the provinces.

3.6.4.1 Areas of good practice

Policy

The IEB has developed a comprehensive policy for CASS intended to be used for the design and implementation of CASS as well as the monitoring and moderation procedure.

Training

Training is one of IEBs key levers of impact. The need for training is informed by decisions



taken at the USER GROUP conferences. Educators have an opportunity to discuss particular problems they are encountering, and these then feed into the National Subject Forum (NSF) meetings where decisions to train are taken. The IEB Assessment Education and Training (ASSET) (Pty Ltd.) and ETDP Seta is responsible for all training. These trainings take place annually and are attended by all educators. It was found that training needs are identified through:

- The schools themselves requesting assistance
- Those needs identified by user groups
- Those initiated by the IEB.

Quality of Internal Moderation

A manual has been developed for internal moderation covering the following aspects: Quality assurance processes, Cluster groupings, Subject requirements, Collection of portfolios/ incomplete portfolios/ missed tasks, Construction of teachers and learner portfolios, Levels of Moderation and handling of irregularities

3.6.4.2 Areas of concern

Cognitive Challenge

- Generally questions fall within the lower and middle order thinking range
- Multiple choice questions dominate other strategies of assessment.

3.6.4.3 Strengths

Quality of internal moderation

IEB moderation and monitoring take place in three essential levels and the quality is commendable:

- o School Level

The schools develop their own School Assessment Policy and appoint their School Assessment Teams. The HOD at the school is responsible for monitoring and moderation. The school manager oversees the implementation.

- o Cluster Level

The Cluster Report Manager (CRM) allows schools to use electronic means to have their work moderated. All schools use this system to manage their reporting.

- o National Level

IEB final moderation is conducted only by panels of moderators appointed from different IEB schools

3.6.5 Recommendations



- (i) Internal assessment activities need to be planned properly and also to meet the desired outcomes.
- (ii) Tasks formulated for practical component need to assess whether the desired skills can be achieved. Practical work should target application of skills.
- (iii) Training on the implementation and management of internal assessment needs to be strengthened. Educators need to be appropriately and effectively trained on how to plan, implement and assess the internal assessment activities with special reference to the management of portfolios of evidence for internal assessment.
- (iv) There is a need for item development, more especially development of tasks associated with assessment of practical work.
- (v) Assessment tasks should be of appropriate cognitive demand. All selected items should be representative of all levels of cognitive domains, both in theoretical and practical aspects.
- (vi) There needs to be a standardisation of tasks for internal assessment, and other related activities at national level. A document with a wide range of exemplar activities needs to be developed to facilitate this process.
- (vii) Educators should be encouraged to keep records of any moderation that take place in their portfolios for purposes of external verification for analysis and judgment.

7. CONCLUSION

Despite the many benefits internal assessment offers, there remain a number of challenges associated with the implementation of this component. There is evidence, however, that the quality and standard of assessment tasks planned for this exercise may be deficient in many ways and as a result might compromise the reliability of marks awarded and the credibility of this component. Problems that have been identified include mismatch between mark allocation and difficulty level of items in the task/test, a predominance of questions that require short answers involving factual knowledge, and the evocation of responses that involve recall rather than reflection, and a lack of questioning designed to develop learners' high order cognitive skills. Marking of practical assessment tasks is compromised by the use of traditional methods wherein rubrics are not used.

Lastly, Umalusi recommends the use of national standardised assessment tasks (NSAT) for internal assessment as a means of closing the gap identified during the implementation and management of internal assessment. The introduction and use of these national standardised assessment tasks will strengthen the implementation of internal assessment in



future.





Chapter Four

4

Monitoring of the conduct of the senior certificate examination

4.1 Introduction

The 2007 monitoring of the Senior Certificate Examinations (SCE) covered all the three phases of the examination: state of readiness to administer the examinations, the writing of the exams, and the marking of scripts.

The monitoring of the conduct of examination began with the state of readiness to conduct examination. Monitoring of the state of readiness is essential because it provides Umalusi with a sense of whether assessment bodies are ready to administer and manage the examinations. A revised version of the self-evaluation instrument was issued to the assessment bodies from which they had to outline their state of readiness as well as provide evidence thereof where applicable to substantiate the information in the reports.

The next two phases: the writing of the examinations and the marking phase, were monitored by both Umalusi appointed monitors based in all the nine provinces, as well as Umalusi full-time staff. The vigorous monitoring exercise started during the writing of examinations when the first national subject, English Second Language Paper 1 was written on 10 October 2007. This was a milestone as the great majority of the candidates across all the nine public assessment bodies in the country were writing. History Paper 2 was the last national subject to be written on 21 November 2007. The IEB examinations commenced on 24 October 2007 and lasted until 29 November 2007 while that of OAE commenced on 10 October 2007 and lasted until 16 November 2007.

4.2 Purpose of the chapter

The purpose of this chapter is to:

- Outline the approach used for the 2007 monitoring of the SCE,
- Present a summary of findings emanating from the monitoring of the following phases:
 - State of readiness,
 - The writing of examinations,
 - Marking of scripts.
- Highlight a few recommendations noted for improvement in the future management and administration of examinations.



4.3 Scope of the chapter

This chapter presents findings on the monitoring of the three phases: state of readiness, the writing of the examinations, and the marking of scripts. The monitoring of the conduct of examination extended across the eleven assessment bodies, namely, the nine provincial departments of education, the Independent Examination Board (IEB) and the Onafhanklike Afrikaanse Eksamenraad (previously BCVO).

Table 1: Total number of examination centres visited by Umalusi monitors in each assessment body:

Assessment body	Total number of examination centres	Total number of candidates	Number of centres visited by Umalusi monitors	Number of centres visited by Umalusi staff	Number of Umalusi monitors in each assessment body
Eastern Cape	905	127 929	22	4	3
Free State	603	46 631	8		2
Gauteng	675	157 681	15	4	2
KwaZulu-Natal	2 409	213 130	20	4	3
Limpopo	1 651	126 278	24	4	3
Mpumalanga	723	74 455	23	4	3
Northern Cape	271	15 825	12	2	2
North West	502	49 979	15	4	2
Western Cape	409	71 543	9	4	2
IEB	153	7 684	6	1	
BCVO	44	406	4	1	
TOTAL	8 345	153	30	24	



Table 2: Total number of marking centres in each assessment body, and the number of centres visited by Umalusi monitors and staff.

Assessment body	Number of marking centres	Number of marking centres visited by Umalusi monitors	Number of monitors	Number of centers visited by Umalusi staff
Eastern Cape	13	9	3	
Free State	9	9	2	2
Gauteng	3	3	2	2
KwaZulu-Natal	26	12	3	2
Limpopo	16	16	3	2
Mpumalanga	13	10	3	
Northern Cape	2	2	2	
North West	14	5	2	
Western Cape	1	1	2	1
IEB	1	1	1	
BCVO	1	1	1	
Total	99	69	24	9

4.4 Approach to monitoring

4.4.1 State of readiness:

Assessment bodies were provided with self-evaluation instruments for the monitoring of the state of readiness. Instruments were completed and submitted to Umalusi together with all the supporting evidence where applicable. The self-evaluation instruments looked at the following aspects with regard to the state of readiness:

- registration of candidates;
- appointment and training of examiners and internal moderators;
- appointment and training of markers;
- identification of marking centres and appointment of centre managers;
- setting and moderation of question papers and memoranda;
- translation, editing and printing of question papers and memoranda;
- security systems for the storage of examination material;
- plans for invigilation;
- implementation of internal assessment and



- plans for the monitoring of exams.

4.4.2 Monitoring of the writing of examinations:

Monitors used monitoring instruments that cover aspects ranging from storage and security of examination material and question papers, distribution of question papers to candidates and collection of scripts, invigilation process and dispatch of scripts after the examination has been written.

4.4.3 Monitoring of marking:

Monitors visited a selected sample of marking centres with a view to observe aspects ranging from security at marking centres, storage of scripts, the conduct of the marking process, the manner in which marks are captured onto marking sheets, and the correctness thereof. Monitors used very detailed instruments to establish and verify the above-mentioned aspects.

Monitors presented reports to Umalusi on each of the above processes. The findings captured herein, emanate from the reports provided by the monitors, as well as those from the monitoring conducted by the Umalusi staff members.

4.5 Findings

4.5.1 State of readiness:

- (i) Generally the majority of the assessment bodies complied with all the aspects that were monitored during the state of readiness, and submitted the necessary evidence where required.
- (ii) All the assessment bodies had completed registrations at the time of the monitoring of this phase.
- (iii) The assessment bodies have criteria in place for the appointment of examiners and internal moderators and had trained them when they were appointed in 2005. Some assessment bodies do not have examiners or internal moderators for every question paper set. They then buy these papers from assessment bodies that have enough capacity in this regard.
- (iv) At the time of monitoring of this phase the majority of the assessment bodies had had their question papers, translated, edited, signed off as print ready and they were still busy with the printing. Security systems employed in these areas were reported to be sophisticated, efficient and reliable.
- (v) Markers had been appointed by the majority of assessment bodies but training was only going to take place at the respective marking centres. Marking centres had been identified and centre managers appointed and in the majority of cases principals of the schools used as marking centres were appointed as centre managers.



4.5.1.1 Areas of good practice

The following areas of good practice were noted:

- (i) In the Western Cape registration of 45 730 full-time candidates was done online via Central Education Management Information System (CEMIS), while in KwaZulu-Natal the process begins during the last quarter of each year preceding the year in which examination will be written.
- (ii) Some assessment bodies held road shows to ensure that registration was correct, Mpumalanga was noted as one.
- (iii) Free State Education Department should be commended for developing a manual for the training of its examination officials – this was lacking in the 2006 examination.

4.5.1.2 Areas of concern

The following areas of concern were noted:

- (i) There has been no substantial training of examiners and internal moderators in Limpopo. The Limpopo Department of Education issued examiners and internal moderators with the National Policy for the Conduct of Examinations, pointing them to the chapter that deals with setting and moderation of question papers.
- (ii) The security of the examination material in the OAE requires attention. OAE admitted that their security systems only constitute physical barriers. They therefore do not have alarm systems, CCTV and access control devices.

4.5.1.3 Recommendations

- (i) Limpopo Education Department should consider developing a training manual for examiners and internal moderators.
- (ii) OAE needs to strengthen its security measures. Physical barriers only are not adequate for ensuring the safety of the examination material.

4.5.2 The writing of the examinations

4.5.2.1 Areas of good practice

- (i) Examination centres are becoming more and more creative in the manner in which invigilators summon help during the examination session. Apart from the use of a whistle observed in KwaZulu-Natal, assessment bodies such as Eastern Cape and Western Cape use cellular phones on silent mode. In the Western Cape it was also reported that cardboard boxes are used, an invigilator who needs to be



- relieved will indicate by putting the box outside next to the door entrance.
- (ii) The majority of the assessment bodies do not allow cellular phones into the examination room.
 - (iii) The use of bar coded stickers by Western Cape and Northern Cape is commendable. These stickers bear the centre number and the examination number. They are attached on the scripts of the candidates before they submit their scripts to the invigilators. The use of the stickers makes capturing easier, convenient and minimises incorrect capturing due to human error as these stickers are simply scanned on to the system.
 - (iv) The majority of the examination centres across the assessment bodies read the instructions, allow candidates to verify if they are writing the correct paper, grade and/or level, as well as ensuring that their question papers had the correct number of pages. This is an improvement from last year as it was widely reported that this was generally not done. However there is still room for improvement in this regard as some reports indicated that in some of the centres in Limpopo and Eastern Cape the reading of the instructions was done only at the beginning of the examination or on the last day before examination commenced.
 - (v) The majority of centres have done away with the risky practice of allowing candidates to leave their scripts on the desk for collection by the invigilator when they have left the examination room. In the majority of assessment bodies it was reported that candidates handed them in as they left. This allowed the invigilator to check if the candidates had completed the cover page correctly before the candidate left the examination room. In the majority of cases candidates were not allowed to leave the examination room before the examination session was over.
 - (vi) There was a tremendous improvement by Free State Department of Education in the number of monitors that were assigned to monitor the examinations as well as reporting of the conduct of examinations, all the reports in this regard were received.
 - (vii) At some marking centres candidates were made to sign the attendance register or sign the mark sheet itself as an indication that the candidate was present during the examination session. Some centres kept copies of the mark sheets while the original ones were batched with the scripts. All these measures were taken to safeguard the examination centres in case of disputes or lost scripts.
 - (viii) Calculators were checked where applicable to ensure that only the non-programmable ones are used.
 - (ix) There was a considerable improvement observed this year with regard to the availability of irregularities registers at the examination centres. There is however



still room for improvement in this regard because at most of the examination centres in KwaZulu-Natal this document was not available.

- (x) The majority of assessment bodies submitted their two-weekly reports on the conduct of examinations with the exception of Mpumalanga Education Department from whom no reports were received except for daily reports. The reporting by assessment bodies however needs to be improved. There is vital information that is generally not provided by assessment bodies. This makes it difficult for Umalusi to carry out its mandate to monitor assessment bodies and verifying their monitoring of the conduct of examinations.

4.5.2.2 Areas of concern

- (i) There is absence of records such as invigilator attendance register especially at the examination centres where external invigilators were used, stationery stock including examination material such as question papers and answer books, as well as register for dispatch of scripts.
- (ii) In Eastern Cape and Mpumalanga it was reported that certain centres did not read the instructions to candidates because they alleged that the District Office had told them not to. At some examination centres the regulations were only read to the candidates on the last day before the commencement of the examination. Candidates were also not ordered to check the number of pages and ascertain if they were having the correct paper.
- (iii) In Western Cape and Eastern Cape external invigilators were used but no identification was provided for them.
- (iv) In Western Cape, at the two centres visited by Umalusi staff member seating plans had not been prepared beforehand, but only when candidates were already seated for the examination session.
- (v) It was observed in the Western Cape that some chief invigilators were inexperienced and not sure about procedures pertaining to the commencement and end of the examination session.

4.5.2.3 Recommendations

- (i) Assessment bodies should encourage the examination centres to keep records of all the issues pertaining to the examinations. These records can be of great help in the event of a crisis.
- (ii) Free State Education Department should make an effort to monitor the examination centres and adhere to the monitoring plan. The increase in the



number of provincial monitors this year means that more centres could be monitored as compared to 2006.

- (iii) The Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate stipulates that the chief invigilator or deputy should read all instructions to candidates before the start of the examination. It is therefore a breach of the policy not to do that.
- (iv) The Western Cape should provide proper identification for the external invigilators as they do not form part of the staff establishment.
- (v) The use of the external invigilators by the Western Cape is commendable because it ensures that teaching and learning in the lower classes is not interrupted and that teachers are able to carry on with their duties, however despite this good practice, the level of the noise was still high in the other classes that were not involved in the examination.
- (vi) It is the breach of policy not to have seating plans available. They must be drawn up beforehand indicating the exact seating of candidates in the examination room. The candidates for whom seating plans may be drawn while they are seated is adult education and private candidates because the majority of them does not turn up for the examination session.
- (vii) The appointment and training of external chief invigilators and invigilators should be intensified. Their training should be more vigorous because they are not part of the system nor are they teachers. Examination centres should be instructed to adhere strictly to the criteria for the appointment of these officials.
- (viii) The officials who handle examination materials should be vigilant and careful when they are entrusted with this task, necessary precautions should be taken and double checking done. Invigilators should be conscientised about the sensitivity and delicacy of the Senior Certificate Examinations in their training. A small incident may tend to have far reaching consequences as far as the credibility of the examinations is concerned.
- (ix) Assessment bodies need to come up with strategies of how best they can deal with the problems of power cuts so that the examinations do not get compromised in the process.
- (x) Assessment bodies involved in transactions on question papers should liaise with each other when time tables are drawn up so that the papers involved are written on the same day and at the same time in those assessment bodies.
- (xi) The KwaZulu-Natal Education Department should come up with a clear strategy



to eradicate the problem of ghost writers. This seems to be the problem every year.

- (xii) Assessment bodies' reports should give clear indications of the number of centres that were monitored as well as the number of monitors that were used for the purpose. Such information is generally withheld by assessment bodies.

4.5.3 Monitoring of marking

- (i) Generally the assessment bodies complied with the aspects of the conduct of marking.
- (ii) The general conditions of the venues used as marking centres were conducive. They were equipped with communication facilities, sufficient and suitable furniture and sufficient ablution facilities. Initially there were problems with accommodation at certain marking centres across the country but they were resolved on time.
- (iii) Security was a problem at few marking centres however it was also addressed accordingly.
- (iv) Markers were trained at the marking centres prior to the commencement of marking and the procedure that dominated marking was that of marking per question. This ensured that a candidate's script was not marked by one marker. Marking was internally moderated at different levels, namely moderation by senior markers, deputy chief markers, chief markers and internal moderators. Scripts were also prepared for external moderation by Umalusi in accordance with Umalusi prescriptions.
- (v) Senior markers were constantly monitoring the markers while they were in turn monitored by deputy chief markers and chief markers. Support was given to markers who were struggling until they had improved. Markers were also aware on what steps to take should they detect an irregularity.

4.5.3.1 Areas of good practice

The following areas of good practice were noted:

- (i) Center managers and chief markers were absolutely committed to delivering the best work they could do under the circumstances, particularly in Limpopo where conditions can be difficult due to the physical conditions in the province.
- (ii) The decentralization of marking in Free State which meant that marking was done at more than two marking centres ensured that marking proceeded smoothly and overcrowding was eliminated especially during lunch.
- (iii) Internal moderators spent the entire marking session at the marking centres which ensured that more scripts were moderated than the stipulated minimum of ten percent.



4.5.3.2 Areas of concern

The following areas of concern were noted:

- (i) Security at certain marking centres in some assessment bodies was a cause for concern. There were either not adequate security guards or they had not been thoroughly trained. At Ben Vorster High School, in Limpopo it appeared that they had not been thoroughly trained. An incident was reported in which a parent and her child were held at gunpoint because they did not have identification. When this occurred the centre had not begun to operate as a marking centre as there were still learners on the premises. There were also not enough security guards at Jacobsdal Landbouskool and St. Michael's School, in Free State. It was reported that only school guards were used at Jacobsdal, however the two on duty at a time of the visit were well utilized. The security guards at St. Michael's School appeared not to be absolutely sure of what was expected of them when they were interviewed by the monitor. A member of Umalusi staff also raised similar concerns about security when he visited Unitas High. People and cars entering the premises were not searched, security guards were there but they were just not doing their work. Security was also a concern at William Pescod in Northern Cape. There were security guards at the gates but school staff members drove in and out without showing their identity tags.
- (ii) It was reported that in some assessment bodies there was too much involvement of the unions in the selection of markers.
- (iii) At certain marking centres in Limpopo some markers had to be dismissed because it was found that they did not teach Grade 12 or had not been involved with Grade 12 during the last three years.
- (iv) Incorrect packaging of scripts in the sealed plastic bags. There were technical irregularities at the marking centres in Limpopo because the wrappers and mark sheets were not in agreement with scripts included. More time was wasted unpacking and checking the scripts. Plastic bags were too small for a batch of 50 scripts.
- (v) Administration regarding delivery and checking of scripts prior to marking should be reviewed. Scripts should have been delivered prior to the commencement of marking, but it was not the case, to make matters worse, they were riddled with packaging errors.
- (vi) A worrying factor of private candidates registered for English and Afrikaans not turning up for the examination session was raised in Free State. In English 1st Language HG, out of 425 registered candidates, only 198 turned up to write and 49 out of 114 in SG. In Afrikaans 1st Language, 189 out of 1 747 candidates registered wrote and 1 497 out of 3 811 wrote Afrikaans 2nd Language. This has



serious financial implications on the department in terms of the large number of question papers that have to be printed but not used.

- (vii) Some centre managers were found to be lax and often deserted their centres in Free State. At other marking centres centre managers had created their own regulations on the conduct, administration and management of marking centres. At a particular marking centre in KwaZulu-Natal one Umalusi staff member was turned away by the centre manager because he did not have the appointment letter with him and had not made an appointment to visit the centre. This was found strange because Umalusi is mandated to monitor examinations.
- (viii) The OAE marking centre was found not to be conducive and friendly to markers, especially during inclement weather. There were inadequate facilities such as fax machines, copiers and computers.
- (ix) Some of the marking centres in Free State and KwaZulu-Natal battled with accommodation as they had more markers than the facilities available. This was also reported at one of the two marking centres in Northern Cape, where a shortage of markers was also reported as well. These were however resolved immediately and the situation returned to normal.

4.5.3.3 Recommendations

- (i) Assessment bodies including Free State and Limpopo should prioritise on security at the marking venues. A professional security company with highly trained security personnel should be hired to ensure safety of the scripts and the marking personnel. The security personnel should be constantly monitored by their superiors and the centre manager to ensure that they carry out their duties accordingly.
- (ii) Markers should be appointed in terms of the prescribed criteria and policy. Unions should be there merely as observers to ensure that the process of selecting markers is done in accordance with the relevant labour legislation.
- (iii) The personnel responsible for the packaging of scripts to be sent to marking centres should be thoroughly trained. They must also be very careful while performing this exercise. The Limpopo Education Department should consider increasing the size of its plastic bags for scripts.
- (iv) Scripts should be delivered to the marking centres on time i.e. prior to the commencement of marking.
- (v) Assessment bodies should come up with a strategy to address the issue of a large number of private candidates who register for certain subjects but only a few turn



up to write the examination. This has serious financial implications on the assessment bodies because a large number of question papers printed at very high cost end up not being used.

- (vi) Centre managers are fully accountable for what happens in their centres, thus their presence at marking centres at all times is non-negotiable.
- (vii) The OAE should re-look into the issue of the marking centre. The venue selected as a marking centre should be conducive and be thoroughly equipped for the marking exercise.
- (viii) Assessment bodies should ensure that the venues which are used as marking centres have enough accommodation, and that the number of markers appointed will be enough for the facilities available in that venue.

4.5.4 Irregularities encountered

The majority of the irregularities that occurred this year were a result of the carelessness and laxity of the invigilators and examination officials. This includes opening of wrong satchels, candidates issued with the wrong answer books, candidates submitting question papers instead of scripts, afternoon papers conducted during the morning session, question papers arriving late, impersonators writing on behalf of candidates and the wrong packaging of the scripts.

Some of the major irregularities reported are as follows:

- (i) The majority of the examination centres were affected by power outages due to load shedding by Eskom and inaccessible roads due to bad weather. The latter was resolved by making 4x4 vehicles available where possible.
- (ii) In the Western Cape, at South African College High School during the writing of English First Language HG Paper 1 it was discovered that some candidates were erroneously issued with the question papers for English First Language HG Paper 2. This examination was re-written on 23rd November 2007.
- (iii) Late start of the examination sessions was reported in Eastern Cape and Limpopo. In the Eastern Cape it was reported that one centre examination had not started on time for five consecutive sessions.
- (vi) Problems were also experienced where an assessment body wrote a paper that had been set by another assessment body. It was observed that time tables for these assessment bodies in some cases did not tally, because such papers should be written on the same day and at the same time by the assessment bodies concerned, as well as the opening of wrong satchels. Related incidents were reported in



Western Cape, Eastern Cape, KwaZulu-Natal, Gauteng and North West. The subjects that were affected were IsiZulu First Language Paper 1 and 2, Speech and Drama and Latin.

- (v) The problem of impersonators writing on behalf of candidates was observed in KwaZulu-Natal. Incidents of a similar phenomenon were reported in Eastern Cape too.

4.6 Conclusion

There were no major incidents reported by both Umalusi monitors and assessment body monitors. From the reports that Umalusi received on the state of readiness of assessment bodies, it was evident that their systems were in place. However there were certain assessment bodies who did not comply with Umalusi directive to provide evidence on their state of readiness.

The writing of examination proceeded well, however assessment bodies need to exercise more vigilance in their handling of examination material and examination in general. Incidents involving opening of wrong satchels, incorrect labelling of satchels, afternoon papers written during the morning session and lack of communication between assessment bodies writing one another's papers were pervasive in the assessment bodies' irregularities reports.



Chapter Five

5

Moderation of marking

5.1 Introduction

Moderation of marking is a critical entity over which Umalusi exercises its role as the custodian of quality and standards. Marking comes at the latter part of the chain of assessment and it is critical in determination of the learners' achievements. Umalusi moderates marking to ensure that marking standards are maintained and that learner performance is not compromised.

Marking was prioritised by the Department of Education, thus the Department of Education designated 2007 the “year of quality marking”. It is in the same spirit that Umalusi engaged its external moderators vigorously to ensure that standards are maintained in marking.

5.2 Purpose of the chapter

The purpose of this chapter is to present findings on the moderation of marking focusing on the outcome of the memorandum discussions, as well as centralized and on-site moderation of marking.

5.3 Approach and scope

Umalusi's approach to the moderation of marking includes the following:

- Memorandum discussion / pre-marking sessions
- Centralized moderation of marking
- On-site moderation of marking

5.3.1 Memorandum discussion meetings

Approach to memorandum discussion

The memorandum discussions for the eleven national subjects were held at Burgers Park Hotel in Pretoria. The Department of Education needs to be commended for the manner in which this exercise was managed and administered. The presence of the Chief Director and the Director for national examinations, and the chairing of the discussions by Provincial Heads of Examinations gave the exercise the status it deserves. Memorandum discussion meetings were attended by the national panel of examiners and internal moderators, provincial



examiners and internal moderators and Umalusi external moderators. The procedure followed was that after thorough discussions, finalized memoranda were approved by the internal and external moderators.

Scope

National subjects for which memorandum discussion meetings were held:

SUBJECT	NUMBER OF PAPERS PER SUBJECT	NUMBER OF EXTERNAL MODERATORS
Afrikaans	4	2
English	4	2
Accounting	2	2
Business Economics	2	2
Economics	2	2
Biology	4	3
Mathematics	4	4
Physical Science	4	4
Geography	4	2
History	4	4
Agricultural Science	4	2
TOTAL	38	29

5.3.2 Centralised moderation of marking

Approach to centralised moderation of marking

Umalusi judges the standard of marking by ensuring the following:

- Adherence to the memorandum, mark scheme or marking guideline
- Inter-rater reliability
- Intra-rater reliability
- Internal moderation
- Aggregation of scores
- Candidates' performance

The above criteria assist in determining the standard and quality of marking within a particular assessment body and across board. The moderators' reports on the standard of marking assist Umalusi to make an evaluative judgment on the quality, validity, reliability and credibility of marking.

Scope



Centralized moderation of marking was conducted for the eleven national subjects. Assessment bodies were requested to forward a sample of eleven higher grade scripts and eleven standard grade scripts for each of the eleven national subject papers written during the Senior Certificate Examinations.

5.3.3 On-site moderation of marking

Approach to on-site moderation of marking

This model of moderation was a continuation of the centralised moderation of the eleven national subjects. The model was introduced to allow external moderators of all the eleven national subjects to visit marking centres and select their own samples, observe how marking is conducted, and interact with the chief markers with a view to establish credibility of the marking process.

External moderators were provided with the Umalusi moderation criteria similar to that used for centralised moderation of marking. The difference with the criteria for on-site moderation of marking is that it looks further into the following issues:

- Appointment of markers
- Methods of marking employed

Scope

The table below illustrates the assessment bodies, subjects/papers and marking centres visited by the external moderators for on-site moderation of national subjects

Assessment body	Subject / paper	Marking centre	Town / city
Eastern Cape	Economics HG & SG Mathematics HG & SG P2 Physical Science Paper HG & SG P1	Daniel Pienaar Grens High Greame College	Uitenhage East London Grahamstown
Free State	Accounting HG & SG Afrikaans Second Language HG & SG	Unitas High St. Michael's High	Welkom Bloemfontein
Gauteng	English Second Language HG & SG Geography HG & SG	Wits Education Wits Education	Johannesburg Johannesburg
KwaZulu-Natal	Accounting HG & SG Business Economics HG & SG Economics HG & SG Geography HG & SG	VN Naik School of the Deaf Pionier High & Vryheid High Umlazi Comtech Empangeni & Eshowe High	Durban Vryheid Durban Empangeni & Eshowe



Limpopo	English Second Language HG & SG Agricultural Science HG & SG P2 Afrikaans Second Language	Tivumbeni Lord Milner & Hoerskool Nylstroom Capricon High	Tzaneen Naboomspruit & Nylstroom Polokwane
Mpumalanga	Biology HG & SG P1 Physical Science HG & SG P2	HTS Middleburg Sybrand van Niekerk	Middleburg Nelspruit
Northern Cape	History HG & SG P1 Mathematics HG & SG P2	Pescodia High William Pescod	Kimberley Kimberley
North West	Agricultural Science HG & SG P1 Physical Science HG & SG P2	Klerksdorp High Klerksdorp High	Klerksdorp
Western Cape	Biology HG & SG P2 History HG & SG P2 Mathematics HG & SG P1	Pentech Pentech Pentech	Cape Town

External moderators selected their own samples of a minimum of 20 Higher Grade and 20 Standard Grade scripts that would have been moderated and another sample of 20 Higher Grade and 20 Standard Grade scripts that had not been moderated.

5.4 Findings

5.4.1 Memorandum discussion meetings

5.4.1.1 Areas of good practice

- (I) The presence of the senior management team of the national department of education, as well the provincial Heads of Examinations served to emphasize the importance of this exercise.
- (ii) The majority of the delegates had marked the sample of scripts before coming to the memo discussions. There is however still room for improvement in this regard because there were few cases where chief markers and internal moderators had not been able to gain access to the scripts and the memoranda.
- (iii) The reports that were presented by the delegates on the question paper and the memorandum, and the performance of the candidates were more structured and qualitative; however this can still be improved by perhaps providing a format according to which these reports are to be compiled.
- (iv) The instruction by the Department of Education that internal moderators should



be at the marking centres for the duration of the marking session will ensure that internal moderators compile qualitative and informative reports. This follows a decision by the Department of Education to let internal moderators compile the reports on the marking of Grade 12 scripts instead of chief markers.

- (v) The manner and the spirit in which the discussions were held was very professional and harmonious. The delegates and external moderators need to be commended for being able to handle, and reach consensus on issues regarding the differing versions of the papers.
- (vi) In 2006 a request was made that rubrics for History Paper 2 be included in the marking guidelines. It is worth noting that this request was honoured this year, rubrics were included in the question papers.

5.4.1.2 Areas of concern

- (i) There were chief markers and internal moderators who could not do pre-marking because they did not get a sample of scripts and the memoranda prior to the memorandum discussion meeting. This was reported in Mathematics Standard Grade Paper 2 where delegates from three provinces could not submit written reports. In English Higher Grade Paper 1 it was reported that Gauteng and Limpopo could not get hold of the scripts but only one batch from one school which was not a representative sample, while North West could not access any scripts at all and thus did not do any marking. Northern Cape is the only province reported to have had a representative sample from among 500 scripts.
- (ii) It was reported that some of the delegates did not attend the memorandum discussion meetings. This is a serious concern because the non attendance by chief markers can compromise the standard and the quality of marking. Chief markers are supposed to take markers and senior markers through the memorandum at the respective marking centres before marking commences.
- (iii) It was also reported that delegates had different versions of question papers to those that were signed off as final by external moderators. This irregularity was observed more in Limpopo. In Limpopo this was reported in Mathematics HG and SG Paper 2, English Additional Language SG Paper 1 and Afrikaans Second Language SG Paper 1. These were considered in a very serious light. It was unacceptable that the paper could be tampered with after having been signed off by external moderators. The other assessment bodies affected are Gauteng and North West with regard to Afrikaans Second Language SG Paper 1. It seems that these assessment bodies were not issued with the final approved question papers.
- (iv) In the case of Geography, the addendum was supposed to be in both English and Afrikaans, however some assessment bodies received theirs in Afrikaans only,



while others had it in both languages. It was alleged that SG Paper 2 supplied by the Department of Education for the memo discussion was not the same version as the one that had been written by the candidates particularly with regard to Question 1.7.

- (v) In a number of instances candidates had to be given mark credits because of the shortcomings in the question papers. In Mathematics HG Paper 2, Limpopo delegates were instructed not to mark Question 7.2.4, a question that was not part of the question paper that was signed off by the external moderators but which featured in the question paper that Limpopo wrote. Each candidate would thus be awarded 3 marks for the time spent on the question. In Biology Paper 1, candidates would be awarded 1 mark credit for Question 2.3 to make allowance for the poor reproduction of the drawing and because the label moved out of place in the question papers printed by Mpumalanga, Northern Cape, North West and Western Cape.
- (vi) Some delegates felt that they were not given enough time to collect a large sample so as to have a broader overview of the performance of candidates, while others could not access them at all. There was even a suggestion that the sample be increased to 100 and should not be confined to one examination and / or marking centre.
- (vii) Over the years the Learning and Teaching Support Material written in English have all but eliminated the use of non-scientific terms particularly in Biology, such as 'windpipe' and 'gullet'. Unfortunately the frequent use of similar terms literally translated into Afrikaans has created the perception that such terms are scientifically and educationally acceptable in the Afrikaans language. Some delegates feel that the acceptance of such terms advantage learners writing paper in Afrikaans. On the other hand non-acceptance, some delegates argued, disadvantages these learners since their LTSM use such terminology.
- (viii) Previous years' chief markers reports are never discussed in these meetings. It is important that these be featured in these meetings because they will facilitate the discussions and ensure that the same mistakes are not committed again.
- (ix) A concern was raised particularly in History that the ability of the educators to teach History is not up to scratch. As a result of poor teaching some candidates were not able to apply the specific historical skills that a Grade 12 candidate should be able to apply.

5.4.1.3 Recommendations

- (I) Assessment bodies should make sure that all chief markers and internal moderators in the respective assessment bodies have access to the scripts and the



memoranda in good time, that a representative sample be selected so that there is a fair judgement of the performance of the candidates, and that attendance is good at these meetings.

- (ii) The Department of Education should ensure that the correct version of the question paper is sent to assessment bodies. The Department of Education should perhaps consider affording external and internal moderators the opportunity to go through the paper to ensure that it is the final version that had been signed off by the external moderators and to ensure that it is free from errors before sending them for printing to the assessment bodies. This will eliminate situations where candidates are given bonus marks to compensate them for the shortcomings of the paper.
- (iii) Applications for prospective markers should be thoroughly scrutinized to ensure that applicants' qualifications and experience are in accordance with the criteria for the appointment.
- (iv) A forum needs to be created where examiners, internal moderators and external moderators meet early in the year to deliberate on the issues around marking and standards. In these forums standards can be set to ensure uniformity particularly in the manner in which terminology is used. This will eliminate the inconsistency of non-scientific and non-educational terminology in certain content subjects.
- (v) Previous years' chief markers' reports need to be discussed in order to deal with the issues raised in the reports and prevent the recurrence of the same things which should have been addressed at the appropriate time.
- (vi) It was also recommended that the Department of Education should consider developing a report format for the delegates (chief markers and internal moderators) when they have to report on their interaction with the scripts and the memoranda and how the candidates fared in the papers. This will ensure uniformity and coherence in their reports.
- (vii) Uniformity should be applied on the dates in which assessment bodies commence with the marking of Grade 12 scripts. Two provinces, namely KwaZulu-Natal and Limpopo, by virtue of their size, have to commence with marking earlier than the rest of the assessment bodies. This year History memorandum discussions coincided with the day on which markers had to report to the marking centres. The implication is that marking of History SG Paper 2 in particular would have to start a day later than scheduled because chief markers and internal moderators who had to take markers through the memorandum were still in Pretoria.



5.4.2 Centralised moderation of marking

5.4.2.1 Areas of good practice

- (i) The marking guidelines were adhered to very well in most assessment bodies and the manner in which alternate responses were rewarded in the marking process should be commended.
- (ii) The moderation by the chief markers and internal moderators was done vigorously and effectively throughout the provinces.
- (iii) In History markers showed an improved understanding of the application of the matrix that is used to mark essays. Candidates therefore obtained marks that accurately reflected the level of their skills regarding essay writing.
- (iv) The source-based questions were marked satisfactorily this year as compared to 2006.
- (v) Consistency prevailed in the majority of assessment bodies. This showed that the pre-marking / memorandum discussions were taken seriously.

5.4.2.2 Areas of concern

The following areas of concern are presented in a form of general concerns and subject specific concerns.

General concerns:

- (i) Marks entered on the cover page were not legible. There were also several instances of inaccuracies. However generally many of the markers were accurate in the totaling and transfer of scores.
- (ii) In some assessment bodies the standard of marking is still below par. This was however rectified through internal moderation.
- (iii) Markers had difficulty copying with open ended questions. This was reported mainly in English, Accounting and Economics.
- (iv) Some assessment bodies did not send their scripts with the question paper and the memorandum. This created a problem because of delays experienced reproducing question papers and memoranda.



Subject specific concerns:

Afrikaans Second Language:

- (i) Mpumalanga marks for Higher Grade Paper 3 were in some instances a bit high, while the marks for Northern Cape could have been a mark or two higher but generally marks were consistent.
- (ii) Half of Question 6.2.4 was not copied during the reproduction of Paper 1 in Eastern Cape. This resulted in one mark being awarded to all the candidates in respect of this question.
- (iii) Some markers had difficulty marking Question 4 in Section B in Paper 1.

Accounting

- (i) The Accounting question paper and / or answer book was printed in the manner that was not friendly to candidates in some assessment bodies. The national examination panel had prepared both the question paper and the learner's book to facilitate easy reading and writing. It looked like this format was changed in other assessment bodies, perhaps to save the resources, and the cost of this action was borne by the candidates who were unfairly disadvantaged.
- (ii) Most of the candidates who wrote Accounting did not complete Question 6.5 and 6.6. Due to the error in Question 6.5 all candidates were given 7 marks whether they attempted it or not. The general feeling was that the paper was too long.
- (iii) It was noted that the “traditional” accounting type of questions were generally handled well but this was not the case in KwaZulu-Natal and North West. The candidates from the two assessment bodies did not do well in on the Balance Sheet and the accompanying notes to the Balance Sheet.

Economics and Business Economics

- (i) Markers did not have the necessary ability and experience to handle higher cognitive level questions that required insight and logical reasoning.

English Second Language

- (ii) There were marking errors in Gauteng's English Second Language scripts that had not been picked up in three of the six scripts externally moderated. Two of the scripts had been thoroughly moderated but the total of marks was incorrect. There was serious concern raised with regard to the standard and quality of marking in Gauteng.
- (iii) It looked like there was great of pressure on markers to finish batches of marking in a very short time. In KwaZulu-Natal for instance, the internal moderator had adjusted nine of the eleven English Second Language scripts brought for external moderation.

History



- (I) Assessment procedures as described on pages 2-3 in the History marking guidelines were not applied properly in some assessment bodies. The various symbols were not used appropriately by markers, chief markers and internal moderator as prescribed, e.g. in the marking of essays more ticks were used than indicated in the marking guideline and the arrow that indicates improper contextualization of aspects was not used appropriately.
- (ii) Marks allocated to History essays specifically at the top end in some assessment bodies were not always satisfactory. High marks were allocated to some essays that did not develop a line of argument. However, essays in the middle and lower ranges were assessed satisfactorily throughout all assessment bodies.
- (iii) The manner in which the rubrics in the History marking guidelines were used needs attention in some assessment bodies. The markers allocated ticks within the paragraph for the evidence extracted from sources while the marking should have ensured that the criteria that were captured in the rubrics were applied.

Mathematics

- (i) Candidates generally did not perform well in the bookwork questions, especially Grade 11 bookwork topics.

Physical Science

- (i) Scripts from six assessment bodies moderated indicated that the memorandum was followed. However the Physical Science scripts from KwaZulu-Natal showed a great number of sporadic errors by markers across an assortment of questions.
- (ii) The section on Conservation of Mechanical Energy in Physical Science was not properly taught by the teachers. It seemed that they had taken short-cuts in the teaching of this section. Question 8, which was the conceptual question on electricity was poorly answered by candidates. The impression was that there was emphasis on routine techniques section on Electricity. This was also the case with Question 2 in Standard Grade.
- (iii) The Limpopo version of the question paper the term 'flask' was replaced with 'test tube' in Question 4. This made the question virtually impossible to answer which disadvantaged Limpopo candidates.

5.4.2.3 Recommendations

The following general recommendations are made:

- (i) Marking times should be standardized across the assessment bodies. If the examination can be standardized, the same can happen to marking. As it is, the extremely important task of moderation is being jeopardized and with it, standards are being compromised.



- (ii) Assessment bodies should refrain from placing too much pressure on chief markers to produce mark sheets too soon in the marking process as it takes a while for markers to be comfortable with the marking memorandum.
- (iii) It is recommended that the sample of scripts to be submitted for external moderation be seriously reconsidered. The random selection of scripts as prescribed should be done by someone not involved with the actual marking process. This would help to give a better reflection of the standard of marking in the province.
- (iv) Marking centres should adopt a more uniform system of mark allocation, especially with regard to showing sub-totals for sub-sections within questions.
- (v) Changes made during the memorandum discussions must be adhered to, and changes to the memorandum should be reported to the chief examiners before marking commences.
- (vi) Drastic steps need to be taken by the Department of Education to ensure that the correct question papers and memoranda finally approved by external moderators and which bear their signatures are sent to the assessment bodies for printing.
- (vii) Marking centres should adopt a uniform system of mark allocation especially with regard to showing subtotals for sub-sections within questions.

The following subject specific recommendations are made:

Afrikaans Second Language

- (i) A whole batch of scripts should not be marked by one marker, more especially in Paper 3. Different markers for different answers in the same batch optimize the strength of different markers and minimize the possibility of candidates in one batch being unfairly advantaged or disadvantaged. Double marking should be adopted for Paper 3 to ensure that adherence to the memorandum is maintained across the board.
- (ii) Norm time for the marking of Paper 3 should be extended. Markers generally apply to mark Paper 1 and 2, and those that are not selected for these two popular papers are then assigned to mark Paper 3.

Accounting

- (i) Problem solving, theory and decision-making type of short questions need to be introduced in to the Accounting curriculum. Candidates should be exposed to these situations with greater vigour as it forms integrated part of the curriculum. Interaction between examiners and curriculum / subject advisors can play a



crucial role in this regard. These types of questions should be allocated to the more experienced senior markers which can assist tremendously in enhancing the standard of marking.

Economics and Business Economics

- (i) Higher cognitive level questions and questions that require insight and logical reasoning should be given to more experienced markers.

History

- (i) The assessment procedures as described on pages 2-3 in the History marking guidelines need to be applied properly and markers, chief markers and internal moderators need to ensure that these procedures are effected efficiently in future.
- (ii) The manner in which the rubrics in the History marking guidelines regarding source-based questions were used needs attention in some assessment bodies.
- (iii) The teaching of how to write a relevant introduction and conclusion needs some attention in the History classrooms. Many candidates attracted penalties because they could not write these crucially important component parts of an essay answer appropriately.

5.4.3 On-site moderation of marking

5.4.3.1 Areas of good practice

- (i) In the Western Cape it was observed that Biology novice markers are only appointed to mark Standard Grade scripts.
- (ii) As part of the training, the deputy chief markers, senior markers and markers had to write the question paper they had taught and were going to mark. Training took two full days.
- (iii) The team for English Second Language Paper 2 had to work under difficult circumstances in 2007 due to political unrest in Bushbuckridge which resulted in some 5000 scripts and 3 markers to be sent to Tivumbeni. The chief marker and his team should be commended for coping with the additional workload without too much disruption to the marking process.
- (iv) The model used by Mpumalanga for the training of markers and moderation was highly commended by the Biology external moderator. Its success was evidenced by the fact that most markers were able to mark accurately and consistently throughout the marking session. The fact that markers' training entailed marking of the whole script, the senior markers could redistribute markers to questions that were slow to be marked.



5.4.3.2 Areas of concern

The following areas of concern were identified in the following subjects:

Afrikaans Second Language

- (i) There was no consistency in the recording of marks on the cover page of the scripts and the indication of total marks after each question.

Agricultural Science

- (i) In Agricultural Science the candidates found the Standard Grade paper to be difficult. This does not however imply that the Standard grade paper was cognitively more demanding than the Higher Grade paper.

Business Economics

- (i) There was a rush to make 11 scripts available for Umalusi at an early stage, even before the markers got the 'feel' of the memorandum and the answers.
- (ii) Markers expressed dissatisfaction with the use of the answer sheet in Business Economics.

English Second Language

- (i) Some of the answers were too simplified – awarding two marks for a one word answer whereas the national memorandum had required that a substantial answer should be given for two marks. This was seen as a departure from the approved memorandum and the feeling was that the standard of the paper was being lowered. The chief marker justified his actions by saying that the candidates would not come with the expected answers.
- (ii) Serious errors in the question paper came to light during the memorandum discussion. On page 12, 3.6.2 refers to 3.5.1 instead of 3.6.1; on page 14, 3.17.2 refers to 3.15.1 instead of 3.17.1, and on page 15, 3.20.2 refers to 3.18.1 instead of 3.20.1. This meant that candidates had to be credited with 6 marks as they could not answer these questions. The attempt by the external moderator to get hold of the original question paper that she signed to verify these glaring errors were not successful even after a written request, only to be told telephonically that the mistake was indeed hers.
- (iii) Candidates found the paper difficult in Limpopo because of the higher standard of the paper, inadequate command of the language and poor teaching in some cases.

Geography

- (i) Training of markers in Standard Grade was not efficient and thorough as it was in Higher Grade. This was evidenced by a number of mistakes in the totaling and



transfer of marks.

History

- (i) Some chief markers felt aggrieved that the Western Cape Education Department sometimes disregards their recommendations with regard to the appointment of markers. They also felt that they were not given enough time to consider the list of applicants for the marking process.
- (ii) A feeling was expressed that not enough time was devoted to the training of markers. The WCED expected markers to be trained by the chief markers within the “norm time”.

Mathematics

- (i) Performance was poor in Geometry section in the Higher Grade paper. There were indications that candidates did not complete the paper.

5.4.3.3 Recommendations

- (i) It is important that consistent accuracy be maintained throughout the entire marking process in order to ensure uniformity.
- (i) Assessment bodies should go back to the drawing boards to plan on the steps to be taken to improve the pass rate for Agricultural Science.
- (ii) There should not be special scripts to be marked specifically for submission to Umalusi. However these samples should come spontaneously from the scripts that should have been marked by all the markers and the senior marking personnel in the marking centre.
- (iii) The assessment bodies need to assess whether the introduction of the answer sheet in Business Economics was worthwhile.
- (iv) It is important that the standards maintained at the memorandum discussion meetings be maintained and applied consistently and uniformly throughout the country.
- (v) The original paper for English Second Language signed off by the external moderator should have been made available to her to verify the errors in the question paper.
- (vi) Training of markers should be consistent and uniform for all the papers to be marked. More time should be devoted to the training of markers. The assessment bodies should consider dedicating the whole day to training.



5.5 Conclusion

All the phases of moderation of marking were conducted successfully by the external moderators and Umalusi. The memorandum discussion meetings for 2007 can be described as highly successful. The spirit in which all the discussions were held and the manner in which aspects of the papers were dealt with was very positive and meaningful. The discussions ensured that representatives were fully involved throughout the process. The discussions were conducted in a very professional manner and the delegates were able to reach consensus where disagreements were experienced. The role of Umalusi moderators was pivotal in this regard; they acted as mediators where agreements were not reached.

The centralized moderation of marking proceeded well despite the fact that two assessment bodies were unable to send their samples of scripts for external moderation. External moderators were able to pick up urgent matters which needed to be forwarded to centre managers and chief markers concerned.

The on-site moderation of marking for national subjects was a milestone because it enabled the external moderators to observe the true reflection of marking in each centre visited. They had to select their own samples of scripts to moderate, unlike centralized moderation where they have to moderate samples that are pre-selected by the chief markers.

The whole process of moderation of marking enabled Umalusi to make a judgment on the standard of marking and the credibility of the Senior Certificate Examinations as whole.



Chapter Six

6

Moderation of marks

6.1 Introduction

According to the General and Further Education and Training Act, Umalusi may adjust raw marks during the standardization process. This process of adjusting marks is herein referred to as the moderation of the examination results. Examination results are moderated to ensure that the standard and quality of the examinations is consistent from year to year, from one cohort to another and across assessment bodies. During this process assessment bodies present their proposals and recommendations to Umalusi, and these are used to motivate decisions taken with regard to the standardisation of marks.

The standardization is based on the principle that when the standard of examinations from one examination to the other or one year to the next are equivalent, and they are taken by a sufficiently large body of candidates, then statistical mark distribution should correspond. Standardization therefore serves to neutralise differences in the standards between examinations over time.

6.2 Purpose of this chapter

The purpose of this chapter is to provide a summary of the 2007 moderation of marks. The report outlines the approach that Umalusi employs in the moderation of marks, then highlights key decisions that were taken with regard to the standardisation of marks.

6.3 Approach to the moderation of marks

Umalusi standardises marks based on a set of principles that are agreed to with all the relevant stakeholders. In moderating marks, historical norms are used as a guideline. This is supplemented by the use of qualitative data from Umalusi external moderators, as well as reports from the national and provincial internal moderators. The following is considered when making decisions in the moderation process:

- (i) Raw marks
- (ii) Percentage distribution
- (iii) Candidate population
- (iv) Historical norm



- (v) Median
- (vi) Computer adjusted marks
- (vii) Cumulative marks
- (viii) Pairs analysis, and
- (ix) Illustrative graphs.

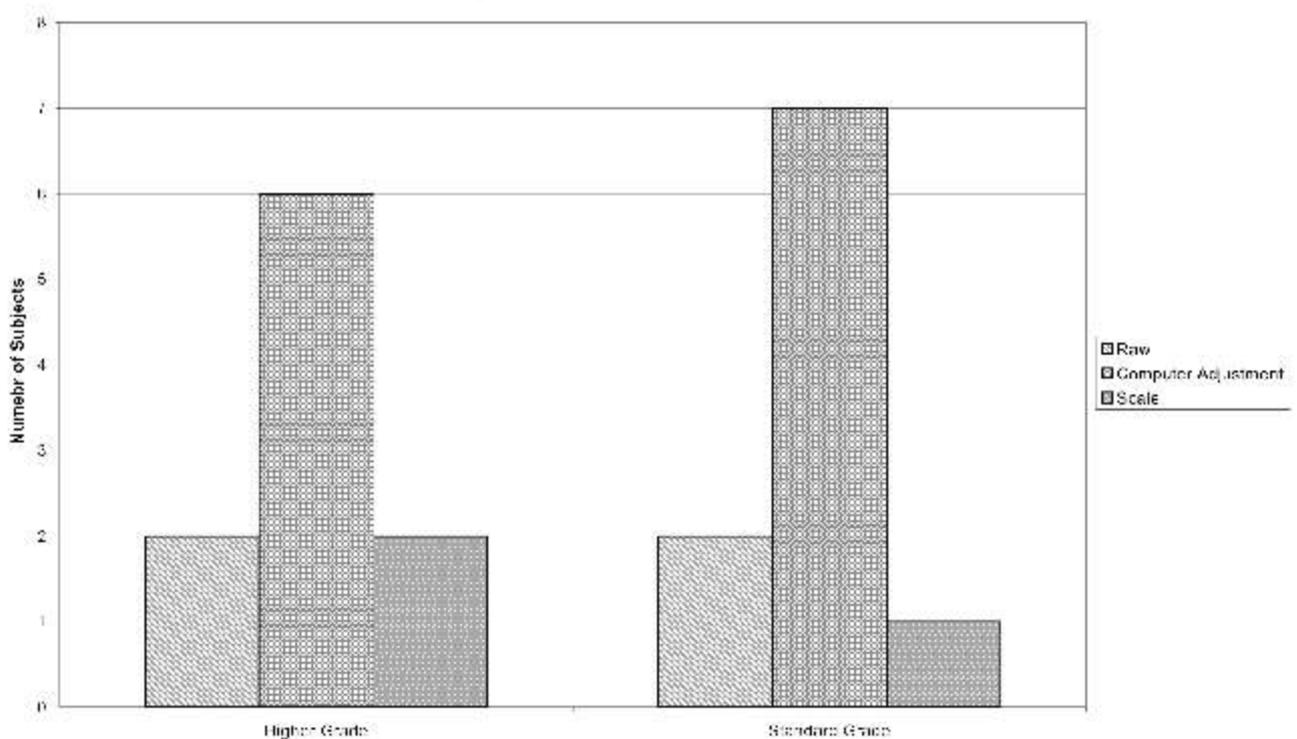
The eleven national subjects were moderated in one meeting in the presence of delegates from the national department of education, as well representatives from all the other eleven assessment bodies.

The following are possible sources of variability in the distribution of examination results:

- Standard of the examination question papers and internal assessment,
- Standard of marking,
- Changes in the composition of the group of candidates for a particular subject,
- Disruptions of examinations, and
- Special interventions by assessment bodies and examination centres to improve performance.

6.4 Decisions taken regarding the 2007 moderation of marks

6.4.1 National Subjects





GRADE	SUBJECTS		
	Raw	Computer Adjustment	Scale
Higher Grade	Agricultural Science	Accounting	English 2 nd Language
	Geography	Biology	Economics
		Business Economics	
		History	
		Mathematics	
		Physical Science	
Standard Grade	Biology	Accounting	Agricultural Science
	Economics	Business Economics	
		English 2 nd Language	
		History	
		Geography	
		Mathematics	
		Physical Science	

6.4.2 Subjects set at assessment body level

SUBJECT	GRADE	Raw	Computer Adjustment	Scale
Eastern Cape	HG	10	4	2
	SG	26	8	1
Free State	HG	7	8	2
	SG	25	7	
Gauteng	HG	23	8	2
	SG	24	9	1
Limpopo	HG	21	4	0
	SG	32	6	2
KwaZulu Natal	HG	21	8	2
	SG	33	9	2
Mpumalanga	HG	42	5	3
	SG	43	1	
Northern Cape	HG	8	6	2
	SG	22	9	1
North West	HG	3	5	3
	SG	17	4	3
Western Cape	HG	23	1	3
	SG	37	5	3
BCVO	HG	15		5
	SG	16		5
IEB	HG	29	8	
	SG	21	2	

The table above illustrates that in many subjects there was no need for adjustment, and



Chapter Seven

7

Conclusion

The preceding chapters have been able to capture the salient findings of the quality assurance endeavours as presented in all the reports submitted to Umalusi.

The areas of good practice highlighted at the end of each chapter are a clear indication of a marked improvement in the manner in which all the assessments, as well as the final examination, were handled. The various assessment bodies have continued to demonstrate their remarkable ability to administer and manage this high stakes examination with fervour. This is indicative of a system moving from strength to strength.

It is worth noting that various recommendations that Umalusi put forth for improvement in the 2006 report have been heeded to, and for this we thank all the assessment bodies.

There are, however, some issues that have over the years, been a cause for concern, and these would require a serious intervention strategy:

- The quality of marking in most assessment bodies has either dropped or remained poor. This continues to affect the credibility of the examinations.
- Inconsistencies among assessment bodies, in the training of markers. This accounts for the poor quality in marking.
- Inconsistencies among and within assessment bodies, in the implementation and management of internal assessment. There is a need for a national strategy that will bring consistency of the above. Care should also be taken to ensure that uniform tasks are set for internal assessment across the country so as to achieve a uniform standard.

On the whole, Umalusi is satisfied that the 2007 examinations were conducted in a manner that renders them fair, valid and reliable. Umalusi wishes to acknowledge that there were a few reported irregularities but these were addressed appropriately, and therefore Umalusi endorses the fact that the credibility of the 2007 examinations is above reproach.

Umalusi once more takes this opportunity to express gratitude to the national Department of Education and the assessment bodies for the continued support and co-operation in Umalusi's quality assurance initiatives throughout the year. Your efforts are much appreciated.

