

Report on the Quality Assurance  
of the DBE 2017  
National Senior Certificate  
Supplementary Examinations

March 2017

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training



# REPORT ON THE QUALITY ASSURANCE OF THE DBE 2017 NATIONAL SENIOR CERTIFICATE SUPPLEMENTARY EXAMINATIONS

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# TABLE OF CONTENTS

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<b>CHAPTER 1 MODERATION OF QUESTION PAPERS .....</b>	<b>1</b>
1.1 Introduction and Purpose .....	1
1.2 Scope and Approach .....	1
1.3 Summary of Findings .....	2
1.4 Areas of Good Practice.....	7
1.5 Areas of Concern .....	8
1.6 Directives for Compliance and Improvement .....	8
1.7 Conclusion .....	9
<b>CHAPTER 2 MONITORING OF THE WRITING OF EXAMINATIONS .....</b>	<b>10</b>
2.1 Introduction and Purpose .....	10
2.2 Scope and Approach .....	10
2.3 Summary of Findings .....	11
2.4 Areas of Good Practice.....	17
2.5 Areas of Concern .....	17
2.6 Directives for Compliance and Improvement .....	18
2.7 Conclusion .....	18
<b>CHAPTER 3 MARKING GUIDELINE DISCUSSIONS .....</b>	<b>19</b>
3.1 Introduction and Purpose .....	19
3.2 Scope and Approach .....	20
3.3 Summary of Findings .....	21
3.4 Areas of Good Practice.....	24
3.5 Areas of Concern .....	24
3.6 Directives for Compliance and Improvement .....	25
3.7 Conclusion .....	25
<b>CHAPTER 4 MONITORING OF MARKING .....</b>	<b>26</b>
4.1 Introduction and Purpose .....	26
4.2 Scope and Approach .....	26
4.3 Summary of Findings .....	27
4.4 Areas of Good Practice.....	34
4.5 Areas of Concern .....	34
4.6 Directives for Compliance and Improvement .....	34
4.7 Conclusion .....	35
<b>CHAPTER 5 VERIFICATION OF MARKING .....</b>	<b>36</b>
4.1 Introduction and Purpose .....	36
4.2 Scope and Approach .....	36
4.3 Summary of Findings .....	37
4.4 Areas of Good Practice.....	40
4.5 Areas of Concern .....	40
4.6 Directives for Compliance and Improvement .....	40
4.7 Conclusion .....	40

# CHAPTER 1

## MODERATION OF QUESTION PAPERS

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### 1.1 Introduction and Purpose

Umalusi is mandated to ensure that the National Senior Certificate (NSC) examinations conducted each year are fair, valid and reliable. To perform this function, Umalusi is required to ensure that the quality and standards, of all the assessment practices associated with the NSC examinations are maintained. The moderation of the examination question papers and their marking guidelines, is conducted to ensure that examination question papers and the accompanying marking guidelines comply with the Curriculum and Assessment Policy Statement (CAPS).

This chapter reports on the moderation of the Department of Basic Education (DBE) 2017 NSC Supplementary examination question papers and their marking guidelines. This section outlines the moderation of the examination question papers as per Umalusi criteria. The results of analyses of the question paper moderation reports are summarised, and followed by areas of good practice, areas of concern and the directives for compliance and improvement.

### 1.2 Scope and Approach

All administered question papers and marking guidelines of the DBE were submitted to Umalusi and moderated between February and November, 2016. A total of 128 question papers and their marking guidelines were moderated for the 2017 NSC Supplementary examinations. The moderation reports for all subjects presented for the 2017 NSC Supplementary examinations were analysed for the purposes of this report.

The moderation was conducted using Umalusi developed instrument for the moderation of question papers and marking guidelines. This instrument consists of 12 criteria (Table 1A) for moderating both the question paper and the marking guidelines. Each criterion is divided into a variable number of quality indicators (QIs).

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

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

<sup>a</sup> Quality Indicators (QIs)

When question papers and their marking guidelines are subjected to the Umalusi moderation, both are expected to be perfect, or near perfect, following internal moderation within the DBE examination processes. A question paper that does not comply sufficiently for approval by Umalusi will need to be moderated more than once. In this report, only the first moderation reports were analysed to ascertain the levels of compliance, or lack thereof, according to the Umalusi criteria. The concerns detected during the first moderation had to be satisfactorily addressed during subsequent moderations to secure final approval.

### 1.3 Summary of Findings

The findings, summarised below, show the number of moderations required for approval, the overall compliance, and the levels of compliance per criterion.

#### 1.3.1 Compliance per moderation level

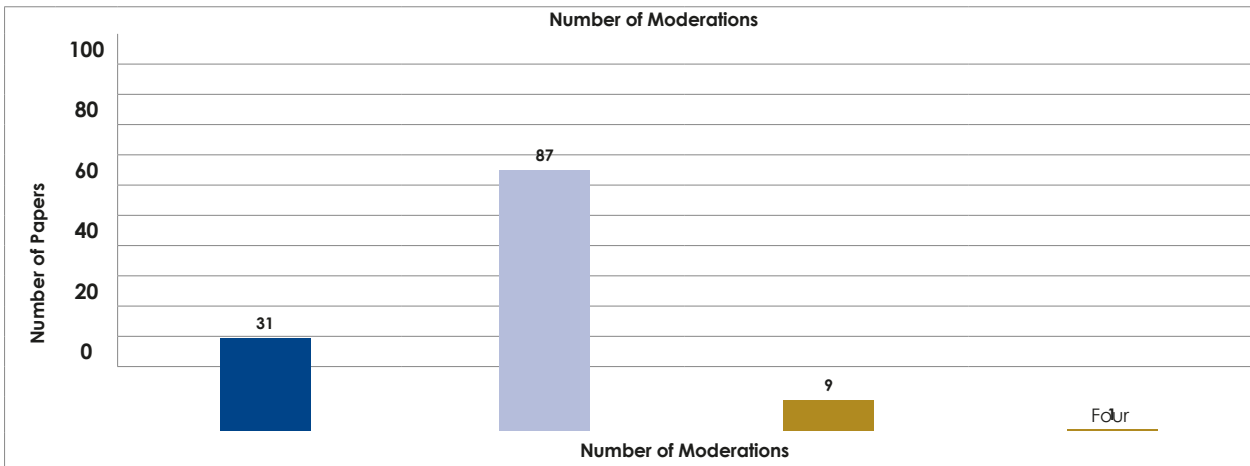
While it is desirable that all question papers are approved by Umalusi after the first moderation; of the 128 question papers, only 31 were approved at first moderation, 87 were conditionally approved and the remaining 10 were rejected and were thus required to be resubmitted for subsequent moderations (Figure 1.1).

**Figure 1.1: Status of question papers at the first moderation**



Most question papers required at least two moderations and one question paper, Life Sciences Paper 2, required more than three moderations in the 2017 NSC Supplementary examinations (Figure 1.2).

**Figure 1.2: Number of question papers approved at each moderation level**



More 2017 NSC Supplementary question papers were approved during the first and second moderation and fewer question papers required three or more moderations, than in the 2016 NSC Supplementary examinations (Table 1B).

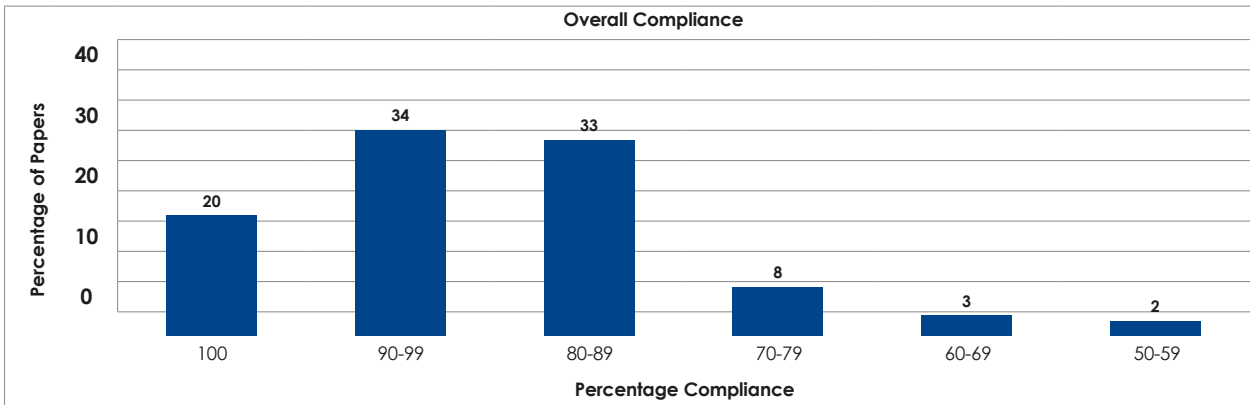
**Table 1B: Comparison of the levels of moderation required in 2016 and 2017**

Number of moderations	Supplementary 2016 (% papers)	Supplementary 2017 (% papers)
One	9	24
Two	69	68
Three	19	7
Four	2	1
Five	1	0

**1.3.2 Compliance per paper**

An analysis of the moderation reports to assess the levels of overall compliance in the 2017 NSC Supplementary examination question papers and their marking guidelines is shown in Figure 1.3. The overall compliance levels were calculated by combining all the criteria considered (Figure 1.4).

**Figure 1.3: Percentage overall compliance of question papers and marking guidelines during the first moderation**





Most of the question papers for the 2017 NSC Supplementary examinations were more than 80% compliant at the first moderation when all Umalusi moderation criteria are considered. The six question papers with less than 70% overall compliance were: IsiXhosa Home Language (HL) Paper 1, IsiXhosa First Additional Language (FAL) Paper 1, Paper 2 and Paper 3, IsiXhosa Second Additional Language (SAL) Paper 1 and Paper 2.

Overall, at the first moderation more 2017 NSC Supplementary question papers were compliant when compared to those of the 2016 NSC Supplementary examinations (Table 1C).

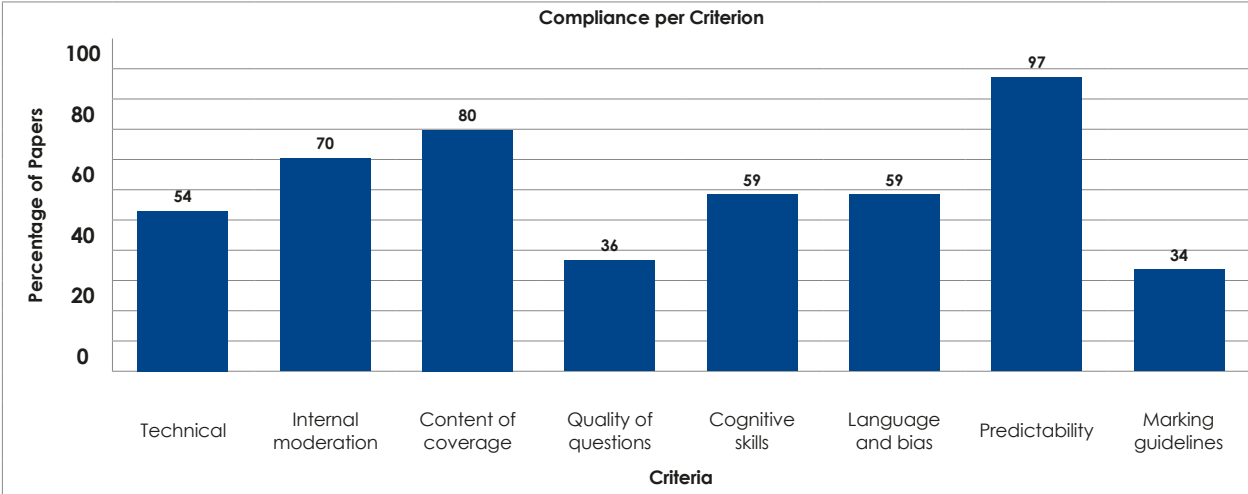
**Table 1C: Comparison of the compliance of question papers at the first moderation in 2016 and 2017**

Compliance (%)	Supplementary 2016 (% papers)	Supplementary 2017 (% papers)
100	11	20
90 – 99	31	34
80 – 89	40	33
70 – 79	17	8
60 – 69	1	3
< 60	0	2

1.3.3 Compliance per criterion

Despite the relatively high levels of overall compliance indicated in Figure 1.3, the levels of compliance according to the different criteria varied considerably (Figure 1.4).

**Figure 1.4: Percentage compliance of question papers and marking guidelines according to different criteria during the first moderation**



In the 2017 NSC Supplementary examinations, the highest compliance was observed with respect to content coverage and predictability, and lowest for the quality of questions and the quality of the marking guidelines.

Some examples of non-compliance are illustrated for each of the criteria below.

### 1.3.4 Question paper and marking guideline moderation criteria

The comments about the criteria which follow are based on the first moderations. Criteria not met during the first moderation of the NSC Supplementary 2017 examination question papers were addressed by the DBE and thus all question papers were compliant when approved at final moderation.

#### **Technical criteria**

Technical criteria had the third lowest degree of compliance (54%). Some technical challenges identified are discussed below.

- (i) Inconsistent or incomplete instructions (Economics Paper 1, Geography Paper 1, Information Technology Paper 1 and Paper 2, Sepedi FAL Paper 1); readability (Mathematical Literacy Paper 1);
- (ii) Incomplete or unclear diagrams (Geography Paper 1, Life Sciences Paper 1 and Paper 2, IsiXhosa FAL Paper 1 and Paper 2, Mathematical Literacy Paper 1, Mathematical Literacy Paper 2, Physical Sciences Paper 1 and Paper 2, Religion Studies Paper 1, and Tourism);
- (iii) Language errors (Agricultural Technology);
- (iv) Incorrect or confusing layout /format or use of incorrect fonts (Agricultural Management Practices, Mathematical Literacy Paper 2);
- (v) No history of the development of the question paper provided (Mathematics Paper 1);
- (vi) Inconsistent mark allocation (Agricultural Management Practices and Economics Paper 1);
- (vii) Question paper too long (Mathematical Literacy Paper 2); mark allocations not clearly
- (viii) Inconsistent numbering (English HL Paper 1 and Religion Studies Paper 1).

#### **Internal moderation**

Approximately 70% of the question papers were compliant with regard to internal moderation. Some non-compliance identified in this criterion were:

- (i) no evidence of history against which the internal moderation could be checked (Mathematics Paper 1);
- (ii) recommendations of internal moderator not considered by examiners (Geography Paper 1 and IsiXhosa FAL Paper 1); and
- (iii) limited input from internal moderator (Geography Paper 1 and IsiXhosa FAL P1).

#### **Content coverage**

Eighty percent (80%) of the question papers were compliant with regard to content coverage. The high level of compliance could be attributed to the design of the Curriculum and Assessment Policy Statements which explicates the specific content, and the weightings of different components of the content to be examined.

Some of the challenges identified in the moderation of these examination question papers were:

- (i) questions not representative of the latest developments in the subject (Afrikaans HL Paper 2);
- (ii) no evidence of content analysis provided (IsiXhosa FAL Paper 1);
- (iii) topics as prescribed in the CAPS and examination guideline documents not adequately covered (Economics Paper 1 and Geography Paper 1); and
- (iv) content outside of CAPS (Economics Paper 2 and IsiXhosa FAL Paper 1).

### **Quality of questions**

The level of compliance with respect to the quality of questions was 36% for these examination question papers. Some specific areas of non-adherence to this criterion identified during the first moderation of these examination question papers were:

- (i) lack of correlation between mark allocation, level of difficulty and time allocation (Agricultural Technology, Dance Studies and Music P1);
- (ii) vague or ambiguous questions (Dance Studies, Life Sciences Paper 1 and Tourism);
- (iii) overlap between questions (Tourism);
- (iv) insufficient information to elicit an appropriate response (History Paper 1);
- (v) factual errors in questions (Life Sciences Paper 1); and
- (vi) inappropriate selection or use of some texts in the language subjects.

### **Cognitive skills**

During the first external moderation process, 59% of the question papers complied with the cognitive skills requirements stipulated in the CAPS for each subject. Examples of some question papers that did not comply with this criterion included the following:

- (i) inappropriate distribution of cognitive skills as per CAPS requirements (Civil Technology, Dance Studies, IsiXhosa HL Paper 1, IsiXhosa FAL Paper 3 and Music Paper 2);
- (ii) inaccurate or incomplete analysis grid (Electrical Technology); and
- (iii) choice questions not of equal difficulty (Business Studies and Dance Studies).

### **Language and bias**

Approximately 59% of the question papers were compliant with regard to language and gender biases. Some problems identified at the first moderation of the question papers were:

- (i) grammatical errors (Mathematical Literacy Paper 1 and Life Sciences Paper 2); and
- (ii) incorrect technical language (Agricultural Technology, Electrical Technology, Mathematical Literacy Paper 1 and Paper 2 and Mathematics Paper 2).

In addition, there was incorrect use of language especially in most language question papers.

## **Predictability**

Ninety-seven percent (97%) of the question papers were compliant with regard to predictability. Some question papers showed evidence of innovation.

The challenges identified at the first moderation of the NSC Supplementary 2017 examination question papers were:

- (i) little innovation in questions (Dance Studies, IsiXhosa FAL Paper 3); and
- (ii) some questions that can be easily spotted or predicted (Dance Studies and IsiXhosa FAL Paper 3).

The other reasons for non-compliance in this criterion included the recycling of questions from previous NSC examinations and DBE exemplars.

## **Marking guidelines**

Almost 34% of the marking guidelines were compliant with the expectations of the quality of marking guidelines during the first moderations of the examination question papers and accompanying marking guidelines. The compliance level of this criterion is the lowest when compared with the rest of the criteria. Examples of non-compliance with respect to this criterion were:

- (i) not marker friendly (IsiXhosa FAL Paper 1, Paper 2 and Paper 3 and Music Paper 1);
- (ii) inaccurate content (Agricultural Technology, IsiXhosa FAL Paper 1, Paper 2 and Paper 3, Life Sciences Paper 1 and Paper 2, Mathematical Literacy Paper 2, Mathematics Paper 2, Music Paper 1 and Tshivenda FAL Paper 1);
- (iii) insufficient detail (Mathematics Paper 2); and
- (iv) mark allocations not always indicated (Life Sciences Paper 1 and Paper 2).

Other ways in which marking guidelines were compromised include, the presence of typographical errors; a lack of correlation between the marking guidelines and the question paper; and incomplete alternate answers.

## **1.4 Areas of Good Practice**

The following areas of good practice were noted:

- a) The DBE is commended for the improvement in the proportion of question papers that were approved at first moderation and the overall levels of compliance. The analysis of the question paper moderation reports revealed that 24% of the 2017 NSC Supplementary question papers met all the external moderation criteria during the first moderation as compared to 9% in 2016.
- b) Umalusi commends the DBE for achieving acceptable standards in the setting of the examination question papers in the following subjects:

Dramatic Arts	Hospitality Studies	Consumer Studies	Design P1
Electrical Technology	IsiNdebele FAL P1	IsiNdebele FAL P2	IsiNdebele FAL P3
IsiNdebele HL P2	IsiNdebele HL P3	IsiNdebele SAL P1	IsiNdebele SAL P2
IsiZulu FAL P2	IsiZulu SAL P2	Religion Studies P2	Sesotho FAL P3
Sesotho SAL P2	Setswana FAL P2	Tshivenda SAL P2	Tshivenda HL P1
Tshivenda HL P2	Tshivenda HL P3	Tourism	Visual Arts P1
Xitsonga SAL P2	Engineering Graphics and Design P1	Engineering Graphics and Design P2	Information Technology P2
Mechanical Technology	Computer Application Technology P1	Computer Application Technology P2	

These thirty-one (31) question papers were all approved at the first moderation.

## 1.5 Areas of Concern

The following areas of concern were identified during the moderation of the DBE 2017 NSC Supplementary question papers:

- a) The failure by both examiners and internal moderators to address recurrent non-compliance that led to 8% of the papers requiring more than two moderations. The ten (10) examination question papers concerned were:

Afrikaans SAL P1	Afrikaans SAL P2	Business Studies	English HL P2
English HL P3	Life Sciences P1	Life Sciences P2	Sesotho FAL P2
Mathematical Literacy P2		Mathematical Literacy P1	

- b) The Life Sciences Paper 2 question paper and marking guideline required four moderations.
- c) There is still some inconsistency in how examiners and internal moderators interpret higher order cognitive skills, for example, Business Studies, Civil Technology, Dance Studies, IsiXhosa HL Paper 1, IsiXhosa FAL Paper 3 and Music Paper 2.

## 1.6 Directives for Compliance and Improvement

The following directives are given to improve the setting of NSC examinations question papers and to reduce the number of external moderations. The DBE should:

- a) Address the conduct of those examiners and internal moderators whose question papers repeatedly failed to adhere to the requirements for compliance, which resulted in their papers requiring more than two external moderations;
- b) Retrain examiners and internal moderators in the art of setting of question papers, especially with respect to: the technical details; the quality of questions and the development of marking guidelines – the three criteria which had very low levels of compliance at the first moderations; and
- c) Develop strategies to improve their examiners and internal moderators' abilities to identify and set higher order questions, and balance the distribution of the cognitive levels within question papers.

## **1.7 Conclusion**

This chapter of the report summarised the major findings of the analyses of Umalusi external moderation of question paper of the DBE 2017 NSC Supplementary examinations. Generally, the standard of the question papers was satisfactory and all the question papers were finally approved, and this is commendable. This section of the report has also highlighted directives for compliance which the DBE need to address before the next moderation cycle to ensure that the majority of question papers can be approved at the first level of moderation.

## CHAPTER 2

# MONITORING THE WRITING OF EXAMINATIONS

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### 2.1 Introduction and Purpose

In order to achieve the objectives of the National Qualification Framework Act, (Act 67 of 2008), with regard to quality assurance within its sub-framework, Umalusi must ensure integrity and credibility of exit examinations.

Annually, in February/March, the Supplementary examinations are administered to qualifying candidates and these examinations undergo the same quality assurance processes as the November examinations. Given the high-stakes status of the National Senior Certificate (NSC), the Assessment Bodies are responsible for ensuring that these examinations are managed in a fair and credible manner.

The supplementary examination is an examination granted under special conditions as contemplated in Section 18 of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate Notice No. R872 in Gazette No. 31337 of 29 August 2008, as amended. The candidates that write this examination are those who wrote during the November examination and are regarded as having participated in one examination sitting.

In order for candidates to qualify and be admitted to write the supplementary exam, the following conditions apply:

- A candidate may register for a maximum of two subjects for the supplementary examination in the year following the final external examination. These two subjects must be among the subjects that the candidate sat for in the previous end-of-year examination;
- Candidates who absent themselves without a valid reason from end-of-year examinations, must not be permitted to register for the supplementary examinations;
- Candidates who write supplementary examinations and who are unsuccessful, will be given 15 working days, following the release of the Supplementary examinations results, to register for the end-of-year examinations.

Umalusi undertook a rigorous and adequate monitoring of the conduct of the examinations across the nine Provincial Education Departments (PEDs) examination centres.

This chapter provides a summary of findings gathered from the examination centres monitored, and highlights areas of good practice observed, identifies areas of concern and further outlines directives for compliance and improvement to be addressed by the Department of Basic Education (DBE).

### 2.2 Scope and Approach

During these examinations, Umalusi monitored a sample of fifty-eight (58) examination centres. Monitors visited the examination centres on selected days and were required to collect data using

a pre-designed monitoring instrument. A mixed-method approach was adopted for the gathering of information, and this included observations, interviews, and verification of examination related documents available at the examination centres. Table 2.1 provides the distribution of examination centres that were monitored for each of the PEDs.

**Table 2.1: Number of centres monitored per province**

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
<b>Number of centres monitored</b>	08	06	07	10	07	05	04	06	05	<b>58</b>

## 2.3 Summary of Findings

The findings below are presented in terms of the criteria for monitoring the writing phase of examinations as prescribed by Umalusi. Table 2.2 below indicates the level of compliance of the centre based on the eight critical criteria indicators of the monitoring of the writing instrument.

**Table 2.2: Level of compliance in relation to criteria**

	Met all criteria 100%	Met 80% criteria	Met 60% of criteria	Met 40% of criteria	Did not meet criteria 0%	Total
Delivery and storage of examination material	44 75.9%	11 19%	3 5.1%	0	0	58
The invigilators and their training	30 51.7%	14 24.2%	10 17.2%	3 5.2%	1 1.7%	58
Preparations for writing and examination room/venue(s)	8 13.8%	34 58.6%	12 20.7%	4 6.9%	0	58
Time management for the conduct of examinations	28 48.3%	15 25.9%	9 15.5%	6 10.3%	0	58
Checking of the immediate environment	36 62.1%	0	0	0	22 37.9%	58
Activities during writing	33 56.9%	19 32.8%	5 8.6%	0	1 1.7%	58
Packaging and transmission of answer scripts	37 63.8%	18 31.1%	2 3.4%	0	1 1.7%	58
Monitoring by the Assessment Body	21 36.2%	0	14 24.1%	0	23 39.7%	58

It is clear from the table above, that delivery and storage of examination material has improved significantly since the DBE's implementation of Norms and Standards for Printing, Packing, and Distribution of examination question papers. The emerging improvement as highlighted need to



be realized equally across the remaining criterion indicators. A qualitative summary of the findings is given below.

### 2.3.1 Delivery and Storage of Examination Material

During the conduct of these examinations, it was found that a mixed method distribution of question papers was adopted across PEDs. Examination materials were collected by the chief invigilators from the nodal points and in some instances delivered by the district/circuit officials on a daily basis by eight provinces except in the Western Cape where examination materials were delivered to the examination centres per week through a courier service.

It was noted that across centres that wrote these examinations, the question papers arrived in sealed packets from the assessment body, and locked into storage facility at twenty-nine (29) examination centres until taken to the examination rooms while at (29) other examination centres they were taken straight to the examination rooms on arrival. From the latter examination centres, at three centres the examination material was kept in the car on arrival until taken to the examination room. The rationale behind the action was due to lack of facilities for safekeeping of examination material at the examination centre.

At (29) centres where the material was kept in the strong room, there was adequate security available for the safekeeping of the examination material. Across those centres, it was discovered that the key to the locking facility was kept by the chief invigilators and/or principal for the duration of the examination material storage at examination centres.

### 2.3.2 The Invigilation and Training of Invigilators

The evidence gathered from the data collected across the centres highlighted the following findings:

- Principals, deputy principals, heads of department or external people like former principals were appointed as chief invigilators at the monitored examination centres. In forty-one (41) of (58) examination centres monitored, chief invigilators were appointed officially for the current examination by the respective District Directors to hold the position and a copy of the appointment letter was available for verification.
- Departmental officials trained chief invigilators during the November examinations, although evidence to such training from almost all the centres monitored was limited to examination manual.
- At Thirty-three (33) examination centres, community members, largely retired educators were appointed as invigilators but sixteen (16) centres did not have their appointment letters available for verification. The chief invigilators or district officials trained these groups of invigilators.
- Twenty-two (22) examination centres produced evidence of training of invigilators for the current examination while the remaining (36) were trained in the previous year during the November examinations.

### 2.3.3 Preparations for Writing and the Examination Venues

In order to conduct credible examinations, it is important that necessary preparations be made. It was found that the venue and environment where examinations were written, was conducive in most cases.

The following were noted:

- Twenty-three (23) centres had direction and signage to the examination venue.
- The environment inside and outside the examination rooms were of acceptable standards at all examination centres though ten centres experienced limited noise challenges from outside.
- One (1) centre in Limpopo was found not to be suitable as it was used as a store room.
- Fifty-five (55) examination centres monitored were devoid of any display of material that could assist the candidates with the examination. The remaining three (3) centres had posters, writings or other material in the room though not related to the subject written on the day.
- Candidates were using sufficient and suitable furniture for writing except at one centre in the Eastern Cape where the desks used were not suitable due to them being very low, for the age group/grade 12 candidates.
- At nineteen (19) examination centres there were no seating plans available, mainly due to multiple schools using common venues and large number of candidate absenteeism, and at four (4) centres the sitting of the candidates did not match with the available seating plan.
- Information boards at the examination centres had important information about the examination in progress. The information boards displayed clearly, the date of the examination, subject (s) written on the day and start and finish times. However, at nine (9) centres there were no information boards available. Eleven (11) examination centres did not display clocks or other time displaying devices.
- Invigilators at nine (9) examination centres monitored did not sign attendance register on the day of monitoring.
- From a total of eleven (11) centres: five (5) centres in Eastern Cape, four (4) centres in Gauteng, and two (2) centres in Western Cape, all had arrangements for relief of invigilators during the examination.
- Thirty-six (36) examination centres maintained examination file relatively well with the required documents.
- Challenges with regard to unavailability of the copies of examination timetable, relief timetable, invigilators attendance register, seating plan and dispatch forms in the file, were noted.
- Candidates were in possession of necessary identification documents except at two centres in Eastern Cape, one in Gauteng, seven in KwaZulu-Natal, three in North West and one in Western Cape, though at 21 centres the identification documents were not verified before the candidates were admitted.
- The Chief Invigilator or Invigilator opened question papers in front of the candidates.
- Two (2) candidates from two examination centres had special concessions which were approved by the Department of Basic Education.

- There were seven unregistered candidates from four centres. They were allowed to write the examination and necessary documents were completed. All monitored examination centres used official answer books supplied by the respective Provincial Education Departments (PEDs) which displayed the logo of the department.
- Checking of the calculators was limited to the subjects that required them but monitors could not confirm proper checking of these calculators by the invigilators.
- All examination centres adhered to the 'no cell phone' in the examination rooms except for one centre in KwaZulu-Natal where one cell phone rang when the examination was in progress and a candidate found in possession of a cell phone in Free State which was used for copying.
- All examination centres monitored complied with 1:30 invigilator: candidate ratio.

Table 2.3 below gives an indication of candidates absent against the candidates registered at centres and subjects across the 58 examination centres monitored.

**Table 2.3: Number of candidates registered for the examination versus the number that wrote in centres monitored.**

Province	EC	FS	GP	KZN	LP	MP	NC	NW	WC
<b>Registered</b>	590	252	534	662	276	89	43	304	146
<b>Wrote</b>	249	168	361	156	227	34	25	231	88
<b>Absent</b>	341	84	173	506	49	55	18	73	58
<b>Turnout rate</b>	42.2%	66.6%	67.6%	23.6%	82.2%	38.2%	58.1%	75.9%	60.2%

It is clear from the table representation above, that the 2017 NSC supplementary examination continues to experience a high absenteeism rate.

#### 2.3.4 Time Management

Management of time at writing centres plays a very crucial role in the conduct of examinations. The following practices were observed:

- Invigilators and candidates reported at the examination rooms 30 minutes to one hour before the starting of examination, which gave enough time for the administrative matters to be addressed before the commencement of writing.
- At two centres, candidates arrived late (i.e. at 09h00), and were admitted into the examination room.
- All examination centres except for two as noted above, managed to distribute the answer

books and question papers on time to the candidates. Examination rules were read to the candidates at 40 out of 58 centres monitored. Question papers were checked for technical accuracy at 45 centres while 13 centres did not perform this practice.

- Reading time of ten minutes was observed at most examination centres monitored but six centres either did not give the 10 minutes reading time or exceeded the prescribed reading time.
- At ten examination centres, the examination started later than the time stipulated but was able to end the examination at the stipulated official time except at four centres.
- Late coming of candidates was noted as a challenge across the provinces and proximity to the examination centre and transport was cited as the main reason where it was noted.

### 2.3.5 Checking the Immediate Environment

The facilities used for the writing of examinations complied with the required norms and standards as prescribed in the regulation. It was reported that the invigilators or relief invigilators inspected the surroundings to ensure that there was no material that could be used to the advantage of the candidates, this included ablution facilities which were checked by the invigilators or other centre staff for any material that could be used by the candidates.

At one centre in the Eastern Cape, toilets were not accessible to the candidates due to poor condition.

### 2.3.6 Activities during Writing

The following observations were reported:

- Invigilators confirmed the correctness of the information on the cover page of the answer book before the start of writing or at the end of the examination during the collection of the scripts. Two examination centres, one in the Eastern Cape and one in Limpopo, did not verify this.
- Invigilators were generally vigilant and mobile during the invigilation. Candidates did not ask for any clarification of question papers from the invigilators at any of the monitored examination centres. Candidates went to the toilet during the examination but not at all examination centres were they accompanied by an invigilator of the same gender.
- There were erratum for two subjects issued, where one related to the header for Mathematical Literacy Paper 2 and in another a missing annexure for Mathematics Paper 2. In these cases, the erratum were timeously communicated, except in Mpumalanga where the errata came late to the centre that was monitored.
- Candidates were not allowed to leave the examination room in the last 15 minutes but at four centres in the Eastern Cape this was not complied with.

### 2.3.7 Packaging and Transmission of Answer Scripts

The following general procedures were observed:

- The invigilators collected examination answer scripts from candidates while remaining seated until their turn except at two centres in the Eastern Cape, two in Limpopo and one each in KwaZulu-Natal and Mpumalanga, where scripts were left on the table by the candidates and collected by the invigilators after candidates had left.
- Examination answer books were counted and packed in the examination room in 54 centres and in an office at four centres. In all cases this was done by the chief invigilator in the presence of Invigilators and Umalusi monitors, and where available the district officials.
- Scripts were arranged using the sequence on the mark sheets and in all cases candidates marked present were accounted for and tallied with the number of candidates writing at the centre. Scripts implicated in technical irregularity were packaged separately.
- Scripts were sealed in official sealable plastic sachets provided by PED. Dispatch forms were completed and submitted but the examination centres seldom kept copies.
- The scripts were transported to nodal points by chief invigilators or delegated personnel within one hour of the completion of the examination or were collected by the district officials except for Western Cape where it was locked into the strong room to be collected by the courier service on appointed dates. Situational reports were not completed unless there was irregularity to be reported.

### 2.3.8 Monitoring by the Assessment Body

Evidence was available at 32 examination centres of monitoring by the assessment body representatives. Twenty-six centres were not visited prior to the monitoring by Umalusi monitors. Fourteen of 32 centres where assessment body monitoring was recorded did not have any monitoring reports available.

Where there was evidence of monitoring conducted by the DBE, it was discovered that most of the DBE monitors did not administer all aspects of criteria since the reports indicated limited time spent by monitors at those examination centres.

### 2.3.9 Irregularities/Incident

#### **a) Irregularities Identified by Umalusi Monitors**

During these examinations, it was found that there were irregularities noted at the monitored examination centres:

- There were pockets of the technical irregularity consisting of unregistered candidates at ten centres.
- At one centre, a candidate was caught copying in Free State.
- There was also a centre where a candidate from Eastern Cape was writing at centre in KwaZulu-Natal.

## **b) Irregularities reported by DBE to Umalusi**

At time of compiling this report, the examinations irregularities report had not been presented to Umalusi yet by the DBE, however the following submission were noted:

### **B.1 Incidents brought to the attention of Umalusi by DBE:**

- a) Hijacking of a delivery truck where the box with Religion studies Paper was opened.
- b) In Gauteng, 166 Candidates affected by the zhenobia related match during the writing of Mathematics and Mathematical Literacy Paper, in Mamelodi
- c) In Mpulanga, 16 candidates affected by community unrest during the writing of Mathematics and Mathematical Literacy Paper 1
- d) In Thabo Mofutsanyane District, Free State, 22 candidates affected by community unrest during the writing of Mathematics and Mathematical Literacy Paper 1
- e) There were also pocket of acts of dishonesty that were reported through daily report submitted to Umalusi by Mpumalanga, Free State, KwaZulu-Natal.
- f) It is worth mentioning that daily reports were only submitted and received from three PEDs: Mpumalanga; Free State; and KwaZulu-Natal, weekly as required.

Annexure C provides list of reported examination irregularities/incidents.

## **2.4 Areas of Good Practice**

The following areas of good practice at the examination centres were noted:

- Collection or delivery of question papers to and from the nodal points on the day of the examination was a significant improvement in the system;
- Strict enforcement of 'no cell phones' instruction in the examination room was followed by most examination centres.

## **2.5 Areas of Concern**

The following areas of concern were noted during the monitoring visits: (See the summary of concerns and centres involved in Annexure B.)

- Seating plan not drawn or not strictly implemented in some centres during the writing of the examination;
- Lack of information boards and display of clock(time intervals) in some of the examination rooms;
- Attendance register of Invigilators not signed regularly;
- Verification of candidates ID/admission documents not consistently and uniformly applied upon entry into examination rooms by some of the examination centre;
- Generally, the following roles and responsibilities were neglected by invigilators in some centres:

- o Question papers not checked for technical accuracy;
- o Examination rules not read to candidates;
- o Regulated reading time not observed at six centres;
- o Deviating from the official starting time of the examination due to poor time management;
- o Examination files do not have all necessary documents in some centres;
- o Daily report not developed and submitted as required in some centres;
- o Examination rooms in some centres did not have time displaying devices available;
- Unsuitable furniture used at a designated examination centre
- Late arrival of errata to the examination at some centres;
- No evidence of monitoring or partial completion of monitoring instruments by DBE at some of the sampled centres monitored by Umalusi.

## **2.6 Directives for Compliance and Improvement**

In order to improve the conduct of examinations, it is required that the DBE attend to the following directives:

- All examination centres must ensure that the seating plans are drawn, implemented and available for verification for each writing session;
- Examination centres must verify the authenticity of candidates identification at the point of entry to the examination centre;
- DBE must enforce the implementation of roles and responsibilities of invigilators;
- Centres must observe proper time management of activities during the examination session, for example, observing of the reading time;
- Audit of designated centres must be conducted prior to the writing of supplementary examinations;
- Errata must be communicated and made available to the examination centres timeously;
- DBE must ensure that monitoring plans are submitted to Umalusi prior to the commencement of examinations, and where monitoring is conducted, the copies of monitoring reports must be availed as evidence by the chief invigilators.
- DBE must ensure that submission of daily reports by PEDs is taking place as per Umalusi directives for conduct of examination.

## **2.7 Conclusion**

Except for the areas of concern discovered, the conduct, management and administration of the 2017 National Senior Certificate supplementary examinations were managed reasonably well across the examination centres monitored. It can therefore be concluded that these examinations were conducted in a manner that would not compromise the integrity, and credibility of examinations. However, the directives for compliance and improvement need to be addressed.

## CHAPTER 3

# MARKING GUIDELINE DISCUSSIONS

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### 3.1 Introduction and Purpose

Umalusi is mandated to ensure that the National Senior Certificate (NSC) examinations including the supplementary examinations conducted each year are fair, valid and reliable. To perform this function Umalusi is required to ensure that the quality and standards, of all the assessment practices associated with the NSC examinations are maintained. The marking of NSC examinations scripts affects the fairness and reliability of marks awarded to candidates, and therefore the validity of the examinations as a whole. Therefore, the quality of marking guidelines (MGs) developed by Department of Basic Education (DBE) for each NSC examination must be quality assured by Umalusi. Marking guideline discussion meetings took place in March 2017 in preparation for the marking of candidates' scripts for the DBE 2017 NSC supplementary examinations.

The DBE used a differentiated approach for the standardisation of the 2017 NSC supplementary examinations marking guidelines that classified the subjects into three categories. The three categories were organised as follows:

**Category 1:** Comprised of gateway subjects where a two-day meeting was convened at the DBE offices attended by the DBE's chief examiner and internal moderator as well as Umalusi external moderator(s). The first day was used to consolidate the inputs from all the Provincial Education Departments (PEDs) and amending the marking guidelines accordingly. The second day focussed on teleconferencing involving the provincial internal moderators and chief markers from the nine PEDs discussing the application of the marking guideline.

**Category 2:** Comprised of subjects outside the gateway subjects with enrolment of more than 500 candidates. The DBE's internal moderator and chief marker convened at DBE offices for a day and amended the marking guidelines taking into account the inputs from all the PEDs. The marking guidelines were signed off and forwarded to Umalusi for endorsement. The external moderators considered the final marking guidelines, made inputs where necessary and signed off the marking guideline that the DBE sent to the marking centres.

**Category 3:** Comprised of the remaining subjects outside the gateway subjects with enrolment of less than 500 candidates. The DBE's internal moderator consolidated the inputs from the PEDs, signed off the final marking guideline and submitted to Umalusi for approval before DBE disseminated to the PEDs.

This chapter reports on the category 1 approach where the Umalusi external moderators; and DBE's internal moderator and chief examiner of each of the gateway subjects' question paper convened at DBE offices over two days.

The goal of the marking guideline discussion meetings was two-fold, namely, to produce Umalusi-approved marking guidelines, and to ensure uniform understanding and application of the marking guideline across the provinces. To achieve this goal, the marking guideline discussion meetings had the following objectives:



- i. To revise the original marking guideline based on the reports received from the provinces and the rigorous discussion that was conducted through tele-conferencing;
- ii. To produce the final DBE and Umalusi approved marking guideline by consensus, and without compromising the cognitive levels of questions or the integrity of the subject;
- iii. To achieve a common understanding of the final marking guideline – essential because marking of most questions papers is decentralized; and
- iv. To determine appropriate tolerance ranges for the marking of question papers (10% is the internationally accepted variation).

This chapter summarises Umalusi findings with regard to the marking guideline discussion meetings; identifies areas of good practice and areas of concern; and provides the assessment body with the directives for compliance and improvement.

### 3.2 Scope and Approach

Umalusi external moderators attended the marking guideline discussion meetings for the ten (10) gateway subjects consisting of 18 eighteen question papers written during the 2017 NSC supplementary examination session. Table 3A below lists the subjects/question papers whose marking guideline discussion meetings were attended by the Umalusi's EMs.

**Table 3A: The ten gateway subjects selected for marking guideline discussions**

Accounting	Business Studies
Economics Paper 1 and Paper 2	English First Additional Language P1 and P2
Geography P1 and P2	History P1 and P2
Life Sciences P1 and P2	Mathematical Literacy P1 and P2
Mathematics P1 and P2	Physical Sciences P1 and P2

Umalusi marking guideline discussion criteria consists of three parts as indicated in Table 3B below: Part A focuses on the preparation of delegates for the marking guideline discussion meetings; Part B focuses on the processes and procedures followed during the meeting; and, Part C addresses the training of IMs and CMs at the meeting and the quality of the final MG.

**Table 3B: Criteria used in the marking guideline discussion instrument**

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

<sup>a</sup> Number of quality indicators

### 3.3 Summary of Findings

This section reports on the findings of analyses found in the external moderators' marking guideline discussion meetings reports, which were based on the criteria listed in Table 3B.

There was much overlap in EMs' responses to the qualitative, open-ended criteria both within and between question papers (subjects). For this reason, the findings are summarised in four parts. The first part addresses the attendance, pre-preparation and participation of delegates at the marking guideline discussion meetings. The second part describes how the meetings were conducted, and includes the role of external moderators and participants' engagement with the question paper and MGs during the meetings. The third part addresses the tele-conferencing with provincial IMs and CMs and the fourth part comments on the nature of the changes made to the original MGs to produce the final Umalusi-approved MGs.

#### 3.3.1 Preparation and participation in marking guidelines discussion meeting

##### a) Pre-Marking guideline discussion meetings

The external moderators for each of the subjects (question papers) indicated in table 3A above participated in the pre-marking guideline discussion meetings, where reports and inputs from provincial IMs and CMs were considered.

##### b) Attendance at marking guideline discussion meetings

During the 2017 NSC supplementary examinations, only the DBE's national internal moderator and chief examiner attended the marking guideline discussions meetings as expected. The provincial chief markers and internal moderators were expected to mark a sample of 20 scripts and prepare a report based on the marked scripts; and provide inputs and comments on the marking guideline. The reports, inputs and comments were to be submitted to DBE on allocated dates per subject. The panels were to take the reports and inputs into consideration when finalising the marking guideline. The provincial internal moderators and chief markers were expected to participate on the second day of the marking guideline discussion through tele-conferencing facilitated by the DBE officials.

In general, the attendance at marking guideline discussion meetings by the national internal moderators, national chief examiners was good. However, the following challenges were experienced in most subjects regarding the tele-conferencing:

In Physical Sciences P2, the PEDs were connected but could not hear each other clearly; as a result, tele-conferencing was cancelled after the second attempt. The PEDs' IMs and CMs were thus called individually to discuss the updated marking guideline. In Geography P1, tele-conferencing was delayed by 40 minutes due to the DBE team having to reconnect the PEDs that experienced some cut-offs. The Business Studies PEDs' IMs and CMs who experienced connection challenges were connected via 'whatsapp' and cell-phones, and were thus not left behind. In Life Sciences

P1 delegates from Gauteng and North West provinces attended in person while in Life Sciences P2, delegates from three provinces, Eastern Cape (IM), Gauteng (CM) and Limpopo (CM) also attended in person and participated in the discussions. The PEDs that experienced connection problems in Life Sciences, were contacted via 'whatsapp'. In Mathematical Literacy P1, the connection was delayed by approximately one and half hours, however, all PEDs were finally connected and the tele-conference occurred for the full duration. In general, not all participants who were supposed to be part of the marking guideline discussions were connected in some subjects, resulting in those PEDs missing on the life contributions. More details on the affected provinces can be found on Annexure 3A. At the end of the tele-conferencing, all PEDs were issued with the final signed off marking guideline; those who could not participate fully during the tele-conference thus had the opportunity for recourse if they did not agree with any content on the marking guideline.

### **c) Preparation for the marking guidelines discussion meetings**

In most cases the national internal moderators and the chief examiners were well-prepared for the marking guideline discussions. However, in a number of subjects it was found that the provincial moderators and chief markers were not prepared as they did not mark the required sample of scripts and did not send their reports and inputs to the DBE. It was expected that all provinces should be well prepared for the tele-conferencing that was taking place on the second day by marking a sample of 20 scripts which would assist them to prepare a report and inputs to be included in the final marking guideline.

Some of the provincial representatives did not mark the required number of scripts due to the limited time given. In Geography P2, in some provinces only the IM marked the sample scripts, while in other provinces no marking of sample scripts was done. In History P1 and History P2, Life Sciences P1, some provinces did not mark while those who marked varied with the number of scripts marked. In Life Sciences P2, not all representatives from the different provinces marked sample scripts. In Economics P1, scripts were marked by only six (6) provinces. While in Economics P2, the pre-marking of scripts of Free State could not be verified, as this was not indicated in their report. For Mathematics P1, some provinces did not mark while those who marked varied in the number of scripts marked. In Physical Sciences P1 and P2, each CM and IM of all provinces (except Limpopo) pre-marked 20 scripts.

### **d) Participation in marking guideline discussion meetings**

Despite a lack of preparation prior to the tele-conferencing marking guideline discussion by some provincial delegates, it was noted that most provincial delegates at the tele-conferencing discussions actively contributed to the refining of the MGs, identified possible marking problems and provided meaningful solutions.

### **e) Role of the Umalusi external moderators**

Umalusi EMs were tasked with ensuring the fairness, reliability and validity of the final MG for their subject/question paper, and approving the final MG which will be used in marking centres at

various provinces. To fulfil this responsibility at the marking guideline discussion meetings and during tele-conferencing, EMs undertook the generic roles of discussant, mediator, referee, conciliator, negotiator, evaluator, judge, technical advisor and assessment specialist, where appropriate. Importantly, as the designated content specialist(s), each moderator upheld the integrity of his or her subject. All the EMs except in Mathematical Literacy P2 were part of the discussion through tele-conferencing.

**f) Organisational and logistical arrangements during the marking guideline discussion meetings**

Umalusi was satisfied with the logistical arrangements in all subjects as the EMs did not point out any challenge with regard to logistics.

### 3.3.2 Processes and Procedures

The marking guideline discussion meetings were held over two days, with the first day dedicated for the DBE examination panel (IM and CE) and Umalusi external moderators to interrogate the marking guideline and consider the reports and inputs made by the provinces. The second day was reserved for tele-conferencing with the provincial internal moderators and chief markers. The marking guideline discussions meetings on both days were chaired by either national internal moderators or the national chief examiners.

There were no dummy scripts generated and thus no training on marking was provided. All the subject reports from the provinces indicated that only experienced markers who were part of the November/December 2016 marking were selected to mark the supplementary examination scripts. All the subjects used the two days allocated for this process, however, there were cases where tele-conferencing encountered challenges. One such challenge was experienced in Physical Sciences P2 and the provincial delegates were informed to put their amendments in writing for the DBE panel which will consult and forward them to Umalusi external moderators for approval before including them in the final marking guideline. This was subsequently done and the marking guideline was finalised.

### 3.3.3 Changes made to original marking guidelines to produce the final marking guidelines

**a) Parity of question papers and marking guidelines**

All Umalusi EMs indicated that the questions papers written in the PEDs and the draft MGs provided for discussion at the marking guideline discussion meetings were the same as the final versions that they have previously approved.

## **b) Changes made to the marking guidelines**

All the marking guidelines were modified in some way as a result of the marking guideline discussion meetings and the tele-conferencing discussions. Most of these changes involved corrections of spelling mistakes and conceptual errors, additions, rephrasing and clarification for marking.

## **c) Disproportionality of answers, impact on cognitive levels and motivation for changes and approval of changes**

Changes made to the MGs should not alter the cognitive demand of an examination because this would challenge the validity thereof. The validity of an examination can also be threatened by the introduction of many or a disproportionate number of alternate answers to a question. The compliance to this criterion was 100% in all subjects. Umalusi external moderators are entrusted with ensuring the validity of the final MGs used to mark candidate scripts, hence the final MGs were all approved in totality at the end of each marking guideline discussion meeting and tele-conferencing discussion.

## **3.4 Areas of Good Practice**

The following areas of good practice were noted:

- The high level of pre-meeting preparation, participation in discussions by those who attended the meeting and tele-conferencing discussion, and their contributions to the final MGs;
- Good initiative undertaken by DBE officials to standardise the marking process for 2017 NSC supplementary examinations; and
- For the first time a platform was created in the supplementary examinations whereby the DBE exam panel, provincial delegates and Umalusi external moderators could engage in robust debates to ensure that the marking guideline is analysed, interpreted and applied the same way across the nine (9) provinces.

## **3.5 Areas of Concern**

Umalusi's EMs raised a number of concerns arising from the marking guideline discussion meetings and tele-conferencing. These are listed below:

- Some provinces did not submit their inputs and reports to the panel (IM & CE) as required. For example in Business Studies three provinces (Gauteng, Limpopo and Eastern Cape), in Geography P1 five provinces (Eastern Cape, KwaZulu-Natal, Limpopo, Free State and North West) and in Mathematics P2 three provinces (Limpopo, Eastern Cape and Free State) did not submit the reports and inputs. More details are indicated on Annexure 3C.
- The Physical Sciences P2 group, experienced connectivity problems with teleconference that resulted in resorting to individual connection and use of 'whatsapp'. While the

Mathematics P1 group had a number of disconnections for three provinces (Free State, Limpopo and Northern Cape).

- Some of the provincial delegates did not mark the required number of scripts. The table below lists the provinces that marked less than ten (10) scripts by either the chief marker or internal moderator in five or more examination question papers:

Eastern Cape	Free State
Gauteng	Limpopo
Mpumalanga	Northern Cape
North West	Western Cape

Annexure 3B lists the subjects and number of scripts (below 20) marked in each province.

### 3.6 Directives for Compliance and Improvement

In order to achieve compliance and improve the marking guideline discussion meetings and the tele-conferencing discussions, the DBE should address each of the following:

- The tele-conferencing needs some improvement to ensure that all provincial delegates are connected on time and thus become part of the discussion for the whole duration and to avoid disconnections that disadvantage them.
- Provinces should be afforded sufficient time in all the subjects to mark and prepare the reports and inputs and hence enrich the final marking guideline.
- All provinces need to mark the uniform number of a sample of scripts as stipulated and required by DBE across all the subjects.

### 3.7 Conclusion

High levels of compliance were noted during these supplementary examinations' marking guideline discussions. The production of negotiated final Umalusi-approved marking guidelines, and the participation of most of the provincial delegates have contributed positively to the fairness and reliability of the marking of candidate scripts, and ultimately to the validity of the 2017 NSC supplementary examinations. Despite the few challenges raised above with regard to tele-conferencing, the new approach seems to be more economical and saving time although it still needs some improvement to cater for all delegates.

## CHAPTER 4

# MONITORING OF MARKING

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### 4.1 Introduction and Purpose

The marking of candidates answer scripts is a very crucial process in quality assurance of assessment. As part of its mandate, Umalusi has the responsibility with regard to quality assurance within its sub-framework, to ensure integrity and credibility of exit examinations, and includes the conduct of marking processes.

Umalusi monitors the marking for qualifications registered on its sub-framework of qualifications, in this case the 2017 NSC supplementary examination as was administered by the Department of Basic Education.

The fundamental purpose of external monitoring at the level of Umalusi on marking centres, is to establish compliance levels displayed by the various marking centres with respect to the adherence of policies, regulations and directives that governs the marking of the NSC examination.

This chapter reports on the findings gathered during the monitoring of 2017 NSC supplementary examinations administered by DBE. The report will further acknowledge areas of good practice, areas of concern observed during the monitoring process and suggests directives for compliance and improvement with which the DBE must comply.

### 4.2 Scope and Approach

The marking of the 2017 NSC supplementary examinations was conducted at various marking centres, nationally. Umalusi deployed its provincial monitors on selected days to collect marking related data across the nine sampled marking centres. A mixed method approach was adopted and the collection was through observations, interviews and verification of documents provided by the marking centres. Interviews were held with the Marking Centre Managers (MCMs). Table 4.1 below provides details of the marking centres monitored in each province.

**Table 4.1: Marking centres monitored by Umalusi**

No	Province	Name of Centres Monitored	Date of Monitoring
1.	Eastern Cape	Khanyisastrelitzia High School	06/04/2017
2.	Free State	Navalsig High School	06/04/2017
3.	Gauteng	Kempton Park High School	05/04/2017
4.	KwaZulu-Natal	A M Moolla Spes Nova School	05/04/2017
5.	Limpopo	Tivumbeni MPC	05/04/2017

No	Province	Name of Centres Monitored	Date of Monitoring
6.	Mpumalanga	Emakhazeni Boarding School	07/04/2017
7.	North West	Klerksdorp Technical High School	04/04/2017
8.	Northern Cape	Kimberley Technical High School	05/04/2017
9.	Western Cape	De Kuilen High School	04/04/2017

### 4.3 Summary of Findings

The findings below are presented in terms of the criteria used for the monitoring of the marking phase of examinations, as prescribed by Umalusi.

These findings are summarised in Table 4.2 below, and a summary of non-compliance is attached at the end of the report indicated as Annexure A.

**Table 4.2: Level of compliance in relation to criteria indicators**

No.	CRITERIA	RATING					TOTAL
		5	4	3	2	1	
1.	Planning for marking	8	1	0	0	0	9
2.	Marking centre	9	0	0	0	0	9
3.	Security	6	3	0	0	0	9
4.	Training of marking personnel	6		3		0	9
5.	Marking procedure	9	0	0	0	0	9
6.	Monitoring of marking	9	0	0	0	0	9
7.	Handling of irregularities	6	3	0	0	0	9
8.	Quality assurance procedures	9	0	0	0	0	9
9.	Reports	7	2	0	0	0	9

#### 4.3.1 Planning for Marking

It was noted the marking centres started operating from 31 March 2017 with the administration personnel receiving, scanning and verifying the scripts and performing other administration related



matters. The marking processes started on the 1 April and ended on 12 April 2017. Marking staff also arrived at the marking centres from 1 April for training purposes. All centres were able to start the marking session as planned by the respective provinces.

In all the nine marking centres monitored, it was noted that all centres had the list of marking personnel who were appointed and expected at the marking centres, marking management plans were in place. The plan consisted of a list of all chief markers, markers, internal moderators, examination assistants and venues to be used during the marking session. The management plan of the centre in the Western Cape, however, was fragmented and scattered and could not be presented as a coherent plan.

- a. It was noted that marking guidelines were sent late to AM Moolah and Kempton Park High School.

#### 4.3.2 Marking Centres

It was observed that PEDs made use of institutions with boarding facilities as marking venues. The number of rooms allocated and School-halls used, provided a conducive space for the marking of the supplementary examinations. The school-halls housed unmarked and marked script as control rooms.

The following marking conditions were observed:

- a) Marking centres operated between 07:00 and 20:00 with an average of ten hours per day;
- b) Suitable furniture was used in marking rooms;
- c) Infrastructure across marking centres was suitable and all centres were accessible to communication (e.g. fax machines, telephone lines, internet etc.);
- d) Ablution facilities were sufficient to accommodate numbers appointed at marking centres, and were found to be clean and hygienically sound;
- e) Special provision was made across marking centres to accommodate marking personnel with special dietary requirements (e.g. Halaal, vegetarians etc.)

In Gauteng, catering was not done and markers had to make provision for their own meals during the day, using an allowance given to them as well as the EAs as subsistence.

Generally, all the marking venues were found to be adequate with good facilities, ample storage, parking and accommodation and catering.

#### 4.3.3 Security

At six of the nine marking centres, it was discovered that adequate security was available. Access to these marking venues was strictly controlled by the security personnel. At two centres, access control was very poor, as the security guards at the main gate did not search the vehicles and

related spot checks as required. At one centre there was only one security guard on duty during the day and one at night.

All marking centres monitored had security features such as alarm systems, surveillance cameras and fire extinguishers, except at one centre where the CCTV cameras were out of order.

Each province had its own system in place to be used for controlling and checking the flow of scripts to and from the control room. However, the general practice observed was that:

- a) Scripts were physically verified and controlled using control sheets for verification and accountability purposes.
- b) Lists were sent out from the control room together with each batch of scripts to the marking venues and verified by the chief markers on receipt and when returned to the control room.
- c) Scripts Control Managers ensured security of scripts at all marking centres.
- d) The different provincial departments mostly handled transportation of scripts to and from the marking venues, but the logistics varied from province to province.
- e) In seven provinces, scripts were transported to the marking centre with departmental panel vans escorted by a private security company or the police.
- f) At two of these centres, no escort was provided.
- g) In two provinces, the scripts were transported to the marking centres in trucks contracted by the respective Provincial Education Departments. All these trucks were escorted to the centre either by a private security company or the local police.
- h) It was pleasing to note that the security during the distribution and delivery of scripts and other exam material for marking processes was given top priority. The movement of all scripts was recorded and signed for by relevant parties. This arrangement ensured that every answer script, mark sheet and any other examination material could be accounted for.

#### 4.3.4 Training of marking personnel

In the main, senior markers and/or deputy chief markers used during the November 2016 examinations were appointed for this session (the supplementary examinations). In two provinces, chief markers and internal moderators were refreshed through teleconference training, whilst all other training took place at the different centres after arrival.

Marking guideline discussions took place before marking started, and at two centres it was reported that dummy scripts were marked and moderated before the actual marking process started.

It was noted that where markers were senior and experienced seasonal markers, the training conducted was mainly orientation and discussion of the approved marking guidelines.

Markers were trained by chief markers and Internal Moderators in the marking of scripts, allocation of marks, irregularities, and transferring of marks from scripts onto mark sheets where applicable.

At Navalsig High School it was reported that the introduction of the Tolerance Range (a national test) ensured that during the moderation process the mark awarded by the moderator and the marker did not vary beyond an agreed range. This ensured that marking standards were strictly controlled, ensuring that marking quality was rigidly applied.

Marking Centre Managers in all provinces were senior departmental officials who were all familiar with the smooth running of a marking centre. It was reported that at one centre, the Centre Manager also acted as Script Control Manager.

Script control managers were also trained before marking started at the Provincial Education Departments (PED). The training covered all aspects of the marking process, such as the flow of scripts at the marking centre, control of markers, checking of marked scripts, and entering of marks on relevant documents.

There was a growing trend of appointing students from institutions of higher learning as examination assistants (EA's) this practice was observed at most marking centres. To ensure that a professional service was rendered in the handling of answer scripts, EA's were also subjected to training on arrival at the centre either by the marking centre manager, administration manager or the script control manager. Training covered the distribution of scripts, keeping of records on the flow of scripts from and back to the control room, checking of marked scripts, and the checking of mark sheets

Generally, it was found that the training of marking personnel was given a high priority and was done efficiently by responsible senior personnel to ensure integrity and fair marking of scripts.

#### 4.3.5 Marking procedures

The management of marking centres was driven by clear procedures that were put in place and well communicated to all parties involved.

- a) All marking personnel signed the attendance register in the morning upon arrival and in the evening on departure. The registers were controlled by chief or deputy chief markers of the respective subjects.
- b) A question-by-question marking approach was followed in all subjects across marking centres monitored. The only variation was for subjects with very few scripts where markers marked the whole script.
- c) Markers were not allowed to make any changes to the approved marking guidelines but were allowed to discuss any possible/alternate answer with the chief marker. Where candidates answered more than the required number of questions in optional questions or answered the same question twice, only the first question was considered for marking. In Gauteng province, however, it was reported that answers to both questions were marked and the better mark was recorded. This procedure was not followed by the other provinces, and should be addressed for clarity.
- d) The checking of the correctness of the mark allocation was done by the markers, and verified by the examination assistants (EAs). There was adequate supervision of marking

for all subjects by the immediate seniors, e.g. the Senior Marker supervised markers. Differences of mark allocation detected by Internal Moderator were discussed with the marker concerned and the Senior Marker, and where necessary the whole batch was remarked.

- e) In a large marking panel, marking of a question was done in groups where a Senior Marker was allocated to a group of seven markers to monitor the marking of the markers. The deputy chief marker moderated whole scripts and then the chief marker (CM) and the internal moderator (IM) to enhance quality of marking further moderated a selection of scripts.
- f) Senior markers and markers had regular meetings through the marking session to ensure quality of marking within an accepted tolerance range.
- g) The flow of scripts from the holding rooms to the marking venue, and from the marking venue to the control rooms was handled very well. Proper records were kept to account for scripts at all points. All scripts were checked to ensure that all questions were marked, and that mark allocation and transfer to the mark sheets was correct. There was no evidence of any script or mark sheet being lost.

#### 4.3.6 Monitoring of marking

It was noted that the monitoring of the actual marking process across marking centres was subjected to the following requirements:

- a) Marking was monitored by the senior markers on markers and chief markers or Internal moderators were responsible for moderation of scripts marked, where each a minimum of 10% of the scripts was moderated. The respective Chief Markers and Internal Moderators controlled the marking of each subject allocated at marking centres.
- b) Senior markers and markers held regular meetings throughout the marking session to ensure quality of marking within an accepted tolerance range and regular feedback was given after moderation.
- c) Performance of markers was monitored during moderation and it was found to be done by checking if marking was according to standards determined and if there was consistency in the allocation of marks.
- d) At the end of the monitoring by the chief marker and internal moderator, the chief marker completes an evaluation form. If poor marking was detected, the following measures were in place:
  - o More support;
  - o Close monitoring of a specific marker;
  - o Re-training of the marker;
  - o Marker to mark smaller percentage of scripts; and
  - o Progression of the marker would be closely monitored.

It is pleasing to indicate that, the use of experienced markers from the previous examination session strengthened the marking processes during this examination. As such there was no evidence of markers underperforming during this marking session.

It is clear from the monitoring reports received that control over the marking and monitoring of scripts was of a high standard across marking centres.

#### 4.3.7 Handling of irregularities

It was reported that all markers were trained on the handling of examination irregularities and were fully aware of what constituted an examination irregularity. The detected irregularities were to be reported in accordance with prescribed processes, using the prescribed instruments, to the relevant structure. An irregularity register was available at each of the marking centres.

Furthermore, across centres, either the irregularity officer, centre manager or chief marker conducted training sessions at the beginning of marking. At some centres markers were also provided with a previously identified list of irregularities, it was emphasized that any suspected irregularity is to be brought to the attention of the Senior Marker, and verified and reported to the chief marker. The chief marker on completing the necessary documentation would then hand over the script(s) to the centre manager.

In Mpumalanga, the centre manager involved the Provincial Examination Irregularity Committee (PEIC) by reporting irregularities in writing on a daily basis. The following instances of irregularities were reported:

- Sixteen(16) administrative errors and omission irregularities have been recorded;
- One case was reported (and resolved) where a candidate in the Bohlabela District was found with crib notes during the writing of Economics Paper 2.
- A hearing was conducted and the candidate was found guilty. The recommendation was to nullify his/her result and to bar him/her from sitting for another examination for a duration of one year.

In the Free State, the following irregularities were recorded during monitoring of this marking session:

- Candidates not appearing on the mark sheet;
- Different handwritings on the same script;
- Incomplete front page information jeopardizing the process of identifying the candidate on the mark sheet;
- One candidate enrolled for Home Language, but wrote the First Additional Language paper; and
- Candidates in Mathematics Paper 1 were marked as present or absent on the mark sheets but the script was either absent (when marked present) or present (when marked absent).

Centres kept actual records of any suspected irregularities in the irregularity register as per regulation, although one centre could not produce an irregularity register. Two centres did not have an Irregularity Committee, but an irregularity officer appointed in order to handle examinations irregularities discovered at the marking centres.

It was evident that marking related irregularities discovered at marking centres were adequately dealt with and the marking centre personnel were knowledgeable on how to deal with the irregularities.

#### 4.3.8 Quality Assurance Procedures

Quality assurance procedures at marking centres was subjected to the following:

- All marking centres had systems in place to ensure quality of marking. The marking personnel checked the marking and capturing of marks at different levels.
  - The first controlling process was done by the markers themselves, followed by selective checking by the SM's, DCM's, CM's and Internal Moderators.
  - The second quality assurance process was done by the Examination Assistants (EA's).
  - The markers indicated marks (by using ticks) for each question to be transferred to the side of the marked page.
  - The EA's then checked the ticks to verify that marks were allocated correctly for each sub-question, and also verify that all subtotals, totals and the final total were captured correctly.
  - Both EA's and all markers endorsed their unique codes to confirm and verify that the whole script was marked and marks allocated were totalled correctly.
  - Each script was also verified for allocation of marks per question and transfer of marks to the mark sheet by the EAs.
- All marking centres confirmed that any lost mark sheet would be physically verified and can be reprinted from the examination system if needed. In four provinces it is standard practice to make copies of the original mark sheets to keep as a back-up, whilst copies are also made of completed mark sheets at some centres to be kept by the Centre Manager in case the original mark sheet was lost.

All provinces received Umalusi circular for external moderation of selected subjects which was complied with and preparations were underway for sending off those samples of scripts for centralized verification of marking at Umalusi House in Pretoria.

It is worth mentioning that quality control at the different marking centres was of acceptable standard.

#### 4.3.9 Reports

In eight marking centres internal moderators together with chief markers, completed the qualitative reports about marking and the general performance of markers. The markers did not write reports, but contributed to the reports by submitting valuable inputs through the senior markers to be included in the reports. These reports were written on a prescribed template to ensure minimum standards and uniformity.

In the Free State, it was reported that such a report was not needed during the supplementary examination and was not written.

The reports were submitted to the Provincial Education Department through the marking centre managers at the end of the marking session. It was mentioned that the information emanating from these report is used extensively to train educators, assist in future marking appointments, evaluate quality of question papers and comment on levels of difficulty of individual questions.

It was reported that monitoring by the assessment body was conducted in eight out of nine marking centres monitored by Umalusi but only one centre had a detailed report from the assessment body monitor.

#### **4.4 Areas of Good Practice**

The following areas of good practice were noted:

- High standards for safety and security of examination material was observed in six centres;
- Utilisation of suitable and conducive marking centres across PEDs for marking processes. The PEDs secured good facilities with relevant communication devices , marking rooms, adequate space for storage of scripts, boarding and lodging facilities for marking personnel, parking space, clean ablutions and offering of catering;
- Marking guideline discussion conducted through teleconferencing at one centre;
- Use of tolerance range as a measure to improve quality and standard of marking.
- Good control systems in place for control the flow of scripts from one point to the other, with sufficient record-keeping;
- Improved efficiency on the marking through question-by-question initiatives;
- The appointment of competent markers out of the November 2017 examination population
- Efficiency in the execution of the management plans for marking and close monitoring by the DBE across marking centres.

#### **4.5 Areas of Concern**

The following areas of concern were noted:

- Late delivery of marking guidelines at AM Moolah and Kempton park High School and;
- Inconsistencies in the execution of the roles and responsibilities for security guards at Emakhazeni Boarding school.

#### **4.6 Directives for Compliance and Improvement**

In order to improve the conduct of examinations, the DBE is required to ensure that the directives are addressed.

- All marking guidelines and related materials must be delivered timeously at marking centres

- Norms and standard for training of security guards utilised at marking centres must be develop and enforced across companies who are granted a tender.

#### **4.7 Conclusion**

Despite the areas of concern raised in this report, it is concluded that the management of the marking centre and marking processes was conducted in a manner that would not compromise the integrity, and credibility of the 2017 NSC supplementary examinations. The DBE is required therefore ensure that the directives for compliance are addressed accordingly.



## CHAPTER 5

# VERIFICATION OF MARKING

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### 5.1 Introduction and Purpose

Umalusi is mandated to ensure that the Department of Basic Education (DBE) National Senior Certificate (NSC) examinations conducted each year are fair, reliable and valid. To perform this function Umalusi is required to ensure that the quality, or standards, of all the assessment practices associated with the NSC examinations is maintained. The marking of NSC scripts affects the fairness and reliability of marks awarded to candidates, and therefore the validity of the marking of examinations as a whole. For this reason it is important that the quality of NSC examinations marking processes is thoroughly quality assured.

In March 2017 the verification of marking of DBE NSC Supplementary examination scripts in the ten gateway subjects were conducted. Samples of scripts for each of the subjects from eight of the nine Provincial Education Departments (PEDs) were centrally conducted at the Umalusi offices—Limpopo PED did not submit any scripts.

The specific objectives of verifying the marking were:

- To ensure that Umalusi approved Marking Guidelines (MG) were adhered to, and consistently applied across PEDs;
- To establish that if changes were made to the MG, due process was followed;
- To determine that mark allocations and calculations were accurate and consistent;
- To ascertain that internal moderation was conducted during marking;
- To confirm that marking was fair, reliable and valid.

This chapter presents the findings of analyses of Umalusi verification of marking and the levels of compliance with respect to the marking processes in selected subjects.

### 5.2 Scope and Approach

Verification of marking was conducted in 10 subjects comprising a total of 19 question papers (Table 5A). Limpopo PED did not submit any scripts, seven of the eight PEDs submitted all the required sample of scripts whilst North West PED did not submit Accounting scripts.

**Table 5A: List of subjects verified**

NSC subjects	
Accounting	History Paper 1 and Paper 2
Business Studies	Life Sciences Paper 1 and Paper 2
Economics Paper 1 and Paper 2	Mathematics Paper 1 and Paper 2
English FAL Paper 1, Paper 2 and Paper 3	Mathematical Literacy Paper 1 and Paper 2
Geography Paper 1 and Paper 2	Physical Sciences Paper 1 and Paper 2

As part of the verification process external moderators were expected to moderate a sample of scripts submitted by each of the PEDs. The PEDs were required to select 15 scripts per question paper—five from the 0-30% range of achievement; five from 31-60% and five from 61-100%.

Monitoring of marking was done using the Umalusi Verification of Marking Instrument. This instrument consisted of three parts, each of which comprised a variable number of criteria, including external moderators' judgments as to whether marking was fair, reliable and valid (Table 5B). Provision is also made for the external moderators to report on candidates' performance in a sample of scripts selected across a range of abilities.

Table 5B: Umalusi Verification of Marking Instrument

**Table 5B: Umalusi criteria for verification of marking**

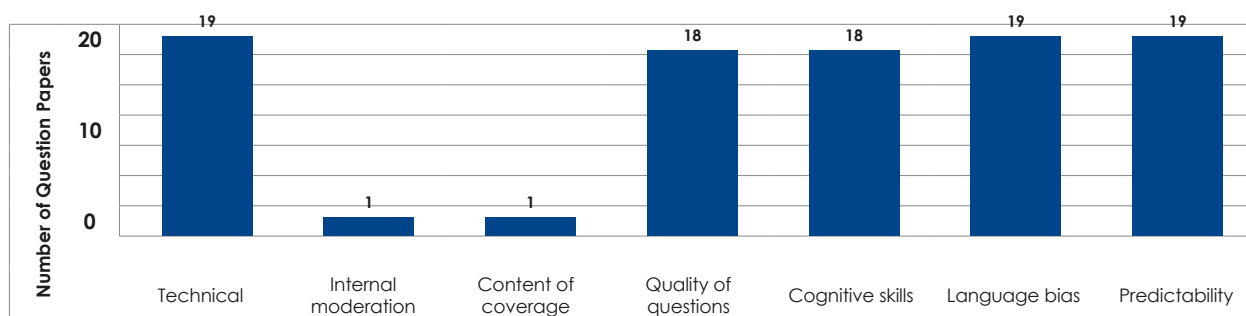
<b>Part A Adherence to Marking Guidelines</b>	<b>Part B Quality and standard of marking</b>	<b>Part C Candidates performance</b>
Adherence to Marking Guidelines	Consistency in the allocation of marks	Candidates' performance
Changes made to Marking Guidelines at marking centre	Addition of marks is correct	
If changes were made to Marking Guidelines, due process was followed	Internal moderation of marks	
	Marking is fair, reliable and valid	

### 5.3 Summary and Findings

This section summarises the findings of the verification of marking in a selection of subjects. While, external moderators' reports contained specific statistical details of candidates' performance these will not be reported here for three reasons. One, the small sample sizes in all subjects; two, the variable number of scripts verified between different subjects; and three, the lack of empirical evidence as to how representative samples were of all scripts in each subject make it difficult to make comparisons and draw absolute conclusions. Not all PEDs submitted the requisite five scripts in the 61-100% range of achievement and most subjects recorded generally poor performance amongst the range of scripts that were submitted for verification. However, external moderators considered this information when they made judgments about the fairness, reliability and validity of marking.

External moderators' responses to the seven criteria listed in Parts A and B of the Umalusi Verification of Marking Instrument are summarised in Figure 5A—the number of question papers in which marking was considered to be compliant with respect to these criteria are shown. All criteria, except for changes to MG and changes made according the due process, referred specifically to the quality of marking.

**Figure 5A: Variation in the number of question papers satisfying the criteria**



In some instances the quality of marking was not consistent within a subject across all provinces moderated. Therefore, each criterion is discussed separately and the inconsistencies in specific question papers are noted, where appropriate.

### 5.3.1 Adherence to Marking Guidelines

Marking in all 19 question papers was considered to have adhered to their respective marking guidelines. It was however noted that there was a lack of training in the interpretation of the **Life Sciences Paper 1 and 2** MG. (Refer to Section 5.3.4).

### 5.3.2 Changes made to Marking Guidelines at Marking Centres

Additional changes were made to the Accounting MG after the MG discussion was held.

### 5.3.3 Approval of changes made to Marking Guidelines at Marking Centres

The changes made to the Accounting MG followed due process—that is, the changes were approved by the Umalusi external moderators concerned and disseminated to all PEDs.

### 5.3.4 Consistency in Mark Allocation

Overall, marks were allocated correctly within the tolerance range set for each subject, in all but one of the 19 question papers.

- **Life Sciences Paper 1 and 2**—many markers marked key words missing the sense of the answer and had problems interpreting the mark allocation in questions such as the graph and essay.

Additional comments from other subjects about the consistent allocation of marks:

- **English FAL Paper 1**—discrepancies between internal and external moderators' marks were noted in Kwa-Zulu Natal; in Northern Cape all but one script was marked by the chief

marker and internal moderator rather than by markers. In addition the marking of open-ended questions and markers interpretations of passages was problematic.

### 5.3.5 Addition and Calculation of Marks

Computational errors which compromised the marking of **Life Sciences Paper 1** were noted in: North West, Mpumalanga and Western Cape.

Other comments about the addition and calculation of marks were noted:

- **Business Studies**—the addition of marks, the interpretation of mark allocation especially in the essay and the interpretation of vague candidate answers compromised the quality of marking.

### 5.3.6 Internal Moderation of Marks

All question papers showed evidence of internal moderation across all the PEDs. However, concerns about the quality of internal moderation were raised in several question papers:

- **Business Studies**—internal moderators did not detect some poor marking.
- **Economics Paper 2**—internal moderation did not meet the required standard in the Eastern Cape.
- **English FAL Paper 2**—no internal moderation in North West and Gauteng.
- **English FAL Paper 3**—no internal moderation in North West.
- **Geography Paper 1**—no internal moderation in Northern Cape.
- **Mathematics Paper 1**—in Northern Cape internal moderation resulted in no changes to markers marks. The external moderator questioned the rigor of the internal moderation.
- **Mathematics Paper 2**—some disagreement between internal and external moderators marks in Mpumalanga, KwaZulu-Natal and Northern Cape.
- **Mathematical Literacy Paper 1**—internal moderation could be improved across all PEDs.
- **Mathematical Literacy Paper 2**—internal moderation did not detect poor marking in Gauteng and Eastern Cape.

### 5.3.7 Fairness, Reliability and Validity of Marking

All external moderators considered the marking of their question papers to be fair, reliable and valid. However, some external moderators indicated that it was difficult to make a common judgment across all PEDs in each subject. Particular threats to the validity of marking in different subjects and in different PEDs is summarised in Sections 5.3.1 to 5.3.6 above.

A further possible threat to validity in marking was noted in:

- **Mathematics Paper 2**—inconsistent quality of marking in Mpumalanga, KwaZulu-Natal and Northern Cape.

## 5.4 Areas of Good Practice

The following area of good practice was noted:

- **History Paper 1 and Paper 2** were well marked and moderated.

## 5.5 Areas of Concern

In addition to the particular concerns described in Section 5.3 above, the following concerns must be noted:

- no scripts were received from Limpopo PED for verification.
- no Accounting scripts were received from North West PED for verification.
- the concerns raised about the marking of Mathematical Literacy in Gauteng PED in November 2016 has not been addressed.

## 5.6 Directives for Compliance and Improvement

To ensure that the marking of candidates' scripts does not threaten the validity of the NSC examinations the DBE must ensure that:

- All PEDs must submit scripts as per Umalusi requirement.
- Training on interpretation of mark allocations in essay questions for the Life Sciences Paper 1 and Paper 2 is conducted.
- Internal moderation is improved across all PEDs in all subjects.

## 5.7 Conclusion

Generally, marking in the DBE 2017 NSC Supplementary examinations was considered to be the fair, reliable and valid in the gateway subjects verified. The continued practise of determining a tolerance range for each question paper had a positive impact on the quality of marking.

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

	Province	Centre	Date	Subject	Wrote	Registered
1	Eastern Cape	Zwelitsha 2	24/02/2017	Mathematics P1 Mathematical Literacy P1	07 13	10 25
2	Eastern Cape	Sijongephambili High School	27/02/2017	Mathematics P2 Mathematical Literacy P2	10 30	12 54
3	Eastern Cape	Mnxesha/ Dimbaza Centre	01/03/2017	Accounting	04	08
4	Eastern Cape	Rex Mdebuka Senior Secondary	03/03/2017	Physical Sciences P1	04	05
5	Eastern Cape	Zweliwelile Senior Secondary	08/03/2017	Geography P1	02	11
6	Eastern Cape	Daliwonga High School	10/03/2017	Life Sciences P1	29	90
7	Eastern Cape	Dale College	13/03/2017	Life Sciences P2	66	114
8	Eastern Cape	East London District Office	14/03/2017	Economics P1	84	261
9	Free State	Hardstart High School	24/02/2017	Mathematics P1	136	181
10	Free State	Makabelane CSS	24/02/2017	Mathematics P1	04	29
11	Free State	Teto High School	27/02/2017	Mathematics P2 Mathematical Literacy P2	04 05	06 08
12	Free State	Letsete Senior Secondary	03/03/2017	Physical Sciences P1	03	07
13	Free State	Phukalla Senior Secondary	06/03/2017	Physical Sciences P2	04	05
14	Free State	Phofung Senior Secondary	10/03/2017	Life Sciences P1	12	16
15	Gauteng	Filadelfia Secondary School	24/02/2017	Mathematics P1	90	169
16	Gauteng	Lethukuthula Secondary School	27/02/2017	Mathematics P2 Mathematical Literacy P2	49 36	49 39
17	Gauteng	Lemoshanang Teacher's Centre	27/02/2017	Mathematics P2   Mathematical Literacy P2	21 51	28 89
18	Gauteng	Vunanimfundo AET	03/03/2017	Physical Sciences P1	76	106
19	Gauteng	H S Langenhoven	08/03/2017	Geography P1	13	17
20	Gauteng	PHL Moraka Secondary School	10/03/2017	Life Sciences P1	76	109
21	Gauteng	Ikusasa Compreh Secondary School	14/03/2017	Economics P1	25	34

	Province	Centre	Date	Subject	Wrote	Registered
22	KwaZulu-Natal	Amanzimtoti High School	24/02/2017	Mathematics P1 Mathematical Literacy P1	03 14	09 28
23	KwaZulu-Natal	Dlangezwa High School	24/02/2017	Mathematics P1 Mathematical Literacy P1	07 11	59 34
24	KwaZulu-Natal	Ukhumbi High School	24/02/2017	Mathematics P1 Mathematical Literacy P1	09 22	15 56
25	KwaZulu-Natal	Amazulu High School	27/02/2017	Mathematics P2 Mathematical Literacy P2	09 21	119 90
26	KwaZulu-Natal	Intshisekelo	27/02/2017	Mathematics P2 Mathematical Literacy P2	14 00	20 06
27	KwaZulu-Natal	Mangcengeza High School	01/03/2017	Accounting	01	26
28	KwaZulu-Natal	Mbalanhle Primary School	06/03/2017	Physical Sciences P2	20	100
29	KwaZulu-Natal	Estcourt High School	08/03/2017	Geography P1	00	06
30	KwaZulu-Natal	Ongoye High School	08/03/2017	Geography P1	21	48
31	KwaZulu-Natal	Buhlebentuthuko Primary School	28/03/2017	Business Studies P 1	04	46
32	Limpopo	Tlakulani	24/02/2017	Mathematics P1 Mathematical Literacy P1	05 40	05 44
33	Limpopo	Phagameng High School	24/02/2017	Mathematics P1 Mathematical Literacy P1	22 09	25 13
34	Limpopo	Mamabudusha High School	27/02/2017	Mathematics P2 Mathematical Literacy P2	04 17	07 24
35	Limpopo	Makhwese Secondary School	08/03/2017	Geography P1	40	50
36	Limpopo	Mukhwantheli Secondary School	08/03/2017	Geography P1	34	39
37	Limpopo	Thivhilaeli Secondary School	13/03/2017	Life Sciences P2	27	34
38	Limpopo	Matswake Secondary School	14/03/2017	Economics P1	29	35
39	Mpumalanga	AD Nkosi Secondary School	27/02/2017	Mathematics P2 Mathematical Literacy P2	04 14	12 20
40	Mpumalanga	Lindile Secondary School	03/03/2017	Physical Sciences P1	07	13

	Province	Centre	Date	Subject	Wrote	Registered
41	Mpumalanga	Vukubone Secondary School	06/03/2017	Physical Sciences P2	01	21
42	Mpumalanga	Kwamhlanga Secondary School	10/03/2017	Life Sciences P1	03	06
43	Mpumalanga	Sidlamafa Secondary School	10/03/2017	Life Sciences P1	05	17
44	Northern Cape	Steikopf High School	24/02/2017	Mathematics P1	02	05
45	Northern Cape	Saul Damon High School	06/03/2017	Physical Sciences P2	04	12
46	Northern Cape	Concordia Secondary School	10/03/2017	Life Sciences P1	05	05
47	Northern Cape	Oranjezicht High School	13/03/2017	Life Sciences P2	14	21
48	North West	Zeerust Combined School	24/02/2017	Mathematics P1 Mathematical Literacy P1	19 16	27 23
49	North West	Mmabatho High School	27/02/2017	Mathematics P2 Mathematical Literacy P2	57 12	67 15
50	North West	Mogwase Middle School	03/03/2017	Physical Sciences P1	34	43
51	North West	F M Ramaboa Tech School	06/03/2017	Physical Sciences P2	02	02
52	North West	Lichtenburg Secondary School	13/03/2017	Life Sciences P2	21	25
53	North West	Mankala Comm Technical School	13/03/2017	Life Sciences P2	70	104
54	Western cape	Pacaltsdorp Secondary	24/02/2017	Mathematics P1 Mathematical Literacy P1	08 20	11 23
55	Western cape	Spes Bona High School	24/02/2017	Mathematics P1	32	61
56	Western cape	Indwe Secondary School	27/02/2017	Mathematics P2 Mathematical Literacy P2	01 10	01 25
57	Western cape	Thembaletu High School	03/03/2017	Physical Sciences P1	06	10
58	Western cape	Aston Secondary School	13/03/2017	Life Sciences P2	11	15



**Annexure 2B: Summary of the areas of concern – Writing Phase**

<b>Criteria</b>	<b>Nature of non-compliance</b>	<b>Centres implicated</b>
<b>Eastern Cape</b>		
<b>The Invigilators and their training</b>	Chief Invigilator and Invigilator appointment letter not available	Zwelitsha 2 Zweliwelile Secondary School Daliwonga High School Dale College East London Dist Office
	Chief Invigilator not trained for current examination	Dale College Mnxesha/Dimbaza Centre Rex Mdebuka Secondary School
	Evidence of training of Invigilators not available	Zwelitsha 2 Daliwonga High School Dale College Mnxesha/Dimbaza centre
<b>Preparation for writing and examination Venues</b>	No signage at the examination room	Zwelitsha 2 Daliwonga High School Sijongephambili High School Dale College Rex Mdebuka Secondary School
	Unsuitable furniture used for examination purpose	Zwelitsha 2
	Seating plan not available	Daliwonga High School Dale College Rex Mdebuka Secondary School
	Time displaying devices not available	Zwelitsha 2 Zweliwelile Secondary School Sijongephambile High School Mnxesha/Dimbaza centre Rex Mdebuka Secondary School
	Invigilators attendance register not available	Daliwonga High School Dale College
	Relief Invigilators not available	Zweliwelile Secondary School Daliwonga High School Sijongephambile High School Dale College Rex Mdebuka Secondary School
	Examination file not available and /or content not in order	Zwelitsha 2 Zweliwelile Secondary School Sijongephambili High School Daliwonga High School Dale College
	Candidates ID not verified at entrance	Zwelitsha 2 Daliwonga High School Sijongephambile High School

Criteria	Nature of non-compliance	Centres implicated
<b>Time Management</b>	Examination rules not read to candidates	Zwelitsha 2 Zweliwelile Secondary School Daliwonga High School Dale College Mnxesha/Dimbaza centre
	Question paper not checked for technical accuracy	Zwelitsha 2 Zweliwelile Secondary School Daliwonga High School Dale College Mnxesha/Dimbaza centre
	Extended reading time (more than 10 minutes)	Daliwonga High School Sijongephambile High School Dale College Rex Mdebuka Secondary School
<b>Checking the immediate environment</b>	Toilets not checked before the examination	Zwelitsha 2 Zweliwelile Secondary School Daliwonga High School Sijongephambile High School Dale College Mnxesha/Dimbaza centre
<b>Activities during the examination</b>	Cover page of answer books not verified	Dale College
	Answer scripts left on the table after writing	Zwelitsha 2 Daliwonga High School
<b>Packaging and transmission of scripts</b>	Daily report not written	Daliwonga High School Dale College
<b>Monitoring by the assessment body</b>	Evidence of assessment body monitoring not available	Zwelitsha 2 Zweliwelile Secondary School Daliwonga High School Sijongephambile High School Dale College Mnxesha/Dimbaza centre Rex Mdebuka Secondary School
<b>Free State</b>		
<b>Invigilators and training</b>	Evidence of training of invigilators for the current session not available	Hardstart High School Teto High School Makabelane Comb Sec School Phukalla Secondary School Phofung Secondary School Letsete Secondary School
<b>Preparations for writing and the examination venues</b>	Lack of signs indication examination centre	Makabelane Comb Sec School
	Seating plan for candidates not available	Teto High School
	Information of board not available	Teto High School
	Invigilators attendance register not signed	Teto High School

<b>Criteria</b>	<b>Nature of non-compliance</b>	<b>Centres implicated</b>
<b>Preparations for writing and the examination venues</b>	Examination file not arranged properly	Teto High School Makabelane Comb Sec School Phukalla Secondary School
	ID of candidates not verified	Teto High School Phukalla Secondary School Phofung Secondary School Letsete Secondary School
<b>Time management</b>	Examination rules not read in the room	Phofung Secondary School
	Extended reading time (more than 10 minutes)	Letsete Secondary School
	Writing started later than stipulated time	Teto High School Phukalla Secondary School Phofung Secondary School
<b>Checking of Immediate environment</b>	Toilets not checked for undesired material	Makabelane Comb Sec School Phukalla Secondary School Phofung Secondary School Letsete Secondary School
<b>Activities during writing</b>	Candidate found for copying	Makabelane Comb Sec School
<b>Monitoring by the assessment body</b>	No evidence of monitoring by assessment body	Teto High School Makabelane Comb Secondary School Phukalla Secondary School Phofung Secondary School Letsete Secondary School
<b>Gauteng</b>		
<b>Delivery and storage of Exam material before writing.</b>	Examination material kept in the car on delivery before the start of the examination	Filadelifa Secondary School HS Langenhoven
<b>The Invigilators and their training</b>	Invigilator appointment letter not available	Lemoshanang Teacher's Centre
	Evidence of training of Invigilators not available	Lemoshanang Teacher's Centre
<b>Preparations for writing and the examination venues</b>	Signage of exam room not available	Lemoshanang Teacher's Centre Filadelfia Secondary PHL Moraka Secondary
	Noise from outside the examination room	Lethukuthula Secondary School Filadelfia Secondary School
	Seating plan for candidates not available	Lethukuthula Secondary School Filadelfia Secondary School Lemoshanang Teacher's Centre
	Information on board not available	Lethukuthula Secondary School Filadelfia Secondary School
	Attendance register for Invigilators not signed	Lemoshanang Teacher's Centre
	Relief Invigilators not available	Lethukuthula Secondary School Lemoshanang Teacher's Centre Filadelfia Secondary School PHL Moraka Secondary School

Criteria	Nature of non-compliance	Centres implicated
<b>Preparations for writing and the examination venues</b>	Examination file not maintained properly	Lethukuthula Secondary School Lemoshanang Teacher's Centre
	Candidates not verified before entry into examination room	Lemoshanang Teacher's Centre PHL Moraka Secondary School
<b>Time management for crucial activities</b>	Examination rules not read to candidates	Lemoshanang Teacher's centre
	Examination not starting on time	Filadelfia Secondary School
	Examination ending after scheduled time	Filadelfia Secondary School
<b>Activities during writing</b>	Unregistered candidates/wrong registration of subject	Lethukuthula Secondary School Lemoshanang Teacher's Centre Filadelfia Secondary School
<b>Packaging and transmission of answer scripts</b>	Daily situational report not written	Lethukuthula Secondary School Lemoshanang Teachers Centre PHL Moraka Secondary School HS Langenhoven Vunanimfundo AET Ikusasa Comprehensive School
<b>Monitoring by assessment body</b>	Evidence of monitoring not available	Filadelfia Secondary School Lemoshanang Teachers Centre
<b>KwaZulu-Natal</b>		
<b>Delivery and Storage</b>	Examination material kept in the car on arrival.	Mangcengeza High School
<b>The Invigilators and their training</b>	Invigilator appointment letter not signed.	Ukhumbi High School Amanzimtoti High School
	Chief Invigilator appointment letter not available.	Ukhumbi High School Amanzimtoti High School
	Evidence of Training of invigilators for the current session not available	Ukhumbi High School Amanzimtoti High School Dlangezwa High School
<b>Preparations for writing and the examination venues</b>	Signage of exam room not available	Ukhumbi High School Mangcengeza High School Dlangezwa High School
	Seating plan for candidates not available	Ukhumbi High School
	Information about the examination not displayed	Ukhumbi High School Escourt High School
	Time displaying device not available	Ukhumbi High School Intshisekelo High School Escourt High School
	Invigilator attendance register not available	Ukhumbi High School
	Candidates without I/D documents	Ukhumbi High School Intshisekelo High School Amazulu High School Mbalenhle Primary School Amanzimtoti High School Mangcengeza High School

<b>Criteria</b>	<b>Nature of non-compliance</b>	<b>Centres implicated</b>
<b>Preparations for writing and the examination venues</b>	No examination file available or Unstructured Exam File	Ukhumbi High School Ongoye High School Dlangezwa High School
	Candidates not verified before entry into examination room	Ukhumbi High School
<b>Time management</b>	Exam rules not read to candidates	Ukhumbi High School Ongoye High School Amanzimtoti High School Dlangezwa High School
	Question Papers not checked for technical accuracy	Ukhumbi High School Dlangezwa High School
	Candidates not given reading time before writing.	Ukhumbi High School
	Late Commencement of exam-Poor time management	Ukhumbi High School Amanzimtoti High School
<b>Checking of the immediate environment</b>	Toilets not checked by the chief Invigilator	Ukhumbi High School Mbalenhle Primary School Escourt High School Buhlebentuthuko Primary School
<b>Activities during writing</b>	Scripts left on the table by candidates upon leaving	Intshisekelo High School
Packaging and transmission of scripts after writing	Daily situational report not written	Ukhumbi High School Mbalenhle Primary School Ongoye High School
<b>Monitoring by the assessment body</b>	No record of monitors-until the date of monitoring by Umalusi	Ukhumbi High School Amanzimtoti High School
<b>Limpopo</b>		
<b>The Invigilators and their training</b>	Invigilators appointment letter and training details not available for current session	Tlakulani Phagameng High School Mukhwantheli Secondary School Thivhilaeli Secondary School Matswake Secondary School
<b>Preparations for writing and the examination venues</b>	No signs to the examination rooms.	Tlakulani Phagameng High School Mamabudusha High School Makhwese Secondary School
	Unwanted material inside the examination room	Thivhilaeli Secondary School Matswake Secondary School
	Seating plan not available	Tlakulani Phagameng High School Mamabudusha High School Mukhwantheli Secondary School Makhwese Secondary School Matswake Secondary School
	Time displaying device not available	Tlakulani
	Invigilators attendance register not available	Tlakulani

Criteria	Nature of non-compliance	Centres implicated
<b>Preparations for writing and the examination venues</b>	Examination file not available or not arranged properly	Mamabudusha High School Matswake Secondary School
<b>Time management</b>	Not reading the examination rules to candidates	Tlakulani Phagameng High School Mamabudusha High School Mukhwantheli Secondary School Makhwese Secondary School Matswake Secondary School
	Not checking question papers for technical errors.	Tlakulani Phagameng High School Mamabudusha High School Mukhwantheli Secondary School Makhwese Secondary School Matswake Secondary School
	No reading time given to candidates	Mamabudusha High School
<b>Checking the immediate environment</b>	Immediate environment not checked	Tlakulani Mukhwantheli Secondary School Makhwese Secondary School
<b>Activities during writing</b>	Candidates leaving the answer scripts on the table	Thivhilaeli Secondary School Makhwese Secondary School
<b>Packaging and Transmission of Scripts after Writing</b>	Daily situational report not written	Tlakulani Mamabudusha High School
<b>Monitoring by assessment body</b>	No monitoring evidence available	Phagameng High School Mukhwantheli Secondary School Makhwese Secondary School Matswake Secondary School
<b>Mpumalanga</b>		
<b>The Invigilators and their training</b>	Appointment of Invigilators not available	Sidlamafa Secondary School Lindile Secondary School Kwamhlanga Secondary School
	Evidence of invigilators training for current examination not available	Sidlamafa Secondary School AD Nkosi Secondary School Kwamhlanga Secondary School
<b>Preparations for writing and the examination venues</b>	Signs on the examination room not available	AD Nkosi Secondary School Kwamhlanga Secondary School
	Seating plan not available	Lindile Secondary School
	Information not displayed on the board	Kwamhlanga Secondary School
	Attendance register for Invigilators not available	AD Nkosi Secondary School
	Candidates not verified at the entrance	Kwamhlanga Secondary School
<b>Time management</b>	Examination started later than the stipulated time	Vukubone Secondary School
<b>Checking of environment</b>	Did not check toilets prior start of session	Sidlamafa Secondary School Kwamhlanga Secondary School

Criteria	Nature of non-compliance	Centres implicated
<b>Activities during writing</b>	Answer scripts left on the table after writing	Lindile Secondary School
	Late arrival of errata to the examination centre.	A D Nkosi Secondary School
<b>Monitoring by the assessment body</b>	Evidence of monitoring not available	Vukubone Secondary School
<b>Northern Cape</b>		
<b>The Invigilators and their training</b>	No appointment letters for CI and deputy.	Concordia Secondary school
	No appointment letters for invigilators.	Concordia Secondary school
	No proof of training of invigilation staff for the current year.	Concordia Secondary school Steikopf High school Oranjezicht High school Saul Damon High School
<b>Preparations for writing and the examination venues</b>	Examination file not arranged properly	Concordia Secondary School
	ID Documents not verified at the entrance	Concordia Secondary school Steikopf High School
<b>Checking of environment</b>	Immediate environment not checked	Concordia Secondary school
<b>Monitoring by the assessment body</b>	No evidence monitoring available.	Concordia Secondary school Steikopf High School
<b>North West</b>		
<b>The Invigilators and their training</b>	Letter of Chief Invigilator's appointment not available	Zeerust Combined School Mmabatho High School Lichtenburg Secondary School
	Letter of Invigilator's appointment not available	Zeerust Combined School Mmabatho High School Lichtenburg Secondary School
	Evidence of training of Invigilation personnel for the current session not available	Zeerust Combined School FM Ramaboa Technical School Mankala Com Tech School Mogwase Middle School Lichtenburg Secondary School
<b>Preparations for writing and the examination venues</b>	No signs to examination venue	Zeerust Combined School Mmabatho High School F M Ramaboa Tech School Mogwase Middle School Lichtenburg Secondary School
	Seating plan not available	Zeerust Combined School FM Ramaboa Tech School Mankala Com Tech School Mogwase Middle School
	Information on the board not available	Mmabatho High Mogwase Middle School Lichtenburg Secondary School
	Time displaying means not available	FM Ramaboa Tech School Mogwase Middle School

<b>Criteria</b>	<b>Nature of non-compliance</b>	<b>Centres implicated</b>
<b>Preparations for writing and the examination venues</b>	Invigilators attendance register not available	Zeerust Combined School FM Ramaboa Tech School
	Examination file not well organised	Zeerust Combined School Mmabatho High School FM Ramaboa Tech School Mankala Com Tech School Mogwase Middle School Lichtenburg Secondary School
	Proper Identification of candidates not available	Zeerust Combined School FM Ramaboa Tech School
<b>Time management</b>	Examination started late	Zeerust Combined School Mmabatho High School Lichtenburg Secondary School
<b>Checking of environment</b>	No checking of environment	FM Ramaboa Tech School
<b>Packaging and Transmission of Scripts after Writing</b>	Daily situational report not completed	Mogwase Middle School
<b>Monitoring by the assessment body</b>	No monitoring by the assessment body	Mankala Com Tech School
<b>Western Cape</b>		
<b>The Invigilators and their training</b>	Appointment letter of CI not available	Pacaltsdorp Secondary School
	No appointment letter of invigilators	Pacaltsdorp Secondary School
	No evidence of training of invigilators for the current session	Indwe Secondary School Pacaltsdorp Secondary School Spes Bona High School Aston Secondary School Thembaletu High School
<b>Preparations for writing and the examination venues</b>	No relief Invigilators	Indwe Secondary School Pacaltsdorp Secondary School
	Candidates without ID's/ ID's not checked	Pacaltsdorp Secondary School
<b>Time management</b>	Late arrival of candidates	Indwe Secondary School Pacaltsdorp Secondary School Aston Secondary School Thembaletu High School
<b>Packaging and Transmission of Scripts after Writing</b>	Daily report not written	Spes Bona High School
<b>Monitoring by the assessment body</b>	No monitoring done by assessment body	Pacaltsdorp Secondary School



### Annexure 2C: List of centre with reported examination irregularities

Examination centre name	Nature of irregularity	Subject	No of candidates
Hoyohoyo Sen Sec School	<b>Administrative:</b> Candidates did not write the examination due to community protest in the circuit.	Mathematics P1 and Mathematical Literacy P1	16
Nkhobiso Secondary School			04
Mohato Secondary School			13
Sekgutlong Secondary School			04
Dinare Secondary School			01
Makabelane CSS	<b>Act of dishonesty:</b> Candidate was found in possession of cell phone in the examination room.		01
Mosipa Secondary School	<b>Act of dishonesty:</b> Candidate was found in possession of crib notes.	Economics P2	01
AD Nkosi High School	<b>Behavioural:</b> Candidate unknowingly teared-off a page after cancelling a question	Economics P2	01

### Annexure 3A: Challenges with tele-conferencing

Subject/Question Paper	Province	Challenge
Business Studies	Various provinces	Experience cut-off 15 minutes after the start of the process
Geography P1	KwaZulu Natal	The IM was not connected
Life Sciences P1	Free State	Chief marker could not be connected
	Northern Cape	Representative was connected late
Life Sciences P2	Gauteng, Mpumalanga and Limpopo	IMs could not participate due to a variety of reasons
Mathematical Literacy P1	All Provinces	Start of session was delayed for more than 2 hours due to technical issues related to connecting all provincial representatives
Mathematics P1	Limpopo, Free State and Northern Cape	Several technical difficulties and disconnections
Physical Sciences P2	All Provinces	Teleconference did not take place due to logistical and technical problems.

**Annexure 3B: Number of scripts marked in preparation for marking guideline discussion**

Subjects/ Question Paper	Province	Number of Scripts Marked	
		CM	IM
Business Studies	Free State	16	15
	Mpumalanga	0	
	Northern Cape	0	10
Economics P1	Free State	Could not be verified	
	Eastern Cape	Could not be verified	
	Limpopo	Could not be verified	
Economics P2	Free State	Could not be verified	
English FAL P1	Western Cape, Limpopo, KwaZulu-Natal and Free State	Did not mark any script	
	Eastern Cape	5	4
	Gauteng	7	6
	Mpumalanga	5	6
	Northern Cape	2	3
	North West	7	7
English FAL P2	Eastern Cape	1	1
	Free State	10	10
	Gauteng	0	0
	KwaZulu-Natal	17	18
	Limpopo	0	0
	Mpumalanga	10	10
	Northern Cape	3	3
	North West	0	0
Geography P1	Eastern Cape, Free State, KwaZulu-Natal, Limpopo and North West	Did not submit any report so it was not easy to determine how many scripts were marked	
	Northern Cape	10	10
	Western Cape	15	15
Geography P2	Free State		0
	Limpopo	Did not submit a report	
	Mpumalanga	0	
	Northern Cape	10	10
	North West	Did not specify the number	
	Western Cape	0	0
History P1	Eastern Cape	0	0
	Free State	9	9
	Gauteng	18	
	Limpopo	6	8
	Mpumalanga	10	10
	Northern Cape	10	10
History P1	North West	5	0
	Western Cape	Did not submit a report	

Subjects/ Question Paper	Province	Number of Scripts Marked	
		CM	IM
History P2	Eastern Cape	0	0
	Free State	10	10
	Gauteng	15	16
	Limpopo	3	3
	Mpumalanga	0	0
History P2	Northern Cape	8	8
	North West	0	0
	Western Cape	0	0
Life Sciences P1	Eastern Cape	0	
	Free State		0
	Gauteng		0
	KwaZulu-Natal	0	
	Limpopo	Did not submit a report	
	Mpumalanga	0	
	North West	16	16
Life Sciences P2	Eastern Cape	9	
	Free State		0
	Gauteng	0	10
	KwaZulu-Natal	12	15
	Limpopo	Did not submit a report	
	Mpumalanga	16	10
	Northern Cape	10	10
	North West	12	12
	Western Cape	11	
Mathematical Literacy P1	Limpopo	Did not submit a report	
Mathematical Literacy P2	Eastern Cape and Limpopo	Did not submit a report	
Mathematics P1	Gauteng	7	7
	Limpopo	Did not submit a report	
	Mpumalanga		0
	North West	5	5
	Western Cape	19	0
Physical Sciences P1	Eastern Cape	10	10
	Free State	10	10
	Gauteng	10	10
	KwaZulu-Natal	10	10
	Limpopo	Did not submit a report	
	Mpumalanga	10	10
	Northern Cape	10	10
	North West	10	10
Physical Sciences P1	Western Cape	10	10

Subjects/ Question Paper	Province	Number of Scripts Marked	
		CM	IM
Physical Sciences P2	Eastern Cape	0	
	Free State	0	
	Gauteng	0	
	Limpopo	Did not submit a report	
	Mpumalanga	0	
	Northern Cape	0	
	North West	0	
	Western Cape	0	

### Annexure 3C: Submission of Reports and Inputs

Subject/Question Paper	Province	Challenge
Business Studies	Gauteng, Limpopo and Eastern Cape	Did not submit report
Geography P1	Gauteng	Submitted late (day 2)
	Eastern Cape, KwaZulu-Natal, Limpopo, Free State and North West	Did not submit report
Geography P2	Limpopo	Did not submit report
History P1	Western Cape	Did not submit report
History P2	North West	Attended the standardisation meeting and provided inputs there
Life Sciences P1	Limpopo	Did not submit report
Mathematical Literacy P1 & P2	Limpopo	Received notifications and marking guidelines too late to comply with the request of submitting inputs
Mathematical Literacy P2	Eastern Cape	Did not submit reports
Mathematics P1	Eastern Cape and Free State	Reports submitted late
	Limpopo	Did not submit report
Mathematics P2	Limpopo, Eastern Cape and Free State	Did not submit reports
	Mpumalanga	No input whatsoever
	KwaZulu-Natal	Only a one line input complaining about question 6.3
Physical Sciences P1	Limpopo	Did not submit report
Physical Sciences P2	Limpopo	Did not submit report

#### Annexure 4A: Summarized areas of concern – Marking Phase

Criteria	Nature of Non-Compliance	Centres Implicated
<b>Planning for marking</b>	Late receiving of marking guidelines	a) AM Moolah, b) Kempton Park High School
<b>Security</b>	Cars not searched on entry /poor access control	a) Emakhazeni Boarding School, b) Navalsig High School, c) AM Moolah
	Surveillance cameras out of order	Navalsig High School
	Not sufficient security guards on duty	Navalsig High School
	Lack of security with transport of question papers	a) Emakhazeni Boarding School, b) Navalsig High School
<b>Training of marking personnel</b>	Centre Manager appointed as Script Control Manager	Kimberley Technical High School
<b>Marking Procedure</b>	Both optional questions marked	Kempton Park High school
<b>Handling of irregularities</b>	Reports of various irregularities not received	a) Emakhazeni Boarding School, b) Navalsig High School
	Crib notes in answer books	Emakhazeni Boarding School
	No irregularity register	AM Moolah
	No Irregularity officer at centre	a) Navalsig High School, b) Khanyisastrelitzia High
<b>Reports</b>	No monitoring by DBE at time of monitoring	De Kuilen High School
	No reports left by DBE monitors	All centres, except Free State





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