



**REPORT ON THE QUALITY ASSURANCE
OF THE DBE JUNE 2017
SENIOR CERTIFICATE (AMENDED)
EXAMINATIONS**



REPORT ON THE QUALITY ASSURANCE OF THE DBE JUNE 2017 SENIOR CERTIFICATE (AMENDED) EXAMINATIONS

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General and Further Education and Training

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EXECUTIVE SUMMARY

As mandated by the *General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008)*, Umalusi conducts quality assurance processes on all assessment practices for the Department of Basic Education (DBE) and its provincial departments of education (PDEs), for all examinations at exit points. This report provides the findings of the quality assurance processes conducted for the Senior Certificate amended [SC(a)] examinations conducted in June 2017. The quality assurance processes conducted include the following:

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

The findings, as generated through the quality assurance processes stated above, will enable members of the Umalusi Council to decide whether Umalusi should accept and ratify the results of the DBE's June 2017 SC(a) examinations or not.

A total of 119 question papers were moderated and approved by Umalusi for this examination. It is pleasing to note that 96.6% of these question papers were approved at first and second moderation as compared to 87% during the 2016 Senior Certificate examinations. The DBE is commended for the continuous improvement in the quality of question papers set for the various examinations.

The writing of the Senior Certificate amended examinations were monitored across all the nine provinces. A total of 58 centres were monitored during the writing session of the examinations. Although there was evidence of monitoring by the assessment body, not all centres were monitored. Some of the centres monitored by Umalusi did not have evidence of the appointment and training of invigilators.

A total of 119 marking guideline discussion meetings for the Senior Certificate amended examinations were held. Subjects were grouped into three categories; Category A – 28 subjects (mainly gateway subjects) with 60 question papers, Category B – nine subjects with 12 question papers and Category C – 47 question papers. Physical discussion meetings at DBE, teleconferencing and physical discussion meetings at PED level were held for categories A, B and C respectively. Provincial representation of at the marking guideline discussion meeting, especially for Category A, was highly variable for Limpopo and Mpumalanga. This would have implications for the quality of marking.

One marking centre in each province was monitored, except for Kwa-Zulu Natal, where no monitoring of the marking was conducted. All the marking centres visited complied with most of the requirements to enable quality marking of the examination scripts.

Verification of marking was conducted centrally at Umalusi for ten (10) gateway subjects on 29 and 30 July 2017. Each province was requested to send fifteen (15) scripts per paper in the following categories; below average, average and outstanding performance. The performance of learners in this examination was generally poor. This is attributed to the lack of classroom support to most of the candidates as they are mainly out-of-school youth and young adults. The quality of internal moderation across the provinces was observed to be good with a few exceptions.

A total of 35 subjects were presented to Umalusi for statistical moderation by the Department of Basic Education (DBE) for the July 2017 Senior Certificate examinations. In the absence of historical averages for these examinations, a fictitious norm for all subjects was used specifically for the generation of graphs. Raw marks were accepted in 31 of the 35 subjects with the other four subjects adjusted upwards. It is of great concern to note that only 10% of this cohort passed the Senior Certificate (amended) examinations and that very few of them turn up for the writing of the examinations.

However, it is pleasing to note that the July 2017 SC(a) examinations were conducted in a credible manner with only a few areas of concern that need to be attended to.

ACRONYMS AND ABBREVIATIONS

AB	Assessment Body
AMP	<i>Agricultural Management Practices</i>
CAPS	<i>Curriculum and Assessment Policy Statement</i>
CAT	Computer Applications Technology
CM	Chief Marker
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
DCES	Deputy Chief Education Specialist
DHET	Department of Higher Education and Training
DCM	Deputy Chief Marker
ECDE	Eastern Cape Department of Education
EA	Examination Assistant
EGD	Engineering Graphics and Design
EM	External Moderator
ELP	Evidence of learner performance
FAL	First Additional Language
FSDE	Free State Department of Education
GENFETQA	General and Further Education and Training Quality Assurance
GDE	Gauteng Department of Education
HL	Home Language
ID	Identification Document
IM	Internal Moderator
IT	Information Technology
KMA	Key Monitoring Area
KZN	Kwa-Zulu Natal
KZNDE	Kwa-Zulu Natal Education Department
LPDE	Limpopo Education Department

LO	Life Orientation
M	Marker
MCQ	Multiple Choice Question
MG	Marking Guideline
MPDE	Mpumalanga Education Department
NCDE	Northern Cape Education Department
NAPTOSA	National Professional Teachers Organisation of South Africa
NWDE	North West Education Department
NQF	National Qualifications Framework
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PED	Provincial Education Department
PEIC	Provincial Examination Irregularities Committees
PEU	Professional Educators Union
POA	Programme of Assessment
QI	Quality Indicator
P1, P2, P3	Paper 1, Paper 2, Paper 3
QAA	Quality Assurance of Assessment
SADTU	South African Democratic Teachers Union
SAIC	School Assessment Irregularities Committee
SAL	Second Additional Language
SAPS	South African Police Services
SA SAMS	South African Schools Administration and Management System
SM	Senior Marker
Umalusi	Council for Quality Assurance in General and Further Education and Training
WCED	Western Cape Education Department

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction and Purpose

Umalusi is mandated to ensure that the Senior Certificate (amended) (SC(a)) 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 SC(a) examinations are maintained.

The moderation of the examination question papers and their marking guidelines, one of Umalusi's assessment practices, is conducted to ensure that examination question papers and the accompanying marking guidelines comply with the Curriculum and Assessment Policy Statements (CAPS) and Umalusi Directives for Quality Assurance of Assessment.

This section outlines the moderation of the examination question papers and Umalusi criteria. The year 2017, marks the third year in which the SC(a) question papers have been set, based on the CAPS and it is the first year where all the CAPS subjects are examined. The findings of the analyses of question paper moderations 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

The Department of Basic Education (DBE) submitted 119 question papers and their accompanying marking guidelines to Umalusi for external moderation between January and April 2017. All the 119 question papers and their marking guidelines for the 2017 SC(a) examinations were moderated – this excludes the IsiNdebele, IsiXhosa, SiSwati, Tshivenda and Xitsonga Second Additional Languages (a total of ten question papers) which were approved for the November 2016 National Senior Certificate (NSC) examination and were not utilised since there were no candidates registered for these subjects for that

examination. The moderation reports for all subjects presented for the 2017 SC(a) examinations were analysed for the purposes of this report.

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

Table 1A: Umalusi Criteria for the 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) ^a 2. Internal moderation (4) ^a 3. Content coverage (5) ^a 4. Text selection, types & quality of questions (22) ^a 5. Cognitive skills (5) ^a 6. Language bias (8) ^a 7. Predictability (3) ^a	8. Development (3) ^a 9. Conformity with question paper (3) ^a 10. Accuracy and reliability of memo/marketing guideline (12) ^a	11. General impression (6) ^a 12. General remarks

^a Quality Indicators (QIs)

Question papers and marking guidelines are expected to be perfect or near perfect following internal moderation when they are subjected to Umalusi moderation. A question paper, which does not comply sufficiently for approval by Umalusi, will have to be moderated more than once. In this report only the reports of the first moderation reports were analysed to ascertain the levels of compliance, or lack thereof, according to 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 status after the first moderation, number of times the question papers had to be moderated before 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 be approved by Umalusi at first moderation level, this was achieved in only thirty-eight (38) of the question papers (Figure 1.1). Eighty-one (81) of the question papers had to be resubmitted for further moderation; of these 74 question papers were conditionally approved and seven (7) were rejected (not approved) after first moderation. The seven (7) question papers, which were rejected at first moderation, were: IsiXhosa HL P1, P2 and P3; Mathematical Literacy P1 and P2; Sesotho HL P1; and SiSwati FAL P1.

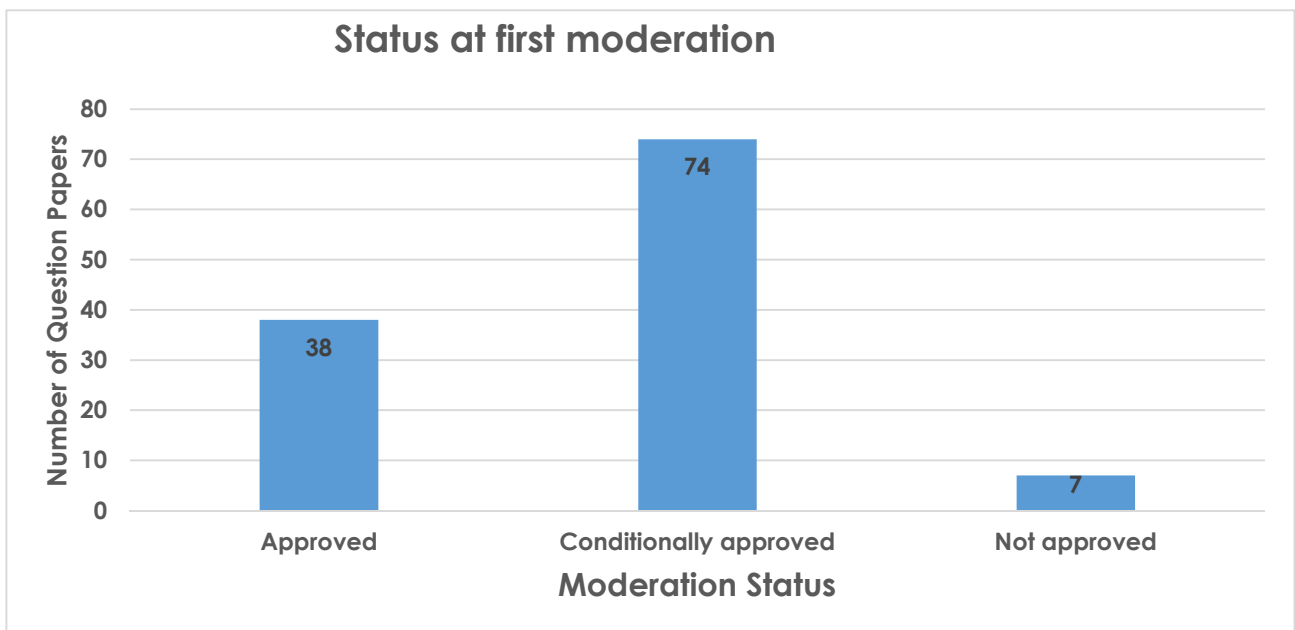


Figure 1.1 Status of question papers after the first moderation

Of the eighty-one (81) question papers that required resubmission, 77 were approved during second moderation while the remaining four (4) were approved at third moderation as indicated in Figure 1.2 below.

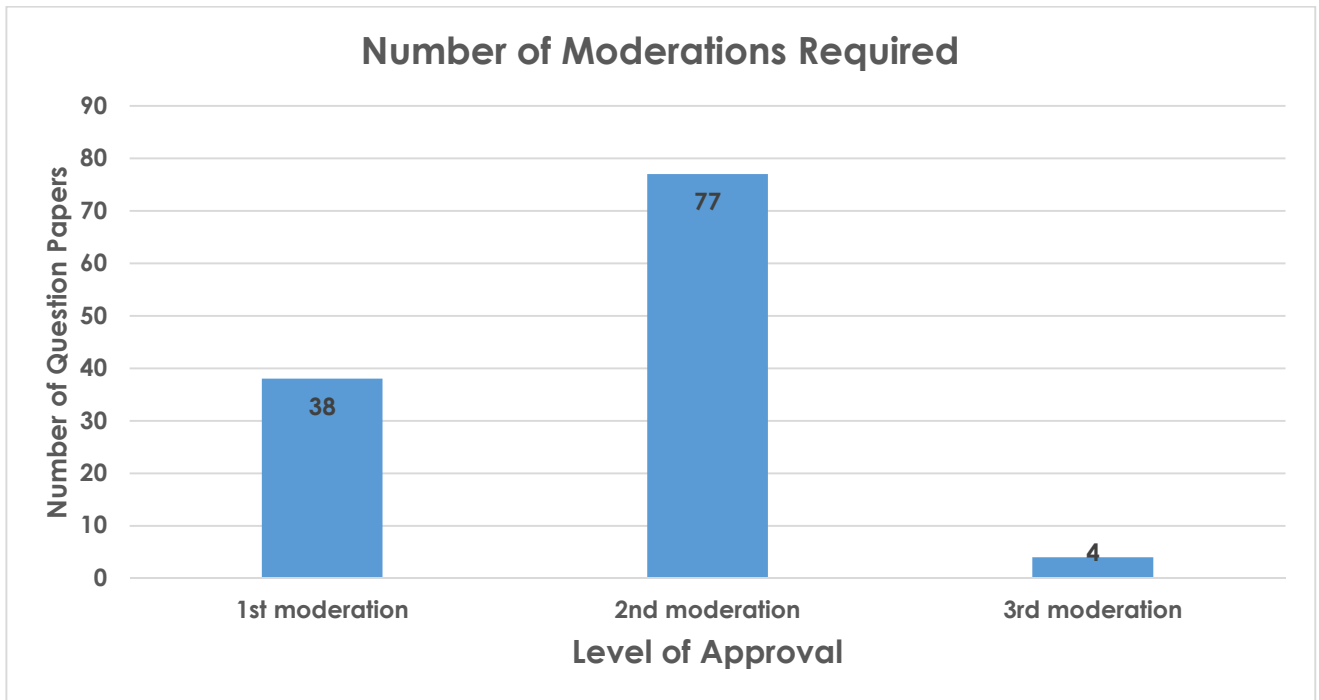


Figure 1.2 Number of question papers approved at each moderation level

The percentage of question papers which were approved during the first moderation was higher in the 2017 SC(a) while fewer question papers required more than two moderations, when compared to the 2016 SC(a) moderation process (Table 1B). In addition, when the approval at first and second moderation are combined, an improvement from 87.8% (in 2016) to 96.6% (in 2017) examinations is noted. Table 1B below shows that there was a decline in the approval of question papers at third and fourth moderation. A total of 12.2% question papers were approved at third and fourth moderation levels in 2016 while only 3.4% went beyond second moderation in 2017, a drop by 8.8%.

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

Number of moderations	2016 SC(a) (in %)	2017 SC(a) (in %)
One	17.8	31.9
Two	70.0	64.7

Three	11.1	3.4
Four	1.1	0

1.3.2 Compliance per paper

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

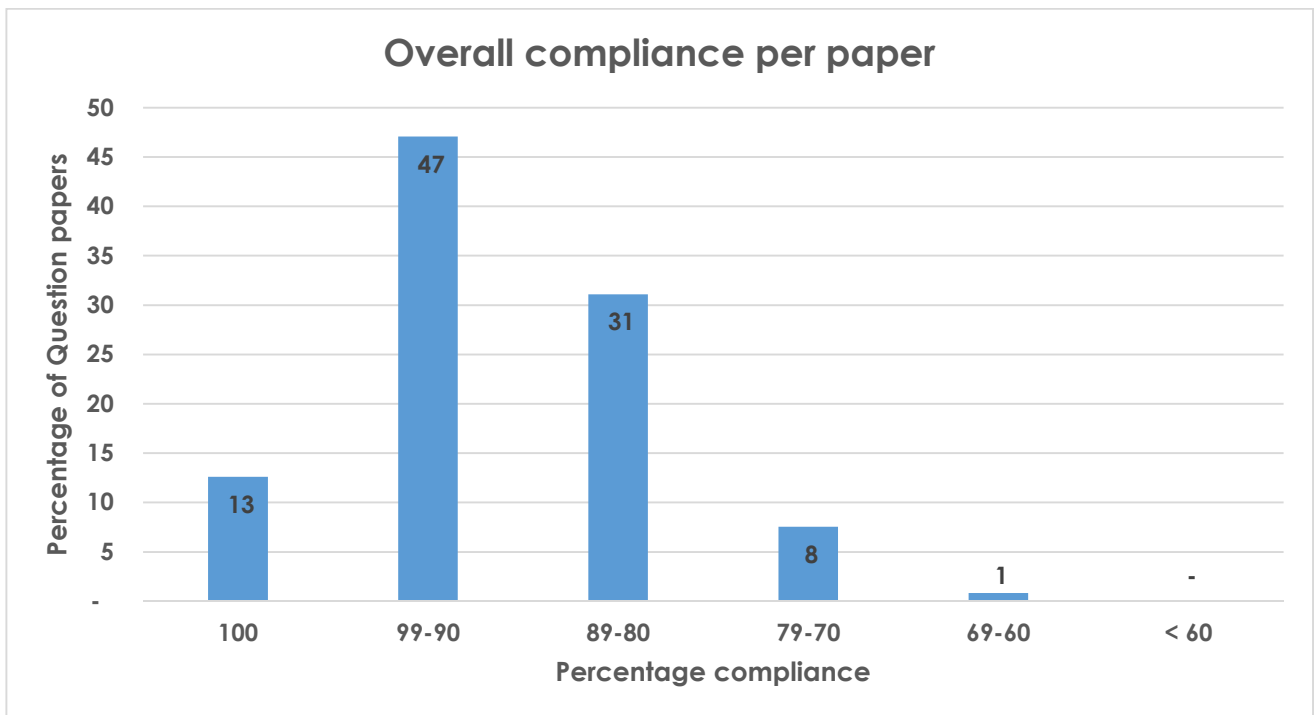


Figure 1.3 Percentage overall compliance of question papers and marking guidelines during the first moderation

Most of the question papers for the 2017 SC(a) examinations were more than 80% compliant at the first moderation when all Umalusi moderation criteria were considered. The ten question papers with less than 80% overall compliance were:

IsiXhosa HL P1	IsiXhosa HL P2	IsiXhosa HL P3	Sesotho HL P1
Xitsonga HL P1	Xitsonga HL P2	Xitsonga HL P3	Setswana HL P1
Computer Applications Technology P2		Tshivenda FAL P1	

Only one question paper, namely, IsiXhosa HL P3 had an overall compliance which is less than 70%.

In general, a larger percentage of 2017 SC(a) question papers (99%) were compliant (70% and higher) in comparison to the 2016 SC(a) question papers (94%) at the first moderation (Table 1C). However, the percentage of question papers that had 100% compliance declined by 4% from 17% in 2016 to 13% in 2017.

Table1C: Comparison of the compliance of question papers at the first moderations in June 2016 and 2017

Compliance (%)	2016 SC(a) (% papers)	2017 SC(a) (% papers)
100	17	13
90 – 99	36	47
80 – 89	31	31
70 – 79	10	8
60 – 69	4	1
< 60	2	0

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 as shown in Figure 1.4 below.

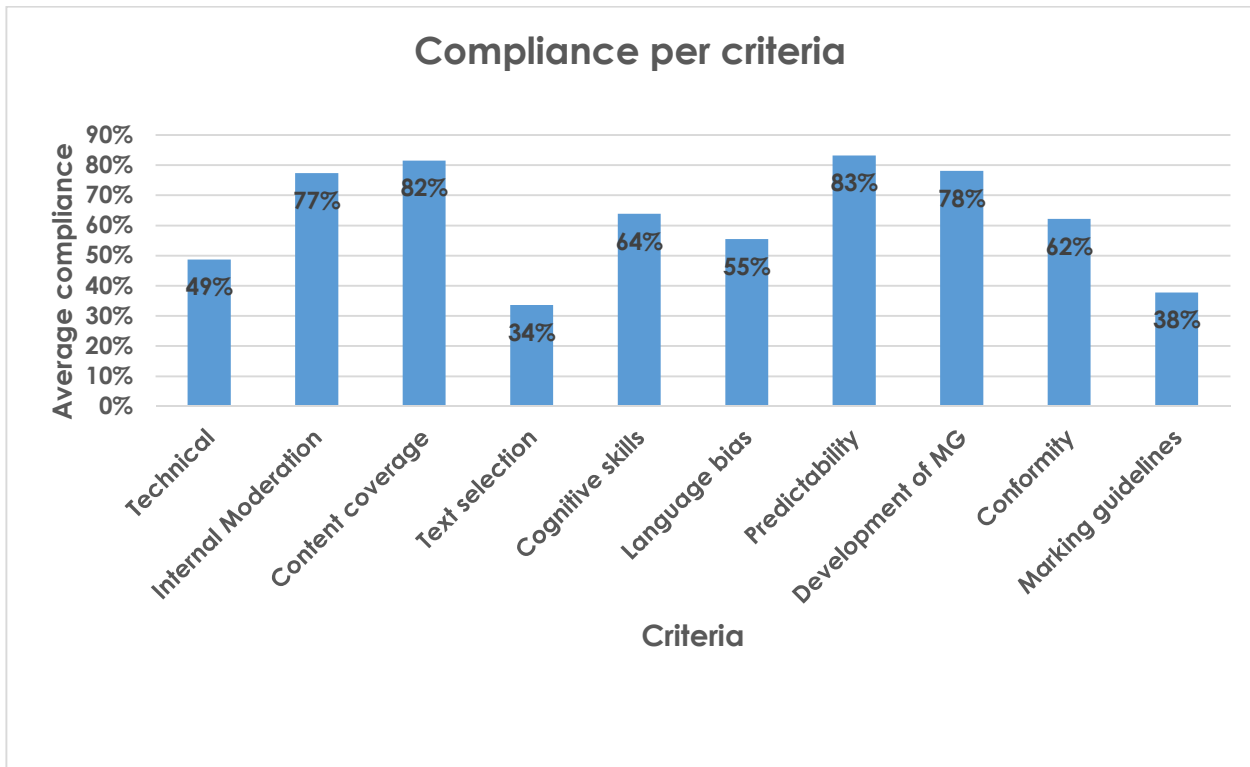


Figure 1.4 Percentage compliance of question papers and marking guidelines according to different criteria during the first moderation

The highest compliance was observed with respect to content coverage (82%) and predictability (83%), while the lowest compliance was observed with respect to the text selection, types and quality of questions (34%) and the accuracy and reliability of the marking guidelines (38%). Some examples of non-compliance are discussed for each of the criteria below.

1.3.4 Question paper and marking guideline moderation criteria

Below are the comments on how the question paper adherence to the moderation criteria at first moderation. Criteria not met during the first moderation of the examinations question papers were addressed by the assessment body (DBE) and thus all question papers were compliant when approved at final moderation.

Section A: Moderation of question paper

Technical criteria

The technical criteria had the third lowest degree of compliance (49%). Some technical problems identified are discussed below.

a) Instructions to candidates were not clear or were ambiguous in the following subjects/question papers:

IsiXhosa HL P3	Xitsonga HL P3	Afrikaans HL P2	Afrikaans HL P3
English FAL P1	English FAL P3	English SAL P1	IsiZulu FAL P3
IsiZulu SAL P1	Sesotho HL P3	Tourism	Geography P2
Dramatic Arts	Agricultural Management Practices	Information Technology	

b) The layout was found to be cluttered and thus rendering the question paper not reader-friendly in the following subjects/question papers:

Economics P2	Setswana SAL P1	Afrikaans HL P1	Agricultural Technology
English HL P1	Religion Studies P1	Religion Studies P2	Dramatic Arts
Mathematical Literacy P2	Visual Arts	Computer Applications Technology P2	

c) The headers and footers on each page of the following subjects/question papers were not consistent and thus did not adhere to the required format:

Sepedi SAL P1	Sepedi SAL P2	English HL P2	English HL P3	Xitsonga FAL P2
Visual Arts	Economics P1	Economics P2	IsiZulu FAL P3	Civil Technology
Agricultural Technology	Electrical Technology		IsiXhosa FAL P1	

d) The following question papers were not print-ready at first presentation because the quality of the drawings, illustrations, graphs and/or tables were not good:

Afrikaans SAL P2	Afrikaans FAL P1	Afrikaans FAL P3	Sepedi SAL P1	Tourism
IsiXhosa HL P1	English HL P1	English HL P3	Visual Arts	Mathematics P2
Sesotho HL P3	Sesotho SAL P1	Sesotho SAL P2	Life Sciences P1	Life Sciences P2
Mathematical Literacy P1	Mathematical Literacy P2		Civil Technology	
Agricultural Sciences P1	Agricultural Sciences P2		Physical Sciences P1	
Electrical Technology	Computer Applications Technology P2			Geography P1

A minimum of 92% of the question papers complied favourably with the remaining ten quality indicators within the technical aspects criterion.

Internal moderation

Seventy-seven percent (77%) of the question papers were compliant with regard to the internal moderation criterion. The main challenge identified in this criterion was that the inputs from the internal moderators were not sufficiently rigorous. The non-compliance was noted in the following subjects/question papers:

Sepedi SAL P1	Sepedi HL P2	Afrikaans HL P1	Afrikaans HL P2	Music P1
Afrikaans HL P3	Civil Technology	IsiZulu FAL P2	IsiZulu FAL P3	Setswana HL P1
IsiZulu SAL P1	IsiZulu SAL P2	Sesotho HL P1	Sesotho HL P2	Setswana HL P3
Agricultural Sciences P1	Mathematical Literacy P1	Mathematical Literacy P2		

The remaining three quality indicators, namely, inclusion of the internal moderators' reports, evidence of internal moderation and evidence that the internal moderators' recommendations have been addressed, were generally complied with.

Content coverage

The focus of this criterion, content coverage, is to assess whether question papers have complied with the content as stated in the curriculum and guidelines prescribed in the policy documents. Eighty-two percent (82%) of the question papers were compliant with regard to content coverage. The high level of compliance was noted in the last three (3) of the five quality indicators, namely; the questions were within the broad scope of the Curriculum and Assessment Policy Statement (CAPS); the topics were appropriately linked and integrated; and the questions were representative of the latest development in the subject.

The major problems identified in this criterion were:

- a) The analysis grid did not clearly indicate how each question is linked to the topic in the following seven (7) question papers:

Consumer Studies	Dramatic Arts	Sesotho HL P3	IsiXhosa FAL P1
IsiXhosa HL P1	IsiXhosa HL P3	Computer Applications Technology P2	

- b) The topics were not adequately covered as prescribed in the CAPS in the following nine (9) question papers:

Dance Studies	Dramatic Arts	Sepedi FAL P1	Sepedi FAL P2
Geography P1	Sesotho HL P1	Sesotho HL P2	Civil Technology
Agricultural Management Practices			

Text selection, types and quality of questions

This criterion comprises of twenty-two (22) quality indicators (QIs) and had the lowest level of compliance, 34% of the question papers in this examination. The first three of these 22 QIs deal with general questions; the next six (6) QIs focus on selection of text; followed by seven (7) QIs that focus on the quality of questions; and the last six (6) QIs concentrate on multiple-choice questions.

- a) The QI, "there is a correlation between mark allocation, level of difficulty and time allocation"; within the general questions group, showed the greatest deviance in the following question papers:

IsiXhosa FAL P1	IsiXhosa FAL P2	Agricultural Sciences P1	IsiXhosa HL P3
Xitsonga FAL P1	Civil Technology	Mathematical Literacy P1	IsiXhosa HL P1
Sesotho FAL P2	Sesotho HL P1	Mathematical Literacy P2	SiSwati FAL P3
Tourism	Agricultural Management Practices	Computer Applications Technology P1	

- b) The following question papers were deviant with regard to the quality indicator; "the source material is functional, relevant and appropriate":

IsiXhosa FAL P1	IsiXhosa HL P1	Consumer Studies	Life Sciences P2
Afrikaans HL P1	Afrikaans SAL P2	Geography P1	English HL P2
Sesotho FAL P1	Sesotho HL P1	Sesotho HL P3	Sepedi HL P1
SiSwati FAL P3	Mathematical Literacy P1	Computer Applications Technology P1	

- c) There were questions in the following question papers which were found to contain vaguely defined questions, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers:

Afrikaans FAL P1	Afrikaans FAL 2	Afrikaans FAL P3	Sepedi HL P1	Sepedi HL P2
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Sepedi HL P3	IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa FAL P3	IsiXhosa HL P1
IsiXhosa HL P3	Tourism	Afrikaans HL P1	Afrikaans HL P2	Afrikaans HL P3
Civil Technology	English FAL P1	English FAL P2	English HL P3	SiSwati FAL P3
Consumer Studies	Visual Arts	Dramatic Arts	IsiZulu SAL P2	
IsiZulu HL P1	IsiZulu HL P2	IsiZulu HL P3	Geography P2	Sesotho HL P1
Sesotho HL P2	Sesotho HL P3	Religion Studies P1	Life Sciences P2	
Math Literacy P1	Math Literacy P2	Life Sciences P1		
Economics P1	Economics P2	CAT P2		

d) There were questions which were found not to be providing clear instructional key words/verbs in the following question papers:

History P1	History P2	Sepedi SAL P2	Tourism	SiSwati FAL P1
English HL P1	English HL P2	English FAL P3	English SAL P1	
Afrikaans SAL P1	IsiXhosa FAL P2	IsiZulu SAL P2		
Religion Studies P1	Mathematical Literacy P2	Civil Technology		
Computer Applications Technology P1	Computer Applications Technology P2			

e) The following question papers were found to have questions which did not contain sufficient information to elicit appropriate responses:

Sepedi SAL P1	Sepedi FAL P2	Sepedi HL P1	Xitsonga HL P1
IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa HL P1	IsiZulu SAL P2
Life Sciences P2	Setswana HL P1	Computer Applications Technology P2	
Afrikaans HL P1	Afrikaans HL P2	Afrikaans HL P3	SiSwati FAL P1
Tourism	SiSwati HL P2	English HL P1	English HL P2
English SAL P1			
Sesotho FAL P1	Sesotho FAL P2	Sesotho HL P1	Sesotho HL P3
Civil Technology	Mathematical Literacy P2	Visual Arts	Dance Studies

f) There were some factual errors or misleading information in some of the questions in the following question papers:

Sepedi SAL P1	Sepedi HL P1	Xitsonga FAL P3	Xitsonga HL P2	Setswana HL P1
IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa HL P1	IsiXhosa HL P3	
English HL P1	English HL P2	SiSwati FAL P1	SiSwati FAL P2	IsiZulu HL P1

IsiZulu HL P2	IsiZulu HL P3	Sesotho HL P1	Sesotho HL P2	Sesotho FAL P1
Mathematical Literacy P2		Visual Arts		Physical Sciences P1

Cognitive skills

During the first external moderation process, 64% of the question papers complied with the cognitive skills requirements stipulated in the CAPS for each subject. The challenges that led to the question papers not to comply fully with this criterion are discussed below.

a) There was an inappropriate distribution in terms of cognitive levels as per CAPS requirements in the following question papers:

Life Sciences P1	Life Sciences P2		Sepedi FAL P1	Sepedi FAL P2
Sepedi SAL P2	Sesotho FAL P1		Sesotho FAL P2	Sesotho HL P1
Sesotho SAL P1	English HL P1		English HL P2	Afrikaans FAL P2
Xitsonga HL P1	IsiZulu HL P1	IsiZulu HL P2	Design P1	Dance Studies
IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa HL P1	IsiXhosa HL P3	
Mathematics P1		Xitsonga FAL P2		Afrikaans FAL P1
Civil Technology		Physical Sciences P1		Agricultural Sciences P1
Agricultural Management Practices			Mathematical Literacy P1	Tourism

b) The following question papers included choice questions which were not of an equal level of difficulty:

Afrikaans FAL P3	Afrikaans SAL P2	Sesotho SAL P1	IsiXhosa HL P3
Business Studies	Dance Studies	Geography P1	Economics P2

c) The degree of difficulty was unintentionally increased by the inclusion of irrelevant information in the following question papers:

IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa HL P1	IsiXhosa HL P3	English HL P1
Geography P2	Life Sciences P1	IsiZulu SAL P1	Sesotho HL P1	Sesotho HL P2

Language and bias

Approximately 55% of the question papers were compliant with regard to language and bias criterion. Some of the problems that contributed to question papers not to be approved at the first moderation are discussed below.

a) The following question papers had subtleties in the grammar that might create confusion:

Afrikaans FAL P1	Afrikaans FAL P2	Afrikaans FAL P3	Afrikaans HL P1	Afrikaans HL P2
Afrikaans HL P3	IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa HL P1	IsiXhosa HL P3
Life Sciences P1	Religion Studies P1	Business Studies	Geography P1	
English FAL P2	English FAL P3	English HL P1	English HL P3	English SAL P1
Setswana HL P1	Setswana HL P2	Setswana HL P3	Sesotho FAL P1	SiSwati FAL P1
Computer Applications Technology P1		Computer Applications Technology P2		
Mathematical Literacy P1		Mathematical Literacy P2		

b) The language used in some question in the following question papers was found to be grammatically incorrect:

Design P1	Economics P1	Economics P2	Sepedi HL P1	Religion Studies P1
Setswana HL P1	Setswana HL P2	Setswana HL P3	IsiXhosa HL P1	IsiXhosa HL P3
Afrikaans FAL P1	Afrikaans FAL P2	Afrikaans HL P1	Afrikaans HL P2	Afrikaans HL P3
CAT P1	CAT P2	Math Literacy P1	Math Literacy P2	Information Technology P2
Sesotho FAL P1	Sesotho HL P2	Agricultural Sciences P2	Agricultural Technology	

c) Some of the questions were found to contain over-complicated syntax in the following question papers:

Afrikaans FAL P1	Afrikaans FAL P2	Afrikaans FAL P3	Visual Arts	
IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa HL P1	English SAL P2	Sesotho HL P1

Predictability

The predictability criterion assesses the level of originality as proof that the questions were not repeated from the previous three years examination cycles. This criterion displayed the highest degree of compliance with eighty-three percent (83%) of the question papers being compliant; thus attesting to the vigilance of the examination panels. Some of the

problems identified at the first moderation of the June 2017 examination question papers were as follows:

- a) Some of the questions were of such a nature that they could be spotted or predicted easily in the following question papers:

Electrical Technology		English SAL P1	Sepedi FAL P2	Sepedi SAL P1
Sesotho HL P1	Sesotho HL P3	Sesotho FAL P2	Tourism	IsiZulu FAL P3

- b) There was verbatim repetition (“cut and paste”) of questions from the past three years’ question papers in the following question papers:

Sepedi SAL P1	Sepedi FAL P2	Sepedi FAL P1	Electrical Technology
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- c) The questions in the following question papers lacked an appropriate degree of innovation:

English HL P1	Sepedi FAL P1	Sepedi FAL P2	Sepedi SAL P1
Sesotho FAL P1	Sesotho HL P3	Setswana HL P1	Visual Arts

Section B: Moderation of marking guidelines

This section presents findings and discussion of the three (3) criteria of moderation of marking guidelines namely, development, conformity with question paper and accuracy and reliability of marking guidelines.

Development

This criterion displayed the third highest degree of compliance with seventy-eight percent (78%) of the marking guidelines being compliant with the expectations during the first moderations. The following are some of the problems identified:

- a) The marking guidelines had not been developed alongside the question paper:

Dramatic Arts		Geography P2	Religion Studies P2	English FAL P2
Xitsonga HL P1	Xitsonga HL P3	IsiZulu FAL P2	IsiZulu SAL P2	Sepedi FAL P3
Setswana HL P1	Setswana HL P2	SiSwati FAL P1	SiSwati HL P2	Sesotho FAL P1

- b) The marking guidelines of Sepedi FAL P3 and Dramatic Arts did not reflect the assessment objectives of the curriculum in correct proportions; and
- c) The marking guidelines of the following subjects did not maintain intellectual challenge from one year to the other:

Sepedi FAL P1	Sepedi FAL P3	Sepedi SAL P1	Setswana HL P1
IsiXhosa HL P1	IsiXhosa HL P3	Sesotho HL P1	Sesotho HL P2

Conformity

Approximately 62% of marking guidelines were compliant with the expectations of this criterion during the first moderation. Examples of non-compliance with respect to this criterion were:

- a) The marking guidelines of the following question papers did not correspond with the questions:

Dance Studies	Visual Arts	Design P1	Dramatic Arts	Geography P1
Afrikaans HL P1	Afrikaans HL P2	Afrikaans HL P3	Xitsonga FAL P2	SiSwati HL P2
IsiZulu SAL P2	Sesotho FAL P1	Sesotho HL P2	Sepedi HL P2	Sepedi FAL P3
IsiXhosa FAL P1	Setswana HL P1	Setswana HL P2	Electrical Technology	
Computer Applications Technology P2			Agricultural Sciences P1	

- b) The marking guidelines of the following question papers did not match the command words in the questions:

English FAL P1	English FAL P2	English HL P2	Afrikaans FAL P1	Afrikaans FAL 2
Dramatic Arts	Tourism	Music P1	Xitsonga FAL P3	SiSwati FAL P2
IsiXhosa FAL P1	IsiXhosa HL P1	IsiZulu HL P1	IsiZulu HL P2	Sepedi HL P1
Hospitality Studies	Civil Technology	Sepedi FAL P3	CAT P2	

- c) There was a lack of correspondence between the marks for each sub-question shown in the marking guideline of the following subjects/question papers:

IsiXhosa HL P1	IsiXhosa HL P3	IsiZulu FAL P2	Mathematics P1
Geography P1	Civil Technology	Electrical Technology	CAT P2

Accuracy and reliability of marking guidelines

This criterion is comprised of twelve (12) quality indicators. Thirty eight (38%) of the marking guidelines met the expectations of this criterion during the first moderation. The most common areas of non-compliance identified during the first moderation are discussed below.

a) The marking guideline was not always correct in terms of the subject matter in the following subjects:

Dramatic Arts	Economics P1	Economics P2	Geography P1
Electrical Technology	Information Technology P1	Music P1	
History P1	History P2	CAT P1	
IsiXhosa HL P1	IsiXhosa HL P3	Sepedi FAL P3	IsiZulu SAL P2
Afrikaans HL P2			
Xitsonga FAL P1	Xitsonga FAL P3	Sesotho SAL P1	Setswana HL P1
SiSwati FAL P1	Life Sciences P1	Life Sciences P2	Sesotho FAL P2
Mathematical Literacy P1	Mathematical Literacy P2		

b) The marking guideline contained typographical errors or errors in language in the following subjects:

Afrikaans FAL P1	Afrikaans FAL P2	Afrikaans FAL P3	Afrikaans HL P1
Afrikaans HL P2	Afrikaans HL P3	Afrikaans SAL P1	Afrikaans SAL P2
Sepedi HL P2	Sepedi HL P3	Sepedi SAL P1	IsiXhosa HL P1
IsiXhosa FAL P3	IsiXhosa HL P3	Sesotho HL P3	Sesotho SAL P1
Sepedi HL P1	English HL P1	English HL P3	Setswana HL P2
SiSwati FAL P1	SiSwati FAL P2	SiSwati HL P2	Music P1
Dramatic Arts			
Civil Technology	Religion Studies P1	Religion Studies P2	
Agricultural Technology	Agricultural Sciences P1	Information Technology P2	
Agricultural Management Practices	Computer Applications Technology P2		

c) The marking guideline was not ready to facilitate marking in the following subjects:

Afrikaans FAL P1	Afrikaans FAL 2	Sepedi FAL P3	Sepedi SAL P1	Setswana HL P2
English HL P1	English HL P2	English HL P3	English SAL P1	Dramatic Arts

SiSwati FAL P1	SiSwati FAL P2	SiSwati FAL P3	SiSwati HL P2	Sesotho HL P3
IsiXhosa FAL P1	IsiXhosa FAL P2	IsiXhosa FAL P3	IsiXhosa HL P1	IsiXhosa HL P3
Xitsonga HL P1	Xitsonga HL P2	Xitsonga HL P3	IsiZulu HL P1	IsiZulu HL P2
IsiZulu FAL P3	IsiZulu SAL P2	Civil Technology		

d) The marking guidelines did not provide enough detail to ensure reliability of marking in the following subjects:

Afrikaans HL P1	Afrikaans HL P2	Afrikaans HL P3	Dramatic Arts	Visual Arts
IsiXhosa HL P1	IsiXhosa HL P3	IsiZulu FAL P3	SiSwati FAL P3	Tourism
Economics P2	Sepedi FAL P3	Sesotho FAL P2	Agricultural Sciences P1	
English HL P1	English HL P3	English SAL P1		

e) The marking guideline of the following subjects did not make allowance for relevant alternative responses:

Economics P1	Economics P2	Afrikaans HL P1	Afrikaans HL P2	IsiXhosa HL P3
English SAL P2	Sepedi FAL P3	Sepedi SAL P1	Mathematics P1	Sesotho HL P2
Religion Studies P1	Mathematical Literacy P1	Mathematical Literacy P2		

1.4 Areas of Good Practice

The following areas of good practice were noted:

- a) The DBE is commended for the percentage of question papers that were approved during the first and second moderation combined which improved from 87.8% in 2016 SC(a) to 96.6% in 2017 SC(a).
- b) Umalusi commends the DBE for achieving acceptable standards in the setting of the following question papers:

Accounting	Consumer Studies	Dance Studies	Design	Music P1
Hospitality Studies	IsiNdebele FAL P1	IsiNdebele FAL P2	IsiNdebele FAL P3	
IsiNdebele HL P1	IsiNdebele HL P2	IsiNdebele HL P3	IsiZulu FAL P2	IsiZulu HL P3
Mathematics P1	Mathematics P2	Setswana SAL P2	Music P2	Tourism

SiSwati FAL P2	Sepedi HL P3	Sepedi SAL P2	Sesotho SAL P2
Tshivenda FAL P2	Tshivenda FAL P3	Tshivenda HL P1	Tshivenda HL P3
English HL P1	English HL P3	English SAL P1	English SAL P2
Physical Sciences P2	Mechanical Technology	Information Technology P1	
Information Technology P2		Information Technology P1 (back up)	
Engineering Graphics and Design P1		Engineering Graphics and Design P2	

These thirty-eight (38) question papers were approved at the first moderation.

1.5 Areas of Concern

The following areas of concern were identified during the moderation of the 2017 SC(a) question papers:

- a) The failure by both examiners and internal moderators to address recurrent non-compliance that led to four (4), that is 3.4% of the question papers to require more than two moderations. The four (4) question papers concerned are:

Afrikaans HL P1; IsiXhosa FAL P1; IsiXhosa HL P1 and P2.

- b) There is still some inconsistency in how some examiners and internal moderators interpret higher order cognitive skills such as Civil Technology, Physical Sciences P1, Mathematics P1, etc.

1.6 Directives for Compliance and Improvement

The following directives are given to improve the setting of examination 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 failed repeatedly to adhere to the requirements for compliance, thus resulted in requiring more than two external moderations; and
- b) 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 summarized the major findings of the analyses of the question paper moderation reports for the 2017 SC(a) examinations. Generally, Umalusi is satisfied with the question papers that were finally approved, and this is commendable. This chapter has also highlighted directives for compliance which the DBE will need to address before the next moderation cycle to ensure that the majority of the question papers met the moderation criteria.

CHAPTER 2 MONITORING OF WRITING

2.1 Introduction and Purpose

The conduct, administration and management of the Senior Certificate Amended [SC (a)] examinations takes place during May/June, annually. These examinations have the same currency as the National Senior Certificate examinations, however the registration requirements for the SC(a) differs with those of the NSC, as they will include the following categories of candidates:

- a) Unsuccessful candidates in the National Senior certificate (NSC);
- b) Candidates who have been granted multiple examination opportunities (MEO) status, the so-called modularised candidates;
- c) Part-time candidates who had already enrolled for the SC(a);
- d) Candidates who have passed Grade 11 in previous years; and
- e) Other special cases where the Heads of Provincial Department of Education and private/independent assessment bodies may use their discretionary powers to allow such candidates admission to the SC(a) examination; including adult candidates who are 21 years and older who have not registered for SC(a) examinations before, provided they meet the following requirements:
 - I. Must undertake to complete the SC(a) in at least three(3)years;
 - II. Must be 21 years and older;
 - III. Must provide a motivation to Head of Department, why they should be allowed to register; and
 - IV. Head of Department must grant approval.

As part of its mandate, Umalusi monitored the administration of the June 2017 Senior Certificate Amended examinations that commenced on 23 May and ended on 4 July 2017. These examinations were administered for seven (7) weeks.

The 2017 SC (a) examinations were administered across the nine (9) Provincial Departments of Education, and in some provinces, the examinations were written under un conducive conditions due to external factors such as service delivery community protests and in some areas, the taxi strikes. These incidents were isolated, and beyond the control of the National and Provincial Education Departments.

Umalusi monitored the SC (a) to verify the extent to which examination centres complied with the regulation pertaining to the Conduct, Administration and Management of the SC(a) examinations, and the extent to which the assessment body monitored these examinations.

This chapter report on the findings gathered from a sample of examination centres monitored. The report will further highlight areas of good practice observed, areas of concern, and issue directives for compliance and improvement, to which the assessment body must address.

2.2 Scope and Approach

The 2017 SC (a) examination was administered to 162 157 registered candidates, nationally. Table 2.1 provides the breakdown on candidates' registration data according to Provincial Education Departments (PEDs).

Table 2.1 also provide the breakdown of the number of candidates' registration against candidates registered for Multiple Examination Opportunities (MEO) per PED. It should be noted that 48199 (29.7%) of the total number of candidates registered, were candidates with Multiple Examination Opportunities status. These statistics may also shed light to the effect of MEO on the SC (a) examination as a pioneering attempt.

Table 2A: Number of candidates registered for the 2017 SC (a) versus the number of MEO candidate. (Enrolments stats as provided by DBE).

PED	Eastern Cape	Free State	Gauteng	Kwa-Zulu Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape	Overall number
Total Number of registered candidates	13 924	12 720	40 400	24 400	20 102	16 431	5 152	11 890	17 504	162 157
Number of MEO candidates	7252	1985	11508	11063	5108	5167	1334	2898	1884	48199
% of MEO candidates per PED	52.1	15.6	28.7	45.3	25.4	31.4	25.9	24.4	10.8	29.7%

Notably across the PEDs, was the number of candidates with MEO status who registered to write gate-way subject. Table 2.2 below, provides list of subjects registered by most of the MEO candidates, across PEDs.

Table 2B: Number of MEO candidates entered to write gate-way subjects.
(Stats provided by DBE)

List of Gate-way subjects	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Accounting	876	329	1443	1961	673	566	109	292	104	6353
Agricultural Science	842	53	32	610	1062	604	93	356	18	3670
Business Studies	1012	353	2739	2154	672	972	224	314	731	9171
Economics	1047	221	1768	1376	644	781	97	231	190	6355
English First Additional Language	692	295	341	689	648	651	108	133	196	3753
Geography	1580	296	3315	3471	1585	1406	442	850	534	13479
History	871	98	996	737	251	292	161	123	440	3969
Life Sciences	1841	426	2647	2857	1994	1323	568	1115	576	13347
Mathematics	2385	520	2441	4227	1308	1454	278	729	64	13406

Mathematical Literacy	3717	583	5573	3876	2118	1733	439	1256	938	20233
Physical Sciences	1172	483	2139	1874	1084	1061	224	574	58	8669

In order to comply with its mandatory obligation, Umalusi monitored a sample of 60 examinations centres of the national population.

A mixed method approach was adopted for collecting data, and this included observations and interviews. Table 2.3 below provides number of centres monitored across PEDs.

Table 2C: Number of examinations centres monitored per PED

	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Number of centres monitored	08	06	08	10	09	06	03	05	05

2.3 Summary of Findings

The findings in this report are presented in terms of the criteria with eight critical indicators prescribed for monitoring the writing of examination.

Below, Table 2.4 and Fig 3A indicate the overall level of compliance of the centers in accordance with the criteria:

Table 2D: Overall level of compliance in relation to criteria

Criterion	Met all criteria	Met 80% of criteria	Met 60% of criteria	Met 40% of criteria	Did not meet criteria	Total
	100%				0%	

Delivery and storage of examination material	44 73.3%	15 25%	1 1.7%	0	0	60
The invigilators and their training	38 63.3%	12 20%	9 15%	1 1.7%	0	60
Preparations for writing and examination room/venue(s)	9 15%	43 71.7%	5 8.3%	3 5%	0	60
Time management for the conduct of examinations	33 55%	19 31.7%	7 11.7%	1 1.7%	0	60
Checking of the immediate environment	44 73.3%	0	0	0	16 26.7%	60
Activities during writing	36 60%	23 38.3%	1 1.7%	0	0	60
Packaging and transmission of answer scripts	41 68.3%	18 30%	1 1.7%	0	0	60
Monitoring by the Assessment Body	24 40%	0	21 35%	0	15 25%	60
Total	269 56%	130 27.1%	45 9.4%	5 1%	31 6.5%	480

2.3.1 Delivery and storage of examination material

On the monitoring conducted, the finding revealed a differentiated approach adopted by the centres:

- a) The Chief Invigilators collected examination materials from the nodal points whereas in other instances, the district/circuit officials collected the examination materials on a daily basis.
- b) In the Western Cape and Limpopo, examination materials were delivered to the examination centres per weekly, i.e. weekly consignments.
- c) Question papers were delivered sealed from the PED examinations directorates, and locked into storage facilities at 38 examination centres until taken to the examination rooms, while at 22 examination centres the question papers were taken straight to

the examination rooms on arrival. At 3 of 22 examination centres, the examination material was kept in a car on arrival until taken to the examination rooms.

Generally, the examinations materials were kept safe and there was satisfactory level of security available.

2.3.2 The invigilators and their training

The invigilation is a critical function in the conduct of examinations. It was noted that, at 49 of 60 examination centres monitored, chief invigilators were duly appointed by the District Director. However the following inconsistencies were noted:

- a) The appointment letters at two centres were not signed by the respective district official and evidence in one file, showed that the person was appointed in 2015;
- b) At eight examination centres appointment letters of Chief Invigilators were not available for verification;
- c) The examination officials in districts trained chief Invigilators. Six centres could not produce evidence of the training;
- d) At 19 examination centres, currently serving educators or ABET educators were appointed as invigilators while at 41 examination centres community members such as retired educators were appointed as invigilators. It was found that at 9 centres evidence of appointment letters was not available for verification.

Notably, 50 examination centres produced evidence of training of invigilators for the current examination while at the remaining 10 there was no evidence of training was available. In the main, this showed that the assessment body satisfactorily maintain an acceptable standard.

2.3.3 Preparations for writing and the examination venues

The findings gathered revealed the compliance levels as highlighted below:

- a) 14 centres monitored had signage to identify the examination venue. The environment inside and outside the examination rooms were of acceptable standard at all examination centres monitored;

- b) All 60 examination centres monitored were devoid of any display of material that could assist the candidates during the examination;
- c) At 17 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 centres the sitting of the candidates did not match with the available seating plan. Even where there were seating plans available many were drawn after the candidates were already seated;
- d) Information boards at 54 examination centres had important information about the examination in progress displayed clearly. The information included, date, subject and start-finish times except at six centres where there was no information board available. Three examination centres did not display clocks or other time displaying devices;
- e) Invigilators at eight examination centres monitored did not sign the attendance register on the day of monitoring. Only 25 of the 60 examination centres monitored had nametags available for invigilators;
- f) In exception of 10 examination centres: 5 in Eastern Cape, 1 in Free State, 2 in Gauteng and 2 in Limpopo, all other examination centres monitored had arrangements for relief invigilators during the examination. Chief Invigilators acted as relief invigilators in these instances. None of the examination sessions monitored required specialised equipment for the subject written except for calculators that were provided by the candidates. In 51 examination centres, examination files were relatively well-maintained. There was no evidence provided in the 9 other centres;
- g) Pockets of challenges due to unavailability of evidence were noted as follows:

Some examination files did not have copies of some of the documents required like: copies of appointment letters of invigilators; invigilation timetable; relief timetable; invigilators attendance register; monitors attendance register; seating plan and dispatch forms in the file.

- The following were the compliance levels for each of the categories;
 - I. Copies of the relief timetable (23/60);
 - II. Seating plan (17/60);

III. Monitors attendance records (17/60); and

IV. Dispatch form (11/60).

It is imperative for the examination centres to keep the relevant files to trace the actual floor plan and sitting of candidates and movement of examination material for any possible further verification and investigation in cases of an examination irregularity being interrogated.

- h) Proper verification of candidates' identity is very important to avoid any imposter candidates, especially with the SC (a) examinations;
- i) It was pleasing to note that majority of candidates were in possession of necessary identification documents (IDs). However, at 10 centres, IDs were not verified before the candidates were admitted into the examination centre. Few candidates who were not in possession of such documents were allowed to write the examination after necessary departmental forms were completed;
- j) The chief invigilator or invigilator opened question papers in front of the candidates across the centres that Umalusi monitored;
- k) It was discovered that two (2) candidates from two (2) examination centres had special concessions granted and approved by the PED;
- l) Furthermore, there were 24 unregistered or wrongly registered candidates from 10 centres. In this case, the candidates 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;
- m) Checking of the calculators was limited to the subjects that required this special device to be used, however the monitors discovered that the invigilators could not confirm whether the devices were prescribed and approved or not;
- n) In 60 examination centres monitored, 59 adhered to the restriction on "no cell phone" in the examination rooms except at one centre in Free State where one cell phone rang during the examination;
- o) All examination centres monitored complied with 1:30 invigilator - candidate ratio.

In general, the preparations prior to the writing were largely satisfactory, except in few cases where there were non-compliance to the regulation.

2.3.4 Time management

With regard to management of time, the following observations were made:

- a) The invigilators and candidates reported at the examination rooms 30 minutes prior to the start of the examination session. This gave enough time for administrative matters to be addressed before the commencement of writing. There was only one centre in Eastern Cape where invigilators arrived late (13:45), and this incident resulted in the late starting of examination.
- b) All examination centres except for one as noted above in par (a), managed to distribute the answer books and question papers on time to the candidates. Examination rules were read to the candidates at 53 out of 60 centres monitored.
- c) Question papers were checked for technical accuracy at 47 centres while 13 centres did not fulfil this requirement.
- d) The 10 minutes reading time was complied with in 53 examination centres, however in seven centres, the 10 minutes reading time was not adhered to or exceeded the prescribed reading time.

2.3.5 Checking the immediate environment

The surroundings in and around the writing rooms were checked by the invigilators at 47 centres, while 13 centres failed to do this checking.

2.3.6 Activities during writing

It was pleasing to note that the invigilators were generally vigilant and mobile during the invigilation. However, the following activities were noted across examination centres monitored:

- a) Candidates did not ask for any clarification of question papers from the invigilators at any of the monitored examination centres;

- b) An invigilator of the same gender accompanied candidates who went to the toilet when examinations were in progress, except in one instance, where in a centre a female invigilator could not escort a male candidates going to the ablution facility;
- c) There was no erratum for any of the subjects monitored in all nine provinces which highlighted the quality control in the production of question papers;
- d) Candidates were not allowed to leave the examination room in the last 15 minutes but at eight centres this was not observed;
- e) Examination answer scripts were collected by the invigilators from candidates while these candidates remained seated or submitted to the invigilators when finished writing. There was an exception in one centre in Limpopo and one in Kwa-Zulu Natal where scripts were left on the table by the candidates and collected by the invigilators later.

2.3.7 Packaging and transmission of answer scripts

The packaging of answer scripts after writing was satisfactory, and examination centres ensured that the process is carried-out as per the regulation. The following procedure was observed across the sample centres monitored:

- a) Examination answer books were counted and packed in the examination room in 55 centres and in an office at 5 centres. In all cases this was done by the Chief Invigilator in the presence of Invigilators and Umalusi Monitors, and where available the District official;
- b) Scripts were arranged using the sequence on the mark sheet and in all cases; candidates marked present were accounted for and tallied with the number of candidates marked present at the centre. Scripts involving technical irregularity were wrapped separate;
- c) Scripts were sealed in official sealable plastic sachets provided by the respective Provincial Education Departments. Dispatch forms were completed and submitted but copies were seldom kept by the examination centres for future reference; and
- d) Chief Invigilators or delegated personnel transported the scripts to nodal points within one hour of completion of examination sitting. In some instances, the district officials collected the scripts. However, in one centre in Western Cape and one

centre in Limpopo, scripts were kept locked in the strong room awaiting collection by the courier service as per collection dates;

- e) Daily irregularities reports were not compiled unless there was an irregularity to be reported.

2.3.8 Monitoring by the Assessment Body

At 44 examination centres, there was evidence of monitoring by the assessment body representatives. However, it was found that at 16 centres, monitoring did not take place prior to Umalusi on-site visit to those centres.

2.3.9 Irregularities/incidence identified by Umalusi monitors

There were serious/behavioural irregularities noted at the examination centres monitored. No procedural/administrative irregularities were reported at any of the examination centres monitored during the writing process. However, there were community protests that disrupted and affected the writing in some of the centres.

The following non-compliance issues were noted with regard to management of question papers:

- Question papers were left in areas other than the storage facility before the commencement of the examination.

2.4 Areas of Good Practice

From the monitoring data collected, the following areas of good practice were acknowledged:

- a) Examination materials were collected or delivered from and returned to the nodal points on the day of the examination avoiding overnight keeping of examination material at the examination centre except where prior arrangements were in place to keep the material at the centre;
- b) Question papers were opened in front of the candidates;
- c) Restriction notices of no cell phones in the examination room was followed by examination centres;
- d) The number of candidates who wrote the examination and number of scripts packed tallied in all cases.

2.5 Areas of Concern

The following areas of concern were noted:

- a) Keeping of examination material in the car on arrival at the examination centre;
- b) Invigilation staff not officially appointed for the current session of examination;
- c) Training evidence of Invigilators not up to date;
- d) Lack of signage at the examination rooms;
- e) Seating plans not drawn and/or not followed for the examination session;
- f) Unavailability of information boards in the examination room;
- g) Unavailability of clock and/or time displaying devices in the examination rooms;
- h) Attendance register of invigilators not signed daily;
- i) Lack of proper identification where external monitors were appointed;
- j) Examination file not available and/or do not have all necessary documents;
- k) Verification of candidates ID/Admission documents not done on entry;
- l) Candidate in possession of cell phone in the examination room;
- m) Examination rules not read to candidates;
- n) Question papers not checked for technical accuracy;
- o) Regulated reading time not observed;
- p) Deviating from the official starting time of the examination due to poor time management;
- q) Candidates leaving the answer scripts on the table upon completion of the examination;
- r) Examination centres did not keep copy of the dispatch form of examination material;

Kindly refer to Annexure 2B for summary of concerns and centres involved implicated.

2.6 Directives for Compliance and Improvement

The assessment body is required to address the following directives for compliance:

- a) The examination material must be kept under secured environment, not be left in the car;
- b) Invigilating staff must be appointed in writing and trained by competent personnel;
- c) Appropriate furniture must be used for writing the examination;

- d) All examination session must have seating plan drawn, followed and available for verification;
- e) Information about the examination in progress must be displayed in the examination room;
- f) All examination rooms must have time displaying devices available;
- g) Attendance registers for invigilators must be maintained and signed daily;
- h) Chief Invigilators must maintain examination files and keep copies of the relevant documents in the examination file for reference;
- i) Examination centres must verify the candidates at the entry point for relevant documentation to avoid impersonating candidates;
- j) The cell phone policy must be strictly adhered to at all centres;
- k) Question papers must be checked for technical accuracy before the commencement of writing;
- l) Centres must observe proper time management of activities during the examination;
- m) The assessment body must monitor the writing process of the examination on regular basis.

2.7 Conclusion

Despite few administrative challenges, the conduct, management and administration of the 2017 May/June Senior Certificate Amended Examination by Department of Basic Education were handled reasonably well across the examination centres monitored. Considering the outcome of the sample monitored, the writing of the SC (a) examination can be accepted as credible.

CHAPTER 3 MARKING GUIDELINE DISCUSSIONS

3.1 Introduction and Purpose

Umalusi is mandated to ensure that the Senior Certificate (amended) (SC(a)) 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 SC(a) examinations are maintained.

Consequently, the quality of the marking guidelines (MGs) developed by the Department of Basic Education (DBE) for each SC(a) examination needs to be quality assured by Umalusi.

The purpose for the marking guideline discussion meetings was two-fold:

- to produce Umalusi-approved marking guidelines, and
- to ensure uniform understanding and application of the marking guidelines across the provinces.

In order to achieve this goal, the following objectives were to be met:

- i. To revise the original marking guideline based on discussions between the examining panels, PEDs' representatives and Umalusi external moderators (EMs);
- 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 the marking of most question papers is decentralized;
- iv. To determine appropriate tolerance ranges for the marking of scripts (10% is the internationally acceptable variation); and
- v. To train the provincial representatives in the use of the final MG (Categories A and B). The provincial representatives are then tasked with the training of the markers within their provinces.

This chapter summarises Umalusi' s findings with regard to the marking guideline discussion meetings (Categories A and B) in which Umalusi moderators attended the scheduled meetings in Pretoria; 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

The marking guidelines discussion meetings for 119 question papers from the DBE 2017 SC(a) examinations were grouped according to four different categories, Categories A to D (Tables 3A, 3B, 3C and 3D), according to the personnel involved and the processes and procedures followed. Umalusi external moderators (EMs) attended the marking guideline discussion meetings (MGDMs) at the DBE conference rooms for the Category A and Category B subjects consisting of 72 question papers. Where appropriate, mention is made of the remaining 47 question papers. During the marking guideline discussion meetings, the EMs acted as mediators, expert judges regarding what would be appropriate answers and alternatives answers to questions and provided a final word on what should be acceptable or not in cases where consensus could not be reached.

Table 3A: Category A – Two-day marking guidelines discussion meetings

Subjects	
Accounting	Life Sciences P1, P2
Afrikaans FAL P1, P2, P3	Mathematical Literacy P1, P2
Afrikaans HL P1, P2, P3	Mathematics P1, P2
Agricultural Sciences P1, P2	Physical Sciences P1, P2
Business Studies	Religion Studies P1, P2
Computer Application Technology P1, P2	Sepedi HL P1, P2, P3
Consumer Studies	Sesotho HL P1, P2, P3
Economics P1, P2	Setswana HL P1, P2, P3
English FAL P1, P2, P3	SiSwati HL P1, P2, P3
English HL P1, P2, P3	Tourism
Geography P1, P2	Tshivenda HL P1, P2, P3
History P1, P2	Xitsonga HL P1, P2, P3
IsiXhosa FAL P1	
IsiXhosa HL P1, P2, P3	
IsiZulu FAL P1	

IsiZulu HL P1, P2, P3	
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Table 3B: Category B – One-day marking guidelines discussion meetings by tele-conferencing

Subjects	
Information Technology P1, P2	Sesotho FAL P1
IsiNdebele FAL P1 ^a	Setswana FAL P1
IsiNdebele HL P1	SiSwati FAL P1
IsiNdebele HL P2	Tshivenda FAL P1
IsiNdebele HL P3	Xitsonga FAL P1 ^a
Sepedi FAL P1	

^a No meeting was held as there were no PED representatives

Table 3C: Category C – subjects' marking guideline discussion meetings managed off-site, marked provincially

Subjects	
Afrikaans SAL P1, P2	Mechanical Technology
Civil Technology	Sesotho FAL P2, P3
Design	Setswana FAL P2, P3
Dramatic Arts	SiSwati FAL P2, P3
Engineering Design and Graphics P1, P2	Tshivenda FAL P2, P3
Electrical Technology	Visual Arts
Hospitality	Xitsonga FAL P2, P3
IsiNdebele FAL P2, P3	
IsiXhosa FAL P2, P3	
IsiZulu FAL P2, P3	

Table 3D: Category D – subjects marking guideline discussion meetings managed onsite, marked centrally by DBE

Subjects	
Agricultural Management Practices	Sepedi SAL P1, P2
Agricultural Technology	Sesotho SAL P1, P2
English SAL P1, P2	Setswana SAL P1, P2
IsiXhosa SAL P1, P2	Tshivenda SAL P1, P2
IsiZulu SAL P1, P2	Xitsonga SAL P1, P2
Music P1, P2	

Category A (Table 3A) meetings were conducted for 28 subjects consisting of 60 question papers. These subjects had more than 500 entries per subject. The normal approach to subjects' marking guideline discussion meeting was followed. That is, representatives from

the PEDs (internal moderator [IM] and chief marker [CM]), members of the DBE panel of examiners, DBE officials and Umalusi external moderators were physically present at the two-day Pretoria-based meetings. The PEDs' IMs and CMs compile and submit reports about each examination question paper to the DBE at least three days before each meeting. These reports were submitted together with the inputs (which included alternative answers) for consideration during the finalisation of each MG at the respective MGDM. In addition, PEDs' IMs and/or CMs were expected to have marked a sample of scripts in preparation for each meeting. Provincial representatives were then trained in the use of the finalised MGs.

Category B (Table 3B) marking guideline discussion meetings were conducted for nine (9) subjects consisting of twelve (12) question papers which had entries that ranged between 50 and 500 per subject. The MGDMs for these subjects were conducted for a period ranging from two hours up to one-day. The meetings were conducted similarly to those of category A subjects but the meetings were tele-conferenced – hosted by the respective DBE examining panels and Umalusi external moderators, connected to provincial IMs and CMs in their respective PEDs. There was no dedicated training in marking for these subjects.

The number of entries for Sepedi, Setswana, Sesotho, SiSwati, Tshivenda and Xitsonga First Additional Languages (FAL) were very low which resulted in the conversion of Paper 2 and Paper 3 MGD meetings from Category B to Category C, together with the Paper 2 and Paper 3 of IsiXhosa FAL and IsiZulu FAL.

Categories C (Table 3C) and D (Table 3D) represent 47 question papers. These question papers incorporated subjects with less than 50 entries, selected small enrolment subjects and Second Additional Languages (SALs). Category C question papers were discussed using PEDs reports by the respective DBE examining panels, and the final MGs were endorsed off-site by Umalusi. Category D question papers were discussed and marked centrally by the respective DBE examining panels – the final MGs of Agricultural Management Practices and Afrikaans SAL Paper 1 and Paper 2 were approved by Umalusi for verification purposes.

The marking guidelines discussion meeting instrument consisting of three parts as highlighted in table 3E, below.

Table 3E: Umalusi marking guidelines discussion meeting criteria

Part A Pre-marking preparation	Part B Processes and procedures	Part C Training at meeting
Pre-Marking Guidelines Meeting discussion (1) ^a	Preparation by Internal Moderators and Chief Markers (14) ^a	Training at Marking Guidelines Meeting (3) ^a
Preparation by Internal Moderators and Chief Markers (3) ^a		Quality of the final Marking Guidelines (6) ^a

^a Number of quality indicators

3.3 Summary of Findings

This section reports on the findings of analyses found in the external moderators' MGDMS reports which were based on the criteria listed in Table 3E above.

3.3.1 Preparation and participation in marking guidelines discussion meeting

a) Pre-marking guideline discussion meetings

In most cases Umalusi EMs were unable to meet with the DBE IMs and members of examination panels before the marking guideline discussion meetings, to prepare an updated version of each MG for discussion in the meetings which followed, because they were unaware of these meetings or the logistical arrangements did not allow them to meet. DBE Circular E31 of 2016 paragraph 9.1 indicated that EMs should be present at pre-marking guidelines discussion meetings – in many cases DBE IMs and members of examination panels conversed informally before the marking guideline discussion meetings to prepare for the meetings. The Afrikaans Home Language (HL) EM took part in the pre-marking guideline discussion meetings discussion for all three of the subject papers, and considered this to have been of enormous benefit.

b) Attendance at marking guideline discussion meetings

The DBE examination panel, and representatives (IM and CM) from each PED for each subject are expected to attend marking guidelines discussion meetings–Mpumalanga PED generally sent only one representative, either IM or CM, for the different subjects (except for Physical Sciences Paper 2 where two were sent), to meetings due to budget constraints.

Some PEDs outsourced their marking in some subjects to other PEDs – but it was seldom clear when this was done. For example, the Agricultural Sciences Paper 1 EM indicated that because Northern Cape (NC) PED was not represented at the meeting the scripts of the candidates from the NC needed to be marked in another province. In some subjects, especially some of the African Languages, some members of the DBE examining panels had dual roles as IM or CM for a PED at their meetings, or across FAL and SAL.

Not all members of the DBE Life Sciences Paper 1 examining panel were present due to conflicting DBE duties. Not all members of the DBE examining panel for Information Technology Paper 1 and Paper 2 attended. The EM for Sepedi FAL Paper 1 chaired the MGD meeting, as there were no DBE representatives present. There were no PED representatives at the SiSwati FAL Paper 1 meeting.

The planned tele-conferencing meetings for IsiNdebele FAL Paper 1 and Xitsonga FAL Paper 1 did not take place because the PED representatives were not available since they were engaged in the HL meetings. The FAL and HL meetings proceeded at the same time.

c) Preparation for the marking guidelines discussion meetings

In preparation for the MGD, the PEDs representatives had to engage their counterparts and produce written reports about each examination question paper. These reports were submitted to DBE before the meetings. In addition, internal moderators and CMs were each expected to pre-mark at most 20 scripts. Only a few MGD meetings reached this target – the number of scripts pre-marked by different delegates depended largely on allowing sufficient time between the examination and meeting, and whether/when, scripts were received from respective PEDs as well as the number of candidates who set for the examination. No PED consistently failed to pre-mark at least a sample of scripts, and no province consistently marked their full complement of scripts across all subjects.

d) Participation in marking guidelines discussion meetings

Despite a lack of preparation prior to the MGD meetings by some delegates, EMs noted that most delegates to the meetings actively contributed to refining the MG, identifying possible marking problems and solutions. There was no discussion for the IsiNdebele FAL Paper 1 as a result the original MG was accepted as is.

e) Role of 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 or marking centres (Categories A, B and C).

In order to fulfil this responsibility at the MGD meetings, EMs assumed the generic roles of observer, 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/her subject (Categories A and B). In Category C, it was noted that amended MGs were sent to EMs via Umalusi for final approval.

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

A few logistical issues were experienced in the marking guidelines discussion meetings. Problems encountered included:

- i. A delay in securing a venue which resulted in the Afrikaans HL Paper 2 MGD session starting half-hour late;
- ii. The venues allocated for Afrikaans HL Paper 3, English FAL P3 were too small for the size of the team in attendance; and
- iii. Tele-conferencing hardware malfunction (Information Technology Paper 1) and as a result, the provincial IMs and CMs were contacted on a one-on-one basis.

3.3.2 Processes and Procedures

Category A, marking guidelines discussion meetings were held over two days; and for Category B, the duration of the meetings varied from two hours to one day. The DBE

officials were present at most of these meetings to reiterate the importance and the responsibilities involved in ensuring the validity of the SC(a) examinations. The processes of discussion were similar in most of these meetings, other than that explicit training did not take place at Category B meetings. All PED representatives were expected to provide a short evaluation of the examination from their provincial perspective. Generally, the DBE internal moderators, assisted by members of their examining panel, led the discussion of individual questions.

Both Categories A and B meetings involved interrogation of the original MG which was then accepted or amended in the light of the discussions. In Category A, this was followed by the training of IMs and CMs to use the modified MG to mark dummy scripts. Intensive discussion of the marked dummy scripts resulted in final adjustments to the MG, and established the tolerance range for each examination.

At the end of each Category A and Category B meeting, the MG was signed off by the external moderator. The final Umalusi approved MG was then electronically distributed to the PEDs by DBE.

3.3.3 Training of and/or tele-conferencing with the provincial internal moderators and chief markers

For Category A, the first part of the training at the marking guidelines discussion meetings required IMs and CMs to mark a set of dummy scripts using the negotiated MG. The purpose of these marking exercises was two-fold, namely, to fine-tune the MG; and to establish acceptable tolerance range. The results of the IMs and CMs marking of the second set of dummy scripts were used by DBE to determine the competency of each IM and CM to train their markers in the PEDs. While explicit training such as that described for Category A could not be conducted via tele-conferencing in Category B, the report on the pre-marked scripts informed discussion of the MGs - giving directions to use MGs.

Compromises to training were: dummy scripts were not always available from all PEDS, especially Mpumalanga and Limpopo; dummy scripts were not always representative of possible ranges of performance; and, the lack of face-to-face discussions and training in tele-conferencing.

With low numbers of candidates, training may not be necessary since the few scripts are normally marked by an experienced IM or CM. Where there are large teams of markers, or markers spread across several PEDs/marketing centres, the training sessions are vital.

Specific points raised by EMs: the quality of marking of English HL in Limpopo and Mpumalanga is of concern; the Afrikaans FAL EM raised a concern about inconsistent marking across all PEDs; the norm time for marking is too short for Afrikaans FAL Paper 3; there is a lack of policy for dealing with concessions (Afrikaans FAL Paper 3); and too little time dedicated to training both at national and provincial levels (Business Studies – a subject with choice questions). Category A training could not take place in SiSwati HL Paper 1, Paper 2 and Paper 3 due to a lack of scripts. However this did not affect the quality of marking since the marking of all SiSwati papers was done centrally in Mpumalanga.

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

a) Parity of question papers and marking guidelines

Umalusi EMs indicated that the questions papers written in the PEDs and the draft MG provided for discussion at the marking guideline discussion meetings were the same as the final versions that they had previously approved. It would, however, be appreciated if DBE could avail the approved versions for ease of comparison.

b) Changes made to the marking guidelines

As a result of the marking guideline discussion meetings, approximately 94% of the MGs were changed in some way. Most of these changes involved corrections, additions, rephrasing and clarifications for marking. However, there were no changes recorded for the marking guidelines of the following question papers: IsiNdebele FAL Paper 1; IsiNdebele HL Paper 3; Sepedi HL P3; Sesotho FAL Paper 1; and Tshivenda FAL Paper 1.

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

It was noted that one question in the Physical Sciences Paper 1 question paper had many alternative responses – this was expected, and was necessary, due to the nature of the content examined.

Changes made to the MG should not alter the cognitive demand of an examination because doing so would challenge the validity thereof. The validity of an examination could also be threatened by introducing many or a disproportionate number of alternate answers to a question. Therefore, there should be no surprise that there was 100% compliance in the criteria concerned with these issues.

Poor print quality of images, maps and diagrams (Geography Paper 2; Mathematical Literacy Paper 2) and the addendum was not separated in Limpopo Mathematical Literacy Paper 2 – potentially compromised the validity of the questions involved.

Umalusi external moderators are entrusted with ensuring the validity of the final MG used to mark candidates' scripts, hence the final MGs were all approved in totality at the end of each marking guidelines discussion meeting.

3.4 Areas of Good Practice

The following areas of good practice were noted:

- a) The high level of participation in discussions by those who attended the meetings, and their contributions to the final MGs;
- b) The establishment of tolerance ranges based on discussion at Category A meetings.

3.5 Areas of Concern

The following areas of concern were noted during the marking guideline discussion meetings:

- a) Provincial representation at meetings was highly variable, especially that of Limpopo and Mpumalanga; this would have implications for the quality of marking;

- b) Where a language shared examiners/chief markers/internal moderators across HL/FAL subjects, invariably the FAL subject meetings suffered. The pedagogies of Home Languages and First Additional Languages are very different;
- c) Malfunctioning tele-conferencing facilities compromised discussions in Information Technology Paper 1 and in general, tele-conferencing limits training and the setting of realistic tolerance ranges.

3.6 Directives for Compliance and Improvement

In order to achieve compliance and improve the marking guideline discussion meetings and the use of tele-conferencing to conduct some of these meetings, the DBE should address the following:

- a) In the event a PED is not represented at MGD meeting, their scripts should be sent to a compliant PED for marking. This needs particular attention especially with respect to Limpopo and Mpumalanga;
- b) If examiners/chief markers/internal moderators are shared across language (HL/FAL) subjects, separate meetings must be held for each examination;
- c) When tele-conferencing is used to conduct meetings, attendance of such meetings should be aimed at 100%; and tele-conferencing facilities need to be in proper working order.

3.7 Conclusion

While high levels of compliance were noted during this year's marking guidelines discussion meetings, the variability in attendance of PEDs at all Categories A and B meetings is a concern. The production of negotiated final Umalusi-approved marking guidelines, and the quality of the DBE training of PEDs internal moderators and chief markers should contribute positively to the fairness and reliability of the marking of candidates' scripts, and ultimately to the validity of the DBE 2017 SC(a) examinations.

CHAPTER 4 MONITORING OF MARKING

4.1 Introduction and Purpose

Monitoring of the marking is one of the quality assurance processes that Umalusi undertakes in order to assess, and evaluate the implementation of the marking plans that each of the Provincial Education Departments (PEDs) has put in place for the marking of the Senior Certificate Amended (SC(a)) examinations scripts.

This chapter reports on the findings gathered from the monitoring that was conducted to a sample of preselected marking centres across PEDs, and further provides areas of good practice, areas of concern and directives for compliance and improvement that the assessment body has to address.

4.2 Scope and Approach

The marking of the June 2017 SC(a) examination was conducted at various marking centres, nationally. The deployed monitors visited the marking centres on pre-determined dates and were required to complete a monitoring instrument used for monitoring of marking. The data was collected through different methods, including observations, evidence – based verification of documents, and interviews held with the marking centre managers. Umalusi monitored one marking centre in each of the PEDs as indicated in table 4.1 below:

Table 4A: Marking centres monitored by Umalusi

No	Province	Name of Centres Monitored	Date of Monitoring
1.	Eastern Cape	Union Marking Centre	14/07/2017
2.	Free State	Welkom High School	13/07/2017
3.	Gauteng	Mondeor High School	17/07/2017
4.	Limpopo	Tivumbeni MPC	17/07/2017
5.	Mpumalanga	Nelspruit High School	14/07/2017
6.	North West	Potchefstroom Girls High School	14/07/2017
7.	Northern Cape	Diamantveld High School	21/07/2017
8.	Western Cape	De Kuilen High School	13/07/2017

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.

Table 4.2 below, provides a summary of levels of compliance for each of the criteria determined for monitoring of marking. Annexure A on page 12 provides the details for each of the criteria in terms of compliance.

Table 4B: Level of compliance in relation to criteria

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

4.3.1 Planning for Marking

The national marking of the SC(a) scripts commenced officially on the 14 July 2017. The arrival of markers commenced with scheduled training sessions, and these sessions were found to be in line with the marking plans that were developed across PEDs.

Each of the monitored marking centres had a list of appointed personnel. It was pleasing to discover that all the centres reported that scripts were delivered timeously, before marking commenced.

Generally, marking processes started as per the management plans developed by each of the monitored marking centres.

4.3.2 Marking Centres

The PEDs made use of institutions with boarding facilities in order to house the marking personnel, with exception of Gauteng PED. The number of rooms and halls used varied from centre to centre depending on the number of subjects and markers appointed. Script control rooms were big, and these venues were able to accommodate marking material, and appointed personnel.

It was discovered that marking centre operating times varied across PEDs, and the operations were between 07:00 and 20:00 with an average of ten hours per day. At one centre, where requests were made with the necessary motivation, special permission was granted to markers who needed extra time to mark until 22:00.

The following were noted:

- i. Furniture used at all marking centres was found conducive for marking,
- ii. At each marking centre, the Marking Centre Manager (MCM) had access to a telephone, internet service, fax machine and a copy machine, which were also made available to the Chief Markers, Internal Moderators and the examination administration personnel, and
- iii. Other necessary facilities such as ablution were available for the staff employed at marking centres. These facilities were sufficient to accommodate numbers appointed at marking centres, and were found to be clean and hygienically sound.

In the main, it was found that marking centres across PEDs venues were well resourced, supplied with good facilities for marking, ample storage, parking, accommodation and catering. The marking centre managers were always available to address and handle any problems.

4.3.3 Security

The number of security personnel at the various marking centres varied between 4 and 20 during the day and between 3 and 13 during the night. At six of the eight marking centres, it was found that adequate security was available. Access to these marking venues was strictly controlled by the security personnel. At two centres, monitors reported that access control at these centres was very poor.

All marking centres monitored had sufficient security features such as alarm systems, burglar bars, surveillance cameras and serviced fire extinguishers.

Script control managers managed the security of scripts at the marking centres. Each PED had its own system in place to be used for controlling and checking the flow of scripts to and from the control room. Scripts at all centres were physically verified and controlled using control sheets for verification and accountability purposes. These 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 reception and when returned to the control room.

The movement and transportation of scripts to and from the marking venues was handled differently by the different provincial departments. In five PEDs, scripts were transported to the marking centre with departmental panel vans or private vehicles escorted by a private security company or the police. However, in the three other provinces where marking was monitored, no escort was provided.

It is pleasing to note that the security of scripts and other examination material during the transportation and marking process 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

Across subjects, PEDs appointed experienced markers and senior markers who marked during the November 2016 and/or the 2017 supplementary examinations. It was discovered that the training conducted for marking personnel consisted mainly of orientation and discussion of the marking guidelines. It was noted that pre-marking was conducted and moderation took place before the full scale marking commenced. This process was done

through the marking of dummy scripts by markers and moderation was conducted before the actual marking process started.

Chief markers and internal moderators trained markers in the marking of scripts, allocation of marks, identification and dealing with irregularities, and transferring of marks from scripts onto mark sheets where applicable. The implementation of a tolerance range ensured that marking standards were strictly controlled so that marking quality was not compromised.

MCM's in all provinces were senior departmental officials who were all familiar with the smooth running of marking centre.

Script Control Managers were also trained and their training covered all aspects of the marking process, such as the flow of scripts at the marking centre, checking of marked scripts, and capturing of marks on relevant documents.

In all the PEDs, students from institutions of higher learning were appointed as examination assistants (EA's). The EA's were also subjected to training on arrival at the centre either by the MCM, 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.

It was clear from all reports that the training of all marking personnel was given a high priority and was done efficiently by responsible senior personnel to ensure accurate and fair marking of scripts and capturing of marks.

4.3.5 Marking procedures

All marking personnel signed the attendance register in the morning upon arrival and in the evening on departure. Chief markers of the respective subjects controlled the registers.

Markers were also expected to sign a declaration form in this regard, stating their centre numbers and they also made use of unique codes allocated to each marker to make sure that they did not mark scripts from their own centre.

Once a marking memorandum was signed off as correct it was not changed during the marking process, unless an instruction from the DBE via the chief markers, centre manager and the internal moderator was received.

A question-by-question marking approach was followed in all subjects at all marking centres monitored. The only variation was for subjects with very few scripts where markers marked the whole script.

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.

The checking of the correctness of the mark allocation was done by the markers, and verified by the EA. There was adequate supervision of marking for all subjects by the immediate seniors.

During the moderation, the CMs and IMs selected samples of scripts from each marker to verify the quality of marking, allocation of marks and all related aspects of marking. Differences of mark allocation detected by the internal moderator were discussed with the marker concerned and the senior marker, either to remark or correct the errors.

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 chief marker (CM) moderated whole scripts and then a selection of scripts was further moderated by the internal moderator (IM) to enhance quality of marking. Senior markers and markers had regular meetings during the marking session to ensure quality of marking within an accepted tolerance range.

All EAs had tags, developed by the script control managers, which served as a control mechanism to be used per script if any discrepancies were detected during checking for administrative errors. If one of the listed aspects was found to be incorrect (for e.g. incorrect total mark on script, questions not marked, etc.) it was indicated on the mechanism and stapled to the script (signed by the EA). The scripts with tagged errors collected by the CM or DCM and, after corrections were made, delivered to the script control manager for processing.

The flow of scripts from the holding rooms to the marking venue, and from the marking venue to the control rooms was handled 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.

This criterion was also well managed, and measures were in place to ensure the safety of marking material.

4.3.6 Monitoring of marking

Marker's performance was monitored in terms of a set of criteria: marking pace against set targets; accuracy of marking and allocation of marks as well as consistency in terms of scripts marked per hour or per day.

The marking process was monitored by the SM's and CM's through moderation of scripts marked. It was the responsibility of each official to moderate a minimum of 10% of the scripts. The respective CM's and IM's controlled the marking of each subject allocated at the marking centres.

Performance of markers was also monitored during moderation by checking if marking was according to standards determined by the memorandum or rubrics and whether there was consistency in the allocation of marks.

The information collected during the monitoring satisfactorily indicated that control and management of the marking was of an acceptable standard across marking centres.

4.3.7 Handling of irregularities

It was noted that all markers were trained on the handling of examination irregularities and were fully aware of what constituted an examination irregularity. Furthermore, it was highlighted that the detected irregularities were to be reported in accordance with outlined protocol as required, using the prescribed instruments. Irregularity registers were available at the marking centres.

The markers were made aware that any suspected irregularity was to be brought to the attention of the SM to verify and reported to the CM. The CM on completing the necessary documentation would then hand over the script(s) to the MCM.

It was evident that irregularities identified during the marking were reported at marking centres and were adequately dealt with through the relevant structures set at the marking centre.

4.3.8 Quality Assurance Procedures

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 IM's. The second quality assurance process was done by the EA's.

In all fairness, each PED had put measures in place for quality assurance of marked scripts. Both EA's and markers indicated with their unique codes to confirm that they have verified that the whole script was marked and marks allocated were added correctly. Each script was also verified for allocation of marks per question and transfer of marks to the mark sheet by the EA's.

All marking centres confirmed that any lost mark sheet would be physically verified and could be reprinted from the examination system if needed. Mpumalanga used a system of keeping at least three copies of a mark sheet for each subject or batch. Therefore, if a mark sheet got lost, the system would be able to generate another mark sheet immediately. In the Free State, each set of scripts was accompanied by two sets of mark sheets. If both sheets had been lost or were incorrect the PED would e-mail the correct/lost mark sheet(s) to the marking centre. In at least four provinces it was standard practice to make copies of the original mark sheet to keep as a back-up, whilst copies were also made of completed mark sheets at some centres to be kept by the MCM in case the original mark sheet was lost. North West confirmed that, in the event of a lost mark sheet, scripts would be used to generate a lost mark sheet. Capturing of marks in all provinces was done at provincial level.

The transportation of scripts after completion of the marking process was done in the same way that they arrived at the centres. In North West, the scripts and mark sheets were transported separately.

4.3.9 Reports

In all provinces, qualitative reports were written by CMs and IM at the end of the marking process. These report allowed for submission of inputs from the entire marking team in a subject.

At marking centres, officials ensured that specific requirements from the DBE were met by making use standard forms designed by the PED for all reports. MCM's ensured that all circulars issued by DBE and Umalusi for marking are observed.

The reports gave an indication of the quality of the question papers and will be used extensively to train educators, assist in future marking appointments, and comment on levels of difficulty of individual questions.

At the time of monitoring, there was evidence of monitoring of the marking process by the assessment body at seven of the eight marking centres Umalusi monitored.

4.4 Areas of Good Practice

The following areas of good practice were noted:

- a) Safekeeping of scripts was a priority across PEDs;
- b) Effective communication existed amongst all marking personnel at marking centres was evident;
- c) The compilation of a comprehensive marking manual at marking centres was evident, and these were of great help;
- d) The development of effective control instruments by MCM's for administrative purposes was very helpful;
- e) Well organised security checks existed at the control rooms;
- f) Training of all marking personnel prior to the start of the marking process was given the necessary attention;
- g) Good control systems were in place to control the flow of scripts from one point to the other, with sufficient record-keeping;
- h) Detailed management plans existed throughout for the entire marking session at marking centres. This helped to maintain and assure quality for the entire marking process;
- i) Escorts were provided during transportation of scripts from central storage libraries to marking centres.

4.5 Areas of Concern

The following area of concern was noted:

- a) Although security was tight and visible at most centres, pockets of inconsistencies were noted especially with the execution of responsibilities by some examination personnel, largely at control points into the marking centres.

4.6 Directives for Compliance and Improvement

The following directive for compliance and improvement with respect to monitoring of the marking of the SC (a) examinations is indicated:

- a) Training of all security guards appointed at marking centres must be conducted, and the DBE must standardise such trainings.

4.7 Conclusion

Whilst the PEDs did well in maintaining acceptable standard of marking centres and processes, there were however, areas of non-compliance noted. It is therefore necessary that the directive for compliance and improvement issued in this regard be addressed, and improvement plan be submitted.

In the main, it was found that the management of marking process for the June 2017 SC (a) examinations across monitored PEDs was generally conducted in such a manner that would not compromise the integrity, and credibility of the examinations.

CHAPTER 5 VERIFICATION OF MARKING

5.1 Introduction and Purpose

Verification of marking is a quality assurance process conducted by Umalusi to ascertain if marking is conducted fairly and whether there is consistency in the application of the marking guidelines in a selected sample of subjects across the provinces. This process is either conducted at a central venue or on-site during marking.

For the July 2017 Senior Certificate Amended [SC(a)] examinations, Umalusi chose to conduct a centralised verification of marking in ten gateway subjects. Samples of scripts for each of the subjects from the nine Provincial Education Departments (PEDs) were submitted to Umalusi offices where verification of marking was conducted.

The specific objectives for the verification of marking were:

- a) To ensure that Umalusi approved marking guidelines (MG) were adhered to, and consistently applied across PEDs;
- b) To establish if changes were made to the MG, due process was followed;
- c) To determine that mark allocations and calculations were accurate and consistent;
- d) To ascertain that internal moderation was conducted during marking;
- e) To confirm if marking was conducted fairly to ensure that the outcomes of the examinations are reliable and valid.

This chapter presents the findings gathered from the analyses of the Umalusi verification of marking and the levels of compliance with respect to the marking processes in selected subjects. Furthermore, the chapter provides the assessment body with areas of good practice, areas of concern and directives for compliance and improvement.

5.2 Scope and Approach

Verification of marking was conducted in 10 subjects comprising a total of 19 question

papers as indicated in table 5A, below.

Table 5A: List of subjects verified

SC 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%.

It was expected of external moderators to verify between 90 and 135 scripts per question paper.

The verification of marking was done using Umalusi verification of marking instrument. This instrument consists of three parts, each of which comprises a variable number of criteria, including external moderators' judgments as to whether marking was fair, reliable and valid, as highlighted in table 5B below. 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 Criteria

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

5.3 Summary of 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. That made it difficult to make comparisons and draw absolute conclusions. In addition, the nature of the SC(a) examinations is such that candidates are often not representative of the full range of performance levels and PEDs rather than Umalusi selected the scripts submitted for verification. However, Umalusi considered this information when they made judgments about the fairness, reliability and validity of marking.

Below is a summary of Umalusi findings per criteria:

5.3.1 Adherence to marking guidelines

Marking in 17 of the 19 question papers was considered to have adhered to their respective marking guidelines. It was noted that Limpopo markers were unable to follow the MGs in **Mathematical Literacy Paper 2**. Poor marking was noted in **Mathematics Paper 2** in the Eastern Cape and Kwa-Zulu Natal.

5.3.2 Changes made to marking guidelines at marking centres

Additional changes were made to the Accounting MG during the MG discussion.

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 circulated 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 two of the 19 question papers.

- a) **Economics Paper 2** – marks were outside of the tolerance range for Questions 5 and 6 in the Eastern Cape and Section C in Limpopo.
- b) **Mathematical Literacy Paper 2** – Limpopo markers did not adhere fully to the MG.

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

- c) **Life Sciences Paper 2** – discrepancies between the marks allocated by markers, and internal and external moderators' marks were noted for questions that required markers to read through candidates' responses to make sense of their answers.
- d) **English FAL Paper 2** – markers have difficulty marking open-ended questions.
- e) **Mathematics Paper 1** – internal moderation and Umalusi external moderation detected a number of discrepancies in the marks allocated by markers in Mpumalanga.
- f) **Mathematics Paper 2** – some inconsistent in marking noted in the Western Cape.

5.3.5 Addition and calculation of marks

Although some errors were detected in the addition and calculation of marks, most inaccuracies were detected by the PEDs' internal moderation processes, and consequently all 19 question papers complied with regard to this criterion.

5.3.6 Internal moderation of marks

All scripts in the various subjects and papers showed evidence of internal moderation across all the PEDs, except for **Life Sciences Paper 2** where there was no evidence of internal moderation in the Eastern Cape and North West sampled scripts. Furthermore, inadequate internal moderation was observed in **Mathematics Paper 2** in the 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, 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.

5.4 Areas of Good Practice

The following was noted as an area of good practice:

- a) Good quality internal moderation in the various PEDs was observed in Geography Paper 1; History Paper 1 and Paper 2.

5.5 Areas of Concern

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

- a) Lack of marking capacity and/or marker training and/or internal moderation in some PEDs. While sound internal moderation processes might detect markers' errors not all candidates' scripts are internally moderated – this leads to potentially unfair marking.
- b) North West candidates' performance was potentially disadvantaged by unclear printing in Geography Paper 1.

The printing of the map was unclear and a translation error was also detected in Geography Paper 2 (compensated for during marking).

5.6 Directives for Compliance and Improvement

To ensure that the marking of candidates' scripts does not threaten the validity of the SC(a) examinations, the DBE must ensure that:

- a) More attention is given to the appointment and training of markers in the Eastern Cape and North West to ensure quality marking and internal moderation.
- b) The printing of maps, diagrams and photographs are specifically checked by each PED.

5.7 Conclusion

Generally, marking in the DBE 2017 SC(a) examinations was considered to be fair, valid and reliable 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.

CHAPTER 6 STANDARDISATION AND VERIFICATIONS OF RESULTS

6.1 Introduction and Purpose

Standardisation is a statistical moderation process used to mitigate the effects on the performance of factors other than learner ability and knowledge. The standardisation of examination results is necessary to reduce the variability of marks from year to year. The sources of variability may occur due to the standard of question papers, as well as the quality of marking. Thus, standardisation ensures that a relatively constant product is delivered.

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

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

6.2 Scope and Approach

The Department of Basic Education presented (DBE) 35 (thirty-five) subjects for the standardisation process of the June 2017 SC(a). Umalusi verified the standardisation processes, standardised all the subjects and verified the resulting processes.

6.1.1 Standardisation and resulting

a) Development of historical averages

The 201506 historical averages were used for all subjects as subjects has not yet, accumulated enough subject history to develop a historical average.

b) Capturing of marks

Umalusi verified the capturing of marks at capturing centres in all provincial education departments (PEDs). In verifying the authenticity of the capturing of the DBE June examination 2017 Senior Certificate (as amended), the infrastructure, security, training of the relevant personnel and the MIS used in the capturing process were scrutinized.

The policy, guideline document, or procedural documentation on the capturing process was availed to the monitors during the monitoring of the capturing of examination marks. The documentation is silent on how the mark sheets are authenticated but measures were observed. Most provinces used bar code scanners to scan mark sheets during dispatch and on return to head office.

All provinces derived their management plans from the DBE management plan and these were presented during verification. Except in the Eastern Cape and the Northern Cape, the capturing of examination marks in most provinces was in line with the DBE management plan. These two provinces started a few days later than it was scheduled due to delays of mark sheets reaching the provincial departments from the marking centres. The respective provinces had contingency plans in place to achieve the target date. The National Systems Administrator supplied a daily report of the progress made by each province and included in the report when and what remedial action needs to be taken to speed up capturing.

There were adequate personnel appointed at all capturing centres for the capturing of marks. The appointment procedures were verified and found in line with national requirements and full time staff members were widely utilized to capture marks. Contract workers who satisfy the minimum requirements were only used at provinces with a very large number of mark sheets to capture. All the contract data capturers appointed signed contacts as evidence of employment and received training from provincial system administrators. The attendance registers were provided as evidence of training. All

provinces except the Eastern Cape and Kwa-Zulu Natal provided training manuals or PowerPoint presentations over and above attendance registers as evidence of training. All personnel in charge of and appointed for data capturing signed the declaration of secrecy before the assumption of duty.

All provinces except the Western Cape captured marks online. The Western Cape captured marks offline, but captured marks are uploaded daily on the mainframe. There are mechanisms in place to ensure that the process is not compromised. In all the provinces, marks were captured from the mark sheets except in the Western Cape where marks were captured directly from scripts. Even though in the Western Cape marks were captured directly from the scripts, control measures were in place to ensure that the process of capturing is not compromised. For instance, marks are captured per question and the system automatically calculates the total, which is compared against the hash total, which is worked out by the Examination assistants during the checking. The hash total is worked out by adding the total marks obtained to the last four digits of the candidate's examination number. A double capturing method of capturing marks was employed in all provinces to authenticate marks.

The data capturers and verifiers are allocated user IDs. The user IDs allocated are attached to functions, a user can only be allocated one function either capturing or verifying. There are dedicated data capturers and verifiers i.e. no capturer is responsible for both capturing and verifying the captured marks in all provinces except in the Eastern Cape.

c) Electronic data sets and standardisation booklets

The electronic data sets were verified before the printing of the final standardisation booklets. The following data sets were verified and approved at second submission: the statistics distribution, raw mark distribution, percentage distribution and the pairs analysis. Minor differences were identified in the raw distribution of the 201706 marks at certain marks, which was rectified.

d) Pre-standardisation and standardisation

The external moderator report, the standardisation principles, the 201506 and 201606 performance in relation with the 201706 performance were used in determining the adjustments per subject. Except for languages, the historical average could not be compared with the 201706 historical average for all subjects. This is because of the difference between the 201706 cohort and previous cohorts.

Although the 201706 performance in most subjects was better than in 201606 and 201506, the candidates' performance is still poor in all content subjects due to the lack of support. However, the pass rate of below 10% in subjects such as Information Technology, Computer Application, Technology, and Physical Sciences calls for dedicated support. The failure rate of 100% in Information Technology is a great concern. The DBE is strongly recommended to revisit the need to continue offering these subjects with no support.

a) Standardisation decisions

The decisions for the June 2017 Senior Certificate (as amended) examination were informed by the 201506 and 201606 performance and heavily relied on the pairs analysis, internal and external moderator reports as outlined below:

Table 6A: List of the standardisation Decisions for the Senior Certificate

Description	Total
Number of learning areas presented	35
Raw marks	31
Adjusted (mainly upwards)	4
Adjusted (downwards)	0
Number of learning areas standardised:	35

b) Post Standardisation

The DBE was required to submit the adjusted data sets as per the agreed standardisation decisions. These were verified and approved during the first submission. The final resulting was approved during the first submission for all provinces except in North West, which was approved during 2nd submission.

6.3 Areas of Good Practice

The following areas of good practise have been noted:

- a) The DBE submitted all the qualitative input reports as required.
- b) The DBE's adherence to the management plan in submission of datasets for both standardisation and resulting is highly appreciated.
- c) The DBE presented standardisation booklets free from error.
- d) The provinces high compliance to the capturing of examination marks in all provinces is highly commendable.

6.4 Areas of Concern

Umalusi has noted the following areas of concern:

- a) The continuation of offering of practical subjects without support like Information technology with a failure rate of 100% since 201506 is worrisome.
- b) The lack of commitment by the two departments of education in the provision of academic support to this cohort of candidates evidenced by a pass rate of less than 10% in most content subject is of concern.
- c) The number of candidates absent for examinations is very high.

6.5 Directives for Compliance

In order to ensure compliance the following directives are given:

- a) The DBE should reconsider the offering of subjects like Information Technology to SC candidates who maybe continuously failing, due to the lack of support in the practical experience in this cohort.
- b) The DBE should collaborate with DHET to provide support of the SC candidates. The DBE should ensure that support systems are put in place to improve learner performance.

6.6 Conclusion

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

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

	Province	Centre	Date	Subject
1	Eastern Cape	Bofolo Adult Centre	07 June	English FAL P2 English HL P2
2	Eastern Cape	Daliwonga High School	05 June	Life Sciences P2
3	Eastern Cape	Hlaziya Examination Centre	04 July	Business Studies
4	Eastern Cape	Howard Ben Mazwi	07 June	English FAL P2 English HL P2
5	Eastern Cape	Omhle Finishing Centre	15 June	Physical Sciences P1
6	Eastern Cape	Sterkspruit D O Multi-purpose Hall	07 June	English FAL P2 English HL P2
7	Eastern Cape	Struandale College	05 June	Life Sciences P2
8	Eastern Cape	Zwelitisha Centre 2	02 June	Life Sciences P1
9	Free State	J C Motumi Secondary School	25 May	English FAL P1
10	Free State	Lebogang Secondary School	07 June	English FAL P2
11	Free State	Leseding Secondary School	05 June	Life Sciences P2
12	Free State	Makabelane High School	15 June	Physical Sciences P1
13	Free State	Ntsu Secondary School	02 June	Life Sciences P1
14	Free State	Rantsane Secondary School	07 June	English FAL P2
15	Gauteng	21 Battalion Adult Learning Centre	04 June	Business Studies P1
16	Gauteng	Aaron Moeti Adult Education Centre	02 June	Life Sciences P1
17	Gauteng	Aaron Moeti Adult Education Centre	05 June	Life Sciences P2
18	Gauteng	Hammanskraal AET	30 June	Geography P1
19	Gauteng	Ivory Park Adult Centre	30 June	Geography P1
20	Gauteng	Kagiso Community Learning Centre	07 June	English FAL P2
21	Gauteng	Pretoria Central Community Learning Centre	20 June	Economics P1

	Province	Centre	Date	Subject
22	Gauteng	Thembisa Community learning Centre	15 June	Physical Sciences P1
23	Kwa-Zulu Natal	Ingweni Indonsa	30 June	Geography P1
24	Kwa-Zulu Natal	Lamontville High School	30 June	Geography P1
25	Kwa-Zulu Natal	Mbalenhle Primary School	05 June	Life Sciences P2
26	Kwa-Zulu Natal	Zithuthukises Primary School	07 June	English FAL P2 English HL P2
27	Kwa-Zulu Natal	Drakensburg Secondary School	19 June	Physical Sciences P2
28	Kwa-Zulu Natal	Hlamvana High School	19 June	Physical Sciences P2
29	Kwa-Zulu Natal	ICESA	15 June	Physical Sciences P1
30	Kwa-Zulu Natal	Seabrass Adult Centre	02 June	Life Sciences P1
31	Kwa-Zulu Natal	Steadville Secondary School	04 July	Business Studies P1
32	Kwa-Zulu Natal	Tugela School	04 July	Business Studies P1
33	Limpopo	Ellsras Technical School	15 June	Physical Sciences P1
34	Limpopo	Mafolofolo Part Time Centre	05 June	Life Sciences P2
35	Limpopo	Mankoenq Part Time Centre	19 June	Physical Sciences P2
36	Limpopo	MASTEC	05 June	Life Sciences P2
37	Limpopo	Mokopane Adult Education Centre	02 June	Life Sciences P1
38	Limpopo	Mphezulu Part Time Centre	07 June	English FAL P2
39	Limpopo	Risinga Part Time Centre	05 June	Life Sciences P2
40	Limpopo	Shayandima Secondary School	30 June	Geography P1
41	Limpopo	Shingwedzi Part Time Centre	07 June	English FAL P2
42	Mpumalanga	Ithafa Comprehensive Secondary School	19 June	Physical Sciences P2
43	Mpumalanga	Ngwane Primary School	07 June	English FAL P2 English HL P2

	Province	Centre	Date	Subject
44	Mpumalanga	Setsheng High School	05 June	Life Sciences P2
45	Mpumalanga	Chief Ampie Secondary School	30 June	Geography P1
46	Mpumalanga	Shapeve Primary School	19 June	Physical Sciences P2
47	Mpumalanga	Sidlamafa Secondary School	02 June	Life Sciences P1
48	Northern Cape	Homevale High School	02 June	Life Sciences P1
49	Northern Cape	Paballelo High School	23 June	Agriculture P1
50	Northern Cape	Tswelopele Secondary School	05 June	Life Sciences P2
51	North West	Letsatsing High School	29 May	Mathematics P2 Mathematical Literacy P2
52	North West	Mmabatho High School	02 June	Life Sciences P1
53	North West	Barolong Adult Education Centre	07 June	English FAL P2 English HL P2
54	North West	Mmanotshe Moduane High School	19 June	Physical Sciences P2
55	North West	Rustenburg College	05 June	Life Sciences P2
56	Western Cape	Indwe Secondary School	02 June	Life Sciences P1
57	Western Cape	Bredasdorp Community Learning Centre	13 June	Afrikaans Huistaal P1
58	Western Cape	George Community Learning Centre	05 June	Life Sciences P2
59	Western Cape	St Francis Adult Education Centre	05 June	Life Sciences P2
60	Western Cape	Yellowwood Primary School	12 June	History P2

Annexure 2B: Summarised areas of concern – Writing Phase

Criteria	Nature of non-compliance	Centres implicated
Eastern Cape		
The Invigilators and their training	Chief Invigilator appointment letter not available	Hlaziya Examination Centre Omhle Finishing Centre Struandale College Zwelitisha Centre 2
	Invigilator appointment letter not available	Hlaziya Examination Centre Omhle Finishing Centre Struandale College Zwelitisha Centre 2
	Chief Invigilator not trained for current examination	Daliwonga High School Omhle Finishing School Zwelitisha Centre 2
	Evidence of training of Invigilators not available	Daliwonga High School Hlaziya Examination Centre Omhle Finishing School Zwelitisha Centre 2
Preparation for writing and examination Venues	No signage at the examination room	Struandale College Zwelitisha Centre 2
	Candidates not seated according to the seating plan and/or seating plan not available	Omhle Finishing School Struandale College
	Information board not available	Howard Ben Mazwi Omhle Finishing School Struandale College
	Time displaying devices not available	Howard Ben Mazwi Omhle Finishing School
	Invigilators attendance register not available	Daliwonga High School Hlaziya Examination Centre Sterkspruit D O Multipurpose Hall Zwelitisha Centre 2
	Examination file not available and /or contents not in order	Daliwonga High School Omhle Finishing School Zwelitisha Centre 2

Criteria	Nature of non-compliance	Centres implicated
	Candidates ID not verified at entrance	Daliwonga High School
Time Management	Examination rules not read to candidates	Zwelitisha Centre 2
	Question paper not checked for technical accuracy	Howard Ben Mazwi Omhle Finishing Centre Zwelitisha Centre 2
	Not observing reading time of 10 minutes.	Bofolo Adult Centre Howard Ben Mazwi
	Writing started later than stipulated time	Daliwonga High School
	Examination ended later than the stipulated time	Daliwonga High School
Checking the immediate environment	Toilets not checked for undesired material	Daliwonga High School Howard Ben Mazwi Omhle Finishing Centre
Activities during the examination	Candidates allowed to leave during the last 15 minutes	Daliwonga High School Howard Ben Mazwi Zwelitisha Centre 2
Monitoring by the assessment body	Evidence of assessment body monitoring not available	Bofolo Adult Centre Daliwonga High School Struandale College Zwelitisha Centre 2
Free State		
Preparations for writing and the examination venues	Lack of signs indication examination venues	J C Motumi Secondary School Lebogang Secondary School Makabelane High School Ntsu Secondary School
	Candidates not seated according to the seating plan and/or seating plan not available	J C Motumi Secondary School Makabelane High School Rantsane Secondary School
	Information of board not	Leseding Secondary School

Criteria	Nature of non-compliance	Centres implicated
	available	
	Invigilators attendance register not signed	J C Motumi Secondary School
	Examination file not available and /or contents not in order	J C Motumi Secondary School
	Candidates ID not verified at entrance	J C Motumi Secondary School Makabelane High School Rantsane Secondary School
	Candidate in possession of cell phone	Makabelane High School
Checking of Immediate environment	Toilets not checked for undesired material	Rantsane Secondary School
Activities during writing	Candidates allowed to leave during the last 15 minutes	Lebogang Secondary School Leseding Secondary School
Monitoring by the assessment body	Evidence of assessment body monitoring not available	J C Motumi Secondary School Lebogang Secondary School Rantsane Secondary School
Gauteng		
The Invigilators and their training	Invigilator appointment letter not available	Hammanskraal AET Pretoria Central Community Learning Centre
Preparations for writing and the examination venues	Signage of exam room not available	Ivory Park Adult Centre
	Candidates not seated according to the seating plan and/or seating plan not available	Aaron Moeti Adult Education Centre Ivory Park Adult Centre
KwaZulu Natal		
Delivery and Storage	Examination material kept in the car on delivery before the start of the examination	Lamontville High School Mbalenhle Primary school

Criteria	Nature of non-compliance	Centres implicated
The Invigilators and their training	Evidence of training of invigilators for the current session not available	Drakensburg Secondary School
Preparations for writing and the examination venues	Signage of exam room not available	Ingweni Indonsa Lamontville High School ICESA
	Non suitable furniture	Mbalenhle Primary School
	Candidates not seated according to the seating plan and/or seating plan not available	Seabrass Adult Centre
	Candidates ID not verified at entrance	Zithuthukises Primary School Hlamvana High School
Time management	Exam rules not read to candidates	Hlamvana High School
	Question papers not checked for technical accuracy	Drakensburg Secondary School Hlamvana High School
	Not observing reading time of 10 minutes.	Lamontville High School
Checking of the immediate environment	Toilets not checked for undesired material	Mbalenhle Primary School Zithuthukises Primary School Drakensburg Secondary School
Activities during writing	Candidates allowed to leave during the last 15 minutes	Zithuthukises Primary School
	Candidates leaving the answer scripts on the table	Lamontville High School
Monitoring by the assessment body	Evidence of assessment body monitoring not available	Seabrass Adult Centre
Limpopo		
Preparations for writing and the	Candidates not seated according to the seating plan	Ellsras Technical School Mphezulu Part Time Centre

Criteria	Nature of non-compliance	Centres implicated
examination venues	and/or seating plan not available	Risinga Part Time Centre Shingwedzi Part Time Centre
	Information of board not available	Ellsras Technical School Mokopane Adult Education Centre
	Time displaying device not available	Mokopane Adult Education Centre
	Candidates ID not verified at entrance	Shingwedzi Part Time Centre
Time management	Not reading the examination rules to candidates	Ellsras Technical School Mafolofolo Part Time Centre Risinga Part Time Centre Shingwedzi Part Time Centre
	Not checking question papers for technical accuracy.	Ellsras Technical School MASTEC Mphexulu Part Time Centre Risinga Part Time Centre Shingwedzi Part Time Centre
	Not observing reading time of 10 minutes.	Mafolofolo Part Time Centre Mphezulu Part Time Centre
Checking the immediate environment	Toilets not checked for undesired material	Mphexulu Part Time Centre Risinga Part Time Centre
Activities during writing	Candidates allowed to leave during the last 15 minutes	Mphezulu Part Time Centre
	Candidates leaving the answer scripts on the table	Shyandima Secondary School
Monitoring by assessment body	Evidence of assessment body monitoring not available	Mafolofolo Part Time Centre Mankoeneng Part time Centre MASTEC
Mpumalanga		
The Invigilators and their training	Appointment letter of Chief Invigilators not available	Shapeve Primary School
	Appointment letter of Invigilators not available	Shapeve Primary School


Criteria	Nature of non-compliance	Centres implicated
Preparations for writing and the examination venues	Signs on the examination room not available	Sidlamafa Secondary School
	Candidates not seated according to the seating plan and/or seating plan not available	Ithafa Comprehensive Secondary School Ngwane Primary School Shapeve Primary School Sidlamafa Secondary School
	Attendance register for Invigilators not available	Chief Ampie Secondary School Shapeve Primary School
	Examination file not available and /or contents not in order	Chief Ampie Secondary School Shapeve Primary School
	Candidates ID not verified at entrance	Ithafa Comprehensive Secondary School Chief Ampie Secondary School
Time management	Not checking question papers for technical accuracy.	Ngwane Primary School Sidlamafa Secondary School
	Not observing reading time of 10 minutes.	Chief Ampie Secondary School Shapeve Primary School
Checking of environment	Toilets not checked for undesired material	Ngwane Primary School Chief Ampie Secondary School Shapeve Primary School Sidlamafa Secondary School
Activities during writing	Candidates allowed to leave during the last 15 minutes	Ithafa Comprehensive Secondary school
Monitoring by the assessment body	Evidence of assessment body monitoring not available	Chief Ampie Secondary School
Northern Cape		
Preparations for writing and the examination venues	Candidates not seated according to the seating plan and/or seating plan not available	Homevale High School Paballelo High School
	Candidates ID not verified at entrance	Tswelopele Secondary School
North West		
Delivery and	Examination material kept in	Mmanotshe Moduane High School

Criteria	Nature of non-compliance	Centres implicated
Storage	the car on delivery before the start of the examination	
The Invigilators and their training	Letter of Chief Invigilator's appointment not available	Letsatsing High School Rustenburg College
	Letter of Invigilator's appointment not available	Letsatsing High School Mmabatho High School Mmanotshe Moduane High School
	Evidence of training of Invigilation personnel for the current session not available	Letsatsing High School Mmabatho High School Barolong Adult Education Centre Mmanotshe Moduane High School Rustenburg College
Preparations for writing and the examination venues	No signs to examination venue	Barolong Adult Education Centre Mmanotshe Moduane High School
	Candidates not seated according to the seating plan and/or seating plan not available	Barolong Adult Education Centre Mmanotshe Moduane High School Rustenburg College
	Examination file not available and /or contents not in order	Mmanotshe Moduane High School
Time management	Exam rules not read to candidates	Rustenburg College
	Not checking question papers for technical accuracy.	Rustenburg College
	Writing started later than stipulated time	Letsatsing High School
	Examination ended later than the stipulated time	Letsatsing High School Barolong Adult Education Centre
Monitoring by the assessment body	Evidence of assessment body monitoring not available	Mmabatho High School Barolong Adult Education Centre Mmanotshe Moduane High School
Western Cape		
The Invigilators and	Appointment letter of CI not	Bredasdorp Community Learning Centre

Criteria	Nature of non-compliance	Centres implicated
their training	available	Yellowwood Primary School
	No appointment letter of invigilators	Yellowwood Primary School
Preparations for writing and the examination venues	No signs to examination venue	Indwe Secondary School
	Candidates not seated according to the seating plan and/or seating plan not available	Indwe Secondary School
	Invigilators attendance register not available	St Francis Adult Education Centre
	Examination file not available and /or contents not in order	St Francis Adult Education Centre Yellowwood Primary School
Monitoring by the assessment body	Evidence of assessment body monitoring not available	Yellowwood Primary School

Annexure 4A: Summarised areas of concern – Marking Phase

Criteria	Nature of Non-Compliance	Centres Implicated
Marking Centre	No special diets provided	Tivumbeni MPC
Security	Cars not searched on entry /poor access control	Nelspruit High School, Diamantveld High
	Lack of security escort during the transport of answer scripts	Mondeor High School, Nelspruit High School, Diamantveld High
Training of marking personnel	No training of MCM	Potchefstroom Girls High School
Handling of irregularities	Reports of various irregularities received	Tivumbeni MPC, Mondeor High School, Welkom High,
	Crib notes in answer books	De Kuilen High School
	No Irregularity Committee at the centre	Union Marking Centre, Mondeor High School
	Copies of documentary proof of evidence of irregularities not allowed	Nelspruit High School
Reports	No monitoring by DBE at time of monitoring	Welkom High School



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