Report on the Quality Assurance of the IEB 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 IEB 2017 NATIONAL SENIOR CERTIFICATE SUPPLEMENTARY EXAMINATIONS

MARCH 2017

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CHAPTER 1
MODERATION OF QUESTION PAPERS

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 Statements (CAPS) and the Independent Examinations Board (IEB) Subject Assessment Guidelines (SAGs)

This chapter reports on the moderation of the examination question papers and their marking guidelines as per Umalusi criteria. The results of analyses of question paper moderation reports are summarised, and followed by areas of good practice, areas of concern and directives for compliance and improvement.

1.2   Scope and Approach

All question papers and marking guidelines of the IEB administered were submitted to Umalusi and moderated between February and December, 2016. A total of 49 question papers and their marking guidelines were moderated for the 2017 NSC Supplementary examinations. The moderation reports for all question papers 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. There are 12 criteria (Table 1A) for moderating both the question paper and the marking guidelines, and 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 memorandum/marking guideline	Part C Overall impression and remarks
1. Technical criteria (14)[a]	8. Development (3)[a]	11. General impression (6)[a]
2. Internal moderation (4)[a]	9. Conformity with question paper (3)[a]	12. General remarks
3. Content coverage (5)[a]	10. Accuracy and reliability of marking guideline (12)[a]	
4. Text selection, types & quality of questions (22)[a]		
5. Cognitive skills (5)[a]		
6. Language and bias (8)[a]		
7. Predictability (3)[a]		

[a] Quality Indicators (Qis)

When question papers and their marking guidelines are subjected to Umalusi moderation, both are expected to be perfect, or near perfect, following internal moderation within the IEB 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 Umalusi criteria. It is important to note that all the concerns detected during the first moderation were 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 of the question papers and their marking guidelines at the first moderation.

Compliance per moderation level

While it is desirable that Umalusi approves all question papers at first moderation level, this was achieved in 25 of the 49 question papers (Figure 1.1). Most of the question papers were conditionally approved and two of the question papers (Computer Applications Technology Paper 2 and Mathematical Literacy Paper 1) were not approved – these papers were required to be resubmitted for further moderation.

Figure 1.1 Status of question papers at the first moderation
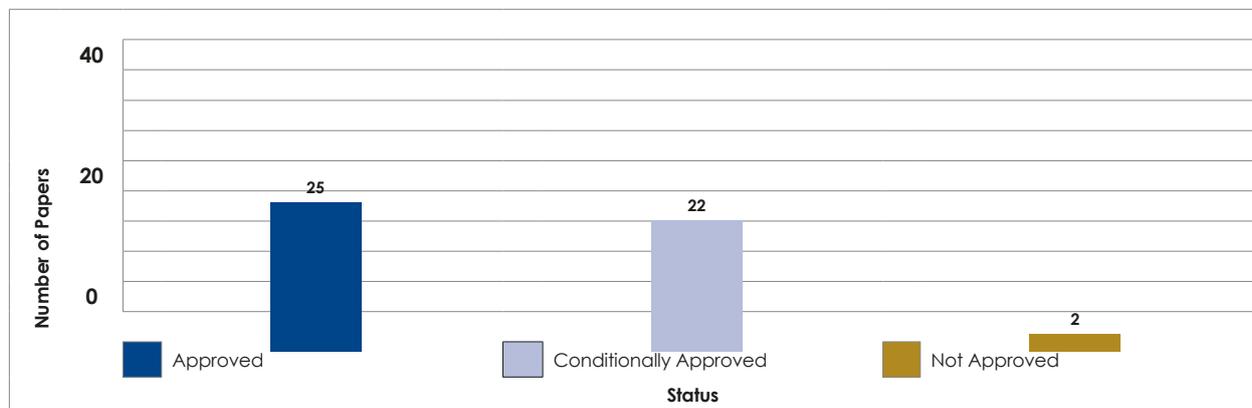
Twenty question papers required at least two moderations and four question papers (Computer Applications Technology Paper 1; Mathematics Paper 2; Mathematical Literacy Paper 1 and Xitsonga FAL Paper 1) needed three moderations (Figure 1.2).

Figure 1.2 Number of question papers approved at each moderation level

Number of Moderations
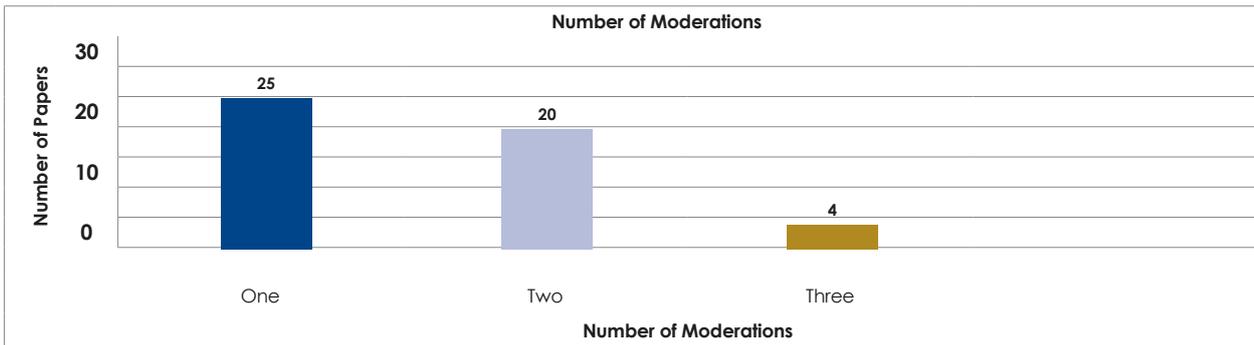
A higher proportion of 2017 NSC Supplementary question papers were approved during the first and second moderations and a lower proportion of question papers required three or more moderations than in the NSC Supplementary 2016 examinations (Table 1B).

Table1B: Comparison of the levels of moderation required in 2016 and 2017

Number of moderations	Supplementary 2016 (% papers)	Supplementary 2017 (% papers)
One	45	51
Two	46	45
Three	7	4
Four	2	0

Compliance per paper

An analysis of the moderation reports to assess the levels of overall compliance in the IEB 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 1.3 Percentage overall compliance of question papers and marking guidelines during the first moderation
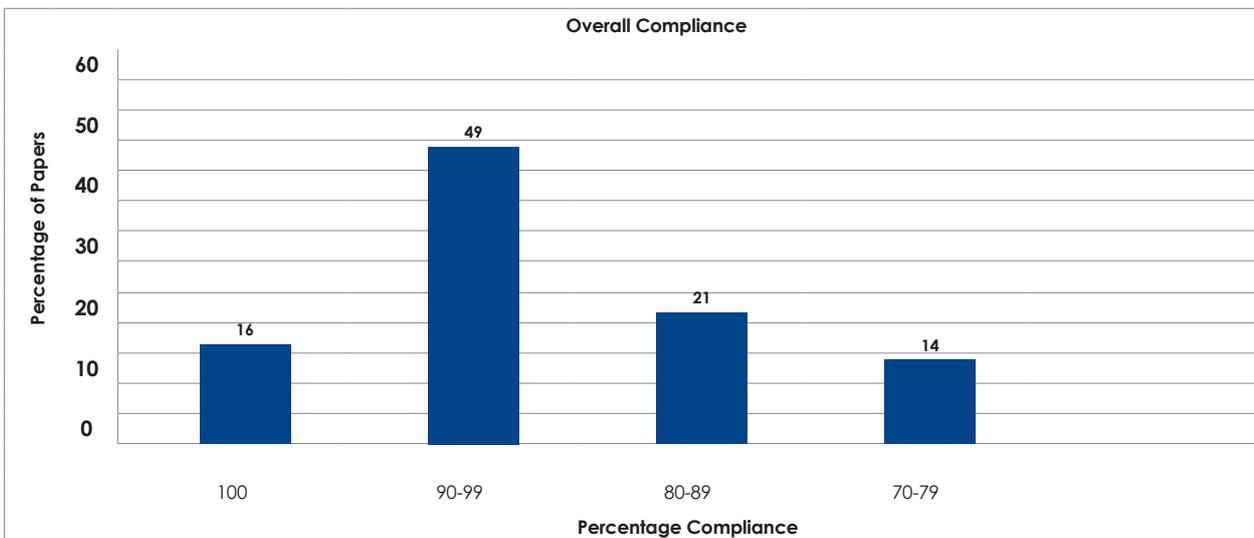
Most of the question papers for the 2017 NSC Supplementary examinations were more than 90% compliant at the first moderation when all Umalusi moderation criteria are considered.

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 at first moderation

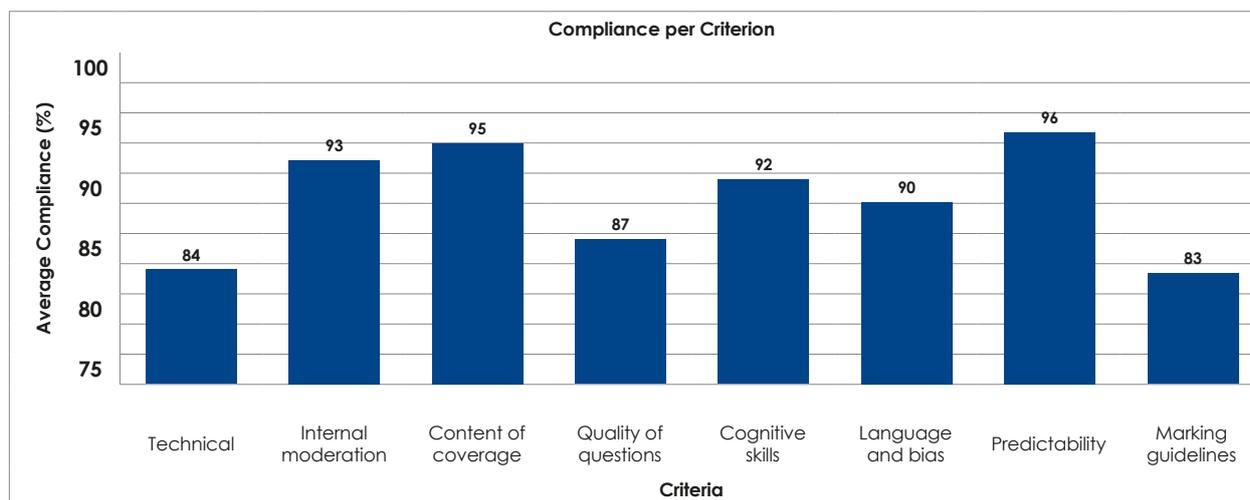The highest compliance levels were observed for predictability and content coverage, followed by internal moderation and cognitive skills, and the lowest compliance was observed for the technical aspects of the question papers and the quality of the marking guidelines.

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

Question paper and marking guideline moderation criteria

The comments about the criteria that follow are based on the question paper adherence to the moderation criteria first moderation. Criteria not met during the first moderations of the 2017 NSC Supplementary examinations question papers were addressed by the IEB and thus all question papers were compliant when approved at final moderation.

1.3.1   Technical criteria

Technical criteria had the second lowest degree of compliance (84%). Two question papers had limited compliance with respect to this criterion. These question papers were English FAL Paper 2 (problematic instructions and inconsistent formatting and fonts) and Setswana FAL Paper 2 (problematic instructions and unclear mark allocations).

1.3.2   Internal moderation

Approximately 93% of the question papers were compliant with regard to internal moderation at the first moderation. The English FAL Paper 2 was not moderated with sufficient rigor.

1.3.3   Content coverage

Ninety-five percent of the question papers were compliant with regard to content coverage at the first moderation. The relatively high level of compliance might be attributed to the design of CAPS, and particularly the IEB SAGs which explicate the specific content to be examined, and the weightings of different components of the content for each subject to be examined.

The Mathematical Literacy Paper 1 contained more content coverage challenges than any other question paper. These challenges were incorrect topic weightings; some skills emphasised at the expense of other skills and some questions were better suited to Mathematics.

1.3.4   Quality of questions

The level of compliance with respect to the quality of questions was 87% for these supplementary examinations' question papers. Two question papers recorded limited compliance for this criterion. These question papers were History Paper 2 (some questions needed to be adapted and typographical changes were necessary) and English FAL Paper 2 (some questions lacked clarity, creativity and were ambiguous).

1.3.5   Cognitive skills

During the first external moderation process, 92% of the question papers complied with the cognitive skills requirements stipulated in the CAPS and/or SAGs for each subject.

Two question papers had limited compliance for this criterion – History Paper 1 (incorrect balance of cognitive skills) and English FAL Paper 2 (scaffolding of questions affect the levels of cognitive demand).

1.3.6   Language and bias

Approximately 90% of the question papers were compliant with regard to language and gender biases. One question paper, Mathematics Paper 1, exhibited limited compliance with respect to this criterion for the following reasons: incorrect subject terminology; unclear questions with grammatical errors and some too complex text.

1.3.7   Predictability

Most of the question papers (96%) were compliant with regard to predictability.

1.3.8   Marking guidelines

Eighty-three percent of marking guidelines were compliant with the expectations of this criterion at first moderation of the question papers.

Two question papers had limited compliance in the criterion – Life Sciences Paper 1 (technical details including mark allocations and some lacking alternate answers) and Mathematics Paper 1 (errors, incomplete and some questionable mark allocations).

1.4   Areas of Good Practice

The following areas of good practice were noted:

a) The IEB is commended for the proportion of question papers that were approved at first moderation and the high overall level of compliance across all criteria.
b) Umalusi commends the IEB for achieving acceptable standards in the setting of the following examination question papers:

Accounting P1	Accounting P2	Afrikaans FAL P2	Afrikaans HL P1	Afrikaans HL P2
Consumer Studies	Dramatic Arts	Economics	Engineering Design and Graphics P1	Engineering Design and Graphics P1
French SAL P1	French SAL P2	Geography P1	Geography P2	IsiZulu FAL P2
German SAL P1	German SAL P2	Music P1	Music P2	Setswana FAL P2
Information Technology P1	Information Technology P2	Sesotho HL P1	Sesotho HL P2	Tourism

These twenty-five (25) 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 IEB 2017 NSC Supplementary question papers:

a) Mathematical Literacy Paper 1 and Computer Applications Technology Paper 2 were not approved at first moderation.
b) Four question papers, Computer Applications Technology Paper 1; Mathematics Paper 2; Mathematical Literacy Paper 1 and Xitsonga FAL Paper 1, needed three moderations.
c) There is still some inconsistency in how examiners and internal moderators interpret higher order cognitive skills.

1.6 Directives for Compliance and Improvement

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

a) Train/retrain the examiners and internal moderators of Mathematical Literacy Paper 1 and Computer Applications Technology Paper 2 to ensure that the papers are at least conditionally approved at first moderation.

b) Emphasise, during the training of examiners and internal moderators, the importance of the technical aspects, the quality of questions and accurate marking guidelines when setting papers – the three criteria had the lowest levels of compliance at the first moderation.

c) Continue to develop strategies to improve the 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 the question paper moderation reports for the 2017 NSC Supplementary examinations. Generally, Umalusi is satisfied with the quality of the question papers that were finally approved, and this is commendable. This section of the report has also highlighted directives for compliance that the IEB need to address before the next moderation cycle to ensure that the majority of the question papers can be approved during the first level of moderation.

CHAPTER 2
MONITORING THE WRITING OF EXAMINATIONS

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 is required to ensure the integrity and credibility of exit examinations.

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 to a full-time or part-time candidate. These examinations are essentially a part of the November examination of the previous year. Candidates that write this examination together with the November examination are regarded as having participated in one examination sitting.

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

- o   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;
- o   Candidates who absent themselves without a valid reason from end-of-year examinations, must not be permitted to register for the supplementary examinations;
- o   Candidates who write supplementary examinations and who are unsuccessful, will be given 15 working days, following the release of the Supplementary examinations, to register for the end-of-year examinations.

Annually, during February, 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 conducted and managed in a fair and credible manner. The Independent Examination Board (IEB) exercised this responsibility from 21 February 2017 – 08 March 2017.

In carrying-out its mandatory obligation as required by law, Umalusi undertook a rigorous and adequate monitoring of the conduct of the examinations across the IEB 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 assessment body.

2.2   Scope and Approach

The Independent Examinations Board (IEB) registered 326 candidates for the 2017 Supplementary examinations. The examinations were administered in ten (10) examination centres nationally, of which Umalusi monitored.

Umalusi monitored the writing phase, and collected essential data using the approved monitoring instruments. The data collection methods included observations and interviews. The monitors also verified documents available at the examination centres. Table 2.1 below, provides a list of examination centres that were monitored.

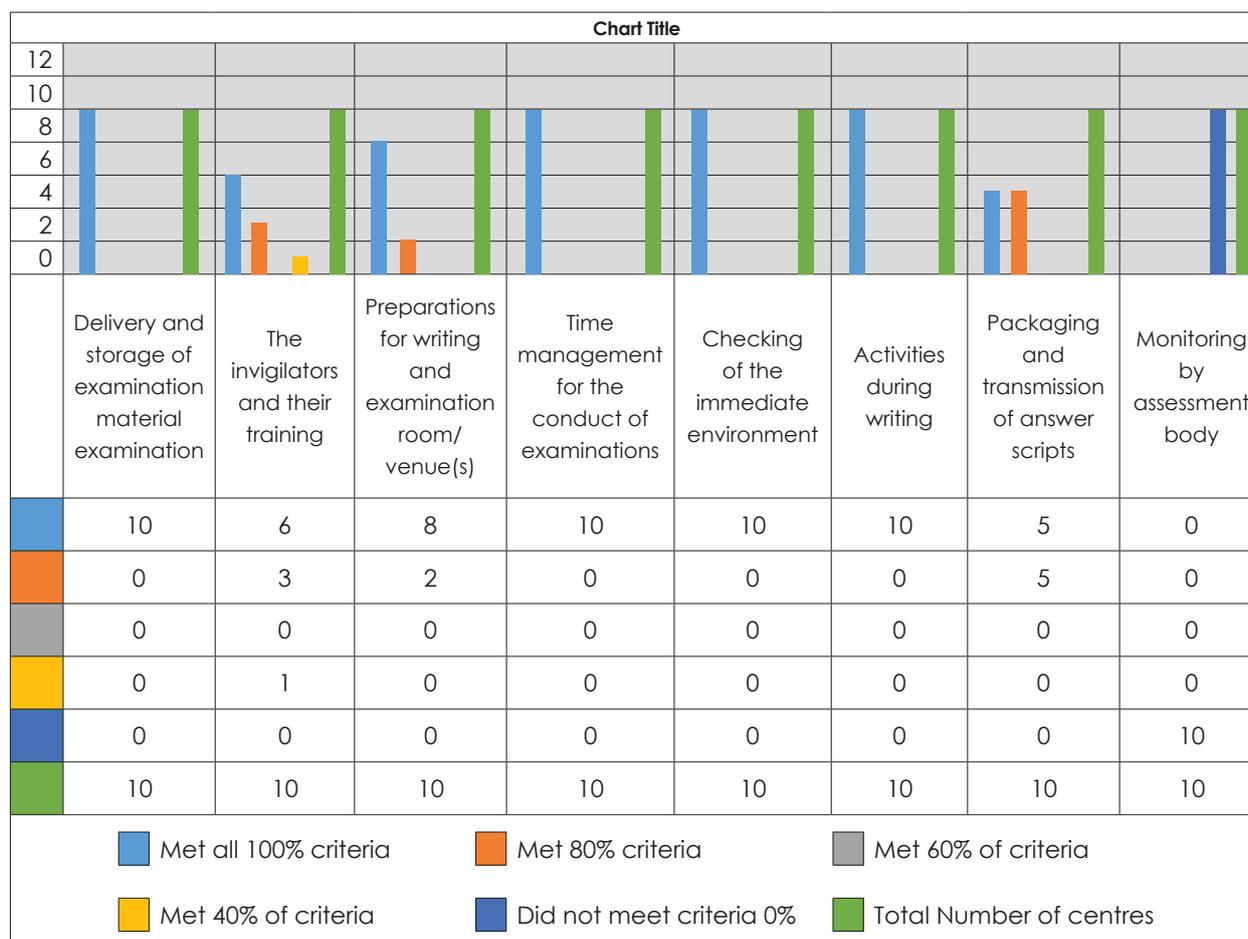**Table 2.1: Examination Centres monitored for the writing of examinations**

	PROVINCE	CENTRE	DATE	SUBJECT
1	Eastern Cape	St Andrews College(EC)	28 Feb 2017	Physical Sciences P1
2	Gauteng	Brainline Learning World	21 Feb 2017	Mathematics P1 Mathematical Literacy P1
3	Gauteng	Saheti School	21 Feb 2017	Mathematics P1 Mathematical Literacy P1
4	Gauteng	Summit College	22 Feb 2017	Mathematics P2 Mathematical Literacy P2
5	Gauteng	St Andrews College(JHB)	01 Mar 2017	Physical Sciences P2
6	KwaZulu Natal	St. Hendry's Marist College	22 Feb 2017	Mathematics P2 Mathematical Literacy P2
7	KwaZulu Natal	Wykeham Collegiate	28 Feb 2017	Physical Sciences P1
8	Limpopo	PEPPS Polokwane	03 Mar 2017	Accounting
9	Mpumalanga	Curro Private School, Nelspruit	28 Feb 2017	Physical Sciences P1
10	Western Cape	Somerset College	21 Feb 2017	Mathematics P1 Mathematical Literacy P1

2.3   Summary of Findings

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

Table 2.2 provides an analysis of compliance levels for the ten (10) examination centres that were monitored in accordance with the eight (8) critical criteria indicators of the monitoring instrument.

Table 2.2: Level of compliance in relation to criteria

	Delivery and storage of examination material examination	The invigilators and their training	Preparations for writing and examination room/venue(s)	Time management for the conduct of examinations	Checking of the immediate environment	Activities during writing	Packaging and transmission of answer scripts	Monitoring by assessment body
■ (blue)	10	6	8	10	10	10	5	0
■ (orange)	0	3	2	0	0	0	5	0
■ (grey)	0	0	0	0	0	0	0	0
■ (yellow)	0	1	0	0	0	0	0	0
■ (dark blue)	0	0	0	0	0	0	0	10
■ (green)	10	10	10	10	10	10	10	10

■ Met all 100% criteria ■ Met 80% criteria ■ Met 60% of criteria

■ Met 40% of criteria ■ Did not meet criteria 0% ■ Total Number of centres

It is clear from the compliance levels provided in table 2.2 above that most of the IEB centres, complied in general with critical criteria indicators in terms of examinations regulations, Gazette No.31337, as amended.

The section below provides the qualitative summary of the findings:

2.3.1   Delivery and Storage of Examination Material

The IEB examination centres gave the delivery and storage of examination material priority attention. The examination materials were delivered via Ram couriers, and it was also noted that the question papers were packaged and delivered in lockable boxes. The whole examination consignment for the entire period was delivered between 15th and 16th of February 2017, a week prior to the commencement of the examinations; this was to ensure that the centres receive the material timeously.

The security measures enforced by the IEB were again commendable. It was found that the examination question papers were secured in tamper proof bags and were kept safe in the strong rooms either in the office of the principal or administration officers. It was further noted that the keys were in safekeeping by the Chief Invigilator.

In the examination centres monitored, the following security measures were evident:

- Installed burglar bars and alarm systems;
- access control devices;
- security beams;
- surveillance cameras, in some instances linked to armed response services
- 24 hour security guards; and
- fire extinguishers in and near areas were question papers are kept.

Generally, the examination centres had put adequate measures in place to ensure that examinations materials and premises were secured.

2.3.2 The Invigilators and their Training

The period of appointment of invigilators differed from one examination centre to another across the ten (10) centres monitored. The evidence studied across the centres highlighted the following:

- All Chief Invigilators had appointment letters.
- 5 Chief Invigilators were trained in January 2017;
- 2 were trained in February 2017;
- 2 of the Chief Invigilators were last trained in 2016
- 1 Chief Invigilator was trained in 2013.

In seven of the examination centres monitored, the principal / academic head at the centre was appointed as Chief Invigilator; except:

- In one centre the Deputy Principal was appointed as the Chief invigilator;
- in two other centres Heads of Department (HODs) were appointed as the Chief Invigilators;

The training of invigilators for the 2017 supplementary examinations took place in five centres only whilst in the five remaining centres, invigilators participated in the 2016 November examinations. In these centres, invigilators were provided with the IEB manual to study and prepare for the invigilation process.

2.3.3 Preparations for Writing and the Examination Venues

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

The following were noted:

- All centres (except two) had clear signs showing to an area where the examination took place.

- In one examination centre, a danger tape was used to demarcate the area where examinations took place.
- The examination rooms in all examination centres monitored were conducive for the writing of examinations considering their level of cleanliness, good ventilation, adequate lighting, non-disturbing noise outside the examination rooms, silence inside the examination rooms and moderate temperatures;
- Adequate furniture (i.e. tables and chairs) for all the candidates with ample space between candidates was observed in all the examination centres monitored.;
- Well-managed cell phones rule applied in all examination centres.

In eight of the monitored centres, relevant information was displayed:

- date;
- centre number and subject was displayed on the board;
- clocks were displayed in all examination centres; and
- seating plans were available.

Candidates at various examination centres were properly registered for the subjects written and verification was done, except in one examination centre where a candidate was not on the list of candidates who were supposed to write at that centre and also not registered with IEB.

Again, it was discovered through the evidence provided that there were three special concessions of extra ten minutes granted for candidates who were slow writers at three different examination centres. In one examination centre a candidate who was diabetic was monitored in an isolated cubicle.

2.3.4   Time management

Generally, the prescribed time was well-managed in all the examination centres except in one centre where there was a 10 minutes delay due to poor weather conditions that led to flooding of roads. Both the invigilators and candidates reported on time to the examination rooms' thirty(30) minutes before the start of the examination.
All examination centres managed to distribute the answer books and question papers to the candidates on time. Therefore, all the examination processes were managed according to their stipulated times.

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 advantage the candidates.

2.3.6 Activities during writing

Before the commencement of the examination invigilators ensured that candidates completed the cover page of the answer books. At one centre the exercise was done post the examination. The invigilators were attentive, vigilant and mobile and did not assist the candidates with any aspect or questions in the question paper.

It was also observed that the invigilator of the same gender accompanied candidates who left the examination venue to use the toilets.

Candidates who completed writing before the scheduled time were not allowed to leave the examination room before an hour had elapsed or during the last 15 minutes of the examination. At the end of the session, candidates remained seated and invigilators collected answer books from each of them while verifying them against the mark sheet.

One incident was reported where one candidate suffered an anxiety attack and had been excused from writing the examination.

2.3.7 Packaging and transmission of answer scripts

The following general procedures were observed:

- The examination rooms or principals' offices were mainly used to count and pack the candidates' answer scripts;
- The packaging of scripts followed the sequence indicated on the mark sheet;
- The scripts were placed in sealable bags that were then placed in electronically lockable bags;
- These bags were locked in the strong rooms waiting for collection by the courier.

It was discovered that five(5) of the ten(10) examination centres sent daily situational reports to the assessment body and the remaining five did not comply to the requirement. It was noted that in cases where these reports were not submitted, there was no incident or situation that needed to be reported.

2.3.8 Monitoring by the assessment body

There was no evidence to suggest that monitoring of the supplementary examinations by the assessment body took place prior to Umalusi visitation to the examination centre.

2.3.9   Irregularities/Incident

A.   Incident identified by Umalusi Monitors

One candidate suffered an anxiety attack when examination was in progress and was excused from writing the examination. The candidate was taken to the office and given counselling but she did not continue with the examination.

B.   Irregularities reported by IEB to Umalusi

Report has been received however there are no irregularities for this examination.

2.4   Areas of Good Practice

a) The strict measures in place for safekeeping of examination material are commendable. The IEB's electronic locking and opening system ensures that exam material was secured at all times.
b) The examination centre that was cordoned off with a danger tape.
c) Use of power point to display information like date; centre number and subject.

2.5   Areas of Concern

a) No signage to direct where the examination venue was.
b) No provision for seating plans at two of the examination centre monitored.
c) An appointed Head of Department was last trained in 2013 as Chief Invigilator.
d) The training of invigilators remains a challenge due to lack of evidence of appointment letters.
e) Five examination centres did not complete daily reports.

2.6   Directives for compliance and improvement

a) Directions to the exam venue must be indicated;
b) There must be seating plans for every subject written;
c) All Chief Invigilators and Invigilators must be trained annually;
d) Daily reports must be completed and be submitted to the assessment body even if there are no incidents.

2.7   Conclusion

The administration of examinations across the monitored examination centres under the watchful management of the IEB were generally conducted in such a manner that would not compromise the integrity, and credibility of examinations as outlined in the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examinations. However, the directives for compliance and improvement need to be addressed.

Annexure A: Summarised areas of concern – Writing Phase

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Invigilators – training and appointment	An HOD who was appointed as a Chief Invigilator was last trained in 2013.	Somerset College
Preparations for writing and the examination venues	There were no clear signs pointing where the examination took place.	1. Somerset College; 2. Brainline Learning World; 3. St Andrews(EC)
	There were no seating plans	1. St Andrews (JHB); 2. Curro Private School
	There was no relevant information like date; centre number and subject displayed on the board.	Somerset College
	One candidate was not on the list of candidates who were supposed to write at that centre and also not registered with IEB.	Somerset College
Daily situational report	Non submission of daily situational report.	1. Wykeham Collegiate; 2. St Andrews (JHB); 3. Saheti; 4. Curro Private School 5. St. Hendry's Marist College
Monitoring by the assessment body	There was no evidence of monitoring of the February supplementary examinations by the assessment body on or before Umalusi monitoring took place.	Across the 10 sampled centres monitored

CHAPTER 3
VERIFICATION OF MARKING

3.1   Introduction

Verification of marking is one of the quality assurance processes that Umalusi embarks on to ensure that marking is conducted fairly and that there is consistency in the application of the marking guidelines in all the subjects and papers. Marking guideline discussions did not take place for all the subjects due to the small number of markers and candidates that wrote the supplementary examination. Marking guideline discussions were conducted only in the following subjects: Accounting, Business Studies, Economics, History, Life Sciences, Mathematics and Physical Sciences. Verification of marking was conducted at selected venues on the 11 March 2017.

Umalusi conducted on-site verification of marking for all the gateway subjects sampled for the IEB. The on-site verification of marking is a quality assurance approach whereby external moderators are deployed to the various marking centres. The marking of scripts for the IEB usually occurred immediately after the marking guidelines discussion. This approach is generally preferred by Umalusi as it allows external moderators to identify discrepancies and inconsistencies that might occur during the marking process and make the necessary adjustments immediately.

3.2   Scope and Purpose

The on-site verification of marking for the IEB was conducted in the ten (10) gateway National Senior Certificate (NSC) subjects that were written for the 2017 supplementary examination. The external moderators conducted the verification of marking consistently, in line with Umalusi criteria for the verification of marking as outlined below:

Part A: Adherence to marking guidelines
Part B: Quality and standard of marking
Part C: Candidate performance

3.3   Summary of Findings

3.3.1   Adherence to Marking Guidelines

The examiners of the different question papers were the only officials appointed to mark the examination scripts in each subject. Thus no additional marking official was appointed to conduct internal moderation on the marked scripts. However marking guidelines were generally adhered to in all the papers.

3.3.2   Quality and Standard of Marking

Umalusi rated the marking as fair and consistent in all the subjects verified. The calculations were accurate in the majority of the scripts verified.

3.3.3 Candidate Performance

The performance of candidates, as presented below, is sampled from the ten (10) gateway subjects verified. The general learner performance in these subjects ranged from poor to excellent. In some questions, candidates scored as low as 26% and as high as 95%. The majority of the candidates scored within the range of 40% to 60%.

Below are graphical representations as well as brief comments on the candidates' performance per subject.

Accounting Paper 1

Figure 3.1: Average performance of candidates for Accounting Paper 1
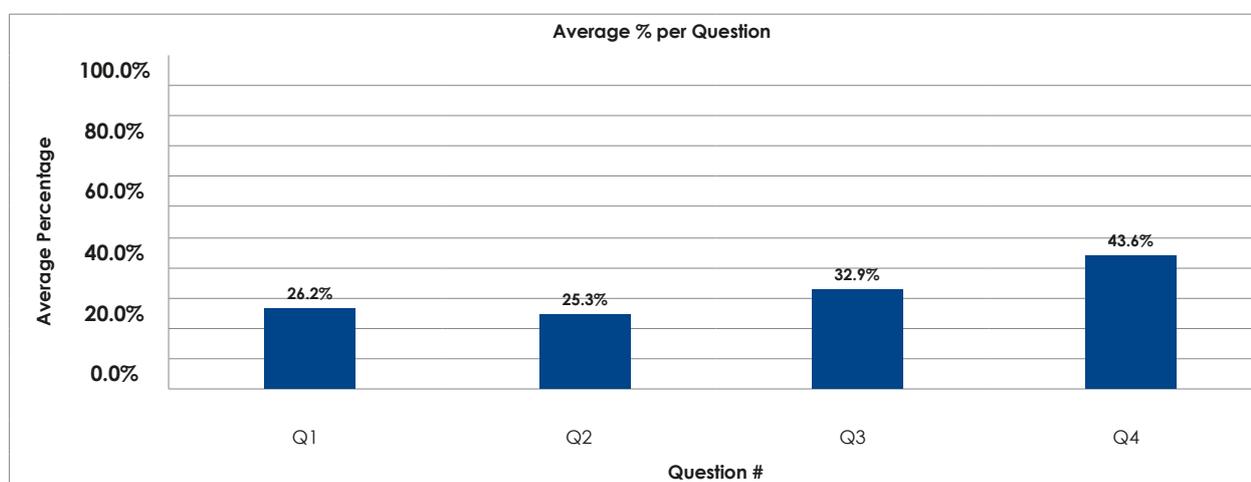
The graph in Figure 3.1 above is based on 35 (thirty-five) Accounting Paper 1 scripts that were verified.

Question 1 – Value Added Tax (VAT), Assets and Inventory systems

The question was set out of 61 marks, the candidates obtained an average of 26.2%. The majority of the candidates struggled to differentiate between the VAT OUTPUT and the VAT INPUT. Lack of basic arithmetic skills made it difficult for candidates to perform calculations of the depreciation and to find the unknowns. Lack of understanding of different inventory methods which is perceived to be the easiest section in which candidates should excel, may be the reason candidates failed to calculate the value of closing stock and Gross Profit using First In First Out method and Weighted Average methods.

Question 2 – Company financial statements

The question was set out of 61 marks and the candidates obtained an average of 25.38%. The Income Statement and the Balance Sheet were assessed in this question. The candidates struggled to do adjustments on the accounts. Poor performance of candidates in the Balance Sheet is an indication that candidates do not understand the format that needed to be used and to prepare the notes to the Balance Sheet.

Question 3 – Cash Flow Statement

The question was set out of 41 marks and the candidates obtained an average 32.9%. This is perceived to be the most difficult section in the subject. It is recommended that teachers teach this section in short parts and assess it in various ways e.g. a complete Cash Flow Statement, sections of the Cash Flow Statement or to calculate the items missing.

Question 4 – Manufacturing

This question was set out of 38 marks and the candidates obtained an averaged 43.6%. This may be considered one of the easiest sections in the subject which progresses to grade 12 from grade 11. It is expected that candidates should excel in this section. However, candidates struggled with preparation of the notes and calculation of both unit costs and mark - up percentages. Candidates also struggled to make relevant comments on the internal control measures which should be taken in factory etc.

Accounting Paper 2

Figure 3.2: Average performance of candidates for Accounting Paper 2
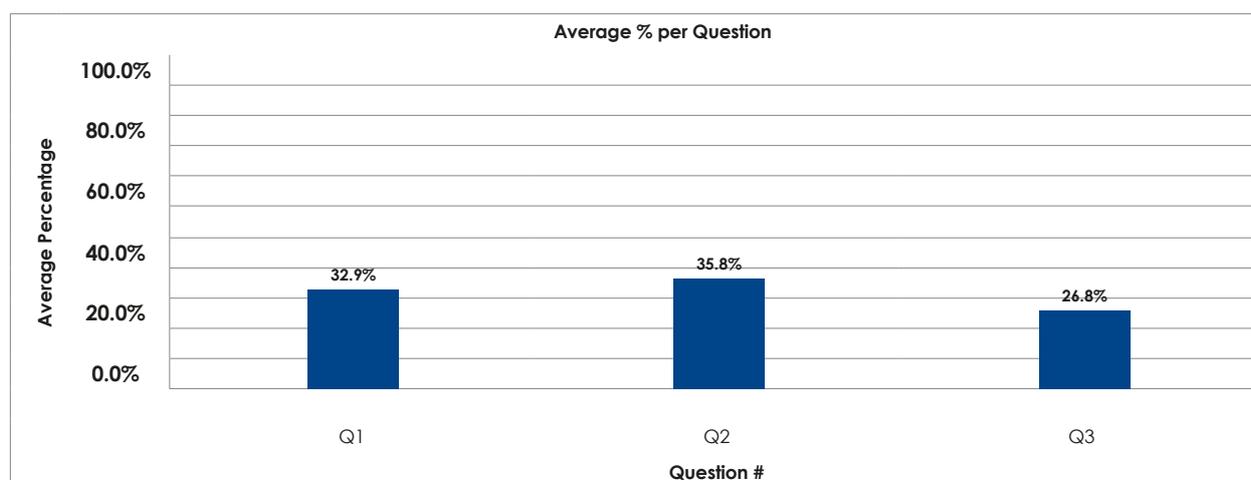
The averages indicated in Figure 3.2 are based on a sample of sixteen (16) scripts.

Question 1 (Budgets and Problem-solving)

This question was set out of 30 marks and candidates achieved an average percentage of 32.9%. In general this question was poorly answered by all the candidates.

Question 2 (Reconciliations)

This question was set out of 29 marks and candidates achieved an avarage of 35.8% based on the sample verified. This is one of the easy sections in the subject where candidates are expected to perform well. However, candidates struggledto answer this question. This could be caused by the fact that this section has been moved out of the Grade 10 content and it is now only taught at Grades 11 and 12.

Question 3 (Company Analysis)

This question was set out of 41 marks and candidates obtained an avarage of 26.8%. Candidates struggled to answer the questions asked in this section in general. It apperaed that candidates did not read the scenario provided well so that they could provide relevant answers. It seems teachers are not practising enough questions in class that will assist the candidates to deal with practical scenario questions in general. It is recommended that preliminary examinations and June examinations should include real financial statements as set in the final year examination to ensure that candidates are used to this type of questions in the final examination. Only three scripts were verified on this question because the marker was marking one question at a time and marked only few scripts in this question.

Business Studies Paper 1

The averages indicated in Figure 3.3 below are based on a sample of ten (10) scripts.

Figure 3.3: Average performance of candidates for Business Studies P1
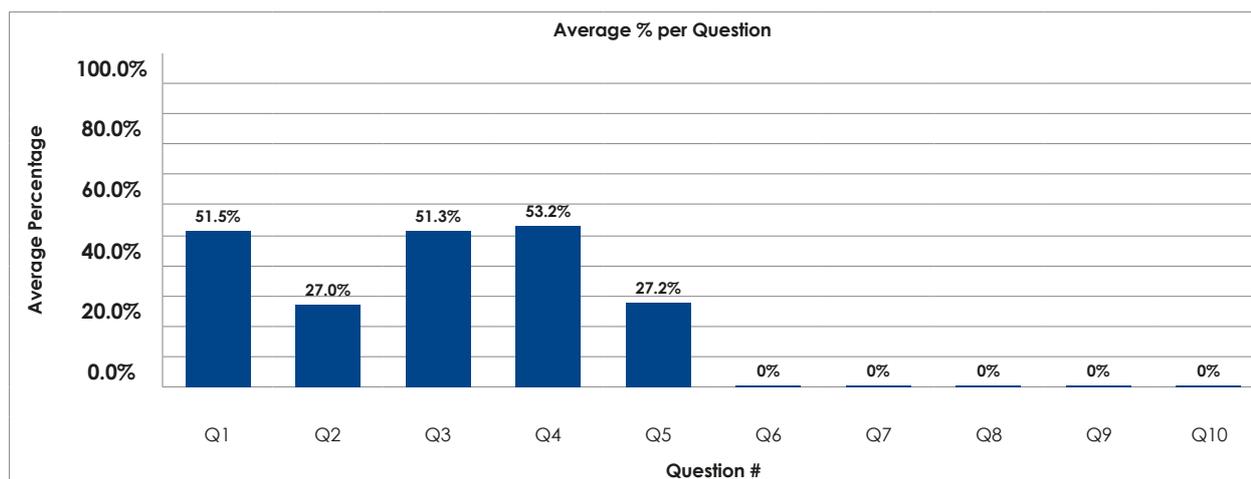
In section A candidates performed very well in the multiple-choice questions.
In question 2: choose the correct answers: candidates had difficulty in selecting the correct answers from the given terms with similar distractors.

Question 3: Question 3.1.5: candidates defined Johannesburg Stock Exchange (JSE) Social Responsibility Index instead of providing the purpose of the JSE Social Responsibility Index as asked. Question 3.1.6: candidates answers showed that they had a vague idea of what is Global Reporting Initiative as they could not give its clear purpose. Question 3.3.1: candidates answered the question by providing the product policy instead of the processes of marketing as stimulus for a buyer. For question 3.5.4; candidates provided the role of "whistle blowers" instead of the "positive outcome" of whistle blowing.

Question 4: Question 4.1.1 (a): many candidates did not quote from the case study. Question 4.1.3: the elements in a salary package were listed and not discussed. Question 4.4: the purpose of market research was explained rather than how market research can improve the performance of business.

Question 5: Question 5.1.2: candidates answered with the reasons for dismissal instead of the procedural fairness if a worker is to be dismissed on grounds of misconduct. Question 5.1.3: candidates showed confusion and answered with types of dismissals instead of remedies for unfair dismissal.

Business Studies Paper 2

The averages indicated in Figure 3.4 below are based on a sample of ten (10) scripts.

**Figure 3.4: Average performance of candidates for Business Studies P2**
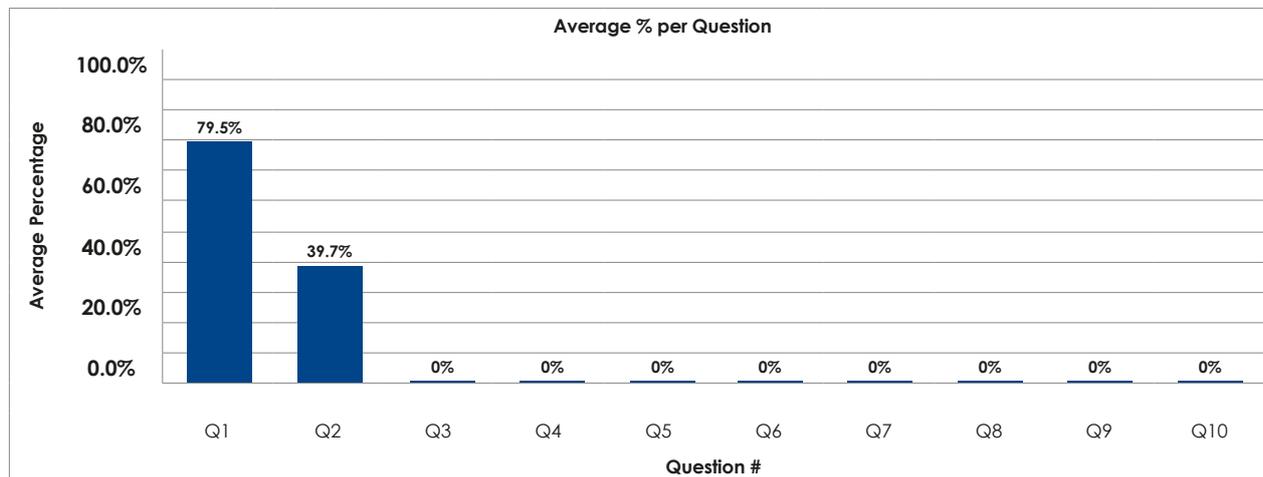
Question 1: was well answered with candidates making use of the relevant tools to assess the impact the external environment could have on Mr Price. Candidates aptly discussed how management tasks and management competencies could be used to take advantage or limit the impact of the external environment on the scenario of the Mr Price Group.

Question 2: was generally not well answered. Candidates explained risk instead of evaluating risk. The investments discussed did not focus on the factors of risk, return and timelines but on other factors. Candidates did not link compulsory and non-compulsory insurance to creating financial success for the Mr Price Group.

Economics

The averages indicated in Figure 3.5 below are based on a sample of nine (9) scripts.

**Figure 3.5: Average performance of candidates for Economics**
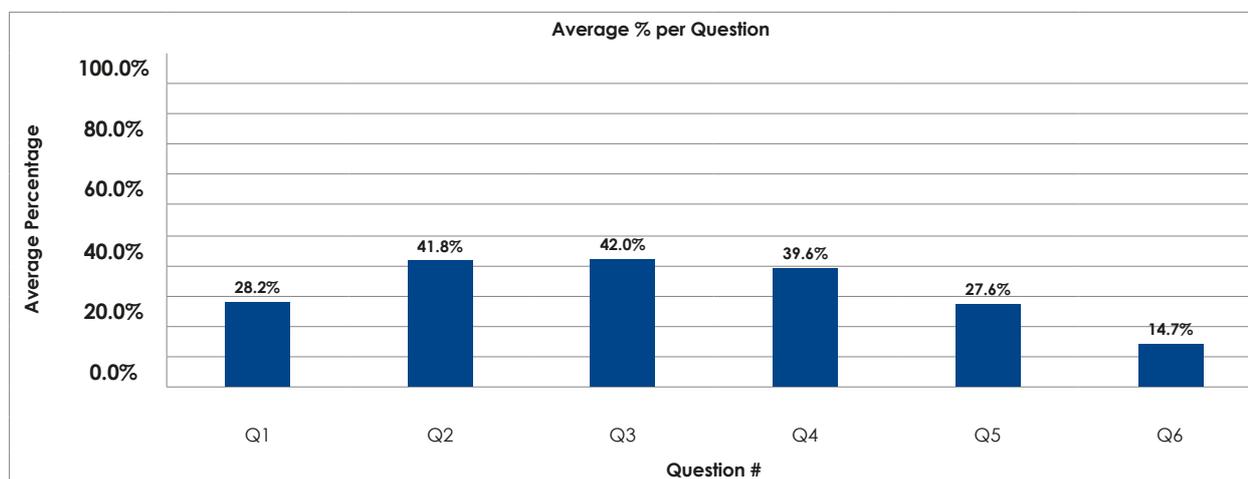
In question 1 candidates performed below average. They struggled with calculations and graphs. In Section B performance was average and candidates mostly struggled with calculations (2.2.3), interpretation of graphs (3.4.1; 4.2), data based question (2.4.3) as well as questions on balance of payment (3.5), comparison and analysis (3.2; 4.2.2 5.5.2). In section C performance was below average and candidates struggled with interpretation of graphs and analysis (6.1.3 and 6.5).

English Home Language Paper 1

The averages indicated in Figure 3.6 below are based on a sample of thirteen (13) scripts.

Figure 3.6: Average performance of candidates for English HL P1
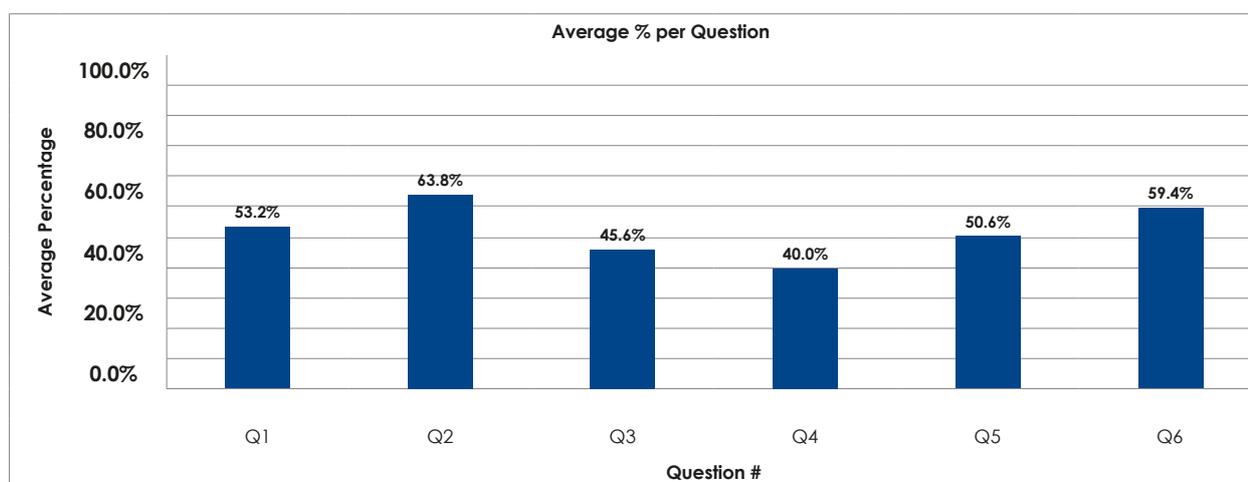
Of the 13 scripts verified, marks ranged from 26% to 79%. The question paper was fairly accessible and manageable and on the level of the November 2016 paper. However, candidates writing this paper had not prepared for it thoroughly as evidenced in the responses especially in the

poetry. Questions 3 and 4 in the graph provides proof of this with candidates obtaining 45.6% for the Seen Poetry.

Question 1: Comprehension

Candidates excelled in questions where 1 and 2 marks were allocated and managed to obtain a minimum of 2 marks for questions that were allocated 3, 4 and 5 marks. Most candidates struggled with Question 1.4.2 where the responses were very superficial and candidates mostly obtained 1½ marks for a 4 mark question. Question 1.7 was also challenging especially as it required candidates to know the technical aspects of a text and most candidates obtained between 1½ and 2½ marks for a 5 mark question.

Question 2: Summary

This question was accessible to most candidates with only one candidate obtaining 2 marks for an unintelligible response. Candidates did not however place the topic in context and were unable to score full marks for this question even though many obtained between 6.5 and 8.5 for the question.

Question 3: Seen Poetry

From the responses of most of the candidates whose scripts were verified, it was evident that very little studying was done to prepare for this part of the paper. The responses were weak and superficial with candidates relying on their 2016 knowledge of the poem. Question 3.3 was also found to be challenging to candidates, most of whom failed to interpret the question correctly ignoring the latter part of the question which focused on 'mood'. Candidates also struggled to respond to Question 3.5 which focused on 'attitude'; Question 3.6 also presented problems in respect to answering on the concept of 'mood'. Most candidates obtained between 1½ and 2½ marks for this question.

Question 4: Unseen Poetry

This question becomes challenging due to the inter-textual presentation where candidates are expected to look at various stimuli provided in order to answer the questions. However, one of the stimuli is a seen poem and therefore does not make the question out of reach of candidates. The weaker candidates struggled with Questions 4.1 and 4.4. Technical aspects of poetry are not well understood by candidates and therefore questions were not well interpreted. Question 4.4 was also more demanding in respect of the number of components candidates had to refer and respond to. Most candidates obtained between 3 and 4 marks of 5 for this question with the weaker/struggling candidates obtaining between 1½ and 2 marks of 5. It must be remembered that the final questions in Question 3 and 4 are discriminator questions, scaffolded from lower order to higher order thinking and would therefore favour those candidates who are good at the subject. However, due to the beginning of the response being of lower order thinking, weaker candidates can obtain a minimum of 30-33% for this question.

Question 5: Visual Literacy Incorporating Formal Grammar:

Most candidates performed well in this question. The visual texts provided were current, relevant and appealed to the candidates. The clarity in the visuals also made it easy for candidates to respond to the questions set. Marks ranged from 8 of 25 to 21 of 25 with most candidates obtaining between 12 and 16 marks. Candidates struggled with the concept of 'positioning' which appeared in Questions 5.1, 5.4.2 & 5.7. Question 5.6 was challenging as the response required a technical evaluation of the quoted sentences.

Q6: Grammar

This question was well answered by most candidates. Generally the marks averaged at 6 ½ marks. Candidates experienced difficulty with Questions 6.4 & 6.5; candidates struggled with the concept of 'positioning' as in the previous question.

English Home Language Paper 2

The averages indicated in Figure 3.7 below are based on a sample of nine (9) scripts.

Figure 3.7: Average performance of candidates for English HL Paper 2
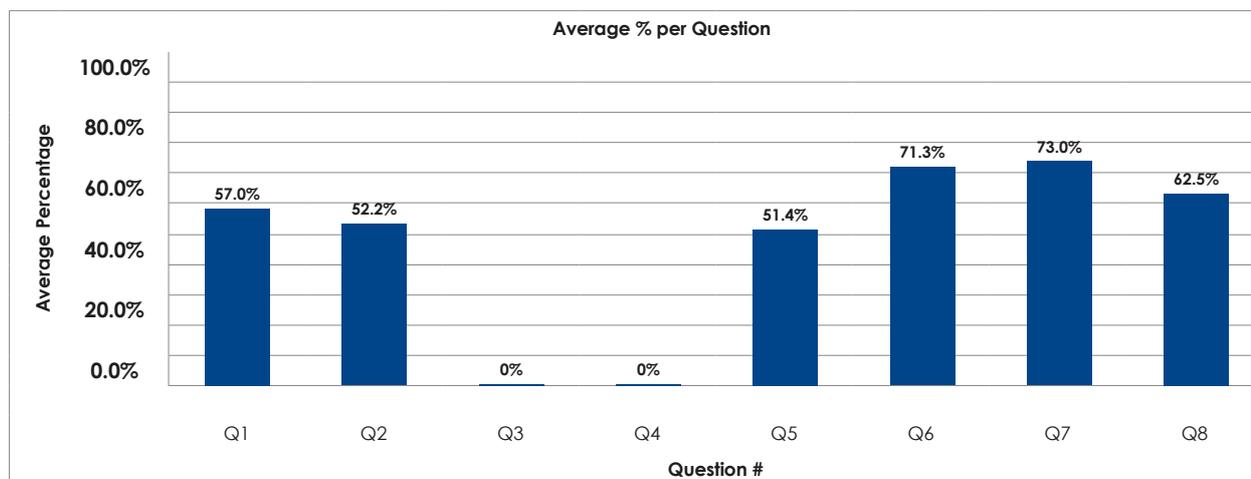
Section A: Literature Essays

Question 1 – Coriolanus mini-essay:

Marks ranged from 10/30 (33.3%) to 23/30 (76.6%). The average for this question of the 9 scripts verified was 57%. There is evidence to suggest that candidates who wrote this paper did not engage with the texts prior to the exam. Essays were very thin in content; candidates tended to recall from memory the basic story line and narrated the drama rather than engaging critically with the question. There was much repetition and waffling as well. Only those candidates who obtained marks higher than 17 seemed to have answered the question with varying degrees of success.

Questions 2 & 3: Novel – Tess of the d'Urbervilles and Absolution

Three of the nine candidates whose scripts were verified answered on Tess of the d'Urbervilles. The literature essays also evidenced similar problems as seen in Question 1. Some candidates reverted to narrating the text, losing focus in answering the question or not exploring or critically engaging with the topic and the text. There was a choice of topics and a choice of novels. Essays on both novels were treated in much the same way by candidates. One candidate obtained 23 of 30 marks which was also a mark obtained in Question 1. Overall, Question 5 was most popular with the average being 51.4%. The few candidates who answered the first Tess of the d'Urbervilles question performed slightly better with the average being 52.2%

Section B: Transactional Writing

Candidates did well in this section. They understood the demands and focus of the questions and were able to link the written and visual texts to the questions and respond in an intuitive manner. Some candidates leaned towards the casual inappropriate register for the blog. Candidates did well in the compulsory question (Question 6) and better in Questions 7. Those attempting Question 8 did not produce the results of those who wrote on Question 7. The content of the topics were extremely relevant to the age group and to the current South African context with the difference being in the genre. This impacted on the result.

Geography Paper 2

The candidates' analysis of performance is based on the fourteen (14) scripts that were verified by the external moderator. The average pass percentage for the fourteen sampled scripts was 54.9%. The paper consisted of four questions. There was no question where candidates had an outstanding achievement.

Question 1

Question one was a multiple choice question and it was based on the general map orientation; however, in some sub-questions candidates were expected to do map calculations for example sub-question 1.2.1. The candidates had a moderate performance in this question. Most candidates struggled in sub-questions 1.1.3 (b), 1.1.4, 1.2.1 and 1.2.2

Question 1.1.3 (b) was about determining the indivisibility between the trigonometrical station 41 and spot height 418 and they should provide the reason for the answer.

Question 1.1.4 was about the magnetic declination if updated to the year 2017. Most candidates did not choose the correct answer and that could be attributed to lacking the skill of calculating the magnetic declination.

Question 1.2.1 was based on the calculation of an average gradient. Most candidates also were unable to arrive at a correct. They were also unable to verify how the answer they got would indicate an accurate description of a gorge/steep slope.

Question 1.2.2 needed candidates to explain the importance of cutlines along the Pongolapoortdam in blocks F1 and G1. Most candidates were unable to give right explanation.

Question 2

Question two was based on climate and drainage analysis. The candidates also had a moderate performance in this question. Most candidates struggled with sub-question 2.2 (2.2.1, 2.2.2 and 2.2.3)

In question 2.2, the candidates were given a sketch cross section drawn from spot height 452 (block A3) to spot height 419 (block B2).

To answer questions 2.2.1, candidates were expected to complete a table by writing the correct temperatures for the three sites indicated on the sketch. The majority of candidates were unable to give/write correct temperature readings.

In question 2.2.2 candidates needed to indicate a slope on the sketch that is facing north, and very few were able to give a correct answer.
In question 2.2.3 candidates needed to give a reason for the answer they gave in question 2.2.2 and they could not provide the correct reason.

Question 3

Question 3 was based on the photograph analysis and urban settlements. The candidates had a good/substantial performance in this question. The question was also allocated more marks than the other three as it counted for forty one marks.

Most candidates struggled with sub-question 3.2.3 (b) (i) and (ii), 3.3.1 (a) and 3.4.2

Question 3.2.3 (b) (i) needed candidates to classify the settlement of Jozini either as high-order or low-order service centre. Though some candidates got the correct answer but this proved that the answer was guessed as the answer for the follow-up question 3.2.3 (b) (ii) was wrong to most of the candidates.

In question 3.3.1 (a) most candidates were unable to classify the type of economic activity taking place at the experimental farm in block A11-12 and B 11-12. The candidates were giving 'primary' as an answer whereas the expected answer was 'research'/quaternary'

The majority of candidates did not get the correct answer for question 3.4.2. They were unable to give an explanation why the topographic map extract indicates that Jozini Tiger Lodge is a hospital. They needed to explanation why errors such as this could occur when compiling maps.

Question 4

Question 4 was based on rural settlement issues: social justice – land reform. The candidates had an adequate performance in this question. Most candidates struggled with sub-question 4.2.1 and 4.2.2.

In question 4.2.1 candidates were unable to draw a 0,5 cm buffer zone surrounding the Balamhlanga seasonal plan.

Question 4.2.2 needed candidates to suggest the importance of putting in a buffer zone around the Balamhlanga seasonal plan. Most candidates did not get the right answer for this question.

History Paper 1

The averages indicated in Figure 3.8 below are based on a sample of seven (7) scripts.

Figure 3.8: Average performance of candidates for History Paper 1
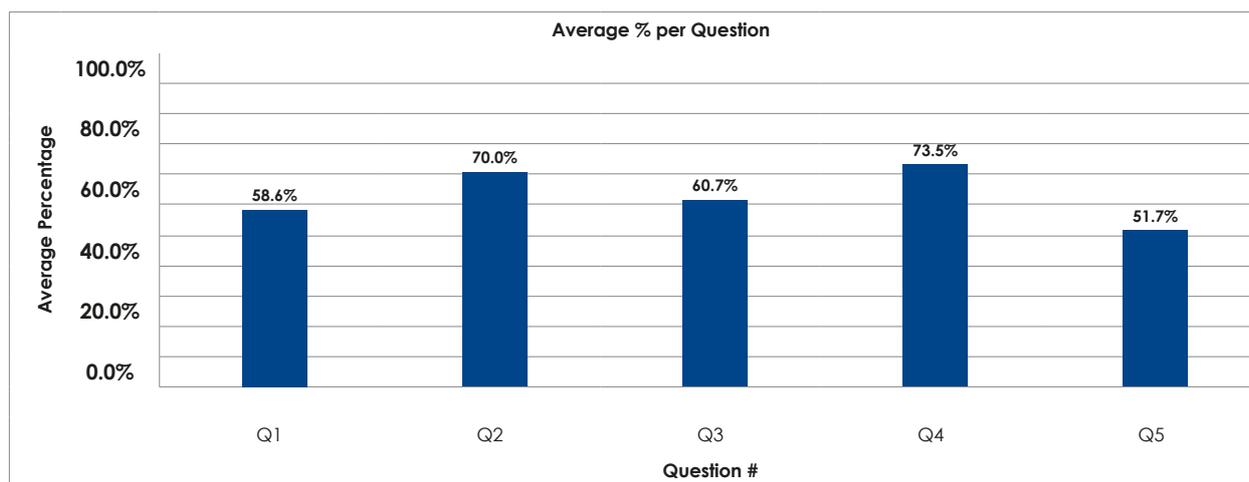
Only 24 candidates wrote the supplementary examination. The average mark for these candidates was 64.9%. Most candidates did well in the essays because they were able to develop and sustain a line of argument. The average for the essay questions were 51.7%. In total the results were good because the averages for the source-based questions were between 58.6% and 73.5%.

Life Sciences Paper 1

The averages indicated in Figure 3.9 below are based on a sample of seven (7) scripts.

Figure 3.9: Average performance of candidates for Life Sciences Paper 1
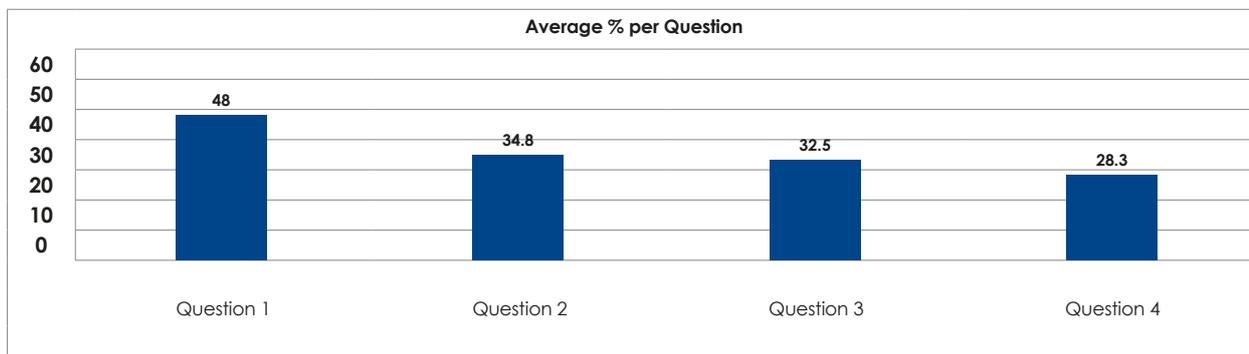
Question 1 – Not only knowledge but skills were also assessed in this question. The cognitive demand of this question was overall not so high when compared to other questions, for instance; question 4. Question 4 was based on application of knowledge: 4.2 and 4.3 – Candidates had to analyse a diagram and some information provided.

Life Sciences Paper 2

The candidates' performances was generated from all twenty-six (26) scripts which indicated a range of abilities from 16% to 81%.

The weakest average performance was in Question 3, a source-based argumentative essay. This type of question discriminates between higher achievers and others because it invokes the higher order cognitive skills: analysis, synthesis and evaluation.

This question paper assessed a high proportion (60%) of higher cognitive skills.

Mathematical Literacy Paper 2

The averages indicated in Figure 3.10 are based on a sample of twenty two (22) scripts.

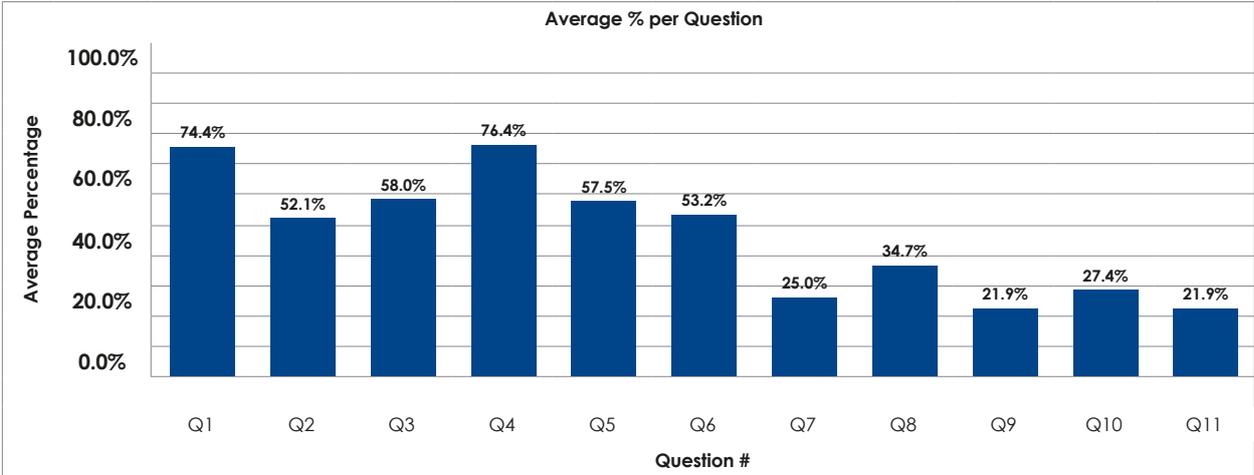**Figure 3.10: Average performance of candidates for Mathematical Literacy P2**
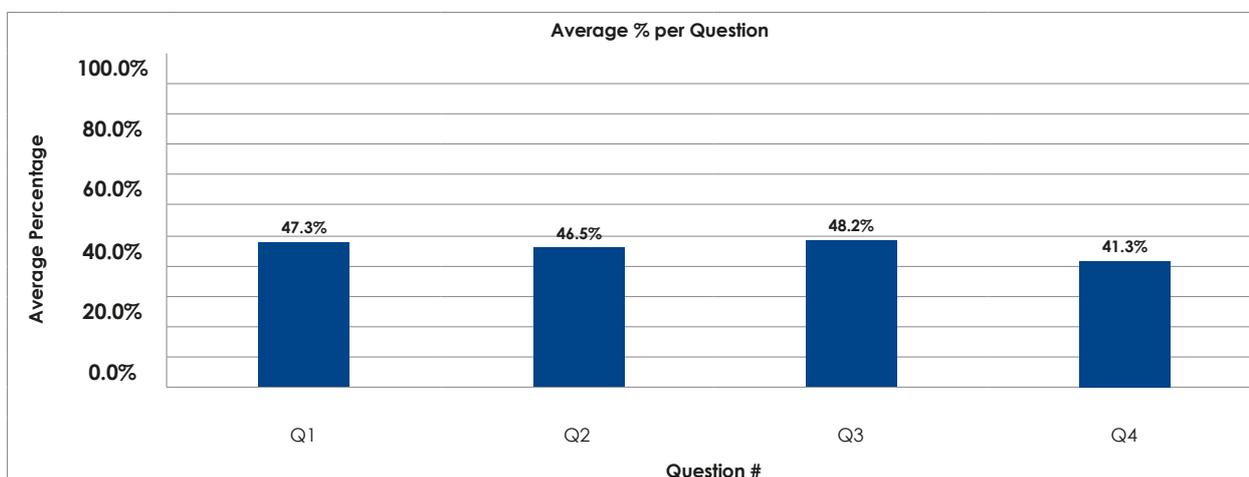
In Questions 1, 2 and 3 candidates generally performed in a satisfactory manner. Overall the question paper is viewed to be a very fair paper. Although Question 4 was not mostly answered by candidates compared to others and also being the question with the least marks, there was not a huge difference in the performance in all 4 questions.

Mathematics Paper 1

The averages indicated in Figure 3.11 are based on a sample of twelve (12) scripts.

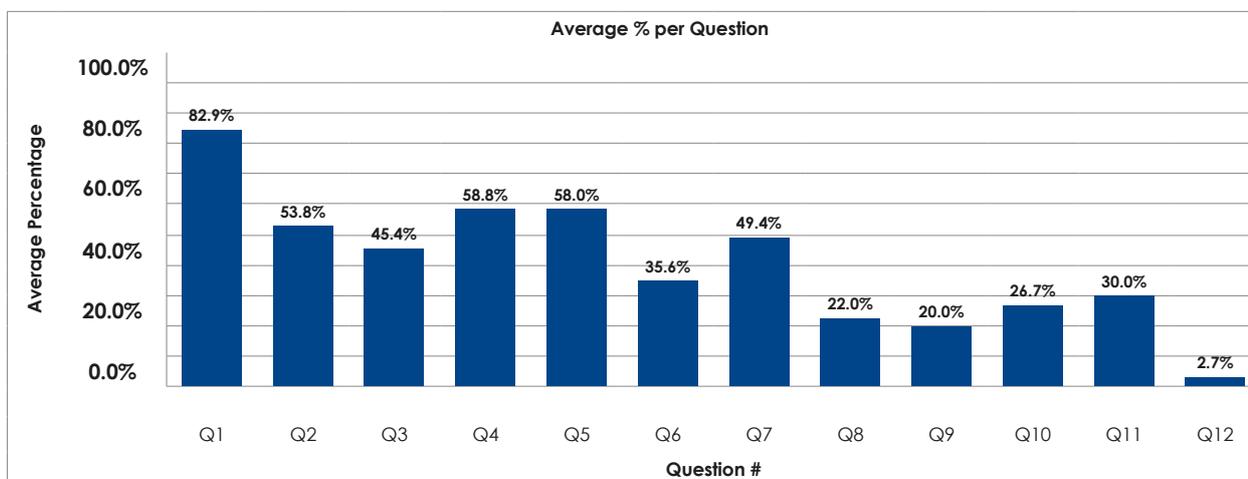**Figure 3.11: Average performance of candidates for Mathematics P1**

Figure 3.11 depicts good performance by candidates in questions 1 and 4 with an average of 75,4% and an average performance was evident in questions 2, 3, 5 and 6. The performance of candidates was really poor in questions 7 to 12. Of the 12 candidates, not even a single learner scored maximum marks in question 12 and most candidates simply avoided answering this question. Of the 12 candidates one failed the paper and 7 obtained less than 50%. One candidate obtained level 7. Based on this sample of 12 scripts, the overall impression is that there was a fair spread of performance with most candidates scoring between 40% and 69%

Mathematics Paper 2

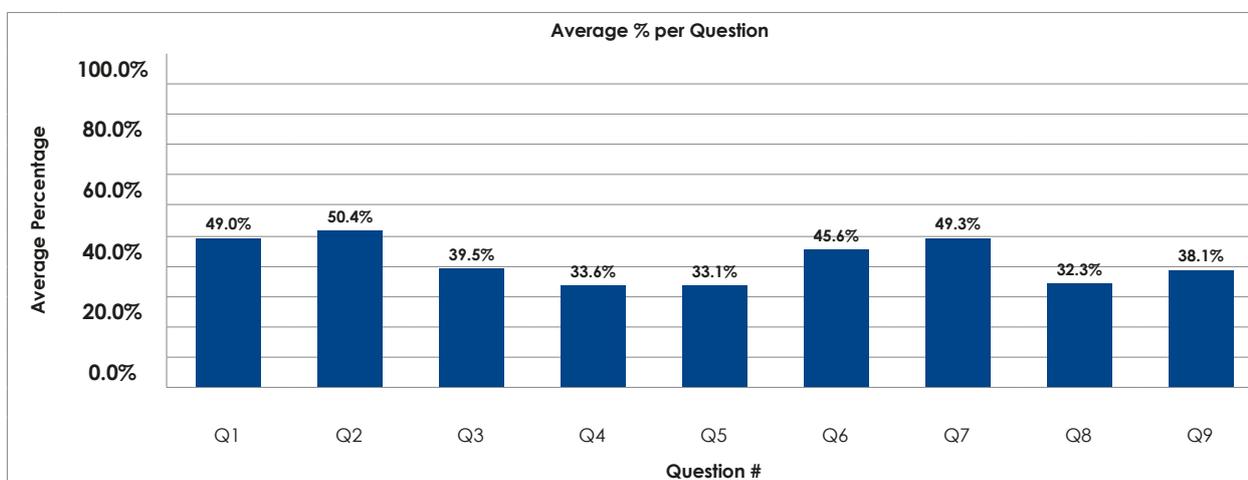The averages indicated in Figure 3.12 are based on a sample of five (05) scripts.

Figure 3.12: Average performance of candidates for Mathematics P2

According to the five candidates that were moderated most of them did very well in questions 1, 2, 4 and 5 (see the graph above). Most candidates struggled with question 6 and questions 8 to 12.

Physical Sciences Paper 1

**Figure 3.13: Average performance of candidates for Physical Sciences P1**

The averages indicated in Figure 3.13 above are based on a sample of ten (10) scripts.

According to the graph above, Question 8 (Electrodynamics) was poorly answered. Application of Lenz's law posed some problems to candidates and the level 4 question number 8.2.4 where candidates had to make comparisons and qualify their answers poses great challenges to candidates.

Physical Sciences Paper 2

The averages indicated in Figure 3.14 above are based on a sample of ten (10) scripts.

Figure 3.14: Average performance of candidates for Physical Sciences P2
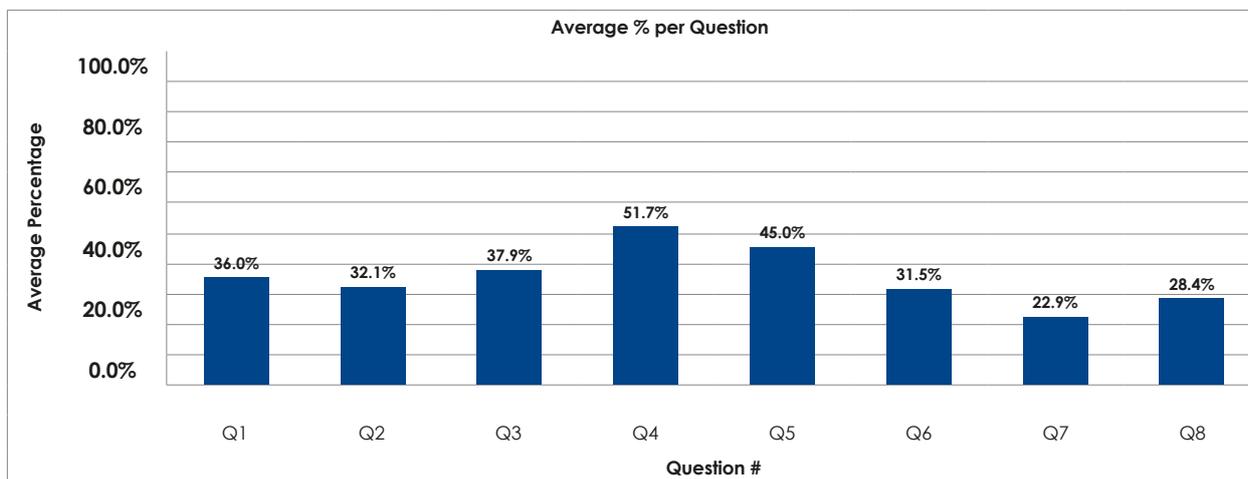
Based on the graph above, question 7 (Electrolytic cells) was poorly answered. Candidates are still battling with different types of cells and their operation. Most candidates battled with the explanatory type question number 7.6.1 as well as question 7.3 where they had to write anode and cathode half-reactions. They seemed to confuse the two terms and the processes which occur in each one of the electrodes.

3.4 Areas of Good Practice

The following areas of good practice were noted:

- Marking was found to be fair, valid and reliable. No candidates were advantaged or disadvantaged during the marking process. This may be attributed to the consistent application of the marking guidelines.

3.5 Areas of Concern

The following areas of concern should be noted:

- In Accounting, Economics, Geography, History, Life Sciences and Mathematical Literacy Paper 2 only the Examiner was marking the answer scripts. No Internal moderators were present due to low enrolment for the subject.

3.6 Directives for Compliance and Improvement

In order to ensure improvement, the IEB should adhere to the following directive:

- Internal moderators must be appointed and internal moderation must take place regardless of the enrolment of the candidates for the subject.

3.7 Conclusion

The verification of marking for the IEB for the February/March 2017 NSC supplementary examination was a smoothly run process except for some logistical challenges experienced by moderators in the following subjects: Geography P1, History P2 and Mathematical Literacy P1, due to the fact that the IEB did not centralise marking and the plan was submitted late. Based on the sample of scripts verified by Umalusi, it can be concluded that the overall performance of the candidates was good.

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