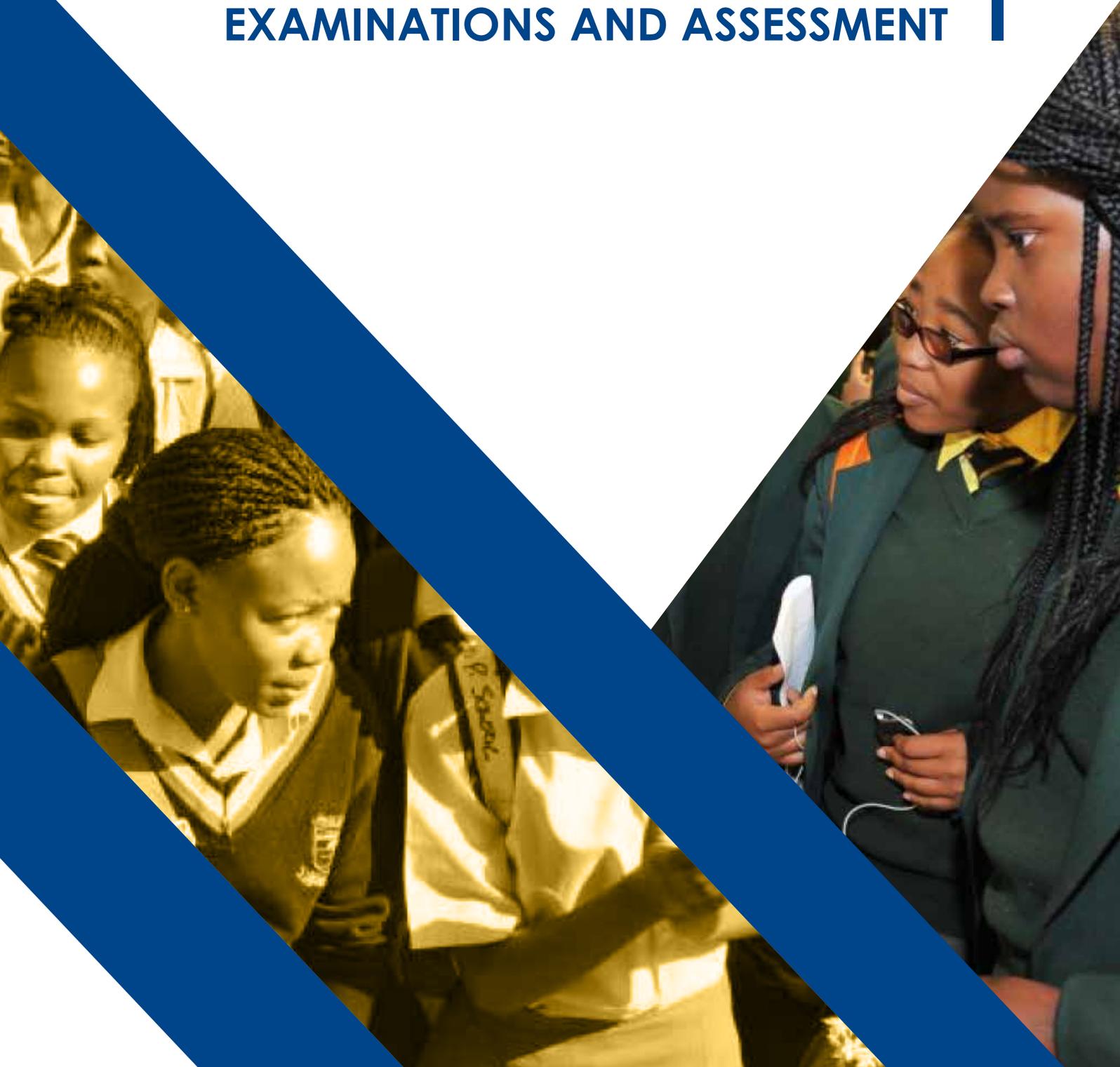


UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION NOVEMBER 2018 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT





# REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION (DBE) NOVEMBER 2018 NATIONAL SENIOR CERTIFICATE (NSC) EXAMINATIONS AND ASSESSMENTS

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PUBLISHED BY



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# FOREWORD

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The year 2018 is the 11th year in which Umalusi has quality assured the conduct, administration and the management of the National Senior Certificate (NSC) examinations conducted by the Department of Basic Education (DBE). It also marks the fifth year since the curriculum and assessment policy statement (CAPS) has been part of the NSC examinations. It was also in 2018 that the following subjects were assessed for the first time at an exit level, as part of the NSC: South African Sign Language Home Language (SASL HL), Technical Mathematics, Technical Sciences, Mechanical Technology (Automotive, Fitting and Machining, Welding and Metal Work), Civil Technology (Civil Services, Construction, Woodworking), and Electrical Technology [Digital Systems, Electronics, Power Systems]. Umalusi considers the addition of these new subjects a way of enriching the qualification and creating multiple opportunities, or terrains, for learners to pursue opportunities that the qualification in its previous form could not offer.

Over the years, Umalusi has established an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessments and examinations. The system and processes are continuously revised and refined.

Umalusi judges the quality and standard of assessments and examinations by the level of adherence to policy in the implementation of examination and assessment processes; the quality and standard of examination question papers and assessment tasks; the efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessments; the quality of marking as well as the quality and standard of quality assurance processes within the assessment body.

Umalusi has established a professional working relationship with the Department of Basic Education (DBE). There has been some improvement in the conduct, administration and management of examinations and assessment. There is ample evidence to confirm that the DBE, PED, districts, schools and marking centres have continued to strive to improve systems and procedures related examinations and assessment. However, despite numerous improvement initiatives, there are critical aspects, such as the conduct, administration and management of school-based assessment (SBA) in general, that require attention in the forthcoming year. The challenges have been outlined in detail in this report.

The Assessment Standards Committee (ASC) and the Executive Committee of Umalusi Council (EXCO) met during December 2018 to scrutinise evidence presented on the conduct of the November 2018 NSC examinations. Based on the findings of the reports on the quality assurance processes undertaken, the EXCO concluded that the November 2018 NSC examinations administered by the DBE were conducted in line with the policies that govern the conduct of examinations and assessments; and were generally conducted in a professional, fair and reliable manner.

Umalusi was satisfied that, apart from instances of irregularities, there were no systemic irregularities reported that may have compromised the overall integrity and credibility of the November 2018 NSC examinations. EXCO approved the release of the DBE results of the November 2018 NSC examinations, based on the following provisos:

- The DBE is required to block the results of the candidates/centres and subjects implicated in irregularities pending the outcome of further DBE investigations and the submission of a detailed report to Umalusi for approval; and
- The DBE is required to address all directives for compliance and improvement.

EXCO commended the DBE for conducting a successful and credible examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the examinations and assessments are maintained and continue to improve.

Umalusi would like to thank all relevant stakeholders who worked tirelessly with a view to ensure the credibility of the November 2018 NSC examinations.



**Dr Mafu S Rakometsi**  
Chief Executive Officer

## EXECUTIVE SUMMARY

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The National Qualifications Framework (NQF) Act mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001, as amended in 2008) to quality assure all exit point assessments and approve the release of examination results. The Act, in terms of this responsibility, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

- Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- May adjust raw marks during the standardisation process; and
- Must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of candidates if the Council is satisfied that the assessment body or education institution has:
  - conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
  - complied with the requirements prescribed by the Council for conducting assessments;
  - applied the standards prescribed by the Council with which a candidate is required to comply in order to obtain a certificate; and
  - complied with every other condition determined by the Council.

Umalusi undertakes the quality assurance of assessment of the National Senior Certificate (NSC) through a rigorous process of reporting on each of the assessment processes and procedures. The quality and standard of assessment is judged by the adherence to policies and instructions designed to deal with the critical aspects of administering credible national assessments and examinations.

The purpose of this report is to give feedback on the processes followed by Umalusi in the quality assurance of the 2018 November National Senior Certificate (NSC) examinations administered by the Department of Basic Education (DBE). The report also reflects on the findings, areas of good practice, areas of non-compliance and directives for compliance and improvement in the conduct, administration and management of these examinations and assessments. The findings are based on information obtained from the Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the DBE.

This report covers the following quality assurance processes implemented by Umalusi, for which a brief outline is given below:

- Moderation of question papers (Chapter 1);
- Moderation of school-based assessment (SBA) (Chapter 2);
- Monitoring the state of readiness to conduct the examinations (Chapter 3);
- Audit of appointed markers (Chapter 4);
- Monitoring of writing (Chapter 5);

- Marking guideline discussions (Chapter 6);
- Monitoring of marking (Chapter 7);
- Verification of marking (Chapter 8);
- Standardisation and resulting (Chapter 9); and
- Certification (Chapter 10).

Umalusi moderated and approved 150 question papers and their marking guidelines in preparation for the writing of the November 2018 examinations. Of the 150 question papers, 116 were approved during the moderation process; whereas the other 34 were taken from an examination bank, since they had been approved for the previous year's examination cycle.

Among the 116 question papers approved for the November 2018 NSC examination were those for 12 subjects, consisting of 16 question papers, presented for the first time in this examination, namely: Civil Technology: Civil Services; Civil Technology: Construction; Civil Technology: Woodworking; Electrical Technology: Digital Electronics; Electrical Technology: Power Systems; Electrical Technology: Electronics; Mechanical Technology: Automotive; Mechanical Technology: Fitting and Machining; Mechanical Technology: Welding and Metal Work; Technical Mathematics (Paper 1 and Paper 2); Technical Sciences (Paper 1 and Paper 2); and South African Sign Language Home Language (SASL HL) (Paper 1, Paper 2 and Paper 3).

Umalusi approved 38 question papers at first moderation. This showed improvement as this figure represented 32.8% of the 116 question papers moderated, compared to 22 question papers approved at the same stage in the November 2017 examinations. This is a clear indication of stability and maturing of the system, particularly with regard to assessment.

In 2018, 78 question papers (compared to 109 in 2017) required more than one moderation, of which 71 (compared to 102 in 2017) were conditionally approved; while seven (three in 2017) were rejected (not approved at all). The factors that hindered the approval of the 78 question papers are discussed in detail in Chapter 1.

The marking guidelines and the question papers are developed and moderated concurrently to ensure that questions set can be answered and, in the same vein, that the responses match the level of difficulty of the questions.

The SBA forms part of the final mark of exit examinations in schools. It constitutes 25% of the final mark for all the subjects except Life Orientation. Umalusi quality assures the SBA to ensure uniform standards across schools. In addition, Umalusi conducted the first moderation of SBA of SASL HL in four provinces: Eastern Cape, Free State, Gauteng and KwaZulu-Natal. This was done to ensure that the quality of SBA in schools offering SASL HL was of the required standard. Umalusi conducted verification and moderation of SBA on 10 subjects in each phase that were selected across the nine provinces. The moderation of SBA was conducted in two phases: Phase 1 was conducted between July and August; and Phase 2 in October. Umalusi sampled subjects and centres which the provincial education departments (PED) and/or DBE moderated to verify the extent and the rigour of their internal moderation processes.

Although good practices were observed in some provinces, there were challenges that continued to be prevalent, such as lack of evidence of internal moderation, inability of some teachers to use rubrics appropriately and inconsistent application of the marking guidelines.

In 2018, Umalusi adopted and implemented a new approach to the state of readiness verification process, which differed completely from the previous years' once-off audit visit. The model this year was comprised of three phases. Phase 1 was a desktop evaluation, based on the following documents that were submitted by the DBE: improvement plans and progress reports related to the directives for improvement issued for the 2017 NSC examinations; their annual management plan for the current year; a completed self-evaluation instrument; PED self-evaluation reports; and reports on the DBE review of the 2017 NSC examination visits conducted across the nine PED. Phase 2 covered risk analysis and feedback, in which Umalusi used the submitted self-evaluation reports to assess the level of preparedness of the DBE to conduct the NSC examinations. The reports were analysed and, from the information gathered, risks and gaps that might influence the delivery of a credible examination were identified. Such identified potential risks and/or gaps informed follow-up verification audits that Umalusi carried out. Phase 3 was a summative evaluation of the DBE's ability to deliver credible examinations across the nine PED. This phase was critical in ensuring that all risks identified were understood and mitigated prior to the start of the examinations. Furthermore, Phase 3 required that the DBE and/or PED address risks classified as short-term, while the long-term risks were noted, to be addressed later.

In line with the 2018 state of readiness approach, Umalusi conducted one-day verification visits to each of the nine PED. These audit visits took place concurrently with the DBE state of readiness verification feedback visits. The verification audits entailed various methods including, among others, interviews, verification of evidence and testing of information capturing systems. While Umalusi noted significant improvements on many fronts, such as the in-house, state-of-the-art printing facilities in Gauteng and Western Cape; electronic scanning and archiving of scripts in Gauteng; and a central monitoring system at head office to monitor all nerve centres and nodal points in Mpumalanga, the following challenges were noted: manual packaging of question papers in the Free State and North West was still to be carried out; non-prepacked question papers were being transported to Northern Cape; and there were vacancies in the examination section in some provinces.

Conducting an audit of appointed markers is critical to ensure that only qualifying and competent markers are appointed to mark candidates' scripts for the NSC examinations. Umalusi audited the marker appointments in various subjects in all nine PED. This audit involved a thorough analysis of the provincial processes for appointing markers. The qualifications, teaching experience and marking experience in the subject appointed to mark were used as criteria to audit markers appointed at various levels. Umalusi found that the PED employed provincially determined criteria to enhance the personnel administrative measures (PAM) in the selection and appointment of markers. However, most markers were appointed without copies of transcripts attached to their application forms in Free State and Northern Cape.

Umalusi monitored the conduct, administration and management of examinations at 261 centres, including one in eSwatini, where examinations were administered. Interviews were conducted with invigilators, observations were made before and during the writing of the examinations and documents were verified. Improved levels of compliance were attained at the majority of examination centres monitored by Umalusi.

The standardisation of marking guidelines process for 129 question papers was attended by external moderators and verifiers. Umalusi's participation in the process of the standardisation

of the marking guidelines for the examination question papers was to ensure that justice was done and that the finalised marking guidelines would ensure fair, accurate and consistent marking. Deliberations on possible alternative responses and finalisations of mark allocations were constructive in ensuring that candidates would not be unduly advantaged or disadvantaged.

Umalusi monitors marking to ensure that the marking of examinations is conducted in accordance with agreed and established practices and standards. The marking was conducted at 141 marking centres across the nine PED. Umalusi monitored marking in 28 of the centres, between 29 November and 14 December 2018.

DBE has been cognisant of and had made strides in addressing 2017 Umalusi directives. One such directive that DBE addressed sufficiently well was the monitoring of marking centres by PED and district officials. The visibility of PED and district officials was noted. The following improvements were also noted:

- A comprehensive marking manual, which contained all required marking information and reporting forms, was used at the marking centres;
- The acquisition of generators to sustain electricity during power outages;
- Existence of structures to handle irregularities at the examination centres; and
- Improved systems for control of scripts at marking centres across the PED.

However, the following area, which was a cause for concern last year, was still prevalent: the late arrival of marking guidelines in a number of subjects at various centres, which caused delays in the starting times of marking. This is an area that DBE needs to pay special attention to as it indicates that the intervention put in place did not yield the desired result.

Umalusi conducts the verification of marking to ensure that the marking of examination scripts in all provinces follows accepted, signed-off marking guidelines for examination question papers for all subjects. Umalusi undertakes this function to ensure that marking is fair, valid and reliable. Verification of marking for the November 2018 NSC examinations of the DBE was conducted during the first two weeks of December 2018.

Umalusi sampled 27 subjects, with a total of 51 question papers, for verification. The sample included gateway subjects, languages and subjects with a practical component. The marker training conducted across subjects/papers during the marking guideline discussions was found to be rigorous and effective. Dummy scripts were used for training in all subjects, as required by the DBE. Insistence on complying with the tolerance ranges established during the marking guideline discussions was observed during the training of markers. However, rigorous moderation did not take place in some verified subjects: in some cases, shadow marking was observed; and the use of a rubric in marking open-ended questions posed numerous variations in allocated marks. These are challenges that remain persistent.

Umalusi standardises results to ensure that candidates are neither advantaged nor disadvantaged by factors other than their knowledge and aptitude; and to achieve comparability and consistency in results from year to year. In 2018 the DBE presented 67 subjects for standardisation, 12 of which were new. The new subjects included SASL HL, Technical Mathematics, Technical Sciences, Electronics, Digital Systems, Power Systems, Civil Services, Construction, Woodworking,

Fitting and Machining, and Automotive and Metal Work. In most cases, the proposals by the DBE corresponded with those of Umalusi, something that clearly indicates a maturing of the system.

The closing of the examination cycle is confirmed by the issuing of certificates and confirmation of those candidates who have not qualified for any type of certificate, viz. instances where candidates failed all subjects or did not write the examination.

Information of certification is included in this report to inform interested parties of the current state of the certification of candidate achievements. As an assessment body, the DBE has the responsibility to process and submit candidate results to Umalusi for certification. Every effort must be made to ensure that all students who qualify for a certificate receive this as soon as possible. The IT system must be enhanced to ensure that once candidates' results have been approved, no changes to the marks will or can be made. Umalusi must give its approval to any mark changes made after the results have been released. In terms of the registration of candidates and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuing of certificates for the November 2018 DBE NSC examinations.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2018 examinations, the Executive Committee of Umalusi Council concluded that the examinations were conducted in accordance with the policies that govern the conduct of examinations and assessment, and that they were generally conducted in a professional, fair and reliable manner. There were systemic irregularities that might have jeopardised the overall integrity of examinations and the result ca therefore be regarded as reliable. The Executive Committee of Council approved the release of the results with certain provisos.

Umalusi trusts that this report will provide the DBE with a clear picture of the strengths and weaknesses of the various assessment systems and processes, and directives on which improvements are required.

Umalusi will continue to collaborate with all stakeholders in order to raise the standards in basic education to prepare the learners for higher education as well as coping with current workplace demands.

# ACRONYMS AND ABBREVIATIONS

---

<b>ASC</b>	Assessment Standards Committee
<b>ATP</b>	Annual Teaching Plan
<b>CAPS</b>	Curriculum and Assessment Policy Statement
<b>CAT</b>	Computer Applications Technology / Common Assessment Task
<b>CEMIS</b>	Central Education Management Information System
<b>DAIC</b>	District Assessment Irregularities Committee
<b>DBE</b>	Department of Basic Education
<b>EGD</b>	Engineering Graphics and Design
<b>ELRC</b>	Education Labour Relations Council
<b>EXCO</b>	Executive Committee (of Umalusi Council)
<b>FAL</b>	First Additional Language
<b>FET</b>	Further Education and Training
<b>GENFETQA</b>	General and Further Education and Training Quality Assurance
<b>GFETQSF</b>	General and Further Education and Training Qualifications Sub-framework
<b>GDE</b>	Gauteng Department of Education
<b>GIS</b>	Geographic Information Systems
<b>GPW</b>	Government Printing Works
<b>HL</b>	Home Language
<b>IECS</b>	Integrated Examination Computer System
<b>IT</b>	Information Technology
<b>KZN</b>	KwaZulu-Natal
<b>MEO</b>	Multiple Examination Opportunity
<b>NCS</b>	National Curriculum Statement
<b>NEIC</b>	National Examination Irregularities Committee(s)
<b>NSC</b>	National Senior Certificate
<b>NQF</b>	National Qualifications Framework
<b>PAM</b>	Personnel Administrative Measures
<b>PAT</b>	Practical Assessment Task(s)
<b>PED</b>	Provincial Education Department(s)
<b>PEIC</b>	Provincial Examination Irregularities Committees
<b>PET</b>	Practical Examination Task(s)
<b>QI</b>	Quality Indicator
<b>QAA</b>	Quality Assurance of Assessment
<b>SAIC</b>	School Assessment Irregularities Committee
<b>SAL</b>	Second Additional Language
<b>SA-SAMS</b>	South African School Administration and Management System
<b>SBA</b>	School-Based Assessment
<b>SITA</b>	State Information Technology Agency
<b>Umalusi</b>	Council for Quality Assurance in General and Further Education and Training
<b>UPS</b>	Uninterrupted Power Supply
<b>UTECH</b>	Ubombo Technical and Commercial School
<b>WCED</b>	Western Cape Education Department

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# CHAPTER 1

## MODERATION OF QUESTION PAPERS

---

### 1.1 Introduction

The assessment body is responsible for the development and internal moderation of question papers, while Umalusi is mandated to conduct external moderation of the question papers to ensure that they comply with the criteria set by Umalusi. The main aim of this moderation process is to ascertain that the question papers are fair, valid and reliable. The moderation process is premised on the prescripts of the curriculum and assessment policy statements (CAPS) and other related documents, such as the examination guidelines, which detail every aspect for each subject. The CAPS for each subject prescribe specific details to ensure that the question papers cover all the content/skill-sets and assessment aspects for each subject.

This chapter reports on the moderation of the question papers and their marking guidelines, developed for the November 2018 National Senior Certificate (NSC) examinations. The criteria used by Umalusi to determine the quality of the examination question papers submitted by the Department of Basic Education (DBE) for approval is described below. The findings are categorised into two sections, 1) areas of good practice and 2) areas of non-compliance. At the end of the chapter, directives for compliance have been provided and the assessment body is expected to address these to improve the quality of the question papers developed.

### 1.2 Scope and Approach

Umalusi moderated and approved 150 question papers and their marking guidelines in preparation for the writing of the November 2018 examinations. Out of the 150 question papers, 116 were approved during the November 2018 moderation process; whereas the other 34 were taken from an examination bank as they had been approved for the previous year's examination cycle. However, they were not used at that time because there were no candidates who sat for these question papers. Moreover, since they were included in the Umalusi Quality Assurance of Assessment (QAA) report for March 2018 supplementary examination, they were excluded from the discussion below.

Among the 116 question papers approved for the November 2018 NSC examination were those for 12 subjects, consisting of 16 question papers, presented for the first time in this examination, namely:

- Civil Technology: Civil Services
- Civil Technology: Construction
- Civil Technology: Woodworking
- Electrical Technology: Digital Electronics
- Electrical Technology: Power Systems
- Electrical Technology : Electronics
- Mechanical Technology: Automotive
- Mechanical Technology: Fitting and Machining
- Mechanical Technology: Welding and Metal Work

- Technical Mathematics (Paper 1 and Paper 2)
- Technical Sciences (Paper 1 and Paper 2)
- South African Sign Language Home Language (SASL HL) (Paper 1, Paper 2 and Paper 3).

For a question paper and a marking guideline to be approved, they must be evaluated against a set of three overarching aspects: moderation of the question paper; moderation of the marking guideline; and overall impression and general remarks. All the question papers (including SASL HL Paper 1, Paper 2 and Paper 3) and marking guidelines were moderated using Umalusi criteria, as indicated in Table 1A below.

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

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

<sup>o</sup> Quality indicators

Each of the 11 criteria is divided into a variable number of quality indicators which, when all criteria are considered, add up to 85 indicators. During the moderation of question papers and their marking guidelines, each criterion is summarily assessed against four degrees of compliance; that is, whether the question paper and/or the marking guideline comply with all quality indicators in a given criterion, which is rated as 100% compliance. A compliance of 60%–99% of the quality indicators in a particular criterion is rated as being compliant in most respects; compliance of 30%–59% of the quality indicators in a criterion is regarded as limited compliance; and compliance with fewer than 30% of the quality indicators in a criterion is regarded as non-compliant with that criterion.

All the question papers and their marking guidelines are expected to be internally moderated and therefore should be perfect, or near-perfect, at the time of submission for external moderation, as was witnessed with 38 question papers in this report. The question papers and marking guidelines that did not comply with Umalusi criteria at first moderation were resubmitted to Umalusi for subsequent moderation(s) until all criteria were met.

For the purpose of this report, only the first moderation reports were analysed to establish the level of compliance or lack thereof, according to Umalusi criteria.

### 1.3 Summary of Findings

The findings summarised below detail the status of the question papers moderated; overall compliance; and compliance per criterion of the question papers and their marking guidelines at first moderation.

### 1.3.1 Status of question papers moderated

Ideally all question papers and their marking guidelines should be approved by Umalusi at first moderation, as was the case with the following question papers:

Computer Applications Technology Paper 1	CAT Paper 1 backup
Design Paper 1	Design Paper 2
Engineering Graphics and Design (EGD) Paper 1	Dramatic Arts
History Paper 1	History Paper 2
Hospitality Studies	Information Technology Paper 2
Information Technology Paper 1 backup	IsiNdebele HL Paper 1
IsiNdebele HL Paper 2	IsiNdebele HL Paper 3
IsiXhosa First Additional Language (FAL) Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 3	IsiZulu FAL Paper 2
IsiZulu Second Additional Language (SAL) Paper 1	IsiZulu SAL Paper 2
Mechanical Technology: Automotive	Religion Studies Paper 1
Mechanical Technology: Fitting and Turning	Religion Studies Paper 2
Mechanical Technology: Welding and Metal Work	Sepedi SAL Paper 1
Sepedi SAL Paper 2	Setswana HL Paper 1
Setswana HL Paper 3	SiSwati HL Paper 3
Technical Sciences Paper 1	Technical Sciences Paper 2
Tourism	SASL HL Paper 3
Tshivenda HL Paper 1	Tshivenda HL Paper 3
Visual Arts Paper 1	Visual Arts Paper 2

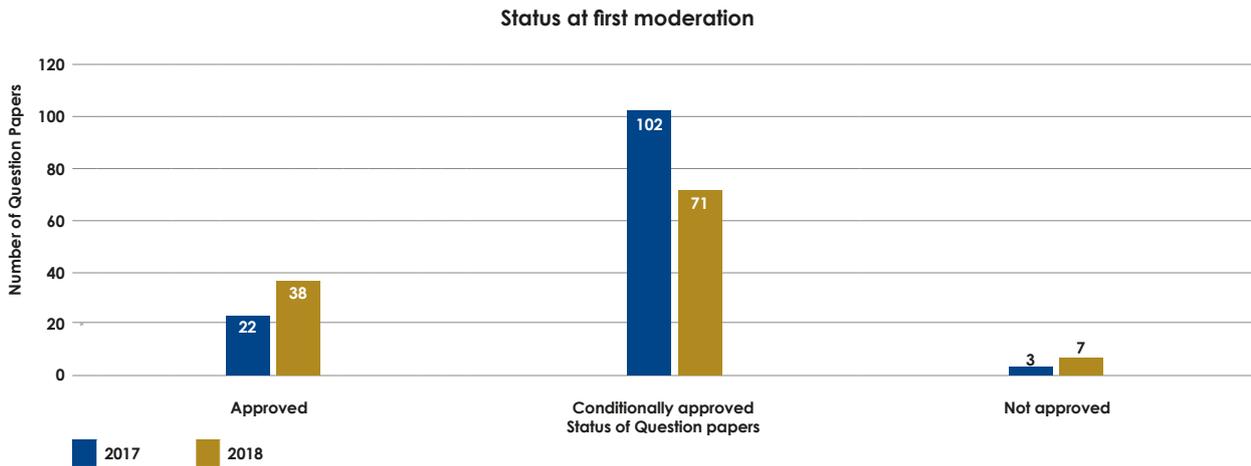
There was clearly an upward trajectory, as these 38 question papers were approved at first moderation. This represented 32.8% of the 116 question papers moderated, compared to 22 question papers approved at the same stage in the November 2017 examinations. This demonstrated stability and maturity in the system, particularly with regard to assessment.

Figure 1A below compares the status of question papers at first moderation for the November 2017 and November 2018 examination question papers. In 2018, 78 question papers (compared to 109 in 2017) required more than one moderation, of which 71 (compared to 102 in 2017) were conditionally approved; while seven (three in 2017) were rejected (not approved at all). The seven question papers that were not approved in the November 2018 first moderation process were:

Economics Paper 2	Geography Paper 1
SASL HL Paper 1 backup	Technical Mathematics Paper 1
SASL HL Paper 2 backup	Technical Mathematics Paper 2
Mathematical Literacy Paper 2	

Mathematical Literacy Paper 2 was the only question paper of the seven that was also rejected at first moderation during moderation of the November 2017 question papers. This indicated that the panels had taken into account the comments made by Umalusi in the previous examination.

In the next section of the chapter, factors that hindered the approval of the 78 question papers are discussed in detail to make the assessment body aware of the aspects/areas that need improvement.

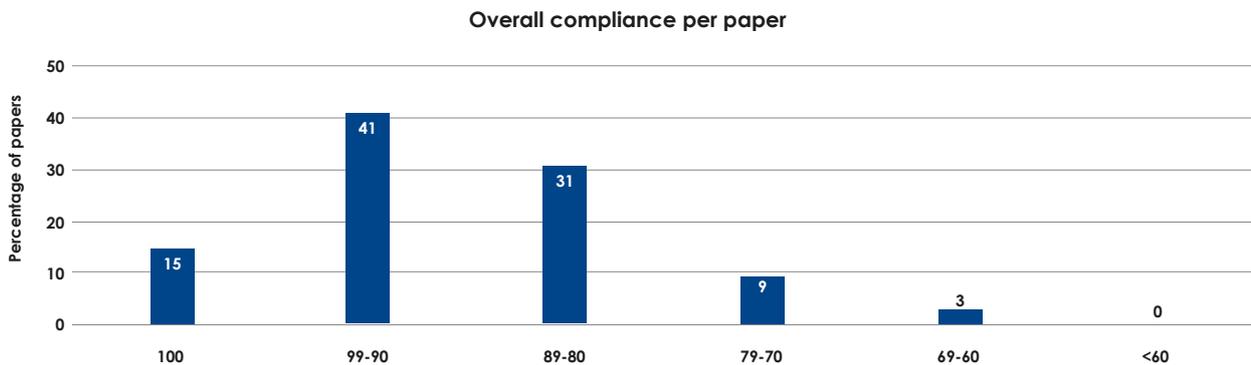


**Figure 1A: Status of question papers at first moderation**

### 1.3.2 Overall compliance per question paper

Figure 1B displays the overall compliance of question papers and their marking guidelines for 2018, measured against all quality indicators of the moderation instrument.

It became apparent that most of the question papers were partially compliant at first moderation in 2018 with an attainment of 90%; while very few were below 70%.



**Figure 1B: Percentage overall compliance of question papers and marking guidelines at first moderation**

Although there was an increase in the number of question papers approved at first moderation, only 15% of those question papers were 100% compliant with all the criteria, while 41% were 90%–99% compliant. Thirty-one percent of the question papers were 80%–89% compliant and only 12% were below 80% compliant. The following 15 question papers were below 80% compliance in the first moderation of question papers for the November 2018 examination.

Economics Paper 1	Economics Paper 2	English FAL Paper 2
Geography Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 3	Mathematical Literacy Paper 2	SASL HL Paper 1
SASL HL Paper 2	SASL HL Paper 1 backup	SASL HL Paper 2 backup
Technical Mathematics Paper 1	Technical Mathematics Paper 2	Visual Arts Paper 1

Mathematical Literacy Paper 2 was the only question paper with a similar status of an overall compliance rate below 80% during the moderation of the November 2017 question papers.

Table 1B shows an overall decline, since only 7% of the question papers were below 80% compliant in the moderation of question papers for the November 2017 examination, while 13% of the November 2018 question papers were below 80% compliant.

**Table 1B: Comparison of the overall compliance of question papers and marking guidelines at first moderation in November 2017 and November 2018**

Compliance (%)	November 2017 (% of papers)	November 2018 (% of papers)
100	14	15
90–99	40	41
80–89	39	31
70–79	6	10
60–69	1	3

The report focuses further on the analysis of each criterion to provide a clear picture of how each criterion contributed towards the overall analysis.

### 1.3.3 Compliance per criterion

This section details how question papers and their marking guidelines performed, pertaining to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) in relation to each of the 11 criteria provided in Table 1C.

**Table 1C: Percentage compliance of question papers and marking guidelines at first moderation**

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	41	56	3	0
Internal moderation	71	28	2	0
Content coverage	84	11	3	2
Quality of questions	28	64	9	0
Cognitive skills	59	38	3	0
Language and bias	59	41	0	0
Predictability	83	12	4	1
Development of marking guideline	80	16	3	1
Conformity with question paper	59	31	9	1
Marking guidelines	41	53	5	0
Overall impression	46	37	14	3

In the November 2018 NSC examinations, as was the case in November 2017, internal moderation, content coverage and predictability complied better than the rest of the criteria. It was commendable that content coverage was the best criterion as its mastery implies complete adherence to the prescripts of the CAPS and the examination guidelines. Nonetheless, it was discouraging that technical details, quality of questions and marking guidelines were the least compliant, as was the case in the November 2017 examinations.

### 1.3.4 Question paper and marking guideline moderation criteria

This section presents an in-depth analysis of each criterion, drawn from the first moderation of the question papers and their marking guidelines. For a question paper to be approved for use in the examination, all concerns raised at first moderation must be addressed during subsequent moderation levels.

#### a) Technical details

Forty-one percent of the question papers complied fully with technical details at first moderation while the majority (56%) complied with most of the quality indicators. Economics Paper 2 and SASL HL Paper 2 backup question papers displayed limited compliance.

Specific challenges identified relating to technical details included:

- i) Supporting documents, such as analysis grid, relevant answer sheet, formula sheet and/or addendum, were not included in the files for IsiXhosa HL Paper 3 and Mathematics Paper 2 question papers.
- ii) A full history of the development and moderation of the question paper, which includes all drafts and internal moderators' comments, was not presented for external moderation of the following question papers:

Consumer Studies	Economics Paper 1
Economics Paper 2	Information Technology Paper 1
Information Technology Paper 2	Life Orientation (September)
Mathematical Literacy Paper 1	Physical Sciences Paper 2

- iii) Some relevant details such as time allocation, name of the subject, number of pages and instructions to candidates were missing in the Tourism and Visual Arts Paper 2 question papers.
- iv) Instructions to candidates were either unclear or ambiguous in the following question papers:

Accounting	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Electrical Technology: Power Systems	Economics Paper 1	Afrikaans HL Paper 3
Information Technology Paper 1	English FAL Paper 1	English FAL Paper 2
Information Technology Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 3
IsiZulu FAL Paper 1	IsiZulu FAL Paper 3	Life Sciences Paper 1
Mathematical Literacy Paper 2	Music Paper 1	Music Paper 2
Sepedi HL Paper 1	Sepedi HL Paper 2	Sepedi HL Paper 3
Technical Mathematics Paper 1	Tshivenda HL Paper 2	Tourism
Technical Mathematics Paper 2	Xitsonga HL Paper 1	Xitsonga HL Paper 2

- v) The layout of the following question papers was cluttered and as a result were not reader-friendly:

Accounting	Afrikaans HL Paper 2
Economics Paper 1	Economics Paper 2
Music Paper 1	Music Paper 2
Mathematical Literacy Paper 2	Mathematics Paper 1
Technical Mathematics Paper 1	Visual Arts Paper 2

- vi) Some questions in the following question papers were incorrectly numbered:

Afrikaans HL Paper 1	Design Paper 1
Dramatic Arts	English FAL Paper 2
IsiZulu FAL Paper 2	Life Sciences Paper 1
Mathematical Literacy Paper 2	Physical Sciences Paper 2

- vii) The pages of the question papers of Electrical Technology – Power Systems, Mathematical Literacy Paper 1, Technical Mathematics Paper 1 and Tshivenda HL Paper 1 were incorrectly numbered.

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

Afrikaans FAL Paper 2	Agricultural Management Practices
Agricultural Technology	Business Studies
Civil Technology: Construction	Economics Paper 2
Electrical Technology: Digital Electronics	Electrical Technology: Electronics
Electrical Technology: Power Systems	Geography Paper 1
IsiXhosa HL Paper 3	

- ix) Fonts were not appropriately used throughout the following question papers:

Agricultural Management Practices	Electrical Technology: Digital Electronics
Electrical Technology: Power and Systems	English FAL Paper 1
Hospitality Studies	Life Sciences Paper 1
Physical Sciences Paper 1	Sesotho HL Paper 3

- x) Mark allocations were not clearly indicated in the Afrikaans SAL Paper 2 and SASL HL Paper 1 question papers.

- xi) The length of each of the following question papers was such that an average candidate could not complete writing within the allocated time:

Accounting	Information Technology Paper 1	Mathematical Literacy Paper 2
SASL HL Paper 1	SASL HL Paper 1 backup	SASL HL Paper 2

- xii) There were disparities in mark allocation between the following question papers and marking guidelines:

Afrikaans HL Paper 2	Electrical Technology: Power Systems
Geography Paper 1	History Paper 1
IsiXhosa FAL Paper 2	IsiXhosa HL Paper 3
Mathematical Literacy Paper 2	Sepedi HL Paper 2

- xiii) The quality of drawings, illustrations, graphs and/or tables was not appropriate, clear, error-free and/or print ready in the following question papers:

Agricultural Management Practices	History Paper 1	Tourism
Agricultural Science Paper 1	Afrikaans HL Paper 1	Design Paper 2
Agricultural Science Paper 2	Music Paper 1	Music Paper 2
Agricultural Technology	English HL Paper 1	English HL Paper 3
EGD Paper 1	EGD Paper 2	Dramatic Arts
Electrical Technology: Power Systems	IsiZulu HL Paper 1	Visual Arts Paper 1
Information Technology Paper 2	IsiXhosa HL Paper 3	IsiXhosa FAL Paper 3
Mathematical Literacy Paper 1	Geography Paper 1	Geography Paper 2
Mathematical Literacy Paper 2	Sepedi HL Paper 1	Sepedi HL Paper 3
Technical Mathematics Paper 1	Life Sciences Paper 1	Physical Sciences Paper 1
Technical Mathematics Paper 2	SASL HL Paper 1 backup	SASL HL Paper 3

- xiv) The following question papers did not adhere to the prescribed format requirements in the CAPS and examination guidelines:

Civil Technology: Civil Services	Civil Technology: Construction
Civil Technology: Woodworking	Physical Sciences Paper 1
Sesotho HL Paper 2	

The technical details criterion was one of the criteria singled out in the November 2017 directives because of a decline from 53% in 2016 to 48% in 2017. As part of the improvement plan, the DBE indicated that the challenges would be mediated with each panel before question paper setting commenced. However, the full compliance rate declined further, by 7% to 41%, indicating that more needs to be done as the intervention in 2018 had not helped much.

#### b) Internal moderation

Seventy-one percent of the question papers complied fully with the internal moderation criterion. This level of compliance was commendable, although it spelled out that there remains room for improvement. Two question papers, namely SASL HL Paper 1 and IsiXhosa HL Paper 3, showed limited compliance with this criterion.

The question papers that did not comply in all respects with the criterion presented the following challenges:

- i) There was insufficient evidence of internal moderation in files for the IsiXhosa HL Paper 3 and Life Orientation question papers.
- ii) The quality, standard and relevance of input from the internal moderator were inappropriate in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Civil Technology: Civil Services	English FAL Paper 2	English HL Paper 3
Civil Technology: Construction	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Civil Technology: Woodworking	SASL HL Paper 1	SASL HL Paper 2
Electrical Technology: Electronics	Sesotho HL Paper 1	Sesotho HL Paper 3
Mathematical Literacy Paper 1	Setswana HL Paper 2	Setswana HL Paper 3
Mathematical Literacy Paper 2	Business Studies	History Paper 2
Technical Mathematics Paper 1	Visual Arts Paper 1	Visual Arts Paper 2
Technical Mathematics Paper 2	Afrikaans SAL Paper 2	EGD Paper 2

- iii) There was no conclusive evidence that all internal moderators' recommendations were addressed in the following question papers:

Economics Paper 2	Geography Paper 1	IsiXhosa HL Paper 3;
SASL HL Paper 1	Setswana HL Paper 1	

### c) Content coverage

Eighty-four percent of the November 2018 examination question papers were compliant in all respects with content coverage. Such high compliance is always expected, given the explicit prescripts of the CAPS and the examination guidelines, which spell out the specific content and the weightings of the different aspects of the content to be examined for each subject.

The remaining question papers did not comply fully with the content coverage criterion, due to the following challenges:

- i) There was no indication of how each question was linked to a topic or skill in the following question papers:

Afrikaans FAL Paper 1	Consumer Studies	Economics Paper 1
Economics Paper 2	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Sepedi HL Paper 1		

- ii) The following question papers did not adequately cover the topics/skills as prescribed in the CAPS and the examination guidelines:

Afrikaans FAL Paper 2	CAT Paper 2	Consumer Studies
Economics Paper 2	Geography Paper 1	IsiXhosa HL Paper 2
Technical Mathematics Paper 1	SASL HL Paper 1	SASL HL Paper 1 backup
Technical Mathematics Paper 2	Sepedi FAL Paper 1	Sepedi HL Paper 1
Sesotho HL Paper 1		

- iii) There were questions in the following question papers that were not within the broad scope of the CAPS and the examination guidelines:

EGD Paper 2	English HL Paper 1
IsiXhosa HL Paper 2	SASL HL Paper 1 backup
Sepedi FAL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- iv) Some of the questions in the following question papers were not representative of the latest developments in the subjects:

EGD Paper 2	IsiXhosa HL Paper 2
Technical Mathematics Paper 1	SASL HL Paper 1 backup
Technical Mathematics Paper 2	

#### d) Quality of questions

In relation to the text selection, type and quality of questions criterion, only 28% of the question papers complied in all respects. This criterion showed a 1% decline when compared to the 29% compliance of the November 2017 examination.

The following question papers achieved limited compliance with this criterion:

English FAL Paper 2	English HL Paper 2	History Paper 1
Setswana HL Paper 1	SASL HL Paper 1	SASL HL Paper 1 backup
SASL HL Paper 2 backup	Sesotho HL Paper 2	Tshivenda HL Paper 3
Visual Arts Paper 1		

The following are some of the challenges that impacted heavily on compliance with this criterion:

- i) The following question papers did not include questions that allowed for creative responses:

Business Studies	Economics Paper 2	Geography Paper 1
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	IsiZulu FAL Paper 3
Mathematical Literacy Paper 2	Sepedi FAL Paper 2	Visual Arts Paper 1
Technical Mathematics Paper 2		

- ii) There was no correlation between mark allocation, level of difficulty and time allocation in the following question papers:

Civil Technology: Civil Services	Business Studies	EGD Paper 2
Civil Technology: Construction	Economics Paper 1	Economics Paper 2
Civil Technology: Woodworking	English HL Paper 1	IsiZulu FAL Paper 1
Electrical Technology: Power Systems	Life Sciences Paper 1	Sepedi HL Paper 1
Information Technology Paper 1	Sesotho HL Paper 1	Sesotho HL Paper 2
Visual Arts Paper 1		

- iii) Based on the prescribed CAPS and examination guidelines, some of the source materials in IsiXhosa HL Paper 2, SASL HL Paper 2, SASL HL Paper 1 backup and SASL HL Paper 2 backup were found not to be of the stipulated lengths.
- iv) Source materials in the following question papers were not sufficiently suitable for their intended use:

Afrikaans FAL Paper 3	Afrikaans HL Paper 1	Afrikaans SAL Paper 1
Afrikaans SAL Paper 2	English HL Paper 2	English HL Paper 3
Dance Studies	Sesotho HL Paper 1	Sesotho HL Paper 3
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
Life Sciences Paper 1	Sepedi HL Paper 1	Setswana HL Paper 3
Mathematical Literacy Paper 1	SASL HL Paper 1	SASL HL Paper 1 backup
Xitsonga HL Paper 1	Xitsonga HL Paper 3	

- v) The complexity of language in the following question papers was not appropriate for Grade 12 candidates:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans SAL Paper 2
Mathematical Literacy Paper 1	History Paper 2	Geography Paper 1
Mathematical Literacy Paper 2	IsiZulu FAL Paper 1	SASL HL Paper 1
SASL HL Paper 1 backup		

- vi) Some of the source materials in the following question papers did not allow for the testing of appropriate skills:

Economics Paper 2	English HL Paper 2	IsiXhosa HL Paper 2
SASL HL Paper 1	SASL HL Paper 1 backup	Sepedi FAL Paper 1
Sesotho HL Paper 3		

- vii) Some source materials could not be used effectively to generate questions across all cognitive levels in Economics Paper 2, English HL Paper 2, IsiXhosa HL Paper 2, Sepedi HL Paper 1 and Sesotho HL Paper 3.

- viii) Some questions in the following question papers were not related to what was pertinent in the subjects:

IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Technical Mathematics Paper 1	Sesotho HL Paper 1	Sesotho HL Paper 2
SASL HL Paper 1	SASL HL Paper 1 backup	English HL Paper 2

- ix) In a number of question papers, tabulated below, the questions were not free from vaguely defined statements; ambiguous wording; extraneous, irrelevant and trivial information; and contained unintentional clues to the correct answers:

Accounting	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2	Business Studies
Agricultural Sciences Paper 1	Consumer Studies	Dance Studies
Agricultural Sciences Paper 2	CAT Paper 1	CAT Paper 2
Electrical Technology: Power Systems	Economics Paper 1	Economics Paper 2
Information Technology Paper 2	Design Paper 1	English FAL Paper 1
Mathematical Literacy Paper 1	English HL Paper 1	English HL Paper 3
Mathematical Literacy Paper 2	History Paper 1	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	IsiZulu FAL Paper 2
IsiZulu FAL Paper 3	IsiZulu HL Paper 2	Music Paper 1
Life Sciences Paper 1	Life Sciences Paper 2	Sepedi FAL Paper 1
Setswana HL Paper 1	SiSwati HL Paper 1	SASL HL Paper 1
SASL HL Paper 1 backup	SASL HL Paper 2	SASL HL Paper 2 backup
Technical Mathematics Paper 1	Tourism	Tshivenda HL Paper 3
Technical Mathematics Paper 2	Visual Arts Paper 1	Visual Arts Paper 2

- x) Some questions in the following question papers did not provide clear instructional task words/action verbs, leading to nullification of questions:

Accounting	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Agricultural Management Practices	Afrikaans SAL Paper 2	Consumer Studies
Dramatic Arts	Economics Paper 1	English FAL Paper 2
English HL Paper 2	Geography Paper 1	Geography Paper 2
History Paper 1	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2
Mathematical Literacy Paper 2	IsiXhosa HL Paper 3	IsiZulu HL Paper 1
Music Paper 1	Music Paper 2	Sepedi HL Paper 2
Sesotho HL Paper 2	Sesotho HL Paper 3	Setswana HL Paper 1
SiSwati HL Paper 1	SiSwati HL Paper 2	SASL HL Paper 1
SASL HL Paper 1 backup		

- xi) It was noted in the following question papers that some questions did not have sufficient information to elicit appropriate responses:

Accounting	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 3	Afrikaans SAL Paper 2
Dance Studies	Economics Paper 2	English FAL Paper 1
English FAL Paper 2	English HL Paper 1	English HL Paper 2
English HL Paper 3	IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 1	Sesotho HL Paper 1	Sesotho HL Paper 2
Sesotho HL Paper 3	Sepedi HL Paper 2	SASL HL Paper 1
Mathematical Literacy Paper 2	SASL HL Paper 1 backup	Setswana HL Paper 1
Technical Mathematics Paper 2	Visual Arts Paper 1	

xii) The following question papers displayed factual errors in one way or another:

Accounting	Afrikaans FAL Paper 1	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Civil Technology: Civil Services	Dance Studies
Electrical Technology: Electronics	English HL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 2	IsiZulu FAL Paper 1	IsiZulu FAL Paper 2
IsiZulu FAL Paper 3	IsiZulu HL Paper 2	Mathematics Paper 1
Life Sciences Paper 1	Life Sciences Paper 2	Music Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2	Setswana HL Paper 3
SASL HL Paper 2	SASL HL Paper 1	Xitsonga HL Paper 2
Technical Mathematics Paper 2	Technical Sciences Paper 1	

xiii) Some questions in the following question papers were negatively phrased: English HL Paper 2, History Paper 2, IsiXhosa FAL Paper 3, IsiXhosa HL Paper 1 and IsiXhosa HL Paper 2.

xiv) Incorrect/irrelevant references to certain questions were made in the following question papers:

Afrikaans SAL Paper 2	Electrical Technology: Power Systems
Electrical Technology: Electronics	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 3	Sepedi HL Paper 1
Mathematical Literacy Paper 2	Setswana HL Paper 1
Visual Arts Paper 1	Visual Arts Paper 2

xv) Multiple choice options contained challenges pertaining to their formulation in the following question papers:

Business Studies	Consumer Studies	Economics Paper 2
English FAL Paper 2	English HL Paper 1	History Paper 2
IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	Life Orientation	Music Paper 1
Setswana HL Paper 1	Xitsonga HL Paper 1	

As a result of the high number of question papers that were non-compliant with this criterion, quality of questions, it became necessary for the DBE to focus on selecting texts, or adapting texts, to suit their intentions when capacitating examination panels. The compliance rate of the quality of questions criterion was the lowest when compared with those of November 2016 and November 2017. The low rate of compliance with this criterion was noted and was given as a directive in November 2017, to be addressed with the examining panels. Although the DBE indicated, as a planned intervention for improvement strategy, that this criterion would be mediated by the managers with each panel before the setting of the question papers commenced, compliance with this criterion declined further. The DBE is urged to initiate effective strategies to mitigate these challenges.

### e) Cognitive skills

Fifty-nine percent of the question papers complied fully with this criterion, representing a 1% decline when compared with moderation of the November 2017 examination. The following are some of the factors that hindered complete compliance:

- i) The cognitive skills for each question/sub-question were not appropriately distributed in of the following question papers:

Agricultural Management Practices	Agricultural Technology	Afrikaans FAL Paper 1
Agricultural Sciences Paper 1	Consumer Studies	Dance Studies
Agricultural Sciences Paper 2	Economics Paper 2	EGD Paper 2
Electrical Technology: Digital Electronics	English HL Paper 1	English HL Paper 2
Electrical Technology: Power Systems	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Technical Mathematics Paper 1	IsiZulu HL Paper 1	Music Paper 1
Technical Mathematics Paper 2	Mathematics Paper 1	Mathematics Paper 2
Physical Sciences Paper 1	Sepedi HL Paper 2	Sesotho HL Paper 1
Physical Sciences Paper 2	Setswana HL Paper 1	Xitsonga HL Paper 1
SASL HL Paper 1 backup	SASL HL Paper 1	SASL HL Paper 2
SASL HL Paper 2 backup	Visual Arts Paper 1	

- ii) The choice questions in the following question papers differed in their cognitive demands and thereby unduly advantaged or disadvantaged candidates:

Business Studies	Economics Paper 1	Economics Paper 2
English FAL Paper 2	English HL Paper 2	IsiXhosa HL Paper 3
SASL HL Paper 1 backup	SASL HL Paper 2	Visual Arts Paper 1
SASL HL Paper 2 backup	Xitsonga HL Paper 3	

- iii) Based on the initial external moderation, some question papers were found to be easy, challenging or very challenging.

The following question papers (10.3%) were highlighted as being easy, or did not have sufficient questions that assessed higher-order skills:

Economics Paper 1	Economics Paper 2	EGD Paper 2
IsiXhosa FAL Paper 2	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
Music Paper 1	Setswana HL Paper 1	Sesotho HL Paper 1
SiSwati HL Paper 1	SASL HL Paper 1	SASL HL Paper 1 backup

The following question papers (10.3%) were highlighted as being challenging:

Agricultural Management Practices	Agricultural Sciences Paper 1
Agricultural Science Paper 2	Consumer Studies
Geography Paper 1	Visual Arts Paper 1

Life Sciences Paper 1	Life Sciences Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Mathematical Literacy Paper 2	Sesotho HL Paper 2

The following question papers (1.7%) were highlighted as being very challenging:

Physical Sciences Paper 1	Physical Sciences Paper 2
---------------------------	---------------------------

- iv) Irrelevant information that unintentionally increased difficulty was included in some questions in the following question papers (8.6%):

Afrikaans FAL Paper 2	English HL Paper 2	IsiXhosa HL Paper 2
IsiXhosa HL Paper 3	Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 2	Visual Arts Paper 1	Sepedi FAL Paper 1
SASL HL Paper 1 backup		

The interpretation of the cognitive levels, particularly in higher-order questions, remains an area of concern as compliance in all respects stagnated at between 59% and 60% from November 2016 to November 2018. The training of the panels in this respect, as promised by the DBE, had not made a difference. The DBE is banking on a long-term plan that involves training both the panels and Umalusi moderators, by an accredited service provider, for a lasting solution.

#### f) Language and bias

Compliance with this criterion achieved a rate of 59%, representing an improvement of 3% compared to the November 2017 examination. Most question papers generally managed to comply in most respects with this criterion. There were no question papers that had limited compliance or no compliance at all, which was commendable, since language can act as a huge barrier in accessing questions for most candidates.

The 41% of question papers that did not comply fully with this criterion presented the following issues of concern:

- i) Subject terminology/data was used incorrectly in the following question papers:

Afrikaans FAL Paper 2	Afrikaans HL Paper 2	IsiXhosa HL Paper 2
Technical Mathematics Paper 1	Music Paper 1	Music Paper 2
Technical Mathematics Paper 2	Sepedi HL Paper 3	Sesotho HL Paper 2

- ii) The language register in the following question papers was inappropriate for Grade 12 candidates:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans HL Paper 2	Afrikaans SAL Paper 2	IsiXhosa HL Paper 2
IsiZulu FAL Paper 1	SASL HL Paper 1	SASL HL Paper 2
Mathematical Literacy Paper 1	SASL HL Paper 1 backup	SASL HL Paper 2 backup
Mathematical Literacy Paper 2	Technical Mathematics Paper 2	

- iii) Some questions in the following question papers had subtleties in their grammar that might have created confusion:

Accounting	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans SAL Paper 2
CAT Paper 1	CAT Paper 2	English FAL Paper 1
English FAL Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2
IsiXhosa HL Paper 3	IsiZulu FAL Paper 2	IsiZulu FAL Paper 3
IsiZulu HL Paper 1	Life Sciences Paper 1	Tourism
Mathematical Literacy Paper 2	Physical Sciences Paper 2	Setswana HL Paper 1
Technical Mathematics Paper 1	Setswana HL Paper 2	Setswana HL Paper 3
SASL HL Paper 1 backup	Visual Arts Paper 2	

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

Afrikaans FAL Paper 1	Afrikaans FAL Paper 3	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans HL Paper 3	Afrikaans SAL Paper 2
Agricultural Management Practices	Agricultural Technology	Business Studies
Agricultural Sciences Paper 1	CAT Paper 1	CAT Paper 2
Agricultural Sciences Paper 2	Economics Paper 1	Economics Paper 2
Information Technology Paper 2	English FAL Paper 2	IsiXhosa FAL Paper 2
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Mathematical Literacy Paper 2	IsiZulu FAL Paper 1	IsiZulu HL Paper 1
Technical Mathematics Paper 1	Sepedi HL Paper 1	Sepedi HL Paper 2
Technical Mathematics Paper 2	Sepedi HL Paper 3	Setswana HL Paper 1
Setswana HL Paper 2	Setswana HL Paper 3	SASL HL Paper 1
SASL HL Paper 1 backup	Visual Arts Paper 2	

- v) Some questions in the following question papers contained over-complicated syntax (convoluted language):

Afrikaans FAL Paper 1	Afrikaans FAL Paper 3	Afrikaans HL Paper 2
Afrikaans SAL Paper 2	Geography Paper 1	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	SASL HL Paper 1 backup

- vi) There were no glossaries to accompany foreign names, terms and jargon used in the Afrikaans FAL Paper 2, Afrikaans HL Paper 2, Dramatic Arts and Setswana HL Paper 1 question papers.
- vii) The following question papers were found to have evidence of bias in one or more of the following aspects: culture, gender, language, politics, race, religion, stereotyping, province and region:

Afrikaans HL Paper 2	Business Studies	English FAL Paper 1
CAT Paper 1	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2
IsiXhosa HL Paper 3	SASL HL Paper 2	Sepedi HL Paper 1
Geography Paper 1	Mathematical Literacy Paper 2	

- viii) CAT Paper 1, IsiXhosa HL Paper 2 and IsiXhosa HL Paper 3 had questions that did not allow for adaptations and modifications for assessing special needs candidates, in the interest of inclusivity.

#### g) Predictability

Eighty-three percent of question papers complied in all respects with this criterion, indicating that the majority of the panels were vigilant when they designed the questions. The remaining question papers were accounted for through the following concerns:

- i) Although it is required that questions must not be repeated within the scope of the past three years, the nature of some of the questions in the following question papers appeared easy to spot or predict:

Dance Studies	Economics Paper 1	Economics Paper 2
English HL Paper 2	English HL Paper 3	IsiXhosa HL Paper 2
Technical Mathematics Paper 2	SASL HL Paper 1	Visual Arts Paper 1

- ii) Some questions were repeated verbatim from question papers of previous years, or exemplar question papers, in the following:

Business Studies	Economics Paper 1	Economics Paper 2
Technical Mathematics Paper 1	English FAL Paper 1	English FAL Paper 3
Technical Mathematics Paper 2	SASL HL Paper 1	Sepedi FAL Paper 2

- iii) The following question papers had limited innovation:

Geography Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Mathematics Paper 1	Technical Mathematics Paper 1	Technical Mathematics Paper 2
Visual Arts Paper 1		

#### h) Marking guidelines

Marking guidelines are supposed to be developed alongside each question paper to guard against non-alignment of the questions and their responses. Nevertheless, only 41% of the marking guidelines achieved full compliance. The rest of the question papers failed to comply as a result of the following challenges:

- i) The marking guidelines of the following question papers seemed not to have been developed alongside their question papers, with recurrent identifiable mismatches noted:

Afrikaans SAL Paper 1	Business Studies	Dance Studies
Economics Paper 1	Economics Paper 2	Geography Paper 1
IsiZulu FAL Paper 3	Mathematical Literacy Paper 2	Setswana HL Paper 2
SASL HL Paper 1	Visual Arts Paper 2	Xitsonga HL Paper 2

- ii) The marking guidelines for the following question papers did not reflect the assessment objectives of the curriculum in correct proportions:

Afrikaans FAL Paper 2	Economics Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	IsiZulu FAL Paper 3
Mathematics Paper 1		

- iii) The following marking guidelines did not maintain intellectual challenge from one examination to another:

IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2	IsiXhosa HL Paper 2
Sepedi FAL Paper 2	SASL HL Paper 1	Visual Arts Paper 2

- iv) Some of the answers in the following marking guidelines did not correspond with the questions in the question papers:

Afrikaans FAL Paper 2	Afrikaans HL Paper 2	Afrikaans SAL Paper 1
Consumer Studies	Economics Paper 1	Economics Paper 2
Information Technology Paper 2	English FAL Paper 1	English FAL Paper 2
Mathematical Literacy Paper 2	IsiXhosa FAL Paper 2	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	Sepedi HL Paper 1
Sepedi HL Paper 2	Sesotho HL Paper 3	Setswana HL Paper 1
Setswana HL Paper 2	SASL HL Paper 2	SASL HL Paper 2 backup
Tshivenda HL Paper 1	Xitsonga HL Paper 1	Xitsonga HL Paper 2
Tourism		

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

Afrikaans FAL Paper 2	Business Studies	Dance Studies
Electrical Technology: Power Systems	English FAL Paper 1	English FAL Paper 2
English HL Paper 1	English HL Paper 2	Geography Paper 1
IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	IsiZulu FAL Paper 3
IsiZulu HL Paper 1	IsiZulu HL Paper 2	Life Orientation
Music Paper 1	Music Paper 1	Sesotho HL Paper 3
SASL HL Paper 2 backup	SiSwati HL Paper 2	

- vi) The marking guidelines were not correct in terms of the subject matter for the following question papers:

Afrikaans FAL Paper 2	Afrikaans FAL Paper 3	Afrikaans HL Paper 2
Afrikaans HL Paper 3	Afrikaans SAL Paper 2	Civil Technology: Civil Services
Economics Paper 1	Economics Paper 2	Civil Technology: Construction
History Paper 1	History Paper 2	Electrical Technology: Electronics
Life Sciences Paper 1	Life Sciences Paper 2	Mathematical Literacy Paper 1
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	Mathematical Literacy Paper 2
Geography Paper 1	Music Paper 1	Technical Mathematics Paper 1
Setswana HL Paper 1	Tourism	Technical Mathematics Paper 2
SASL HL Paper 1	SASL HL Paper 2	Mathematics Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2	Mathematics Paper 2

- vii) The marking guidelines of the following question papers had typographical errors or errors in language:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2	Agricultural Management Practices
Agricultural Technology	Business Studies	Civil Technology: Civil Services
English FAL Paper 2	English HL Paper 3	Civil Technology: Construction
Economics Paper 1	Geography Paper 1	Electrical Technology: Power System
IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3	Information Technology Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 3	Physical Sciences Paper 1
IsiZulu FAL Paper 2	IsiZulu HL Paper 1	Physical Sciences Paper 2
IsiZulu HL Paper 2	IsiZulu HL Paper 3	Technical Mathematics Paper 1
SiSwati HL Paper 2	Visual Arts Paper 2	Technical Mathematics Paper 2
Sepedi HL Paper 1	Sepedi HL Paper 2	Sepedi HL Paper 3
Sesotho HL Paper 3	Setswana HL Paper 2	SiSwati HL Paper 1

- viii) The marking guidelines for English FAL Paper 1, Life Sciences Paper 1, Music Paper 1, Music Paper 2 and Technical Mathematics Paper 1 were not clearly laid out.

- ix) Other than that, the following marking guidelines did not allocate marks in line with the demands of the questions/tasks:

Business Studies	Economics Paper 1	Economics Paper 2
English FAL Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 3
Mathematical Literacy Paper 2	Life Sciences Paper 1	IsiZulu FAL Paper 1
Technical Mathematics Paper 1	Mathematics Paper 1	Setswana HL Paper 2
Technical Mathematics Paper 2	Visual Arts Paper 1	

- x) The marking guidelines for the following question papers did not encourage an appropriate spread of marks:

Economics Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2
SASL HL Paper 1	Visual Arts Paper 1	Visual Arts Paper 2

- xi) The marking guidelines for the following question papers offered a small range of marks that would create difficulty in distinguishing between low and high performers:

Afrikaans HL Paper 3	Afrikaans SAL Paper 2	Consumer Studies
Economics Paper 2	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2
SASL HL Paper 1	SASL HL Paper 2	

- xii) The following marking guidelines did not provide enough detail to ensure reliability of marking:

Afrikaans HL Paper 2	Afrikaans HL Paper 3	Civil Technology: Construction
Economics Paper 1	Economics Paper 2	English FAL Paper 1
English FAL Paper 2	English HL Paper 1	English HL Paper 2
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 2	IsiZulu FAL Paper 3	Sesotho HL Paper 3
SASL HL Paper 1	SASL HL Paper 3	Visual Arts Paper 1
Visual Arts Paper 2	Xitsonga HL Paper 2	Xitsonga HL Paper 3

- xiii) The marking guidelines for the following question papers did not make provision for relevant, alternative responses:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Consumer Studies	Economics Paper 2	English HL Paper 1
English HL Paper 2	IsiXhosa FAL Paper 3	IsiZulu FAL Paper 3
Mathematical Literacy Paper 2	Mathematics Paper 1	Mathematics Paper 2
Technical Mathematics Paper 2	Music Paper 1	Visual Arts Paper 1

The November 2017 NSC QAA report emphasised in the directives that marking guidelines (including the development of the marking guideline) was one of the areas that required improvement in compliance. In response, the DBE indicated in their improvement plan that the directive would be mediated by managers with each panel before setting commenced. Although compliance with the marking guideline criterion showed some improvement, from 37% in November 2017 to 41% in November 2018, it has remained one of the least compliant criterion. The DBE should therefore double its efforts to ensure that the compliance rate with this criterion improves further.

#### i) Overall impression and general remarks

This section focused on the professional judgements made by Umalusi for each question paper regarding how the question papers and accompanying marking guidelines fared. The findings are summarised below:

- i) The following question papers and their marking guidelines were not aligned with the weighting of content topics and/or weightings of cognitive levels, as prescribed in the CAPS and/or guideline documents:

Afrikaans FAL Paper 2	EGD Paper 2	English HL Paper 3
Geography Paper 1	IsiXhosa HL Paper 2	Physical Sciences Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2	Sepedi HL Paper 2
Sesotho HL Paper 1		

- ii) It was found that the following question papers and their accompanying marking guidelines were not fair, valid and reliable:

Accounting	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans HL Paper 3	Afrikaans SAL Paper 1	Business Studies
Civil Technology: Civil Services	Economics Paper 1	Economics Paper 2
Civil Technology: Construction	EGD Paper 2	English FAL Paper 2
Civil Technology: Woodworking	English HL Paper 2	English HL Paper 3
Information Technology Paper 1	Geography Paper 1	IsiXhosa FAL Paper 2
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa HL Paper 3	IsiZulu FAL Paper 3	IsiZulu HL Paper 1
Mathematical Literacy Paper 2	Mathematics Paper 1	IsiZulu HL Paper 2
Music Paper 1	Music Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	Sesotho HL Paper 3	Setswana HL Paper 1
Technical Mathematics Paper 1	SASL HL Paper 2	Visual Arts Paper 1
Technical Mathematics Paper 2	Xitsonga HL Paper 1	Xitsonga HL Paper 2
Xitsonga HL Paper 3	Sepedi HL Paper 1	Sepedi HL Paper 2
Sepedi HL Paper 3	SiSwati HL Paper 1	SiSwati HL Paper 1

- iii) The question papers for Afrikaans FAL Paper 2, History Paper 1, IsiXhosa HL Paper 2, Technical Mathematics Paper 1 and Technical Mathematics Paper 2 were deemed not to have assessed the outcomes of the CAPS.
- iv) The following question papers and marking guidelines were not of appropriate standard when submitted for first moderation:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Business Studies Paper 1	Economics Paper 1	Economics Paper 2
EGD Paper 2	English FAL Paper 2	Electrical Technology: Digital Electronics
English HL Paper 2	English HL Paper 3	Geography Paper 1
History Paper 2	IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 2	IsiZulu FAL Paper 3	IsiZulu HL Paper 1
Mathematics Paper 1	Mathematics Paper 2	Mathematical Literacy Paper 2
Music Paper 1	Music Paper 2	Visual Arts Paper 1
Xitsonga HL Paper 1	Xitsonga HL Paper 2	Technical Mathematics Paper 1
Xitsonga HL Paper 3	Setswana HL Paper 2	Technical Mathematics Paper 2
Sepedi HL Paper 1	Sepedi HL Paper 2	

- v) The standard of the following November 2018 question papers and marking guidelines did not compare favourably with those of previous years:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Dance Studies	Economics Paper 2	EGD Paper 2
English HL Paper 3	Geography Paper 1	IsiXhosa FAL Paper 1
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 3	IsiZulu FAL Paper 3	IsiZulu HL Paper 1
Mathematical Literacy Paper 2	Visual Arts Paper 1	Sepedi FAL Paper 2
Technical Mathematics Paper 1	Sesotho HL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 2	Sesotho HL Paper 3	

- vi) There was disproportion in the assessment of skills, knowledge, attitudes, values and reasoning in the following question papers:

Electrical Technology: Power Systems	Economics Paper 2	IsiXhosa FAL Paper 2
Technical Mathematics Paper 1	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 1
Technical Mathematics Paper 2	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
Visual Arts Paper 1		

### 1.3.5 Comparison of compliance per criterion and levels of moderation: November 2016 to November 2018

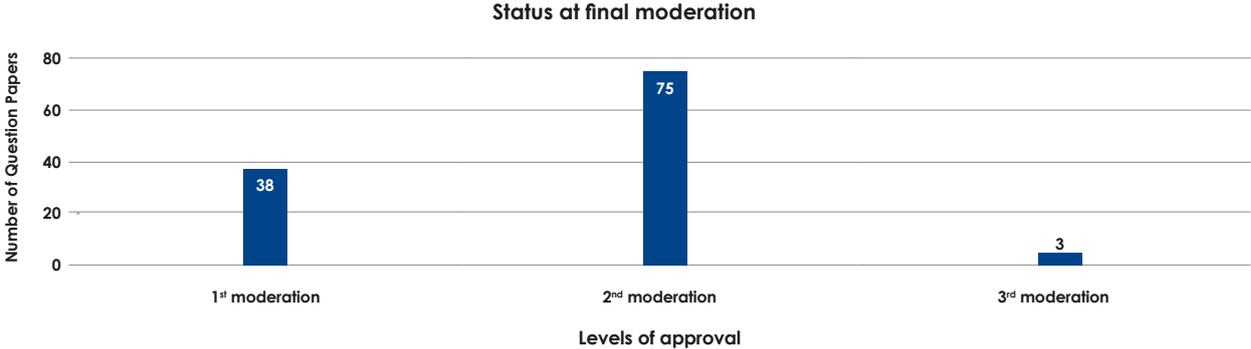
Table 1D compares the compliance rates per criterion over a period of three years (November 2016, November 2017 and November 2018) at first moderation level. From the Table it is evident that the language and bias criterion had a slight improvement of 3%; however, it was still lower than that achieved in the November 2016 examination. The marking guideline criterion displayed an improvement of 4% and this has been consistent since November 2016. The rest of the criteria were generally on a downward trajectory in terms of question paper compliance.

**Table 1D: Comparison of compliance per criterion of question papers and marking guidelines at first moderation in 2016, 2017 and 2018**

Criteria	November 2016 (% of papers)	November 2017 (% of papers)	November 2018 (% of papers)
Technical aspects	53	48	41
Internal moderation	64	75	71
Content coverage	81	86	84
Quality of questions	40	29	28
Cognitive skills	59	60	59
Language and bias	60	56	59
Predictability	86	87	83
Development of marking guideline	92	83	80
Conformity with question paper	72	66	59
Marking guidelines	35	37	41
Overall impression	39	37	46

The improvement in compliance with the language and bias as well as the marking guidelines criteria demonstrates that the DBE made an effort to capacitate the examining panels, as directed in the QAA report for the November 2017 NSC examination. However, full compliance with these and other criteria remain at compliance levels of less than 80%, an indication that more effort needs to be made to address the directives.

The November 2018 NSC examination question papers were approved at three levels of moderation, as highlighted in Figure 1C. The DBE is to be commended for the highest number of question papers approved at first moderation, when compared with the November 2016 and November 2017 examinations. Only three question papers (Economics Paper 2, Setswana HL Paper 2 and Xitsonga HL Paper 1) required more than two moderations in the November 2018



**Figure 1C: Number of question papers at each moderation level**

examinations, compared to four in the November 2017 examinations.

Table 1E shows the percentage of question papers approved at various levels of moderation in 2016, 2017 and 2018. The DBE is commended for increasing the percentage of question papers approved at first moderation to almost double that of the previous year; and reducing the question papers approved at third moderation by 0.6%, that is, from 3.2% in November 2017 to 2.6% in November 2018. The increased number of question papers approved at first moderation demonstrates the stability and maturity in the system, particularly with regard to assessment. The balance of the question papers were approved at either second or third moderation levels, with the bulk of question papers (75) being approved at second level, as graphically shown in Figure 1C.

**Table 1E: Percentage of question papers approved at various levels of moderation in 2016, 2017 and 2018**

Number of moderations	November 2016 (% of papers)	November 2017 (% of papers)	November 2018 (% of papers)
One	22.6	17.3	32.8
Two	68.4	79.5	64.6
Three	8.3	3.2	2.6
Four	0.7	-	-

In 2017 Umalusi directed the DBE to address the challenges encountered in developing Life Sciences Paper 1 and Paper 2 and Mathematical Literacy Paper 1 and Paper 2 question papers, which repeatedly failed to adhere to requirements of compliance and demanded more than two moderations. In 2018 these question papers were approved at second moderation, indicating that the improvement plan was implemented. However, three new question papers required three

levels of moderation for approval, indicating that the DBE must address not only the affected panels but all the panels, to prevent new question papers requiring more than two moderations.

#### **1.4 Areas of Good Practice**

The following areas of good practice were identified during moderation of the November 2018 NSC question papers and their marking guidelines:

- a) The DBE is commended for the improvement in the percentage of question papers that were approved at first and second moderation. The analysis of the question paper moderation reports revealed that 97.4% of the November 2018 question papers met all external moderation criteria during the first and second moderations, compared to 96.8% in November 2017;
- b) Equally commendable was the fact that 38 question papers were approved at first moderation;
- c) Umalusi noted an improvement of more than 3% in compliance with the following criteria at first moderation in comparison with the November 2017 examination:
  - Language and bias (from 56% to 59%); and
  - Marking guidelines (from 37% to 41%).

#### **1.5 Areas of Non-compliance**

Although the section above outlines some areas of good practice, there remains room for improvement as the general decline in compliance with almost all the criteria needs close attention. The following are areas of non-compliance noted:

- a) The differences in the interpretation of cognitive skills and levels of difficulty between the examining panels and Umalusi in some question papers is a matter of concern since:
  - 10.3% of the question papers did not have sufficient higher-order cognitive skills questions;
  - 12% of the question papers had more questions that assessed higher-order cognitive skills.
- b) The levels of compliance with the technical details and quality of questions criteria has been declining, with performance at lower levels since 2016.

#### **1.6 Directives for Compliance and Improvement**

The DBE is required to:

- a) Conduct workshops to capacitate examiners and internal moderators in the setting of question papers, placing more emphasis on the criteria with lower levels of compliance:
  - Technical details;
  - Internal moderation;
  - Quality of questions; and
  - Cognitive skills.

## 1.7 Conclusion

The major findings from the analysis of the question paper moderation reports for the November 2018 examination have been highlighted with the intention not only to applaud the DBE for areas of good practice, but also to provide the DBE with insight into areas that must be addressed to improve the setting of question papers in the future. Umalusi commends the DBE for eventually ensuring that all question papers were approved. However, the recurrence of low compliance with pertinent criteria, such as the quality of questions, cognitive skills and technical details, as was reported on in the 2017 report, remains a great concern. This chapter concluded with directives for compliance, which the DBE must act on to address the weaknesses before the next moderation cycle. If these are adhered to, it may improve the compliance levels of the question papers set for NSC examinations.

## CHAPTER 2

# MODERATION OF SCHOOL-BASED ASSESSMENT

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### 2.1 Introduction

School-based assessment (SBA) refers to learner assessments that are systematically organised and administered by schools. The results of the assessment tasks are used to give direct feedback to learners and parents and to regulate and improve the teaching-learning process. Scores for these assessments count towards the certification mark of the learners.

As part of its quality assurance processes, Umalusi monitors and verifies the moderation of SBA for appropriateness and to check the standard of assessment tasks developed and administered in schools across the country. While the process is intended to determine the extent and quality of internal moderation and teacher development in schools, it also aims to verify the reliability and validity of assessment outcomes. The SBA is a fundamental component of the National Curriculum Statement (NSC) it counts 25% of the final mark for all NSC subjects except Life Orientation. Life Orientation is 100% school based.

This chapter presents a summary of qualitative findings derived from the verification of a sample of teacher and learner SBA files. It also reflects on identified areas of good practice; areas of non-compliance in the implementation of SBA; and, lastly, gives directives to the Department of Basic Education (DBE) to improve the observed SBA practices.

### 2.2 Scope and Approach

In response to one of its mandatory functions, Umalusi conducts verification and moderation of SBA every year to ensure that a minimum national quality and standard is maintained in the design and administration of SBA tasks.

Between July and October 2018, Umalusi conducted verification and moderation of SBA on 15 subjects that were selected across the nine provinces. The processes of verification and moderation took place to verify and report on practices used to determine the quality and standards of SBA tasks. The processes also helped to evaluate the fairness and validity of judgements made regarding learner performance. The schools administer SBA, while the provincial education departments (PED) and the DBE also conduct internal moderations, separately, to validate the processes and their outcomes. Umalusi's role is then to verify that such processes occurred and to moderate the extent and depth of the internal moderation conducted by the PED and DBE.

In addition, Umalusi conducted the first moderation of SBA for South African Sign Language Home Language (SASL HL) in four provinces: Eastern Cape, Free State, Gauteng and KwaZulu-Natal. This was done to ensure that quality and standards in schools offering SASL HL are maintained.

**Table 2A: List of subjects verified per province in 2018**

Province	Subject	
	Phase 1	Phase 2
<b>Eastern Cape</b>	Business Studies Life Orientation Physical Sciences	Consumer Studies Geography SASL HL
<b>Free State</b>	Accounting Business Studies Mathematics	Mechanical Technology: Fitting and Machining Mechanical Technology: Welding and Metal Work Physical Sciences SASL HL
<b>Gauteng</b>	Geography Life Sciences Mathematics	Business Studies SASL HL
<b>KwaZulu-Natal</b>	Life Orientation Life Sciences Mathematical Literacy	Geography SASL HL
<b>Limpopo</b>	Accounting Economics Life Orientation	Mathematics
<b>Mpumalanga</b>	Economics Mathematics Physical Sciences	Geography Life Sciences
<b>Northern Cape</b>	History Geography Physical Sciences	Computer Applications Technology Life Sciences Mathematics
<b>North West</b>	Geography Life Sciences Mathematical Literacy	History Tourism
<b>Western Cape</b>	Accounting Life Sciences Mathematics	Business Studies Music

Umalusi SBA moderation entails a thorough scrutiny of both teacher and learner files using an SBA moderation instrument. The findings are reported in three components. The first component entails the findings pertinent to the teacher files where moderation applied seven criteria; the second focuses on the moderation of learner files, where moderation applied three criteria; and the last component focuses on areas of good practice, areas of non-compliance and directives for compliance and improvement for the DBE.

Since it was the first time SASL HL SBA moderation was undertaken, Umalusi found it befitting to compile a feedback document from the generated reports to give to schools. The feedback was intended to help strengthen future SASL HL SBA moderation processes in schools and across the system.

**Table 2B: Criteria used for SBA moderation**

Teacher files	Learner files
Technical aspects	Learner performance
Content coverage	Quality of marking
Quality of tasks	Internal moderation
Cognitive demand	
Marking tools	
Adherence to policy	
Internal moderation	

## 2.3 Summary of Findings

The section presents a summarised account of the findings of the SBA moderation process on all sampled subjects in each province. The findings are presented per province since the implementation and administration of SBA processes differ slightly from province to province. The findings below are summarised per criteria, per province.

### 2.3.1 Eastern Cape

SBA moderation in the Eastern Cape was conducted on a sample of schools from Buffalo City, Joe Gqabi and Sarah Baartman districts. The following subjects: Business Studies, Consumer Studies, Geography, Life Orientation, Physical Sciences and SASL HL were selected for moderation.

#### 2.3.1.1 Teacher files

##### a) Technical criteria

A large proportion of teacher files were technically compliant as they were neat, well organised and easily accessible. They contained SBA documents, such as the annual teaching plan and the programme of assessment. The exception was Business Studies, in which the 2017 and 2018 assessment tasks were mixed, which resulted in the file from one school not being user-friendly. It was also noted that, in the same subject, the June examination question paper cover page had not been labelled correctly. It indicated June 2018, whereas the footers, from page 2 to page 15, indicated June 2017. In Geography, some schools continued to use outdated lesson plans that indicated learning outcomes and assessment standards.

The SASL HL teacher files contained the requisite annual programme of assessment and mark sheets with accurately converted marks.

#### b) Content coverage

The presented assessment tasks in Geography and Physical Sciences had adequately covered the content as prescribed in the curriculum and assessment policy statement (CAPS). The weighting and spread of the cognitive levels were appropriate for the grade, although teachers had not included the analysis grids. In Life Orientation the content was well covered; however, there was a lack of evidence for the practical examination task (PET) in most of the moderated schools. In Business Studies, some of the content assessed in some tasks was not CAPS compliant and the cognitive levels were not appropriately distributed. As was reported in 2016, Consumer Studies continued to reflect non-adherence to assessment guidelines on practical lessons and PAT.

The weighting, degree of creativity, spread of content and assessment of the SASL HL tasks were grade-level appropriate, fair, reliable and valid.

#### c) Quality of tasks

A large proportion of moderated subjects complied with the assessment policy as per CAPS requirements. Unlike the 2016 report, which indicated acceptable standards in the quality of tasks for Business Studies, the 2018 external moderation revealed inappropriate or non compliance regarding cognitive levels as prescribed in CAPS. The SASL HL assessment tasks were found to be of low quality.

#### d) Adherence to policy

All the subjects in the moderated schools had adhered to the subject assessment policies. However, it was noted that in Life Orientation, the moderated schools had not used appropriate PET mark sheets, as per CAPS requirements. The SASL HL tasks were not compliant with CAPS in the spread of cognitive demands.

#### e) Internal moderation

In most subjects there was evidence of pre- and post-moderation reports from the majority of schools that were moderated. However, the quality of moderation in most subjects was compromised. In Life Orientation, all common tasks had errors indicating that internal moderation was not effective given the number of mistakes detected during external moderation. In instances where schools set their own assessment tasks, for instance in the Physical Sciences, there was very little evidence of internal moderation of the tasks. In SASL HL, internal moderation was not done sufficiently well because most of the errors and inaccuracies identified during external moderation could have been rectified before external moderation took place.

### 2.3.1.2 Learner evidence

#### a) Learners' performance

Learners' performance in most subjects was very poor, particularly in controlled tasks. It was noted that tasks that required learners to apply content knowledge proved difficult. In Business Studies,

learners demonstrated lack of knowledge of the subject-specific terminology. In Geography, it was noted that a small proportion of learners struggled with map work, especially in the computation activities and questions that required application of interpretation skills.

#### b) Quality of marking

Teachers adhered to the marking guidelines in most subjects and marking was found to be consistent. However, in Consumer Studies the marking guideline was incomplete; yet marking had been completed in most schools. While it was evident that district and provincial marking guidelines were relevant, accurate and appropriate for the set tasks, it was also noted that some schools-designed tasks fell short in this respect. Inconsistencies in the Life Orientation marking guideline were also noted; for example, there was an instance where the allocation of marks did not correspond with the level of difficulty of the question.

In SASL HL, the allocation of marks was found to be unfair and unreliable since the marking guideline did not allow for alternative responses. There was also no evidence of marking in all tasks that were moderated. Moderation noted huge discrepancies between the external moderator's mark and that of the internal moderator.

#### c) Internal moderation

There was evidence of internal moderation of learners' work in some assessment tasks of the moderated subjects, including SASL HL. However, it was noted that in Business Studies, internal moderation was merely shadow marking, as was the case in 2016, which indicated a lack of improvement in internal moderation of the subject.

### 2.3.2 Free State

Umalusi sampled schools from the Fezile Dabi, Lejweleputswa and Motheo districts for the moderation of seven subjects, namely Accounting, Business Studies, Mathematics, Mechanical Technology (Fitting and Machining), Mechanical Technology (Welding and Metal Work), Physical Sciences and SASL HL.

#### 2.3.2.1 Teacher files

##### a) Technical criteria

Technically, most schools moderated complied with this criterion. Requisite assessment documents, such as the annual teaching plans and the programme of assessment, were found to be available in most teacher files. For SASL HL, teacher files included most of the evidence needed; however, most were not well organised.

##### b) Content coverage

Most of the schools moderated complied with subject assessment policy as they administered the required number of assessment tasks per subject. There was evidence of content coverage in all subjects in the sample, since most of the assessment tasks were provincially set to ensure adequate content coverage. There was partial adherence to CAPS requirements for content coverage in SASL HL.

### c) Quality of tasks

The quality of assessment tasks was adequate in most moderated subjects. However, in Mathematics and Business Studies, the distribution of cognitive levels was not in line with the subject assessment policy. It was also observed in SASL HL that most teachers did not video-record the assessments assigned to the learners as per requirements. Instead, teachers used live signing.

### d) Adherence to policy

In terms of the number and nature of assessment tasks administered per term, most of the subjects moderated complied with subject assessment policy as required in the CAPS.

### e) Internal moderation

In most instances, there was evidence of moderation at school and district levels in Mathematics. Although there was full compliance regarding adherence to policy, internal moderation in Accounting, Business Studies, Mechanical Technology (Fitting and Turning and Welding and Metal Work) and Physical Sciences was poorly conducted. There was evidence that internal moderation of SASL HL assessment tasks had taken place.

## 2.3.2.2 Learner evidence

### a) Learners' performance

Learner performance varied from school to school and from learner to learner in the same school in different subjects. Most learners who performed poorly had provided responses that did not meet Grade 12 cognitive level expectations. It was also noted that in most subjects learners performed better in uncontrolled tasks compared to controlled tasks.

### b) Quality of marking

The quality and standard of marking was of acceptable standard at some of the sampled schools, in most subjects. There was consistency with the marking guidelines and there were no huge mark deviations observed in the majority of schools and subjects sampled. However, marking in Business Studies in all sampled schools was inconsistent with the marking guideline in all the tasks moderated, which indicated poor internal moderation. Essay marking proved to be a challenge for teachers in most schools. In SASL HL, marking of tasks where rubrics were used showed compliance. However, in certain instances some of the marks on the mark sheets did not correspond with the marks awarded in learners' files.

### c) Internal moderation

Internal moderation of learners' work proved to be a challenge in most schools, since mere shadow marking occurred in most subjects.

## 2.3.3 Gauteng

Umalusi sampled schools from Ekurhuleni North and Johannesburg East districts for SBA moderation of five subjects: Business Studies, Geography, Life Sciences, Mathematics and SASL HL.

### 2.3.3.1 Teacher files

#### a) Technical criteria

The teacher files in most of the sampled schools included the necessary assessment documents, such as the annual teaching plan and the programme of assessment. Some of the SASL HL teacher files were neat and organised in the correct sections.

#### b) Content coverage

The content covered in all the assessment tasks in most subjects was in line with CAPS and assessed learners on the content specified for Grade 12. It was, however, noted that in Mathematics few schools had tasks that were outside the curriculum, such as the testing of logarithmic laws, which is not part of CAPS. In SASL HL, the appropriate number and range of content was covered. The Literature test had signed questions and, as such, no evidence of the instructions or questions for moderation.

#### c) Quality of tasks

In most sampled schools, the assessment tasks covered a variety of question types and were able to measure the knowledge and skills they were intended to measure. In Geography there was evidence of scaffolding in most of the assessment tasks, i.e. progression from easy to difficult. In Life Sciences consistency was evident in the planning and implementation of assessment tasks, which was found to be of a good standard in 2017 and was the case again in 2018. It was also reassuring to note that the practical tasks in all the schools moderated in 2018 included a weighting grid that indicated the distribution of the assessed skills and their cognitive levels. The SASL HL assessment tasks were appropriate, error-free and clear to learners. The source material for assessment tasks was also of good quality.

#### d) Adherence to policy

There was a great level of compliance with subject assessment policy in the number and nature of assessment tasks administered per term.

#### e) Internal moderation

All moderated schools had internal moderation reports of the assessment tasks at school level, which indicated an improvement in internal moderation practices. Life Sciences had evidence of thorough internal moderation at school level and constructive feedback for subject teachers, compared to other subjects.

### 2.3.3.2 Learner evidence

#### a) Learners' performance

Learners performed fairly well in all subjects moderated, including SASL HL. However, learner performance in Business Studies' preliminary examinations was poor. Learners could not respond to questions satisfactorily because they lacked relevant subject vocabulary and they had difficulty responding to essay questions.

## b) Quality of marking

There was compliance in most subjects in the appropriate use of marking tools and marking was found to be consistent. However, inconsistencies in marking were noted in Business Studies, where some schools awarded marks to the correct answers and left incorrect answers unmarked. In SASL HL, marking was compliant with mark allocation, tools, clarity and ease of use of the marking guideline.

## c) Internal moderation

There was evidence of internal moderation in most subjects including the SASL HL; however, the schools conducted internal moderation for compliance, as most moderation reports were in the form of checklists.

## 2.3.4 KwaZulu-Natal

The sample of schools moderated in KwaZulu-Natal was drawn from Amajuba, Pinetown, Umgungundlovu and Umlazi districts. Subjects sampled for external moderation were: Geography, Life Orientation, Life Sciences, Mathematical Literacy and SASL HL.

### 2.3.4.1 Teacher files

#### a) Technical criteria

Kwazulu-Natal recorded improved levels of compliance in all subjects compared to 2017 when only two subjects of all those moderated were reported to have ensured that teacher' files were neat, well organised and in line with the prescripts of CAPS. This commendable practice was also observed and recorded in SASL HL in its first year of external moderation. It was noted that the SASL HL teacher in KwaZulu-Natal had no formal SASL CAPS training; however, the number and types of tasks were found to be compliant with CAPS and SASL HL examination guidelines. The programme of assessment, as prescribed by the DBE, continues to be honoured by most schools as the guiding document for SBA in the moderated subjects.

#### b) Content coverage

All moderated schools offering Geography, Life Sciences and Mathematical Literacy had complied with content coverage. The assessment tasks adequately covered the topics/content for the grade, as prescribed in the CAPS. However, in Life Orientation the topics of the provincial written task did not cover all those required. Teachers had set their own June examination question papers, which, unfortunately for many schools, were not of an acceptable standard for content coverage. The SASL HL assessment tasks adequately covered the range, scope and depth for the relevant grade for terms 1– 3, where each task was indicated clearly. It was evident that the teacher was well prepared and had done research to find stimulating material for assessment tasks around the prescribed tasks and texts.

#### c) Quality of tasks

The quality of tasks was compromised in that source materials were very unclear in Life Sciences. Diagrams and texts were photocopied from resource material and were dark and difficult to read. The research task in Geography presented to most schools was in the form of short questions from previous examinations. The questions were largely contextual in nature and did not elicit aspects of

research methodology. While the presentation of the task was, to some degree, CAPS compliant, it was evident that most schools did not give learners opportunities to analyse and synthesise information. The research was limited to the scope of opportunities for fieldwork and there was no evidence of relevant Geographic Information Systems (GIS) techniques used. The cognitive demand in the June examination question paper and common task as per CAPS requirements were adhered to in Life Orientation. In contrast, Mathematical Literacy did not have the correct distribution of cognitive levels in the assessment tasks. It was also noted that, in the same subject, most teachers did not understand the concept of continuous accuracy, thus disqualifying learners more than once for the same mistake.

In SASL HL, most questions in the assessment tasks were of a lower cognitive level. Nevertheless, both signed tasks and their English translations demonstrated good language use in both languages.

#### d) Adherence to policy

The sampled schools had adhered to subject assessment policy as per CAPS requirements and the assessment tasks were administered accordingly, as directed by the programme of assessment in most subjects moderated. The number and type of tasks adhered to policy in SASL HL. Moreover, well thought out, creative topics for tasks, essays and transactional texts were well designed.

#### e) Internal moderation

Evidence of internal moderation was noted in the sampled schools, including SASL HL. However, Mathematical Literacy had evidence of shadow marking at school level. The Life Sciences' PAT had been pre-moderated in most schools.

### 2.3.4.2 Learner evidence

#### a) Learners' performance

Many learners performed well in the tasks that were set internally and struggled with assessment tasks set by province. In most subjects a large number of learners failed to adequately respond to scenario-based questions. Often learners' answers lacked depth and content knowledge. However, it was noted that Life Sciences learners interpreted the assessment task correctly. The learners' responses met the expectations and demands of the assessment task and they were able to respond to all the aspects (at different levels of difficulty) as set in the tasks. However, learner performance in SASL HL was a cause for concern.

#### b) Quality of marking

A number of errors in marking were picked up by external moderation; hence, many marks were changed in most subjects that were moderated. In Life Orientation, the PET assessment tools were not available and as a result, it was unclear how marks for performance were awarded. The quality of SASL HL marking was of a poor standard because mark allocation was not clear in instances where a marking guideline was provided.

#### c) Internal moderation

There was evidence of shadow marking by internal school-level moderators in most schools moderated. The internal moderation failed to identify numerous errors in the Life Orientation June

examination question paper and the marking guideline. Provincial moderation had also failed to identify that learners had copied the marking guideline for the written task. There was evidence that internal moderation of the SASL HL tasks had been done.

### 2.3.5 Limpopo

The Capricorn district was selected for SBA moderation in Limpopo, for three subjects: Accounting, Economics and Life Orientation.

#### 2.3.5.1 Teacher files

##### a) Technical criteria

Teacher files were neatly packaged with the necessary assessment documents, as per CAPS requirements, in most moderated subjects.

##### b) Content coverage

The content was well covered in most subjects. However, contrary to the subject assessment policy, unfamiliar concepts such as 'diminished value method' instead of 'diminished balance method' were used in Accounting. A similar case was reported in 2016 regarding Accounting tasks, where it was found that content outside the CAPS was assessed.

##### c) Quality of tasks

In terms of cognitive demand, the tasks were not fairly balanced in all subjects moderated. In Accounting, the written report task addressed only the lower cognitive demands and lower levels of difficulty with no problem-solving questions and those requiring critical thinking skills, which was also the case in the 2016 moderation of Accounting. The Economics assessment tasks were found to be lacking in a variety of data response questions. However, a slight improvement was noted in Life Orientation in the quality of the assessment tasks, compared to that of 2017 when Umalusi noted that the written task focused mainly on lower-order cognitive skills. In 2018, the written task in Life Orientation had more challenging questions, while the June examination question paper had easy to average questions, which indicates progress in striving for quality.

##### d) Adherence to policy

There was partial adherence to policy in the moderated subjects. All assessment tasks administered in Economics and Life Orientation during terms 1 and 2 complied with CAPS requirements. Challenges were experienced in Accounting, where the assessment tasks did not use subject-specific concepts and terms in the June examination question paper.

##### e) Internal moderation

Inconsistencies in internal moderation were observed in the sampled subjects in instances where the school moderator did not give developmental feedback to the teacher. However, where feedback was provided, the teachers did not implement the instructions from the subject advisers or internal moderator, e.g. re-marking of scripts. As was the case in the 2016 report, school-level moderation in Accounting was considered a problem.

### 2.3.5.2 Learner evidence

#### a) Learners' performance

Learner performance in Limpopo ranged from poor to good. A large proportion of learners performed better in uncontrolled tasks, such as the tasks completed at home, like the written report and the project. Learners performed poorly in controlled tasks in both Accounting and Economics. There were also inaccuracies and unfair marking, to varying extents, noted in all subjects.

#### b) Quality of marking

In Economics and Accounting, teachers used incorrect marking guidelines with content errors and incorrect mark allocation for the June examination and the written report task. Such inconsistency in marking was also reported on in 2017 in Economics.

#### c) Internal moderation

Internal moderation of the learner evidence was poorly done in all subjects moderated. Hence, there were inconsistencies noted in some of the Life Orientation learner files, which were half-marked and had not been moderated. Where internal moderation was carried out, some teachers did not implement the moderator's recommendations. At school level, most schools that attempted internal moderation did shadow marking.

### 2.3.6 Mpumalanga

SBA moderation was conducted on a sample of schools from Bohlabela, Gert Sibande and Ehlanzeni districts. Umalusi selected Economics, Geography, Life Sciences, Mathematics and Physical Sciences for moderation.

#### 2.3.6.1 Teacher files

##### a) Technical criteria

All the teacher files in the moderated subjects contained all required assessment tasks and the necessary assessment documents. However, the programme of assessment and pacesetters did not contain the start and completion dates in Life Sciences. The teachers had not signed and dated the documents to show completion of the annual teaching plan.

##### b) Content coverage

The assessment tasks adequately covered the topics/content for the grade, as prescribed in the CAPS document for the moderated subjects. The weighting and spread of the content was appropriate for the grade and aligned to the CAPS. Most tasks in all moderated subjects were representative of subject-specific teaching strategies, project-based learning, discovery learning in teaching and learning and assessment of the subject. Source material used in the Economics assessment tasks was relevant to the subject and allowed for interpretation skills.

### c) Quality of tasks

Source material used in the Economics assessment tasks was relevant to the subject and allowed for interpretation skills. There was an appropriate level of distribution of cognitive levels, as prescribed by the CAPS. It was observed that the PED had maintained acceptable levels of cognitive demand in Mathematics tasks in the SBA moderation of 2016 and 2018.

### d) Adherence to policy

It was noted that there was general compliance with assessment policy in most subjects moderated.

### e) Internal moderation

Although internal moderation was done it was found to be ineffective in most subjects. There was no evidence of pre- and post-moderation for Life Sciences, Geography and Economics. Hence a number of errors were noted in Economics June examination Paper 1.

## 2.3.6.2 Learner evidence

### a) Learners' performance

Learners' performance varied in different tasks and subjects. Learners were able to interpret the assessment tasks and provided appropriate responses in Economics, Life Sciences and, partly, in Geography. In Mathematics most learners struggled with all the tasks. In some cases learners were not able to answer even Level 1 questions.

### b) Quality of marking

The marking guidelines for the provincially set tasks in Life Sciences and Geography were relevant, appropriate and facilitated efficient marking. They were clearly laid out and neatly typed, complete with mark allocation and mark distribution within the task. Marking guidelines for Economics, Mathematics and Physical Sciences were not accurate. Inconsistencies in marking were noticed in Economics and Life Sciences, where marks were awarded for incorrect responses.

### c) Internal moderation

Moderation of learners' work showed a high frequency of shadow moderation at all levels, wherein all moderators marked the same incorrect answers as correct. There was very little evidence of constructive feedback in the form of comments to learners.

## 2.3.7 Northern Cape

Schools selected for moderation in Northern Cape were from Namaqua, Taolo Gaetsewe and ZF Mgcawu districts. Subjects selected were Geography, History, and Physical Sciences.

### 2.3.7.1 Teacher files

#### a) Technical criteria

Most sampled teacher files were well organised and easily accessible. In Life Sciences no practical skills grid or list of practical skills to be assessed for each of the practical tasks was included in any of the sampled schools.

#### b) Content coverage

In most schools the assessment tasks adequately covered the topics for Grade 12, as prescribed in the CAPS, and were representative of subject teaching strategies with the exception of Life Sciences, where tasks in different schools did not cover the same content. A similar trend was observed in the moderation of Life Sciences in Taolo Gaetsewe district in 2017.

#### c) Quality of tasks

Poor quality of diagrams for the practical task in Life Sciences was noted. While the assignment tasks in Life Sciences covered questions spanning the different cognitive levels, the questions did not sufficiently challenge learners' critical and reasoning abilities.

#### d) Adherence to policy

All moderated subjects, except Life Sciences, adhered to and implemented the subject assessment policy as required.

#### e) Internal moderation

There was evidence in the form of reports/checklists to indicate that pre-moderation took place in some schools. Post-moderation was, in most cases, not conducted at school level. It was noted that the provincial-level moderation was relevant and of a good quality and standard.

### 2.3.7.2 Learner evidence

#### a) Learners' performance

Learner performance ranged from very poor to average. A large proportion of learners struggled with calculations in map work in Geography.

#### b) Quality of marking

The quality of marking in most subjects was generally good in the sampled learner evidence, although in History, teachers did not follow the subject assessment policy for marking paragraph- and essay-type questions. In History, too, the marking of paragraph and essay questions was problematic. Most teachers did not follow the prescribed procedure and symbols in marking these questions.

#### c) Internal moderation

In most subjects there was evidence of moderation of learners' scripts at school and provincial levels. The quality of internal moderation was acceptable in most subjects, except for History where evidence of shadow marking was noted.

### 2.3.8 North West

In North West, schools from Bojanala, Dr K Kaunda and Dr RS Mompoti districts were moderated. Three subjects were sampled: Geography, History and Life Sciences.

### 2.3.8.1 Teacher files

#### a) Technical criteria

A large proportion of the sampled schools submitted teacher files that were neat, well organised and contained all necessary documentation. In Tourism there were files with incomplete documentation; for example, no programme of assessment or mark sheets were included.

#### b) Content coverage

The content was fully covered and appropriate for Grade 12 learners in Life Sciences, Mathematical Literacy and History. The Geography data-handling task did not cover the required range of the curriculum for term 1. In Tourism, content coverage for the June examinations was not in accordance with the annual teaching plan (ATP); there were questions where Grade 11 and term 3 content was included.

#### c) Quality of tasks

The quality of Life Sciences tasks set by the province was of an acceptable standard as they presented learners with real-life scenarios and real-life problem-solving questions. There was no evidence that teachers had used grids to analyse the cognitive demand and levels of difficulty when setting internal tasks to ensure that they were of the required rigour. The cognitive levels in History were appropriately distributed, showing adherence to CAPS and marks were generally correct and according to the norms. However, in Geography, Mathematical Literacy and Tourism, the tasks, even among those set provincially, were not compliant with the policy prescripts of the suggested weightings of cognitive levels.

#### d) Adherence to policy

Most moderated subjects adhered to and implemented the subject assessment policy as outlined in the CAPS.

#### e) Internal moderation

Compared to the 2017 moderation report, which stated that internal moderation was neglected at all levels in History, there has been great improvement in the moderation of tasks in 2018. Evidence of internal moderation was also observed in all moderated subjects.

### 2.3.8.2 Learner evidence

#### a) Learners' performance

Learner performance ranged from very poor to average in most subjects. Learners, in most instances, performed well in questions that required recall. Evidence from learners' responses showed that they were confronted with difficulty in reading and understanding the question and the source material in subjects that required analysis and interpretation of source material. They also performed extremely poorly in questions at higher cognitive levels.

## b) Quality of marking

Marking guidelines in some subjects were poorly constructed and not accurate, especially in Geography and Tourism. Although the marking tools for History were relevant and appropriate for marking set tasks, the paragraph and essay question marking at all schools was problematic. Teachers did not follow the prescribed procedure and symbols in marking paragraph questions and there was no indication that the matrix was used for awarding marks.

## c) Internal moderation

Internal moderation of learners' work at school level was found to be of poor quality in most subjects. It was, to a larger extent, done as monitoring or checking for compliance. There were errors found during external moderation that should have been picked up during internal moderation. In some subjects school moderation showed evidence of shadow marking, wherein incorrect answers were marked correct by both the teacher and the internal moderator.

## 2.3.9 Western Cape

Schools from Metro East, Overberg and West Coast districts of the Western Cape were sampled for SBA moderation. Subjects moderated were Accounting, Business Studies, Life Sciences, Mathematics and Music.

### 2.3.9.1 Teacher files

#### a) Technical criteria

The sampled schools complied with the criteria for technical aspects. The relevant assessment documents, such as the ATP, programme of assessment and the subject improvement plans were included in most teachers' files. In Music, because of low learner enrolments some schools combined files containing both the teacher and learner material. This does not adhere to the prescribed subject assessment policy. For SASL HL, teacher files were well organised and contained all items as prescribed in the CAPS.

#### b) Content coverage

In most schools moderated content was covered adequately and as prescribed in the CAPS and, in the case of Music, the PAT guideline document.

#### c) Quality of tasks

Teachers presented tasks and examination question papers that were free of ambiguity and linguistic errors. The assessment tasks allowed for various types of questions appropriate to the subjects, including multiple choice, short answer, paragraph and data/resource-based responses that were comparable to past papers. However, in some cases these lacked real-life scenarios and real-life problem-solving questions. In Accounting at some schools the written report lacked creativity and problem-solving questions. The use of past examination question papers verbatim was noticed in Music. The cognitive demand for most of the different tasks was, however, of an acceptable standard.

#### d) Adherence to policy

All the moderated schools adhered to and implemented assessment policies and practices. In SASL HL, there was compliance with the CAPS requirements for the number and type of tasks prescribed.

#### e) Internal moderation

Internal moderation varied between subjects; some had evidence of pre-moderation of tasks while others did not. There was enough proof of school and district moderation in the assessment tasks in Accounting, even though the school-based moderation was not of the required standard. Constructive feedback to teachers was also lacking in the majority of schools sampled for Accounting. Moderators made very few comments as a way of providing feedback to assist learners, after internal moderation. There was evidence that in SASL HL, internal moderation did occur.

### 2.3.9.2 Learner evidence

#### a) Learners' performance

The performance of learners varied. Some did well in investigation and assignment tasks, while most struggled with the tests and examinations. Some learners were able to interpret assessment tasks and provided appropriate responses to the tasks. However, underperforming learners struggled to interpret tasks, especially the essays.

#### b) Quality of marking

The quality of marking differed from school to school and was mostly acceptable in Life Sciences, Mathematics and Music. Teachers were expected to have designed marking rubrics for the essay question in Music, which forms part of the PAT. In most subjects moderated, the marking tools were accurate, relevant and appropriate for the set tasks. They also allowed for alternative responses and were laid out clearly, complete with mark allocation and mark distribution within the tasks. The quality of marking in Business Studies was not good in the sampled scripts, as there was non-adherence to the latest developments about the allocation of ticks, as informed by Note 13 & 16 of the Notes to markers in the 2017 November NSC marking guideline.

#### c) Internal moderation

There was evidence that internal moderation took place in some subjects; however, evidence of feedback to learners after moderation for developmental purposes was minimal.

## 2.4 Areas of Good Practice

Areas of good practice were observed in different provinces although they were not the same in some subjects. The following areas of good practice were noted:

- a) Inclusion of the subject improvement plans in some Western Cape teacher files was commendable;

- b) The use of district/provincial common assessment tasks in most provinces was also commendable, since this helped to maintain quality and standards;
- c) Gauteng and Western Cape are commended for the improved quality of internal moderation in Life Sciences.

## **2.5 Areas of Non-compliance**

The implementation and administration of SBA in the provinces and in the subjects is still not of the expected standard. It was noted that mistakes identified in past years were still prevalent in the 2018 external moderation. The PED need to pay attention to the following areas of non-compliance:

- a) Poorly conducted internal moderation and inadequate teacher and learner feedback remain areas of concern in most subjects, including SASL HL;
- b) Inappropriate adherence to marking guidelines, particularly in the use of rubrics and marking tools for PET and PAT, continue to pose challenges for most teachers.

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

The DBE is urged to:

- a) Strengthen adherence to CAPS in all subjects in all provinces;
- b) Ensure that internal moderation is conducted efficiently and effectively at all levels of the system;
- c) Ensure that sufficient focused support is given to SASL HL for internal moderation.

## **2.7 Conclusion**

This chapter has highlighted the findings of Umalusi 2018 moderation of SBA teacher files and evidence of learner performance in the sampled subjects in all provinces. Although good practices were observed in some provinces, Umalusi directs the DBE to closely support and monitor schools offering SASL HL in Eastern Cape, Free State, Gauteng and KwaZulu-Natal, with regard to internal moderation, the use of rubrics and the marking guideline. This applies also to other areas where problems were identified, including assessments of Life Orientation and Consumer Studies PET in Eastern Cape, and the Life Orientation PET assessments in KwaZulu-Natal. Improvement can only be achieved if all relevant stakeholders, especially teachers and subject advisers, become familiar with these findings and implement the directives for compliance.

## CHAPTER 3

# MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS

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### 3.1 Introduction

Umalusi is mandated to undertake the monitoring of the state of readiness to conduct the National Senior Certificate (NSC) examinations across the assessment bodies that offer the qualifications registered on the General and Further Education Qualifications Sub-framework (GFETQSF).

The purpose of conducting the verification of the state of readiness of the Department of Basic Education (DBE) to conduct the NSC examinations was largely to:

- i) Gauge the level of preparedness of the DBE to conduct the November 2018 NSC examinations;
- ii) Track the progress made in addressing the directives for compliance and improvement issued after the November 2016 and November 2017 NSC examinations;
- iii) Verify that the DBE had systems in place to ensure the integrity of the November 2018 NSC examinations; and
- iv) Report on any shortcomings identified during the evaluation and verification of the DBE systems.

For 2018, Umalusi piloted a reconceptualised approach to carrying out the state of readiness processes and this is detailed in 3.2 below.

### 3.2 Scope and Approach

Umalusi's approach to the state of readiness verification process differed from the previous years' once-off audit visit. A three-phased process that emphasised a risk management-based approach was implemented. In Phase 1, a desktop evaluation, based on the following documents submitted by the DBE, was conducted:

- a) Improvement plans and progress reports related to the directives for improvement issued for the 2017 NSC examinations;
- b) Their annual management plan for the current year;
- c) A completed self-evaluation instrument;
- d) Provincial education departments' (PED) self-evaluation reports; and
- e) Reports on the DBE review of the 2017 NSC examination visits conducted across the nine PED.

Phase 2 covered risk analysis and feedback, in which Umalusi used submitted self-evaluation reports to assess the level of preparedness of the DBE to conduct the NSC examinations. The reports were analysed and from the information gathered, risks and gaps that might influence the delivery of a credible examination were identified. Such identified potential risks and or gaps informed the follow-up verification audits that Umalusi carried out.

In Phase 3, a summative evaluation of the DBE's ability to deliver credible examinations across the nine PED was conducted. This phase was critical in ensuring that all risks identified were understood

and mitigated prior to the start of the examinations. Furthermore, the phase required that the DBE and/or PED address risks classified as short-term, while the long-term risks were noted, to be addressed later.

In line with the 2018 state of readiness approach, Umalusi conducted one-day verification visits to each of the nine PED. These audit visits coincided with the DBE state of readiness verification feedback visits. The verification audits entailed various methods including, among others, interviews, verification of evidence and testing of information capturing systems.

### 3.3 Summary of Findings

The summary of findings below is in line with the focus areas indicated in the Umalusi instrument for monitoring the state of readiness.

#### 3.3.1 Registration of candidates and examination centres

##### a) Registration of candidates

The registration process entailed capturing candidates' personal and subject details, which is necessary to determine and understand the size of the examination. All PED managed to finalise examination registrations for full-time and part-time candidates in good time and in line with the regulation pertaining to conduct, administration and management of the NSC examinations. The number of candidates registered for the November 2018 examinations is provided in Table 3A.

**Table 3A: Number of candidates enrolled (Data provided by DBE)**

Province	Full-time	Part-time	Total
Eastern Cape	85 371	21 466	106 837
Free State	29 253	5 675	34 928
Gauteng	107 168	43 753	150 921
KwaZulu-Natal	151 932	35 405	187 337
Limpopo	96 834	29 120	125 954
Mpumalanga	57 907	11 833	69 740
North West	34 716	5 606	40 322
Northern Cape	12 195	2 067	14 262
Western Cape	53 765	12 476	6 6241
Total	629 141	167 401	796 542

There was no significant variance in the number of candidates registered in 2018, which was slightly lower than that of 2017. A decrease of 14 full-time candidates was noted.

As in previous years, KwaZulu-Natal enrolments were higher than those of the other eight PED, with 151 932 registered; Gauteng had 107 168 and Limpopo, 96 834 for the 2018 NSC examinations administered by the DBE.

The DBE introduced 12 new subjects for this examination. Table 3B details the numbers of candidates registered for the new subjects.

**Table 3B: Enrolment for new subjects (Data provided by DBE)**

Subject	Number of candidates
Civil Technology: Civil Services	929
Civil Technology: Construction	4 459
Civil Technology: Woodworking	2 658
Electrical Technology: Digital Systems	435
Electrical Technology: Electronics	1 116
Electrical Technology: Power Systems	5 496
Mechanical Technology: Automotive	3 173
Mechanical Technology: Fitting and Machining	2 168
Mechanical Technology: Welding and Metal Work	2 032
Technical Mathematics	11 221
Technical Sciences	11 534
South African Sign Language Home Language (SASL HL)	52

The SASL HL examination was one of the new subjects administered in 2018, and 52 candidates from nine schools were registered to write the subject. There was an indication that the approved NSC November 2018 examination timetable was to be amended to accommodate the new subjects.

All nine PED complied with the regulations for granting concessions to applicable candidates and measures were put in place to verify adherence to the requirements for promotion of learners from Grade 11 to Grade 12. Registration of candidates in all provinces were conducted without major challenges. The only challenge noted during the process was an absence of supporting documents to attest to the appropriate registration of immigrant candidates in some PED.

#### b) Registration of examination centres

A total of 8 000 examination centres were registered nationally for the November 2018 NSC examinations. The PED developed systems to ensure effective conduct, administration and management of the examinations.

The PED completed the audit of examination centres for its readiness to conduct examinations; however, some PED were, at the time of Umalusi's verification, in the process of finalising audits. The verification activities included compiling district audit reports but at the time of Umalusi's visits, the Free State, KwaZulu-Natal and Northern Cape PED had not completed the audit.

It was further noted that where the PED had identified and classified independent examination centres as high risk, all such centres were audited. There were clear monitoring plans by all PED to manage independent centres.

The PED registered independent centres that qualified for accreditation with Umalusi, or were given concessions as examination centres.

#### 3.3.2. Conduct of internal assessment/school-based assessment (SBA)

The DBE had systems in place for quality assuring SBA and these were in line with prescribed requirements. All nine PED had developed and implemented credible systems to quality assure SBA.

It was noted that in an effort to improve the system, Gauteng, Northern Cape and Western Cape PED provided immediate feedback to schools on the outcomes of the moderation conducted by the PED. The DBE in turn provided the PED with feedback on the outcome of statistical moderation of the SBA marks conducted by Umalusi in 2017. The information was used by the PED in training teachers on the conduct, administration and management of internal assessment/SBA.

A shortage of subject advisers for subjects with practical components was reported in the Eastern Cape, Free State, KwaZulu-Natal, Limpopo and Mpumalanga. This shortage may compromise the quality assurance of these subjects.

### 3.3.3 Printing, packaging and distribution

This process is among the focus areas, with great significance in determining the level of readiness to conduct examinations. Umalusi has strict measures to deal with non-compliance with norms and standards outlined for printing, packaging and distribution of examination materials.

#### a) Printing and packaging

It was found that all nine PED had developed management plans for printing question papers and maintained high security for the printing. Of significance were the seven PED that made use of in-house printing facilities, while printing was outsourced to Government Printing Works (GPW) by Limpopo and Northern Cape PED. Furthermore, measurable improvement was made by all PED in the handling of the master copies of question papers. The PED made an effort to tighten security around printing and packaging of examination material. Dedicated personnel were appointed to monitor areas where printing took place. Regular evaluation meetings were held with printing staff to evaluate progress made.

In addition, automated packaging of question papers at the printing facilities was to be implemented in seven provinces, to minimise human contact with live question papers as far as possible. However, manual packaging would still take place in North West and Free State. The Northern Cape was going to pre-package examination question papers after their printing at GPW, with final packaging to be finalised at their PED examination warehouse in Kimberley. It was emphasised that all Northern Cape PED examination consignments were to be transported by road from the GPW in Pretoria to Kimberley.

#### b) Distribution of question papers

To ensure that question papers were distributed to all examination centres across PED, the evidence outlined clearly the distribution mechanisms that the PED had adopted.

- All nine provinces would secure distribution of question papers from the provincial printing facility to provincial nerve centres and nodal points through escorts;
- Vehicles used to distribute the question papers would be tracked while in transit. In some instances and where necessary, armed security guards would escort vehicles and/or make use of the South African Police Services;
- All provinces increased security at the storage facilities;
- Consignments of question papers would be delivered weekly in secured vehicles;
- The use of double-locking systems at storage points across the PED was to be enforced;
- Security guards would be deployed at all storage facilities;

- Storage points would be audited by the respective districts within the PED;
- Distribution and return of question papers and answer scripts to and from examination centres would be managed through identified distribution points, except in Western Cape, where schools would be used as storage points;
- Distribution of question papers and collection of scripts in Western Cape would be done weekly, outsourced to an appointed courier company;
- DBE had recommended triple-sealed satchels for the Free State; single-seal satchels were currently being used for the return of answer scripts.

Umalusi noted substantial improvements in this state of readiness focus area, across the PED.

The following significant improvements were noted:

- a) In-house, state-of-the-art printing facilities in Gauteng and Western Cape;
- b) Electronic scanning and archiving of scripts in Gauteng; and
- c) A central monitoring system at head office to monitor all nerve centres and nodal points in Mpumalanga.

However, the following areas of non-compliance with the set norms and standards were noted:

- a) Manual packaging of question papers in the Free State and North West was still to be done;
- b) The transportation of non-prepacked question papers to Northern Cape;
- c) Vacancies that were not filled in the examination section had put pressure on available staff.

In 2017, DBE was required to ensure that:

- (i) North West improves security at printing premises and strengthens its systems for packaging examination materials to avoid manual handling of examination papers; and that
- (ii) Proper surveillance is installed at printing facilities.

The directive issued in 2017 that related to (i) and (ii) above were not adequately addressed by North West in relation to the norms and standards requirements for security at the printing site.

Generally, PED invested significantly in increasing security of infrastructure and facilities where printing takes place.

### 3.3.4 Conduct of examinations

The DBE conducts high-stakes examinations that are large-scale across mainly public schools. To manage such a massive examination system, it is necessary for them to have effective systems in place.

The DBE confirmed that an estimated 8 000 examination centres, including those at which SASL HL would be written for the first time, were registered to administer the November 2018 NSC examinations nationally. Each of the PED submitted lists of full-time and part-time centres for the DBE to upload to the central registration system.

While some PED completed the audit of examination centres for their readiness to conduct examinations, the PED in Free State, KwaZulu-Natal and Northern Cape were still finalising the audit of their centres at the time of Umalusi's verification audit. The centres where the SASL HL examination would be conducted were audited through the administration of a survey conducted by the DBE. The outcome of the survey helped the DBE to address identified risks prior to the writing of the examinations. In August the DBE conducted a national preliminary examination to assess the level of readiness of the centres for SASL HL. Umalusi monitored eight SASL HL centres, as listed in Table 3C, below:

**Table 3C: List of SASL HL centres monitored during preliminary examinations**

Name of school	Province	Level of the paper monitored
Bartimea	Free State	3
Dominican	Western Cape	2 and 3
Efata	Eastern Cape	3
Fulton	KwaZulu-Natal	2 and 3
Kwathintwa	KwaZulu-Natal	2
Sizwile	Gauteng	2 and 3
St Thomas	Eastern Cape	3
Thiboloha	Free State	2

The monitoring of the preliminary SASL HL examination highlighted findings that required the attention of the DBE and PED prior to the commencement of the examinations. These were that:

- Guidelines for conducting SASL examinations had to be amended to address:
  - The reading time allocation;
  - The duration stipulated for the writing of each of the three question papers was to be revised/amended;
- Chief invigilators and invigilators were to be trained; and
- There was a lack of provisioning of appropriate stationery, e.g. CDs.

Compared to the 2017 audit, Umalusi acknowledged a significant improvement in the efforts of the DBE and PED in auditing the examination centres, across all nine provinces.

A gradual improvement was noted in the training of invigilators. This process was under way in all nine provinces at the time of Umalusi's verification visits. The PED had clear plans that outlined the procedure to be adopted for training. In addition, the PED outlined the roles and responsibilities of training teams in managing the process. It was also highlighted that training manuals had been revised, with the aim to close gaps previously identified by Umalusi. In KwaZulu-Natal and Western Cape, private invigilators would be appointed in line with set criteria prescribed by the PED.

Strict measures to manage keys to the strong rooms where question papers would be stored were put in place and PED planned to monitor implementation to ensure compliance to prescribed minimum standards of the DBE.

An outstanding improvement that has continued to be maintained by the DBE and PED was found in categorising examination centres according to levels of risk. All nine PED provided numbers of examination centres categorised according to their risk profile. The centres were classified as either

high- moderate- or low-risk. For this reason a differentiated monitoring approach was adopted to reduce the risk factor at centres.

Among approaches to be implemented to mitigate identified risks would be the deployment of resident monitors to all high-risk centres.

The DBE advocated the three-tier monitoring approach and the PED were required to adopt this for monitoring the 2018 examinations. This approach requires the DBE to monitor the PED monitoring, the PED to monitor the district and the districts to monitor the examination centres within their circuit/cluster. However, PED such as KwaZulu-Natal, with the largest registered number of candidates and examination centres, indicated that the impact of capping kilometres for travel was likely to restrict monitoring of examination centres.

Umalusi acknowledged the following good practices presented by the PED:

- a) Implementation of an online monitoring report by monitors to fast track daily reports, and the piloting of an online incident management system in Mpumalanga;
- b) Plans to deploy resident monitors to high-risk centres in all nine provinces; and
- c) Use of retired teachers as private invigilators in KwaZulu-Natal, with the intention of increasing the pool of monitors.

The following areas of concern were noted at the time the state of readiness audit was conducted:

- a) Consolidated monitoring plans were in the process of being finalised by PED;
- b) Monitoring teams had not been appointed and trained;
- c) The appointment of teachers at the examination centres as scribes and readers during the examinations, and/or delay in the appointment of independent scribes and readers;
- d) A shortage of staff involved in the monitoring process was noted in KwaZulu-Natal and Eastern Cape; and
- e) Impact of capping distances travelled by monitors in some provinces.

The DBE took the lead in ensuring that critical activities within the conduct of examinations, especially those that posed challenges previously, were receiving serious attention. Notable progress was evident on standardisation of documents and streamlining of key areas in the conduct of examinations.

- (i) In 2017, the DBE was required to ensure that the districts audit all the examination centres to verify their state of readiness prior to the commencement of the examinations. At the time of Umalusi's 2018 audit visits, all but Free State, KwaZulu-Natal and Northern Cape had completed the audit. However, by the commencement of the examinations the three PED had finalised the audit of their examination centres. The DBE and the PED are commended for addressing the directive.

The DBE developed clear criteria for auditing nodal, nerve and distribution points. This measure was implemented for the first time in 2018 across the nine PED.

### 3.3.5 Appointment and training of marking personnel

Umalusi noted improvement in the process and procedure used for marker selection and appointment across the nine PED. Progress was noted specifically in the quality and accuracy in completing application forms and implementing prescribed criteria, as set out in:

- Collective agreement Number 1 of 2009;
- Regulations pertaining to the conduct, administration and management of assessments for the NSC; and
- Personnel administrative measures (PAM) document.

#### a) Appointment of markers

The PED experienced challenges of non-compliance, particularly unavailability of critical documents and information indicated on markers' application forms. Northern Cape and Western Cape provinces used an online application system. In the Western Cape, markers underwent competency tests to be considered for marking. Some PED appointed novice markers to enhance capacity building of teachers.

Umalusi noted a general shortage of markers, mainly in the Languages. Provinces undertook to embark on further advocacy, recruitment and/or extra marking sessions for affected subjects. Subjects involving low enrolment, such as technical subjects, would be clustered and marked jointly by different PED.

#### b) Training of marking personnel

Training of chief markers and internal moderators would be coordinated by the DBE at national level, while training for marking centre management would be conducted by the respective PED. The deputy chief markers, senior markers and markers would be trained at provincial level at the respective marking centres prior to commencement of marking, the chief markers and internal moderators would conduct the training. The training of examination assistants, quality assurers and deputy centre managers (administration) would be done prior to the commencement of marking.

### 3.3.6 Marking centres

There were 141 marking centres identified across the country. All nine PED identified the required number of marking venues for the November 2018 NSC examinations and the process of auditing marking venues was completed. The audit included the availability of all amenities, including security, required for an effective marking process. Training of centre managers would take place according to the management plans drawn by the respective PED.

### 3.3.7 Capturing examination marks

The DBE had developed a standard operating procedure for capturing marks. The PED developed management plans and a process flow for mark sheets to capture marks; and data-capturers were appointed. The PED used permanent staff and contract personnel for mark capturing. All capturers were security-verified and had signed confidentiality declarations. All provinces indicated that a double-capture process would be used, with a built-in system that prevented the same person from capturing and verifying mark sheets.

Umalusi would certify candidates as per regulations after due processes of the examination has been completed. A provincial database for certification is to be submitted to Umalusi, as per DBE plans. The PED appointed dedicated staff to manage the certification process.

### 3.3.8 Management of examination irregularities

The DBE and the PED had established examination irregularity committees, in line with the regulations pertaining to the conduct, administration and management of the NSC examinations. It was evident that the PED had well-constituted Provincial Examination Irregularities Committees (PEIC) and that these were functional. The PEIC report to the National Examination Irregularities Committees (NEIC). There was measurable progress made in the functionality of District Assessment Irregularities Committees (DAIC), when compared to the School Assessment Irregularities Committees (SAIC), which remains a challenge for the PED to implement.

## 3.4 Areas of Good Practice

Umalusi noted and acknowledged the following areas of good practice:

- a) Central monitoring of nerve centres and nodal points in Mpumalanga;
- b) An increase in the monitoring of high-risk examination centres through the deployment of resident monitors; and
- c) Online monitoring report by monitors to expedite daily reports in Mpumalanga.

## 3.5 Areas of Non-compliance

During its audit visit, Umalusi identified the following concerns that had the potential to impact negatively on the administration of the November 2018 NSC examinations:

- a) A shortage of staff in the provincial examination sections, district subject advisory units and the monitoring teams, which could affect the smooth running of the 2018 NSC examinations. Inadequate resources to improve security at printing sites and storage points was noted in some PED;
- b) The appointment of teachers at the examination centres as scribes and readers during the examinations; and
- c) A shortage of markers in identified subjects across the provinces.

## 3.6 Directives for Compliance and Improvement

The following directives are provided by Umalusi, for the attention of DBE and PED, to address concerns raised in 3.5 above.

The DBE must ensure that:

- a) PED address human resource matters related to examination personnel timeously so that they may be resolved before the commencement of examinations;

- b) The installation of an automated printing system is expedited, to avoid manual handling of question papers in the North West PED;
- c) PED appoint independent scribes and readers during the examination and develop a database of such personnel for future use; and
- d) PED appoint sufficient markers in all identified subjects.

### **3.7 Conclusion**

Umalusi recognises the significant improvements made by the DBE and the PED in their examination management systems. The evidence presented clearly illustrated a maturing system that is gradually reaching a level of sustainability.

Overall, the PED had closed most previously identified gaps in the system. However, it remains important for the DBE to pay more attention to areas where progress is lacking.

## CHAPTER 4

# AUDIT OF MARKER APPOINTMENT

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### 4.1 Introduction

The appointment of the different levels of marking personnel is a crucial process to ensure that reliable results are provided to the candidates. To ensure fairness and reliability of marks, Umalusi undertakes to execute the process properly and carefully so that candidates for the National Senior Certificate (NSC) are assessed appropriately by competent markers. As part of its mandate, Umalusi verifies this process to ensure that the appointment of markers is conducted as prescribed by the personnel administrative measures (PAM) (Government Gazette No. 39684, 12 February 2016) and regulations pertaining to the conduct, administration and management of the NSC examination. It is the responsibility of the Department of Basic Education (DBE) to ensure that all provincial education departments (PED) adhere to processes, prescripts and regulations as contained in the two documents.

The PED are expected to appoint markers as per PAM criteria and are at liberty to modify the criteria and make additions to suit their different circumstances. During the 2018 state of readiness visits, Umalusi audited all nine PED in order to report on the practices related to the appointment of markers appointed for the November 2018 NSC examinations; and whether they met the minimum criteria, as stipulated in the PAM document.

The first section of the report outlines the scope of the audit as well as the criteria used for the appointments per province. A summary of the findings from each of the nine PED is outlined. The chapter concludes by highlighting areas of good practice, areas of non-compliance and, finally, provides the DBE with directives for compliance and improvement.

### 4.2 Scope and Approach

Umalusi audited the marker appointments in all nine PED in the subjects as indicated in Table 4A. This chapter presents the findings of the audit and verification, conducted before the commencement of the November 2018 NSC examinations. All PED were expected to use the PAM criteria, together with any province-specific requirements, when appointing markers. However, during the audit it was noted that the different PED interpreted the PAM criteria differently. The findings are discussed per PED and cover elements of compliance and non-compliance with the PAM criteria.

**Table 4A: Subjects audited for marker appointments**

PED	Subject
Eastern Cape	Accounting Business Studies Consumer Studies Geography Paper 1 and Paper 2 IsiXhosa Home Language (HL) Paper 1, Paper 2 and Paper 3 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 Tourism

**Table 4A: Subjects audited for marker appointments (continued~)**

PED	Subject
Free State	Business Studies Economics Paper 2 Electrical Technology: Electronics Geography Paper 1 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 Technical Mathematics Paper 1 Civil Technology: Woodworking Civil Technology: Construction
Gauteng	Accounting Business Studies Computer Applications Technology Paper 1 and Paper 2 Design Paper 1 English HL Paper 1, Paper 2 and Paper 3 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2
KwaZulu-Natal	Computer Applications Technology Paper 1 Mathematical Literacy Paper 1 IsiZulu HL Paper 1, Paper 2 and Paper 3 Electrical Technology: Electronics Electrical Technology: Power Systems Life Sciences Paper 2 Physical Sciences Paper 1 and Paper 2 Economics Paper 1 Tourism Technical Mathematics Paper 1 Technical Sciences Paper 1
Limpopo	Consumer Studies Life Sciences Paper 2 Mathematics Paper 2 Physical Sciences Paper 2 Tourism
Mpumalanga	Agricultural Sciences Paper 1 Civil Technology: Construction Civil Technology: Woodworking Consumer Studies Electrical Technology: Power Systems Electrical Technology: Electronics Geography Paper 2 Life Sciences Paper 1 Mathematical Literacy Paper 1 and Paper 2 SiSwati HL Paper 2 Tourism
Northern Cape	Accounting Business Studies Economics Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Geography Paper 1

**Table 4A: Subjects audited for marker appointments (continued~)**

PED	Subject
North West	Agricultural Sciences Paper 1 and Paper 2 Engineering Graphics and Design (EGD) Paper 1 Geography Paper 1 Mathematical Literacy Paper 1 and Paper 2 Mathematics Paper 2 Mechanical Technology: Fitting and Machining Mechanical Technology: Welding and Metal Work Mechanical Technology: Automotive Physical Sciences Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2
Western Cape	Afrikaans HL Paper 1 and Paper 2 Geography Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mechanical Technology: Fitting and Machining Mechanical Technology: Welding and Metal Work Mechanical Technology: Automotive Physical Sciences Paper 1 and Paper 2 Visual Arts Paper 2

The audit of appointed markers involved a thorough analysis of the provincial processes for appointing markers and their profiles. Markers were sampled according to selected subjects. The qualifications, teaching experience and marking experience in the subject appointed to mark were used as the criteria for the audit of appointed markers at various levels. The profiles of markers, senior markers, deputy chief markers, chief markers and internal moderators were all audited to ensure the appointments were in line with the PAM requirements.

Over and above the outlined criteria as embedded in the PAM requirements, Umalusi had also to consider a thorough investigation of the PED praxis, which complements PAM prescripts. This would allow for directives for improvement and compliance for any identified areas of non-compliance, whether in the provincial praxis or in meeting PAM requirements.

### 4.3 Summary of Findings

#### 4.3.1 Appointed markers audit

##### a) Eastern Cape

The PED used the PAM to appoint the markers at all levels. As part of the selection criteria, the markers' competency in marking the November 2017 examinations, as was reported in the evaluation reports, was considered as part of the criteria for the selection and reappointment of the markers in 2018. This was in full compliance with the directive for compliance and improvement Umalusi issued to the DBE in 2016, as well as in 2017. In appointing the markers, the PED adhered fully to the PAM prescripts. The Eastern Cape PED appointed chief markers on a two-year contract.

Thirteen question papers were sampled (Table 4A) for the audit of appointed markers. The number of markers appointed was in accordance with the norm time for marking each question paper. The required ratio of 1:5 for both senior marker to marker; and deputy chief marker to senior marker, was met.

A large proportion of markers appointed in the Eastern Cape in most subjects verified were found to be compliant with the qualifications and subject specialisation criteria. However, in Physical Sciences Paper 1, one marker did not have the subject qualification at second or third level as required by the PAM. In Tourism, motivations from school principals were considered in instances where the markers did not have relevant qualifications in the subject but had experience in teaching the subject. All deputy chief markers appointed met the qualification criteria.

It was noted that most markers appointed in the subjects sampled satisfied the criterion for teaching experience. However, the teaching experience (as well as qualifications and marking experience) for the chief markers appointed for IsiXhosa HL Paper 1, Paper 2 and Paper 3; Geography Paper 1 and Paper 2; Mathematics Paper 1 and Paper 2; and Physical Sciences Paper 1 and Paper 2 could not be verified, as the information pertaining to those was not provided. Their appointment was done separately and they were contracted for two years.

A large proportion of markers met the criteria for marking experience and learner performance. However, it was noted that because of a shortage of markers qualifying to mark Mathematics Paper 1 and Paper 2, the learner performance – that is, a pass rate of 50% or higher in the previous three years criterion, was waived for this subject. Consequently, within the sample audited two additional novice markers for Mathematics Paper 1 and seven for Paper 2 were appointed. This was also found to be the case for Physical Sciences Paper 1 and Paper 2, where not all markers and senior markers complied with the learner performance (pass rate) in the subject applied for.

#### b) Free State

The PED appointed all markers according to the PAM criteria. Chief markers and internal moderators were appointed on a four-year contract with effect from 2017. The contractual appointment of chief markers and internal moderators was a provincial discretion.

Ten subjects, comprising 12 question papers, were audited (see Table 4A) for the appointment of markers. Most markers who were appointed complied with the criterion, qualification and subject specialisation. However, there were exceptions for markers of new subjects, for example, Technical Mathematics, for which teachers qualified in Mathematics and teaching the subject were appointed as markers. This was also the case with the different specialisations in Civil Technology and Electrical Technology.

It was also noted that in Mathematics, there was a duplication of appointments, wherein a marker for Paper 1 was found to have been appointed for Paper 2 as well. In Life Sciences Paper 1, some markers were appointed without a second-year level qualification in the subject, which is contrary to the PAM criteria.

It was noted that a marker with a Senior Primary Teacher's Diploma qualification was appointed for Economics Paper 2. Another marker was appointed as a senior marker for Economics Paper 2, without a fully completed application form. It was further noted that in Civil Technology, one marker had been appointed for both audited Civil Technology specialisation subjects (Construction and Woodworking).

### c) Gauteng

In addition to the PAM criteria, the PED considered the Grade 12 pass rate of the school (and that of the classes taught by the teacher) to appoint markers. The pass rate had to be 60% or more in the subject in the last two years of NSC examinations.

Sixteen question papers were sampled (Table 4A) for auditing the appointment of markers. The number of markers appointed was in accordance with the norm time for marking each question paper, except for English HL Paper 2 and Paper 3 and Mathematical Literacy Paper 2, in which Umalusi noted a shortage of markers. The PED appointed more senior markers than recommended for CAT Paper 1 and Paper 2, Geography Paper 2 and Business Studies.

In some subjects, the PED did not comply with Umalusi's directive regarding the verification of qualifications before the appointment of markers. Some senior markers and chief markers appointed for CAT Paper 1 and Paper 2 did not submit copies of their qualifications and their academic transcripts for verification. The markers were appointed on the basis of their experience in teaching and marking of the subject. Similarly, in Geography Paper 2, six markers were appointed without their academic transcripts. In both Accounting and Business Studies, not all markers completed the major subject at second-year level. In Mathematical Literacy Paper 1 and Paper 2, most appointed markers had qualification in Mathematics (minimum of second year) with at least three years' experience of teaching Mathematical Literacy in Grade 12. This was expected since Mathematical Literacy is a new subject.

In History Paper 2, a senior marker was appointed without any indication of marking experience. The marking experience of markers appointed for new Technical subjects could not be verified because these subjects were examined for the first time in 2018.

### d) KwaZulu-Natal

The KwaZulu-Natal PED appointed markers using the PAM criteria. Eleven subjects comprising 14 question papers were sampled (Table 4A) for auditing their appointment. The number of markers was in accordance with the norm time for marking each question paper. The 1:5 senior marker to marker ratio was in place, which implied that one senior marker would be responsible for five markers.

Information on teaching and marking experience of most appointed markers was not provided for Technical Sciences Paper 1; IsiZulu HL Paper 1, Paper 2 and Paper 3; Electrical Technology (Power Systems and Electronics); Life Sciences Paper 2; Physical Sciences Paper 1 and Paper 2; Economics Paper 1; as well as Tourism. The teaching and marking experience criteria were met for CAT Paper 1 and Mathematical Literacy Paper 1.

In 2017, Umalusi issued a directive that required all PED to consistently administer and use the previous year's marker evaluation reports when reappointing markers. The audit conducted in the KwaZulu-Natal PED indicated that the 2017 marking session evaluation reports had not been considered when reappointing markers for marking of the November 2018 NSC examinations.

#### e) Limpopo

The Limpopo PED used the Education Labour Relations Council (ELRC) Collective Agreement of 2016 and the PAM criteria to appoint markers at all levels.

Five question papers as listed in Table 4A were sampled for auditing marker appointments. The number of markers was in accordance with the norm time for marking each question paper. The 1:5 ratio was in place for all senior markers and deputy chief markers.

The PAM criterion regarding qualifications and subject specialisations was waived in the appointment of markers for Consumer Studies because this is one of the new subjects where there is a shortage of teachers who specialise in the subject. It was also noted that one marker for Mathematics Paper 2 did not have the required teaching experience, since the marker had last taught Grade 12 in 2013. Similarly, one senior marker for Life Sciences Paper 2 did not have a qualification in the subject and one deputy chief marker had not attached an academic transcript with the application. These were found to be contrary to Umalusi's directive for compliance and improvement issued to the PED in November 2016 and November 2017 NSC quality assurance of assessment reports. The directive required that the qualifications of applicants be verified before the markers could be appointed.

The PED adhered to the teaching and marking experience criterion in all the subjects audited except for Tourism, where a marker with only one year of teaching experience in the subject was appointed; and a senior marker had only one year of marking experience. The PED had not considered the evaluation reports from the 2017 marking process in deciding on the reappointment of markers. This contravened the 2016 and 2017 Umalusi directives on the use of evaluation reports for reappointment of markers.

#### f) Mpumalanga

The PED used an online application system to appoint markers following the PAM requirements. Umalusi was able to verify the details of the appointed markers online; however, some markers failed to upload all documents required, such as qualifications transcripts. During the audit, it was noted that the PED had sent a request to appointed markers who had failed to upload the required documents to do so, failing which their appointments would be revoked by the PED.

Umalusi sampled 12 question papers (Table 4A) for auditing the appointment of marking personnel. The 1:5 ratio was satisfied for the appointment of senior markers and deputy chief markers in all subjects. The qualifications of the appointed markers at various levels were in accordance with the PAM criterion on qualifications of markers.

The appointed markers satisfied the teaching experience criterion, as outlined in PAM. However, information regarding marking experience was not included in the applications of some question papers/subjects, for example, Agricultural Sciences Paper 1, Consumer Studies, Electrical Technology (Electronics and Power Systems), Geography Paper 2, Mathematical Literacy Paper 1 and Tourism.

#### g) Northern Cape

In addition to the PAM criteria, the PED used an additional criterion on learner performance, where the applicant's subject pass rate at the area of operation (school/district/province) in the last two years of NSC examinations had to be 60% or higher. However, in Business Studies, Economics Paper 1 and Paper 2 and Mathematics Paper 1, markers were appointed despite obtaining less than 60% success rate in their 2017 subject results. One Mathematics chief marker was also appointed for Mathematics Paper 1 even though the 60% pass rate in the previous year was not satisfied. Senior markers and deputy chief markers were appointed in accordance with the PAM criteria.

Seven question papers, as listed in Table 4A, were sampled for auditing the appointment of markers. The number of markers was in accordance with the norm time for marking each question paper. The PED satisfied the 1:5 ratio requirement for appointment of all senior markers to markers and deputy chief markers to senior markers.

In Accounting, two markers were found to have only Accounting at first-year level, an infringement of the PAM prescripts; and some audited markers had not attached copies of academic transcripts. This was the case with Economics Paper 1, Business Studies and Geography Paper 1. It was therefore impossible to determine the subject level attained in the subjects. Again in Accounting, it was noted that novice markers were not appointed, posing a risk of lack of succession planning.

The PED had complied fully with Umalusi 2016 and 2017 directives on the use of the evaluation reports to reappoint markers for the November 2018 NSC marking session.

#### h) North West

In addition to the PAM criteria, the PED used an additional criterion on subject (learner performance) in subjects such as Agricultural Sciences Paper 1 and Paper 2, EGD Paper 1 and Physical Sciences Paper 1 and Paper 2. However, the PED did not specify the minimum pass rate required for markers to qualify for appointment.

Umalusi sampled 14 question papers from 10 subjects, as indicated in Table 4A for the audit of appointed markers. The PED observed the ratio of 1:5 when appointing senior markers for subjects, except for Agricultural Sciences Paper 1 and Paper 2, Geography Paper 1, Mathematics Paper 2 and Physical Sciences Paper 1 and Paper 2, where an insufficient number of senior markers was appointed. The PED did not adhere to the 1:5 ratio for the appointment of deputy chief markers in Geography Paper 1. However, the PED adhered to the qualifications and subject specialisation criteria in most subjects. This included the appointment of markers who met the PAM requirements for each team of the Mechanical Technology specialisation (Automotive, Fitting and Machining, and Welding and Metal Work). The first-level criterion pertaining to teaching and marking experience was verified by the school and the district office and was approved by the PED. However, no information on the qualifications of the markers and marking experience was made available for auditing markers' appointed for Agricultural Sciences Paper 1 and Paper 2, EGD Paper 1, Physical Sciences Paper 1 and Paper 2, and Technical Sciences Paper 1 and Paper 2.

#### i) Western Cape

In addition to the PAM criteria, the PED administered a competency test for the appointment of markers in Mathematics Paper 1 and Paper 2, Physical Sciences Paper 1 and Visual Arts Paper 1 and Paper 2. The PED had implemented 2016 and 2017 Umalusi directives on the use of evaluation reports for the reappointment of markers.

Twelve question papers from eight subjects were sampled (see Table 4A) for auditing marker appointment. It was noted that in Geography Paper 1 and Paper 2, Mathematics Paper 1 and Paper 2, and Physical Sciences Paper 1 and Paper 2 the 1:5 ratio for both senior markers and deputy chief markers was not adhered to. The PED appointed seven markers for one senior marker and three senior markers for one deputy chief marker. It was also noted that the PED had appointed markers for all three specialisations of Mechanical Technology (Automotive, Fitting and Machining, and Welding and Metal Work).

### 4.4 Area of Good Practice

The PED were innovative in their marker appointment processes and used provincially determined criteria to enhance the PAM. This ensured that the process was sufficiently rigorous to appoint suitable personnel in appropriate positions.

### 4.5 Areas of Non-compliance

The following are acts of non-compliance noted during the audit of appointed markers and found to be prevalent in varying degrees of severity in various PED:

- a) A duplication of appointment was noted in the Free State in Mathematics Paper 1 and Paper 2;
- b) In Free State and KwaZulu-Natal some markers had been appointed despite the fact that their supervisors at either school, district or provincial level did not recommend them for appointment; and
- c) Most markers were appointed without copies of transcripts attached to their application forms in Free State and Northern Cape.

### 4.6 Directives for Compliance and Improvement

According to the directives for compliance and improvement issued to the DBE in the November 2017 NSC quality assurance of assessment report, the DBE was required to refine, clarify and enforce the use of standard procedures as entrenched in the PAM document. The findings of the audit indicated that there was a great improvement in compliance to the PAM. Nevertheless, from the 2018 quality assurance of assessment findings, the DBE must:

- a) Provide PED with common, explicit and transparent criteria to follow in the appointment of chief markers and internal moderators; and
- b) Ensure that marker selection panels consider recommendations made by principals and/or district officials in the appointment of markers.

## 4.7 Conclusion

This chapter presented a summary of the findings from the audit of appointed markers in all the provinces. Areas of good practice were observed; however, areas of non-compliance were also noted in some provinces. The areas of non-compliance were used to formulate the directives for the DBE to improve and standardise the appointment of markers in all PED.

## CHAPTER 5

# MONITORING OF WRITING

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### 5.1 Introduction

The monitoring of the writing of examinations is regulated and Umalusi ensures that examination centres are visited to assess their compliance levels, as specified in the Umalusi monitoring instrument. The November 2018 National Senior Certificate (NSC) examinations administered by the Department of Basic Education (DBE) commenced with the writing of practical examinations for Computer Applications Technology Paper 1 and Information Technology Paper 1 on 15 October and 16 October 2018, respectively. The examination ended with the writing of Agricultural Management Practices and Design on 28 November 2018. Umalusi also monitored the writing of the Life Orientation common assessment task (CAT) on 3 September 2018.

### 5.2 Scope and Approach

Umalusi conducted its monitoring visits at 261 examination centres (see Table 5A), including one examination centre in eSwatini (formerly Swaziland). The number of November 2018 NSC examination centres monitored by Umalusi has increased by 161, from 100 monitored in the November 2017 NSC examinations. The details of examination centres monitored in the November 2018 examination cycle are provided in Annexure 5A.

The monitoring of the writing phase was conducted in two phases:

- The first phase of the visits was conducted in 46 examination centres in all nine provinces during the writing of Life Orientation CAT on 3 September 2018;
- The second phase of the visits spanned the seven weeks of the examinations, from 15 October 2018 to 28 November 2018.

**Table 5A: Number of centres monitored by Umalusi per province**

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number of centres	35	24	34	35 + 1 (eSwatini) 36	34	19	20	21	38	261

This report is based on data collected through observation, interviews with principals and/or chief invigilators and from relevant documents produced by the centres as evidence to substantiate the information provided by the DBE or provincial education departments (PED) in the self-evaluation report submitted to Umalusi during the audit of their state of readiness.

The information set out in this report is limited to the findings from the sampled examination centres monitored.

### 5.3 Summary of Findings

Umalusi findings during the monitoring are detailed as per seven critical criteria set out in the instrument for monitoring of writing of examinations. Table 5B below provides the percentage levels of compliance with each criterion, gathered from the monitored examination centres, per province.

**Table 5B: Summary of compliance with criteria (percentage) by province**

No.	Criteria	Province									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Av
1	Preparation for the examination	91%	94%	98%	92%	93%	92%	96%	94%	98%	94%
2	Invigilators and their training	85%	87%	91%	91%	89%	78%	87%	92%	86%	87%
3	Preparations for writing	88%	94%	97%	96%	95%	87%	93%	96%	92%	93%
4	Time management and activities during the examinations	95%	98%	98%	96%	94%	96%	100%	98%	97%	97%
5	Activities during writing	99%	99%	99%	99%	99%	95%	99%	98%	98%	98%
6	Packaging and transmission of scripts after writing	95%	97%	96%	97%	98%	94%	99%	98%	96%	97%
7	Monitoring by assessment body	57%	64%	79%	60%	61%	72%	83%	76%	75%	70%
Average	Including monitoring by assessment body	87%	90%	94%	90%	90%	88%	94%	93%	92%	
	Excluding monitoring by assessment body	92%	95%	96%	95%	95%	90%	96%	96%	95%	

#### 5.3.1 Preparations for the examinations

Examination centres had adequate and conducive facilities to conduct the examinations. However, during the Life Orientation CAT there were challenges noted in relation to general preparedness to administer the common assessment task.

Ubombo Technical and Commercial School (UTECH), the examination centre in eSwatini, accommodated more than 700 candidates in a tent during the writing of English Home Language (HL) Paper 3 and English First Additional Language (FAL) Paper 3. The tent wherein the candidates were accommodated was not conducive to writing an examination. Hot weather conditions were experienced on the day Umalusi visited the centre. The cooling systems provided in the tent were not sufficient. A concern was also raised regarding the occupational health and safety requirements not being met, particularly considering the large number of candidates writing at that centre on the day of the visit. Umalusi also noted that there were candidates who had travelled long distances to reach the examination centre.

Umalusi monitored the examination where candidates signed answers using webcams installed on computers, during the writing of the South African Sign Language Home Language (SASL HL) examination. The examination was well conducted and centres visited complied with requirements and conditions set out by the DBE for writing SASL HL.

The collection of examination question papers was the responsibility of either appointed chief invigilators, district officials or personnel authorised to carry out the responsibility. It was found that examination question papers and answer books were delivered from distribution points daily in eight provinces. This excluded the Western Cape, where the examination materials were delivered by an appointed courier service to the examination centres weekly, where they were stored in strong rooms. Question papers arrived in sealed provincial plastic sachets and were locked in storage facilities at the examination centres. Umalusi acknowledged the improvement in the control of security facilities at the examination centres, as this was noted as a concern in the 2016 monitoring report.

Umalusi noted non-adherence to regulations based on this criterion in the following areas:

- The storage of question papers during the writing of Life Orientation CAT;
- The unavailability of dispatch forms, as provided by the PED to track and record the movement of issued examination material at 30 centres throughout the examination cycle; and
- Six of the 16 examination centres monitored for Computer Applications Technology or Information Technology did not have backup generators or other devices available to mitigate power failures.

### 5.3.2 Invigilators and their training

Principals of schools were appointed as chief invigilators at 221 examination centres; other personnel were properly delegated as chief invigilators at 21 examination centres; however, there was no record of delegation at 19 centres. A directive issued in the November 2016 and November 2017 NSC examination reports required the DBE to ensure that principals be appointed as chief invigilators as per regulation, and letters of delegation must be issued in cases where they are not able to administer the sessions. Umalusi noted that there were still centres, though fewer in number that continued to delegate the duties of chief invigilator without issuing a letter of delegation. The monitoring of the writing of the November 2018 NSC examination indicated that the DBE had reached a large number of centres when addressing the directive, as non-delegation records declined from 41% in 2017 to 15% in 2018. The DBE and PED are encouraged to maintain this improvement and ensure that all its examination centres comply with chief invigilator appointment requirements.

The PED trained the chief invigilators who, in turn, trained the invigilators before the commencement of the final examination, in accordance with the regulations for the conduct, administration and management of NSC examinations. An improvement was noted where invigilators were appointed in writing by chief invigilators, except at 36 examination centres where evidence of the appointment of invigilators was not available. Inconsistencies were noted during the writing of Life Orientation CAT: appointment and training had not taken place at the time of the examination on 3 September 2018. The national compliance level with this criterion stood at 87%. This could be attributed to the delay in training invigilators at the time of Life Orientation CAT.

### 5.3.3 Preparation for writing

In line with the regulation, Annexure I (5) (v), the examination centres across the PED were generally well prepared to administer the November 2018 NSC examinations. Approximately 93% of the examination centres monitored complied fully with this criterion: preparation for writing.

As observed, the admission of candidates into the examination room at most centres was in accordance with all the requirements outlined for preparation and readiness of the examination rooms. The directive issued in the November 2016 quality of assurance and assessment report, that examination centres verify candidates at the entry point to avoid impersonation, had not been fully addressed because verification at entry points was not done at most centres. Forty-one centres admitted candidates without verification.

The following areas were also noted as challenges at the centres:

- Nineteen centres did not produce prepared invigilation and/or relief invigilation timetables; and
- Attendance registers were not signed by invigilators at 28 examination centres.

Examination centres in general did not prepare seating plans for the administration of Life Orientation CAT examinations. In the November 2016 and November 2017 quality assurance of assessment reports, Umalusi issued a directive requiring the DBE to ensure that seating plans be developed and available for verification for each examination session. From the findings gathered, significant to full compliance was observed from all examination centres in 2018. Only three centres did not produce seating plans during the formal examination period, but candidates were seated according to the sequence on the attendance register and mark sheets. While 7% of the examination centres either did not draw up, or follow, a seating plan in 2017, only 1% of centres failed to do so in 2018. PED and examination centres should be commended for the improvement.

Time displaying devices (e.g. watch/clock) or methods were available in all examination centres except during the writing of Life Orientation CAT session. In those examination centres monitored, information boards were maintained in the examination rooms with details displayed of the examinations in progress. Examination rooms were free of displays of any undesirable material.

A guideline of instruction brought to the attention of candidates, on disallowance of cell phones in the examination room, was maintained at examination centres monitored; except at five centres where this could not be verified. Umalusi could not confirm proper checking of calculators where these were used. Except for a few examination centres, checking of calculators was limited to a general announcement about the calculator's compliance requirements.

Examination files were not available at most centres during the writing of the Life Orientation CAT examination because it was managed under controlled conditions as an internal examination. However, the examination files were available in most examination centres monitored during the second phase. The files were maintained relatively well at the centres. The following were noted as presenting major challenges:

- Unavailability of dispatch documents of examination material;
- Signing of invigilators' attendance registers;

- Copies of invigilation and relief timetables; and
- Monitoring records and reports by the assessment body.

Umalusi noted an improvement in the filing systems at examination centres, compared to the previous two years' examinations, that is, November 2016 and 2017.

Fifty-seven examination centres monitored had candidates who were granted various concessions with proper documentation. Documents relating to the concessions granted were available for verification in the examination files.

#### 5.3.4 Time management during the examinations

Ninety-seven percent of the centres monitored managed time for different activities during the examination very well. The invigilators arrived on time before the candidates at the centres for preparation of examination rooms, except at four centres where late arrival was noted. Candidates were admitted to the examination rooms at least 30 minutes before the start of the examinations in 249 centres, allowing sufficient time for other administrative activities. During the monitoring of the writing of Life Orientation CAT examination paper, at one centre there were no official answer books provided. The invigilators verified the correctness of the information on the answer scripts.

Eight centres did not follow the reading time regulation and provided either less than or more than the regulated 10 minutes' reading time. In the November 2016 and November 2017 NSC examinations quality assurance of assessments reports, the DBE was directed to ensure that invigilators read examination rules to candidates; check question papers for technical errors with candidates; and give candidates 10 minutes reading time, during which no writing or scribbling should be allowed. Although improvements were noted in most centres monitored, in eight centres the reading time regulation was not observed, as candidates were allocated less than 10 minutes and, in some cases, double the time.

Examination rules were not read before the start of the examinations at 20 centres, of which six were during the Life Orientation CAT examinations. Examinations started and ended at scheduled times, except at three centres: one in Northern Cape, where an erratum was distributed late for Mathematics Paper 2 and the examination ended 30 minutes later than the scheduled time; one centre in Gauteng; and the third in the Western Cape, due to poor time management.

#### 5.3.5 Activities during writing

The role of invigilators in the administration of the examinations during the writing phase is crucial as they are required to ensure that activities taking place in examination rooms are managed in line with the regulations.

The data collected revealed that all nine provinces complied significantly well with this criterion as there was minimal disturbance and 98% full compliance was registered. However, there were some challenges noted with complying with this criterion:

- In one centre a candidate requested assistance from the invigilator on an unfamiliar symbol used in sign language;
- At five centres candidates were allowed to leave the examination room temporarily without escort;

- There was a shortage of answer books at one centre;
- One candidate wrote his/her name on the cover page of the answer script;
- One candidate left the examination room with the Geography Paper 2 answer script and returned it after 45 minutes;
- There were wrong starting times for Life Orientation CAT at two centres.

In 2016 Umalusi issued a directive that required the DBE/PED to ensure that all candidates who left examination rooms during writing were accompanied by invigilators. This directive was addressed fully in the November 2017 NSC examination, but the issue resurfaced in 2018 as there was non-compliance noted in some centres.

Invigilators were vigilant in executing their duties at all examination centres monitored. There were two errata noted, one for the Information Technology Practical and the other for Mathematics Paper 2 in Northern Cape. In both instances candidates were made aware of the errata.

At three centres where Computer Applications Technology was written and one where Information Technology was written, candidates used a common password to log in instead of individual passwords.

In all instances the question papers were opened in the examination rooms by either the chief invigilator or invigilator. The technical verification of question papers was not done in 20 examination centres. Umalusi noted with appreciation the compliance with the criterion relating to the opening of question papers in the examination rooms, as this was noted as a concern in both 2016 and 2017. However, verification of question papers before writing remained a challenge, as 8.4% of the centres monitored did not comply.

Only four examination centres experienced challenges related to wrong subject registration among candidates: three from English HL to English FAL; and one from Mathematics to Mathematical Literacy.

Generally, the activities during writing were managed satisfactorily and the PED and DBE demonstrated their commitment to improving standards for conducting examinations. There were no irregularities discovered by the Umalusi monitor.

### 5.3.6 Packaging and transmission of scripts

Approximately 97% of the centres complied with this criterion. The packaging of the examination answer scripts and the completion of attendance registers/mark sheets are the responsibilities of chief invigilators and must be adhered to in terms of paragraphs 14 and 15 of Annexure I in the regulations. During the November 2018 NSC examinations, answer scripts were collected by invigilators at the end of examination sessions at all centres monitored and packed in the examination rooms, or a secured area in the presence of chief invigilators and invigilators. An exception was Life Orientation CAT, where the practice was compromised. The scripts were packed in a sequence captured in the mark sheets in most centres. The retrieved answer scripts corresponded with the numbers marked 'present' in most centres monitored. At the centre where these did not tally, it was realised that one candidate had left with the answer script, which was returned after 45 minutes by the candidate. The necessary irregularity forms were completed.

The scripts were either submitted by appointed personnel to the distribution point or were collected by a designated district official. In Western Cape, scripts were locked in a strong room to await collection by the contracted courier service, as per provincial arrangement. Life Orientation CAT answer scripts were kept at the examination centres for internal marking. The only challenge noted in relation to this criterion was that situational reports were written by chief invigilators at only 191 centres. The November 2016 and November 2017 NSC quality assurance of assessment directives required that the DBE ensure the chief invigilators prepare daily situational reports and file copies of dispatch forms in the examination file for reference, as a requirement of Annexure I 5 (1) (b) (xxiv) of the DBE regulation. Approximately 25.4% of the examination centres monitored did not comply with the requirement of preparing daily situational reports and filing of dispatch forms. The DBE is again required to ensure that all examination centres comply with this directive.

### 5.3.7 Monitoring by assessment body

An improvement in the evidence was significant. At 192 examination centres monitored there was valid indication of monitoring by the assessment body during the writing phase of examinations. There were low monitoring levels in the Eastern Cape, where monitoring was at 57%; the Free State at 64%; KwaZulu-Natal at 60%; and Limpopo at 61%. At the time of Umalusi's monitoring, 69 centres had not been visited by either PED or DBE monitors. At 25 centres, even though there were records of visits by the assessment body, no reports were available for verification. No serious challenges were recorded in the reports available at the examination centres.

## 5.4 Area of Good Practice

Umalusi noted the following good practice during its verification process:

- a) Introduction of web-cameras during the SASL HL examinations.
- b) Possession of ID cards/documents in addition to the admission letters used to access the examination centres by candidates is highly commendable.
- c) Adherence to time management by more than 97% of the examination centres is commendable.
- d) Packaging and transmission of scripts at the end of writing session was controlled strictly and scripts were sealed in line with the prescribed requirements.

## 5.5 Areas of Non-compliance

The following areas of non-compliance were noted (refer to Annexure 5B for details of areas of concern):

- a) Six percent of the examination centres did not comply with the criterion, preparation of examination centres, before the start of the examinations;
- b) There were challenges with safe-keeping of examination material in 10% of the examination centres;
- c) There was improper invigilation in 24% of the examination centres;
- d) There was a challenge with packaging and transmission of scripts; and
- e) Life Orientation CAT examinations were not conducted by the assessment body according to the standards set out in the regulations.

## 5.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a) The PED conduct state of readiness verification of all examination centres before the start of examinations and copies of reports must be available at the examination centres;
- b) There is safe-keeping of examination material;
- c) Invigilation is done as per regulations;
- d) Packaging and transmission of scripts is done properly; and
- e) Life Orientation CAT be administered in line with the regulations for conducting NSC examinations.

## 5.7 Conclusion

Umalusi noted improvement in the conformity of the examination centres and provinces with the regulations set out by the assessment body for the conduct and administration of NSC examinations, compared to previous examinations. Despite the administrative challenges noted in this report, the November 2018 NSC examination was administered in compliance with the regulations prescribed by the DBE.

Where Computer Applications Technology and Information Technology are to be written, it is necessary that backup be provided, for example with the installation of generators.

## CHAPTER 6

# MARKING GUIDELINE DISCUSSIONS

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### 6.1 Introduction

One of Umalusi's principal quality assurance practices is to quality assure the marking guideline of each question paper developed by the Department of Basic Education (DBE) for the National Senior Certificate (NSC) examinations. This is done to ensure that markers uphold an appropriate standard and quality of marking. In pursuit of its objective, Umalusi needs to standardise the quality of marking guidelines and the training of markers.

The DBE conducted marking guideline discussion meetings in preparation for the marking of candidates' scripts for the November 2018 NSC examinations. Each marking guideline discussion meeting was attended by provincial education department (PED) internal moderators and chief markers, members of the DBE examining panels, DBE officials and Umalusi.

Each marking guideline discussion meeting had the following objectives:

- a) Revise and amend the original marking guidelines based on the reports received from the provinces and the discussions held between the examining panels, provincial chief markers and internal moderators, as well as the external moderators;
- b) Achieve a common understanding of the final marking guidelines to ensure consistency of marking across the provinces, in view of the fact that the marking of most question papers is decentralised;
- c) Determine appropriate tolerance ranges for the marking of candidates' scripts; and
- d) Train provincial chief markers and internal moderators in the use of the final marking guidelines; and authorise them to train the markers in their provinces.

This chapter reports on Umalusi's findings gathered during the verification of the marking guideline discussion meetings, identifies areas of good practice and non-compliance and provides directives for compliance and improvement.

### 6.2 Scope and Approach

The marking guideline discussion meetings for the DBE were held for 129 question papers written for the November 2018 NSC examinations. The meetings took place from 23 October to 4 December 2018 in Pretoria at the following venues: DBE premises; Manhattan Hotel; Premier Hotel; Burgers Park Hotel; and Waterkloof High School.

Umalusi gathered information on the marking guideline discussion meetings using an instrument developed specifically for this purpose. The instrument consists of three parts. Table 6A shows the criteria and the number of quality indicators per criterion. Part A of the instrument focuses on pre-marking guideline discussion meetings by the examination panels and Umalusi moderators, including the preparation by chief markers and internal moderators for the marking guideline discussion meetings. Part B focuses on the processes and procedures followed during the meetings,

with particular reference to the training and authorisation of the provincial delegates who had the responsibility of training markers at the marking centres in their respective provinces. Part C addresses the quality of the training of the provincial delegates, as well as the quality of the final marking guidelines.

**Table 6A: Criteria used in the marking guideline discussion meetings**

Part A Pre-marking preparation	Part B Processes and procedure	Part C Training and quality of outputs
Pre-marking guideline discussion meetings (1) <sup>a</sup>	Processes and procedure (14) <sup>a</sup>	Training sessions with sample scripts (2) <sup>a</sup>
Preparation by chief markers and internal moderators (2) <sup>a</sup>		Quality of training (6) <sup>a</sup>
		Quality of final marking guidelines (7) <sup>a</sup>

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

## 6.3 Summary of Findings

The findings on the marking guideline discussion meetings for all DBE question papers are summarised in this section, based on the criteria listed in Table 6A.

### 6.3.1 Part A: Pre-marking guideline discussion and preparation by chief markers and internal moderators

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

This criterion relates to whether or not a pre-marking guideline discussion took place between the examining panel and Umalusi for each question paper.

The pre-marking guideline discussion meetings were held for most question papers, except in the following subjects: Afrikaans First Additional Language (FAL) Paper 3; Afrikaans Home Language (HL) Paper 3; Afrikaans Second Additional Language (SAL) Paper 2; History Papers 1 and 2; English SAL Papers 1 and 2 and Sepedi SAL Papers 1 and 2. For all question papers in which pre-marking meetings were conducted, the examination panels and Umalusi carefully considered each question and discussed the answers provided in the marking guideline. The inputs and alternative answers received from the provincial internal moderators and chief markers were also considered and, where possible, incorporated into the marking guidelines. The amended marking guidelines then formed the basis for discussions on the first day of the marking guideline discussion meetings.

#### b) Preparation by internal moderators and chief markers

The DBE Circular E31 of 2018 stipulates that provincial internal moderators and chief markers must mark a minimum of 20 scripts. The examination panels, provincial moderators and Umalusi were largely well prepared for the marking guideline discussions meetings. However, the reports revealed that there were inconsistencies in this respect in a significant number of question papers, as highlighted in Table 6B

**Table 6B: Number of scripts marked: chief markers and internal moderators**

Question paper/subject	Province	
	Chief marker	Internal moderator
Computer Applications Technology Paper 1	Northern Cape (10) <sup>a</sup>	Northern Cape (10) <sup>a</sup>
Computer Applications Technology Paper 2	Northern Cape (10) <sup>a</sup> North West (18) <sup>a</sup>	Northern Cape (10) <sup>a</sup> North West (15) <sup>a</sup>
Consumer Studies	Gauteng (5) <sup>a</sup> KwaZulu-Natal (18) <sup>a</sup> Northern Cape (18) <sup>a</sup>	Gauteng (5) <sup>a</sup> KwaZulu-Natal (17) <sup>a</sup>
Economics Paper 1	KwaZulu-Natal (16) <sup>a</sup> Northern Cape (10) <sup>a</sup>	KwaZulu-Natal (16) <sup>a</sup> Northern Cape (10) <sup>a</sup>
Economics Paper 2	Gauteng (10) <sup>a</sup>	Gauteng (10) <sup>a</sup>
Hospitality Studies	Gauteng (5) <sup>a</sup> KwaZulu-Natal (18) <sup>a</sup> Limpopo (15) <sup>a</sup>	Gauteng (5) <sup>a</sup>
Mathematics Paper 1	Gauteng (19) <sup>a</sup> Northern Cape (10) <sup>a</sup>	Gauteng (19) <sup>a</sup> Northern Cape (10) <sup>a</sup>
Mathematical Literacy Paper 2	Northern Cape (10) <sup>a</sup>	Northern Cape (10) <sup>a</sup>
Technical Mathematics Paper 2	KwaZulu-Natal (13) <sup>a</sup> North West (19) <sup>a</sup>	Gauteng (6) <sup>a</sup> KwaZulu-Natal (13) <sup>a</sup> North West (19) <sup>a</sup>
Technical Sciences Paper 1	Gauteng (14) <sup>a</sup>	Free State (15) <sup>a</sup> Gauteng (18) <sup>a</sup>
Mechanical Technology: Automotive	Free State (10) <sup>a</sup> Limpopo (8) <sup>a</sup> Mpumalanga (10) <sup>a</sup>	Free State (10) <sup>a</sup> Limpopo (10) <sup>a</sup> Mpumalanga (14) <sup>a</sup>
Mechanical Technology: Machining and Fitting	Free State (6) <sup>a</sup> Gauteng (18) <sup>a</sup> KwaZulu-Natal (10) <sup>a</sup> Limpopo (18) <sup>a</sup> North West (12) <sup>a</sup>	Free State (9) <sup>a</sup> Gauteng (18) <sup>a</sup> KwaZulu-Natal (10) <sup>a</sup> Limpopo (18) <sup>a</sup> North West (12) <sup>a</sup>
Setswana HL Paper 2	Mpumalanga (10) <sup>a</sup> Northern Cape (10) <sup>a</sup> North West (17) <sup>a</sup>	Limpopo (15) <sup>a</sup> Mpumalanga (10) <sup>a</sup> Northern Cape (10) <sup>a</sup> North West (17) <sup>a</sup>
Afrikaans SAL Paper 2	Gauteng (8) <sup>a</sup> KwaZulu-Natal (10) <sup>a</sup> Limpopo (10) <sup>a</sup>	Gauteng (8) <sup>a</sup> KwaZulu-Natal (17) <sup>a</sup> Limpopo (10) <sup>a</sup>
English FAL Paper 3	Gauteng (18) <sup>a</sup> Northern Cape (10) <sup>a</sup> North west (18) <sup>a</sup>	Gauteng (18) <sup>a</sup> Northern Cape (10) <sup>a</sup> North west (18) <sup>a</sup>
Agricultural Management Practices	Free State (10) <sup>a</sup> KwaZulu-Natal (13) <sup>a</sup> Limpopo (10) <sup>a</sup> North West (3) <sup>a</sup> Western Cape (5) <sup>a</sup>	Free State (10) <sup>a</sup> KwaZulu-Natal (13) <sup>a</sup> Limpopo (10) <sup>a</sup> North West (3) <sup>a</sup> Western Cape (3) <sup>a</sup>
Sesotho SAL Paper 1 Sesotho SAL Paper 2	Free State (5) <sup>a</sup> Free State (15) <sup>a</sup>	Free State (2) <sup>a</sup> Free State (15) <sup>a</sup>
Sepedi FAL Paper 2	Gauteng (1) <sup>a</sup>	Gauteng (1) <sup>a</sup>
IsiXhosa SAL Paper 1 IsiXhosa SAL Paper 2	Western Cape (17) <sup>a</sup> Western Cape (19) <sup>a</sup>	Western Cape (18) <sup>a</sup> Western Cape (18) <sup>a</sup>

<sup>a</sup> Number of scripts marked

The DBE did not adhere to the stipulations of Circular E18 of 2018, which states that the chief markers and internal moderators should be provided with 20 scripts for pre-marking. As indicated in Table 6B, this was not adhered to. In addition, the following were noted:

- i) No scripts were pre-marked for Xitsonga FAL Papers 1, 2 and 3; English SAL Papers 1 and 2; Sepedi SAL Papers 1 and 2; Sepedi FAL Paper 1; IsiZulu SAL Papers 1 and 2; Setswana SAL Papers 1 and 2; and Tshivenda FAL Papers 2 and 3. Provincial chief markers and internal moderators did not attend the marking guideline discussion meetings for these papers. The implications of non-attendance at the discussion meetings were that:
  - There could be no standardised application of the marking guideline of the affected subjects across provinces; and
  - Accommodation of alternative responses that could have been agreed on and effected during the discussion meetings could not be so effected.
- ii) The internal moderator and chief marker for Sepedi HL Paper 3 pre-marked different sections (A and B) of the same scripts. The chief marker and the internal moderator pre-marked six scripts each from the same school.
- iii) The timeframe from the date of writing English HL Paper 3 (26 November 2018) to the first day of the marking guideline discussion meeting (29 November 2018) was too tight for the processes of marking, compilation of a report and travelling to Pretoria.

### 6.3.2 Part B: Processes and procedures

#### a) Organisational and logistical challenges

The marking guideline discussion meetings were well attended by the examination panels, the provincial chief markers and internal moderators, for most question papers. It was noted that chief markers and internal moderators for the following subjects and papers did not attend the marking guideline discussion meetings:

- KwaZulu-Natal chief marker and internal moderator for IsiXhosa FAL Paper 1;
- Mpumalanga, Western Cape, North West and Limpopo chief markers and internal moderators for Dramatic Arts Paper 1;
- Eastern Cape internal moderators for Civil Technology: Construction and Civil Technology: Woodworking; and
- Eastern Cape internal moderator for Visual Arts Paper 2 on day 2.

The following was also noted:

- i) Power outages at the DBE venue affected Tshivenda HL Paper 1; IsiZulu HL Paper 1; Geography Paper 2; Life Sciences Paper 1; Technical Sciences Paper 2 on day 2; and Physical Sciences on day 2.
- ii) The venue allocated for the day 2 meeting was too small for delegates of the Afrikaans HL Paper 1 and Technical Mathematics meetings; poor ventilation; non-provision of a projector for the English HL Paper 1 meeting; the projector image could not be fully displayed at the English HL Paper 2 venue; lack of access to dummy scripts for Setswana

FAL Papers 1 and 2; Sepedi FAL Papers 1 and 2; IsiZulu SAL Papers 1 and 2; and English SAL Papers 1 and 2.

- iii) Late arrival/departure of delegates: the KwaZulu-Natal chief markers and internal moderators for English HL Papers 1 and 3 and Mathematical Literacy Paper 1 arrived late, on account of their flights having been booked for the morning of day 1 of the marking guideline meetings. The internal moderator for Life Sciences Paper 2 arrived late for the same reason. The Eastern Cape chief marker and internal moderator left early on day 2 of the marking guideline discussion meeting because they were booked on a 14:00 flight back home.

## b) Processes and procedures

The marking guideline discussion meetings for all question papers were held over two days, except for Business Studies, which ran over three days. The first day was dedicated to discussing the amended marking guidelines developed by the examination panels and Umalusi moderators during the pre-marking exercise of the previous day. The discussions entailed a question-by-question interrogation of the marking guidelines, with inputs from chief markers and internal moderators carefully considered and, where necessary, additions were made to the marking guidelines. The amended marking guidelines were used by chief markers and internal moderators to mark the first of a set of three dummy scripts, intended as training scripts. This process was followed by further discussions based on the mark allocation of the chief markers and internal moderators, to eliminate any significant variances between them.

For most question papers, the second day entailed marking the remaining two training scripts, which was followed by further discussions and the determination of a tolerance range for the papers. The chief markers and internal moderators were then allowed to mark the second set of three dummy scripts individually, without any discussions having taken place. These were then used by the external examiners to authorise the chief markers and internal moderators. The reports indicated that all chief markers and internal moderators who attended the marking guideline discussion meetings for the various question papers were authorised.

All question papers indicated full compliance with the remaining indicators for the criterion, processes and procedure. In all the question papers, Umalusi noted that all the reports indicated meaningful and robust discussions by participants that elicited alternative responses. Changes or additions were made to all the marking guidelines for the various question papers and these were approved by Umalusi moderators. The reports further indicated that all the changes or additions made did not have an impact on the cognitive levels of the responses captured in the marking guidelines.

Umalusi ensured the fairness, reliability and validity of the final marking guidelines for which they were responsible. They thus signed off the final, approved marking guidelines that were to be used to mark candidates' scripts in the various provinces.

### 6.3.3 Part C: Training sessions with sample scripts and the quality of training and final marking guideline

#### a) Training of chief markers and internal moderators

The new method introduced by the DBE in 2018 entailed the marking of three dummy scripts by chief markers and internal moderators for training; and three for authorisation by the external moderators. The six dummy scripts were provided for all question papers, except Xitsonga FAL Paper 1 and Paper 2; Setswana FAL Paper 1 and Paper 2; Sepedi FAL Paper 1 and Paper 2; IsiZulu SAL Paper 1 and Paper 2 and English SAL Paper 1 and Paper 2. For all these question papers the marking guideline discussion meetings were attended by the examination panels only.

#### b) Quality of training

The reports indicated that training of chief markers and internal moderators complied fully with the six quality indicators for this criterion. Alternatives were captured and updated in the marking guidelines and were accordingly credited by the delegates in the dummy scripts marked for training and authorisation. Variances in marking occurred in marking the training and authorisation scripts, but these were minimised and brought within the determined tolerance ranges for the various question papers.

All the reports indicated that the quality of training for all the question papers was of an appropriate standard.

#### c) Quality of the final marking guidelines

The criterion, quality of the final marking guideline, consisted of seven quality indicators. Except for Physical Sciences Paper 2, which did not establish a tolerance range for the question paper, full compliance with all quality indicators was observed for all other question papers. The examination panels and the provincial delegates were able to produce marking guidelines with sufficient details to ensure the reliability of marking. The marking guidelines were signed off by Umalusi after satisfactorily determining that they were error-free, fair, unambiguous and clearly laid out.

## 6.4 Areas of Good Practice

The chief markers and internal moderators marked the authorisation scripts individually and without any discussion. They were duly authorised as competent to train markers at the provincial marking centres.

## 6.5 Areas of Non-compliance

The following areas of non-compliance were noted for their impact on the marking guideline standardisation process:

- a) The number of sample scripts marked in preparation for the marking guideline discussion meetings did not comply with the 20 scripts stipulated in Circular 18 of 2018, across a number of question papers;

- b) The pre-marking guideline discussion meeting for Life Sciences Paper 2 coincided with day 2 of the marking guideline discussion of Paper 1 of the same subject. Umalusi could therefore not attend the pre-marking discussion meeting;
- c) Logistical and travel arrangements, mostly for chief moderators and internal moderators from KwaZulu-Natal, compromised the objective of the marking guideline discussion meetings; and
- d) The print quality of the time zone map for the Tourism question paper in all provinces was poor; its lack of clarity compromised the validity of the questions attached to it. This area of non-compliance indicated non-implementation of Umalusi 2016 and 2017 directives to the DBE to thoroughly check the print quality of all maps, illustrations and diagrams in all question papers before printing, and at intervals during print-runs, in all provinces.

## 6.6 Directives for Compliance and Improvement

The DBE must address the following directives for compliance and improvement. They include directives that were highlighted in 2016 and 2017 and reappeared in 2018:

- a) The dates for pre-marking guideline discussion meetings and the marking guideline meetings must be scheduled carefully to ensure that they do not coincide on any of the days. This was also highlighted in the 2017 directives to the DBE;
- b) The DBE must ensure that chief markers are provided with the requisite number of scripts for pre-marking. This directive was also issued to DBE in 2017;
- c) The DBE must implement Umalusi's 2016 and 2017 directives instructing the DBE to thoroughly check the print quality of all maps, illustrations and diagrams in all question papers before printing and at intervals during print-runs in all provinces; and
- d) The PED must improve its logistical and travel arrangements for the chief markers and internal moderators so that the objectives of the marking guideline discussion meetings are not compromised.

## 6.7 Conclusion

Umalusi attended the marking guideline discussion meetings for most of the question papers. These reports provided evidence of compliance with most criteria and their respective quality indicators. The participation of provincial chief markers and internal moderators in robust and meaningful discussions contributed to ensuring that fair and reliable marking guidelines, signed off by Umalusi, were produced. Despite challenges experienced with some question papers, Umalusi was satisfied that the final marking guidelines produced formed the basis for consistent and fair marking of candidates' scripts across the nine provinces.

## CHAPTER 7

# MONITORING OF MARKING

### 7.1 Introduction

Umalusi monitored the marking of the November 2018 National Senior Certificate (NSC) examinations conducted by the Department of Basic Education (DBE). The marking took place from 30 November to 12 December 2018. Two of the nine provincial education departments (PED), Gauteng and Limpopo, adopted staggered marking sessions and, as a result, their marking started earlier than in the other PED.

The fundamental purpose of the monitoring of marking centres was to establish the integrity of the marking and whether the marking centres upheld the required standards of administering and managing the marking process.

### 7.2 Scope and Approach

The marking was conducted at 141 marking centres across the nine PED. Umalusi visited 28 of these centres between 29 November and 14 December 2018.

This report is based on data collected through observations and interviews with marking centre/venue managers and evaluating documents produced by the centres as evidence. Table 7A below provides details of the marking centres monitored in each province:

**Table 7A: Marking centres monitored by Umalusi**

No.	Province	Name of centres monitored	Date of monitoring
1	Eastern Cape	Collegiate Girls High School	2 December 2018
2		Daniel Pienaar Technical High School	2 December 2018
3		Strelitzia High School	2 December 2018
4	Free State	Bainsvlei Combined School	6 December 2018
5		Martie du Plessis High School	6 December 2018
6		Oranje Meisies High School	5 December 2018
7		Hendrik Potgieter Agricultural School	8 December 2018
8		Sentraal Hoërskool	9 December 2018
9	Gauteng	Kempton Park High School	7 December 2018
10		Uitsig High School	7 December 2018
11		Allen Glen High	9 December 2018
12		Hoërskool President	6 December 2018
13		Krugersdorp High	9 December 2018
14		Mondeor High School	6 December 2018
15		Sir John Adamson	6 December 2018
16	KwaZulu-Natal	Maritzburg College	2 December 2018
17		Pietermaritzburg Girls High	2 December 2018
18	Limpopo	Hoërskool Warmbad	3 December 2018
19		Capricorn High School	3 December 2018

**Table 7A: Marking centres monitored by Umalusi (continued)**

No.	Province	Name of centres monitored	Date of monitoring
20		Lord Milner School	4 December 2018
21	Mpumalanga	Emakhazeni Boarding School	6 December 2018
22		Middelburg Technical High School	7 December 2018
23	Northern Cape	Diamantveld High School	3 December 2018
24		Northern Cape High School	3 December 2018
25	North West	Ferdinand Postma High School	4 December 2018
26		Lichtenburg High School	3 December 2018
27		Bethel High School	12 December 2018
28	Western Cape	Jan Kriel High School	29 November 2018

### 7.3 Summary of Findings

The findings on the monitoring of marking centres are presented, in line with the criteria prescribed in the Umalusi monitoring of marking instrument.

#### 7.3.1 Preparations and planning for marking

The Eastern Cape, Gauteng and KwaZulu-Natal marking centres started operating on 28 November 2018. The administration personnel received, scanned and verified the scripts and performed other administrative duties. All other centres started soon afterwards.

All marking centres, except one in Limpopo, had well-arranged files with all relevant examination information readily available. In Gauteng and the Free State, marking centres made use of information provided by their PED on a compact disc. Within and across PED the marking management plans were standardised and implemented across marking centres. At one centre in Limpopo, a management plan could not be verified because they had only an electronic copy and load-shedding occurred on the day of the monitoring.

The verified marking management plans captured all necessary information. The lists of all chief markers, internal moderators, deputy chief markers, senior markers, markers, examination assistants and venues to be used during the marking session were well articulated in the plans.

The marking personnel arrived at the marking centres from 1 December 2018 for training and marking. Training for all markers at all the monitored centres was conducted and, in some cases, there was re-training in certain subjects after the marking of dummy scripts, to ensure accurate and credible marking. At one centre in the Free State, two senior markers who declined appointment were replaced and two markers with experience were appointed with no replacement at their level; while one marker who was found to have been appointed despite not having taught the subject in the past three years, was relieved of marking responsibility.

Most of the answer scripts were delivered to the marking centres well before marking commenced. However, at marking centres in Gauteng, Eastern Cape, Northern Cape, North West and Mpumalanga, it was reported that individual dummy scripts and marking guidelines for certain question papers had not been delivered on time and as scheduled. This caused a delay in the

start of marking at these centres. The subjects affected included Sepedi, Technical Sciences, History Paper 1 and Paper 2, Computer Applications Technology Paper 1, Electrical Technology and Technical Mathematics Paper 1 and Paper 2.

Apart from the late delivery of dummy scripts and marking guidelines at 10 reported centres, monitors were satisfied that the planning for marking at each centre was well structured and effectively executed.

### 7.3.2 Marking centres

In all PED except Gauteng, largely schools with boarding facilities were used as marking venues. The number and size of rooms used varied from centre to centre, depending on the number of subjects and markers appointed. Script control rooms were spacious enough and could accommodate all marked and unmarked scripts.

The planned daily starting times for marking at the different centres varied between 07:00 and 08:00 and ended between 19:00 and 20:00. Two centres in Limpopo changed the starting time to 05:00 to compensate for time that might be lost due to load-shedding. Attendance registers of marking personnel were signed and up to date at all centres and were used to calculate daily norm times. It was commendable to note that some centres were proactive, in that they decided to work beyond their normal time to mitigate the impact load-shedding might have on production. It was highlighted that the prescribed sample of 10% for quality assurance of marked scripts was increased so that scope for moderation could be broadened.

The centres visited complied with occupational health and safety requirements, except for one marking centre in North West. The basic health and safety necessities complied with the following occupation health and safety requirements:

- Clean, functional ablution facilities for males and females respectively;
- Safe electricity connections;
- Serviced fire extinguishers; and
- Clean kitchen facilities from which meals were served.

It was, however, reported that at one centre in Limpopo the markers had complained about the cleanliness of the water available. Load-shedding came with its own challenges, but most centres had access to generators that operated as backup during load-shedding. At one centre in North West the electricity transformer burnt out, leaving the centre without water and electricity for two days and causing considerable discomfort for marking personnel. However, the department did make necessary arrangements with local municipal officials of Coligny, who supplied mobile water tanks on the days when there was a water shortage. The electricity was restored a day later.

Furniture used at all marking centres was suitable and appropriate for accommodating markers. All centres were fully functional and were equipped with appropriate facilities required at a marking centre, including telephones, photocopy machines, internet facilities to access emails and websites, computers for capturing, and fax facilities where necessary. These facilities were also made available to the marking centre managers, chief markers, internal moderators and examination administration personnel at the centres.

Where accommodation for markers was provided, marking centres accommodated markers in school hostels, in rooms that varied from single to dormitory-type accommodation. Markers were mostly satisfied with the accommodation provided and found the accommodation to be of an acceptable standard.

The Gauteng marking personnel had to provide their own meals and claim thereafter from the PED.

At one centre in Gauteng, the 78 markers rioted one Friday evening and the police were called in to help calm the situation. The Gauteng Chief Director: Examinations and Assessment went to the centre to address the markers' complaints. These were related to the administration of logistical arrangements for markers and tariffs allocated for personal use of accommodation, among others.

All marking centres adhered to the required minimum standards set by the DBE. It was found that the marking environment was conducive to marking and markers' needs were well taken care of. At all the centres it was reported that venues were found to be more than adequate, with good facilities for marking, ample storage, parking, accommodation and catering. The marking centre managers were always available to address any unforeseen problems while marking was in progress.

### 7.3.3 Security at marking centres

The security of marking centres is an area that requires optimum levels of preparation. It was noted that different private security companies were used across the marking centres. It is important to highlight that a notable level of improvement was observed in the way security was handled by the companies, despite different companies using different approaches to ensure all examination centres were secured. The following areas of evidence were noted:

- Strict access control was maintained at the main entrance to each centre; however, it was reported that at two centres in the Free State the monitor's car was not searched on entering the marking centre;
- Security personnel made sure that all visitors signed in at the gate and marking officials were required to produce their identity tags for verification, since these were used as an access control measure;
- All centres had sufficient security measures in place, such as alarm systems, burglar bars, surveillance cameras, access control and guards stationed at the front door entrance and throughout the premises;
- Security guards were posted 24 hours per day at the main entrance to each marking centre and in and around script control rooms. In addition, security guards were available at every entrance leading to the marking rooms; and
- Each PED developed its own process for the movement of scripts to and from control rooms. The appointed deputy marking centre manager responsible for script control in the control room accounted for all dispatched scripts. Security guards escorted examinations assistants and chief markers when scripts were moved from and to the control room.

A strict procedure and process was executed for management of scripts. In all PED, answer books and mark sheets were always scanned prior to their dispatch to the different marking centres

and on receipt back from the marking centres. After the scripts had been marked and checked they were scanned again and sealed in numbered boxes. A summary of the contents of all boxes accompanied the shipment back to the script archive libraries across PED.

At one centre in Limpopo, the recording of the control of scripts was very poor and needed attention.

The different PED mostly handled transportation of scripts to and from the marking centres, but the logistics varied from province to province. In the Eastern Cape and Western Cape, scripts were transported to and from the marking centres by unmarked courier company vehicles, escorted by a private security company. In KwaZulu-Natal, escorted private companies were responsible for the transportation of scripts. In the Free State, escorted departmental trucks, in which each district's scripts were locked in steel cages, transported scripts. It was reported that the security officers made use of their radio service to alert the receiving security officer at the point of reception when scripts were in transit. In North West, authorised personnel from the examinations and assessment directorate transported scripts in and out of the marking centre; while in Gauteng rental trucks, escorted by armed security, transported scripts. The transportation of scripts in Limpopo was done without any escort by security personnel.

It was encouraging to note that the security of scripts and other examination material at the marking centre during the marking process was given top priority. The movement of all scripts was recorded and signed for by all relevant parties. This arrangement ensured that every answer scripts, mark sheets and any other examination material could be accounted for at all times.

#### 7.3.4 Handling of irregularities

PED had structures in place to deal with irregularities and the teams were trained in how to deal with irregularities discovered during marking. Either the irregularity officer, marking centre manager or chief marker conducted training sessions at the beginning of marking. Not only was the concept of irregularity defined but also how to detect and recognise irregularities. A procedure manual was also provided in which irregularities were clearly outlined.

There was a good level of training presented across marking centres in 2018. In the Free State and Gauteng, each marker was given a pack that included types of irregularities and forms on which to report irregularities once detected. It was highlighted across centres that, during marking guideline discussions, markers were instructed and trained in the different types, nature and categories of irregularities. Practical examples were cited and operational manuals, together with a PowerPoint presentation, were verified. These two documents clearly articulated the procedure and process of making markers aware of examination irregularities.

A full account of the protocol for reporting irregularities at marking centres was adhered to. The PED provided forms for completion with all necessary information when reporting alleged irregularities.

During its monitoring at marking centres in Gauteng, two cases of suspected copying were brought to the attention of Umalusi. In both cases the irregularities were reported to the chief marker, who reported them to the PED, to be handled by the Provincial Examinations Irregularity Committee (PEIC).

However, at one centre in Limpopo, it was reported that the markers had shown a lack of knowledge in handling irregularities; and that no structure was in place to deal with irregularities. It was reported that the marking centre manager at the centre was not trained in dealing with irregularities.

### 7.3.5 Monitoring by the assessment body

At the time of monitoring by Umalusi, a good number of officials from the PED had already monitored the marking centres across PED; and clear comments had been made in the external visitors' registers. At one centre in North West, 10 visits were recorded in the register, among which were two from the DBE. It was commendable to note an increased number of visits for external monitoring, across all levels of management, conducted at marking centres.

Since monitoring at centres in the Eastern Cape was done on the first day of marking, it was understandable that no monitoring by the assessment body had taken place at the time of Umalusi's monitoring. It was, however, very disturbing to note that in Gauteng, subsequent to monitoring by Umalusi between 6–9 December (when marking was well under way), it was reported that the assessment body had monitored at only one centre (Uitsig High). In the Free State there was evidence of visits by DBE officials at three centres, but no reports had been written. The officials had signed the monitoring register with only a comment or two, without leaving any reports on key issues observed.

## 7.4 Areas of Good Practice

It was pleasing to note that the DBE addressed many of the 2017 Umalusi directives.

The directive that the monitoring of the marking centres by PED and district officials be increased was adhered to. The visibility of PED and district officials was noted.

In addition, in 2018 the following areas of good practice were observed:

- a) A comprehensive marking manual, which contained all required marking information and reporting forms, had been developed and was used at the marking centres;
- b) The acquisition of generators to maintain electricity during power outages allowed marking to proceed as planned;
- c) Structures to handle irregularities at the examination centres were in place and effective; and
- d) There were improved systems in place for control of scripts at marking centres across the PED.

## 7.5 Areas of Non-compliance

It was with concern that some areas of non-compliance noted in 2017 were still found in 2018.

- a) The late arrival of marking guidelines in a number of subjects at various centres caused delays in the starting times of marking. This was an indication that the 2017 directive that the PED plan properly to prevent delays in delivery of material to the centres was not fully addressed. Late delivery of marking guidelines was observed at some marking centres;

- b) Although security was tight and visible at many marking centres, it was noted that this was not always consistent; and
- c) It was highlighted that at the Limpopo University marking centre most chief markers were found to be doing administrative work, which was supposed to be done by the marking centre manager.

## **7.6 Directives for Compliance and Improvement**

The DBE must ensure that:

- a) Marking guidelines and accompanying dummy scripts be timeously shared with all marking centres prior to the arrival of marking personnel;
- b) The security arrangements are of comparable standards at all centres and that security companies be held accountable for inconsistencies; and
- c) Appointed centre managers are well experienced personnel who have been exposed to all examination processes and, more importantly, management of examination centres.

## **7.7 Conclusion**

In the 20% of marking centres monitored nationally by Umalusi, a significant improvement in their management during the marking processes was noted. The improvement could be attributed to the common standards the DBE set out, as well as close monitoring by the PED. Be that as it may, the DBE must ensure that the directives issued in 7.6 are addressed.

## CHAPTER 8

# VERIFICATION OF MARKING

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### 8.1 Introduction

Verification of marking is a quality assurance process used by Umalusi to verify the marking process of all assessment bodies offering the National Senior Certificate (NSC). The rationale is to ensure that the marking of examination scripts in all provinces is done following accepted, signed-off marking guidelines for examination question papers for all subjects. Verification of marking for the November 2018 NSC examinations of the Department of Basic Education (DBE) was conducted during the first two weeks of December 2018.

Umalusi examined the level of adherence to the marking guidelines and consistency in marking. This was done to ensure that the results achieved by candidates for the various examination papers were fair, valid and reliable.

This chapter presents the findings of Umalusi's analysis of the verification of marking and the levels of compliance with the marking processes in selected subjects, including South African Sign Language Home Language (SASL HL). This subject was assessed nationally for the first time in 2018. Further, the chapter provides the assessment body with areas of good practice, areas of concern and directives for compliance and improvement.

### 8.2 Scope and Approach

Umalusi sampled 27 subjects, with a total of 51 question papers, for verification of marking. The sample included gateway subjects, languages and subjects with a practical component.

Apart from Music and SASL HL where on-site verification occurred at national level, Umalusi conducted on-site verification of marking for all other subjects for the DBE at provincial marking centres. On-site verification provides an opportunity for Umalusi moderators to intervene appropriately during marking and provide support to marking personnel, where necessary, while the marking process is under way.

As part of the verification process, external moderators were expected to moderate a sample of scripts at each of the marking centres they visited. External moderators were able to select the scripts to be moderated. The number of scripts sampled by external moderators depended on the total number of scripts and the time each moderator spent at each marking centre.

Table 8A below provides a list of question papers verified and the number of provinces (indicated in brackets) included in the verification process.

**Table 8A: List of subjects and number of provinces (in brackets) included in the verification of marking**

Subject	Subject
Accounting (7)	isiXhosa HL Paper 1, Paper 2 and Paper 3 (2)
Agricultural Sciences Paper 1 and Paper 2 (2)	isiZulu HL Paper 1, Paper 2 and Paper 3 (2)

**Table 8A: List of subjects and number of provinces (in brackets) included in the verification of marking (continued)**

Subject	Subject
Business Studies (6)	Life Sciences Paper 1 and Paper 2 (6)
Computer Applications Technology Paper 1 and Paper 2 (2)	Mathematics Paper 1 and Paper 2 (6)
Civil Technology: Civil Services, Construction, Woodwork (3)	Mathematical Literacy Paper 1 and Paper 2 (5)
Consumer Studies (3)	Mechanical Technology: Fitting and Machining, Welding and Metal Work, Automotive (4)
Dramatic Arts (4)	Music (National)
Economics Paper 1 and Paper 2 (5)	Physical Sciences Paper 1 and Paper 2 (5)
Engineering, Graphics and Design Paper 1 and Paper 2 (2)	Sesotho HL Paper 1, Paper 2 and Paper 3 (2)
Electrical Technology: Electronics and Power Systems (2)	SASL HL Paper 1, Paper 2 and Paper 3 (National)
English HL: Paper 1, Paper 2 and Paper 3 (2)	Technical Mathematics Paper 1 and Paper 2 (1)
English First Additional Language (FAL): Paper 1, Paper 2 and Paper 3 (8)	Technical Sciences Paper 1 and Paper 2 (1)
Geography Paper 1 and Paper 2 (4)	Tourism (4)
History Paper 1 and Paper 2 (4)	Visual Arts (1)

The Umalusi instrument used for verification of marking is comprised of four parts: Part 1: Adherence to marking guideline; Part 2: Quality and standard of marking; Part 3: Candidates' performance (not reported on in this chapter); and Part 4: findings and suggestions derived from the analysis of data in Part 1, Part 2 and Part 3. Part 1 and Part 2 are divided into four criteria each, to source information from the marked scripts, as indicated in Table 8B. For the purpose of this report, only Part 1, 2 and 4 are used.

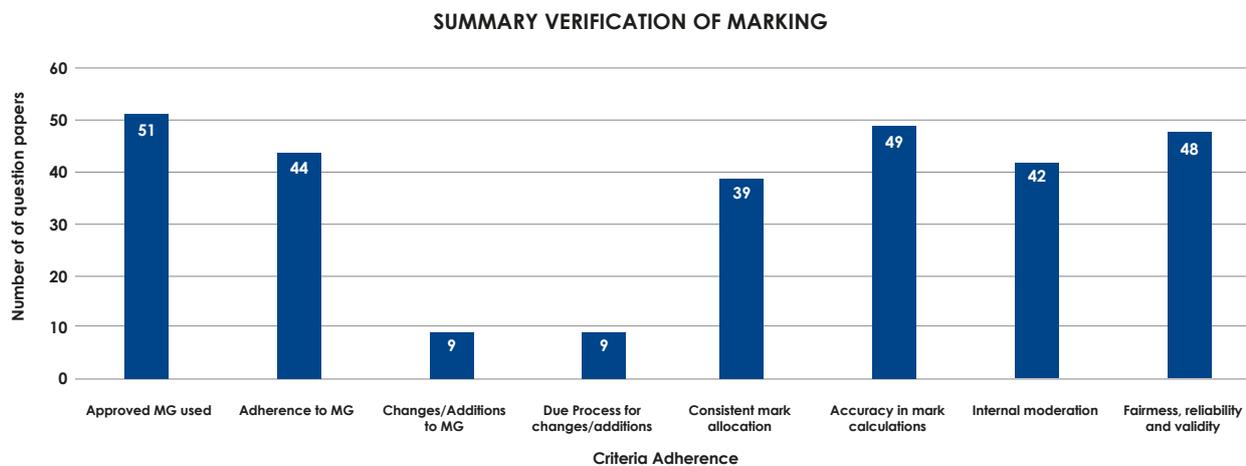
**Table 8B: Verification of marking instrument criteria**

ANNEXURES	Part B Processes and procedure	Part C Training and quality of outputs
Approved marking guidelines	Consistency in mark allocation	Candidates' performance
Adherence to marking guideline	Addition of marks is accurate	
Evidence of any changes/ additions to marking guideline	Evidence that marking was internally moderated	
Due processes followed if any additions/changes to the marking guideline were made	Marking is fair, valid and reliable	

### 8.3 Summary of Findings

The findings on the verification of marking are summarised in this section, based on individual compliance criteria as listed in Table 8B. Figure 8A below provides the number of question papers that fully complied with the various criteria. External moderators' responses to all criteria are summarised in Figure 8A. All criteria represented in the Figure (except for changes to marking guidelines and changes made following due process) refer to the quality of marking and the number of question papers considered to be compliant with these criteria. In some instances,

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



**Figure 8A: Summary of verification of marking 2018**

### 8.3.1 Approved marking guidelines used

All provinces used the approved marking guidelines signed off by Umalusi, inclusive of SASL HL.

### 8.3.2 Adherence to marking guidelines

The approved marking guidelines were, in the main, adhered to. The following were noted:

- a) Accounting: In KwaZulu-Natal, the Afrikaans version of the question paper posed problems relating to translation errors. The DBE distributed Circular 40 of 2018, explaining the procedure to be followed together with the scales to be used in assessing the Afrikaans candidates. The first batch of Afrikaans scripts was not marked correctly or consistently and was sent back for re-marking.
- b) Dramatic Arts: In KwaZulu-Natal, some markers could not distinguish between correct and incorrect answers where a candidate had not provided the exact answer as per the marking guideline. It was mentioned by the external moderator that markers did not possess adequate subject knowledge themselves to make the determination.
- c) Economics: In Gauteng and Mpumalanga, some markers over-compensated candidates by awarding marks for repeated responses; and full marks where candidates listed only facts without further explanation (Paper 1). Markers also could not always distinguish between correct; semi-correct; repetitive and irrelevant responses (Paper 2).
- d) Civil Technology (Woodworking): In the Western Cape, the external moderator indicated a discrepancy where Question 6.5 on the question paper counted two marks but only one mark was allocated in the marking guideline. This error was not noticed at any of the marking centres and when it was pointed out, marking at most centres had been completed. The matter was reported to the DBE internal moderator.
- e) Mathematical Literacy (Paper 1 and Paper 2): In North West, definitions and questions that required an explanation caused much frustration and inconsistency. Some markers would accept only the wording provided in the marking guidelines, despite a candidate having provided a suitably correct answer that was not in the marking guideline.

- f) Mechanical Technology (Welding and Metal Work): In the Free State, the chief marker was requested to draw out the answer for the Question 7 on vectors and graphs to mark the question more effectively. This was because the photocopies of this answer lost accuracy when photocopied multiple times. This was a mandatory requirement and was an addendum to the guideline. It required a scale drawing to mark accurately. This was not complied with from the start of the marking process.
- g) SASL HL: Some markers found it challenging to use rubrics to mark both creative and transactional writing pieces. The challenge was compounded by the fact that some of the markers did not teach the subject in the Further Education and Training (FET) band. Markers found it difficult to read and understand the English version used in the rubrics for the writing pieces. The signed version was necessary to bridge the gap created by the English version.

### 8.3.3 Changes made to marking guidelines at marking centres and approvals

Changes were made to the marking guidelines of the following question papers at the marking centres visited and due process was followed regarding the approval of changes to the marking guidelines:

- a) Accounting: Two additions that provided clarity to the marking guideline were made, for all provinces. In Limpopo and North West, instructions for the Afrikaans version of the marking guideline were provided via a circular from the DBE. Consequently, marks for three questions were scaled up (nationally) because certain sections of the questions could have been misinterpreted by candidates. The DBE then distributed Circular 40 of 2018, which explained the procedure to be followed, together with the scales to be used to assess candidates who wrote Accounting in Afrikaans.
- b) Business Studies: In Gauteng and the Western Cape, changes were made to the Afrikaans marking guidelines due to an error in translation for Question 8.3. The alternative answers/responses were then approved and added to the marking guidelines and disseminated to all provinces by DBE, as Instruction No. 45 of 2018, on an official letterhead to all provincial examination sections. The instruction was then cascaded to all provincial marking centres.
- c) Civil Technology: In the Eastern Cape, information was missing in Question 2, generic for all specialisations. An examination instruction was sent to all affected provincial education departments (PED) and the omitted information (answers) was added to the marking guideline.
- d) Computer Applications Technology (Paper 2): Subsequent to the completion of the marking standardisation meeting, it was established that there were areas where the English text had not been translated and was included in the Afrikaans marking guideline. These could not be verified at this meeting due to load-shedding and resultant printing problems at the DBE. This was resolved later on and markers marking the Afrikaans scripts at the marking centres used the revised Afrikaans marking guideline, which was approved following due process.
- e) Life Sciences (Paper 1): Additions were effected at the marking centres and these were communicated to the external moderator, internal moderator and chief markers by the national internal moderator. The DBE internal moderator communicated the additions to the marking guideline to the PED, after discussion with Umalusi external moderators. The internal moderator and chief marker informed the senior markers and markers about the additions/changes.

- f) Mathematical Literacy (Paper 1 and Paper 2): Additions made to the marking guideline were those received on the national WhatsApp group, which consists of DBE officials, Umalusi moderators, examination panel members, internal moderators and chief markers for all provinces. Question 5.2.7 in Paper 1 was identified as faulty as the answer sheet that provided for a graph to be drawn contained contradictory information. The total marks (six) for this sub-question was removed; thereafter the maximum mark for this question was upscaled as per a spreadsheet provided by the DBE.
- g) Physical Sciences (Paper 1 and Paper 2): Additions were made to the marking guidelines during the marking process, following due process. The chief examiner, the internal moderator and the external moderator discussed and resolved each query submitted by provincial chief markers. Afterwards, additions were accommodated in the marking guidelines during the process of marking and were sent to provinces as an erratum.
- h) SASL HL: Changes and additions to the marking guideline were discussed and agreed by markers, senior markers, internal moderators and external moderators in all papers. The markers, senior markers, internal moderators and external moderators discussed and approved all changes made to the marking guidelines for all three SASL HL question papers. The internal moderator verified all necessary changes to the marking guidelines before signing them off. For instance, it was agreed that candidates should not be penalised for using a different SASL HL dialect in SASL HL Paper 3. An addition was made to Question 2.1 in SASL HL Paper 3, 'The world is full again', in anticipation of how candidates might possibly respond; a change in wording was introduced in Question 3.3 in Paper 3, to clarify a specific, intentional shooting rather than a random shooting that was also going on. Question 7.8 of Paper 3 was reworded to include a more literal interpretation for candidates.

### 8.3.4 Consistency in mark allocation

On the whole, marks were allocated correctly. There were instances where inconsistency in mark allocation occurred during the early stages of marking. The following inconsistencies were noted: lenient marking was evident in some questions; marking was done without consistent reference to the marking guidelines; and some questions were unmarked. These inconsistencies were addressed through moderation. The following were noted during verification in the various provinces:

- a) Accounting: In the Eastern Cape two markers were transferred to another question because marking was found to be outside the tolerance range.
- b) Dramatic Arts: In the Free State, few markers were present at the start of marking. Two more markers joined on the second day. Due to lost time, proper training of markers did not take place. The chief marker and some markers were novices, which exacerbated the problem. Marking was not consistent because the markers were not familiar with the marking guideline, particularly questions to be marked using a rubric, or those with detailed instructions. In KwaZulu-Natal, questions marked with a rubric were found to be very challenging for most markers, even experienced markers. In addition, many of the answers in the marking guideline required that markers accept other relevant and well-motivated answers. This was problematic as some markers did not seem sufficiently knowledgeable to make such a distinction.

- c) Economics (Paper 1): In Gauteng some markers who were allocated to mark Questions 2 and 5 were not consistent in awarding marks. As a result, the chief marker had to address the teams and re-train the markers of Question 2 and 5.
- d) Economics (Paper 2): In Gauteng marking teams were not consistent and accurate in the allocation of marks for questions requiring indirect/cognitive responses. One marker was redeployed to another question and was supported by the internal moderator.
- e) English FAL (Paper 1): In Eastern Cape, six of the verified scripts indicated a variance in marks that was outside the tolerance range.
- f) English FAL (Paper 2): In Free State, some markers were unsure of how to mark questions where differences in interpretation affected the allocated marks. Other provinces indicated that variations in moderated marks were as a result of differences in interpretation of open-ended questions.
- g) English FAL (Paper 3): In Western Cape, some markers found assessing this paper challenging and struggled with the use of rubrics. On further investigation, it emerged that the dummy scripts used during the marking guideline discussion focused mainly on the assessment of candidates who performed well. This disadvantaged novice markers, who found assessing weaker candidates a challenge.
- h) English HL (Paper 3): In KwaZulu-Natal, there were inconsistencies after initial discussions with markers where mark allocation was outside the prescribed tolerance range of four marks. One marker and one senior marker were identified as being inconsistent in allocating marks. The chief marker was asked to address the issue with both the marker and senior marker.
- i) Life Sciences (Paper 1): In Mpumalanga, the marking and interpretation of Question 4 presented challenges for markers.
- j) Mathematics (Paper 2): In Northern Cape, Question 5 and Question 10 contained printing errors that involved missing labels on diagrams; and questions that were different from those in the final, approved question paper. The error made Question 10 unanswerable. To rule out any subjectivity that could have led to inconsistent marking, the DBE decided to exclude Question 10 (containing the printing error) and to scale up the marks according to the table, provided by the DBE. For Question 5, the DBE indicated that consistent accuracy marking (follow-up) would be used, according to the placement of. In Mpumalanga, Mathematics scripts were not sent to the province; as a result, markers' training was compromised.
- k) Mechanical Technology (Automotive): In Mpumalanga one novice marker was re-trained several times and all scripts marked by this marker before re-training were re-marked by the senior marker. One marker did not arrive at the marking centre, which increased the workload on the other markers.
- l) Sesotho HL (Paper 2): In Gauteng there was inconsistency in marking the essay, caused mainly by markers using ticks to mark essay responses. Some markers awarded marks for the essay based on the number of ticks, without considering whether the response answered the question or not.
- m) SASL HL: Paper 1 and Paper 2 reported consistency in the awarding of marks. Fifty-two percent of Paper 1 scripts were verified and only a small proportion fell outside the tolerance range of four marks. Thirty-five Paper 2 scripts were verified and only 23% of the scripts deviated from the tolerance range of five marks. Paper 3 registered inconsistency in marking, wherein 60% of the verified scripts were marked outside the allowed tolerance range of four marks, with the lowest deviance being seven marks and the highest, 13 marks.

### 8.3.5 Addition and calculation of marks

The verification of marking revealed that most question papers were fully compliant. The following were noted across the subjects verified:

- a) Accounting: In KwaZulu-Natal, it was reported that after the marks were calculated, the examination assistants needed a cover page total to cross-reference to when they checked addition and totalling of all marks per script, which did not happen. The examination assistants could therefore not pick up totalling errors, if any. The last marker marking the script was expected to calculate the total marks of the script (in pencil) to provide the examination assistant with a reference to the total mark for the script. In Limpopo, the addition of marks was mostly accurate. Umalusi noted inaccuracies in additions and transferring of marks in four instances only.
- b) English HL (Paper 2): In KwaZulu-Natal, markers' original marks were not summed and the totals of the moderated marks were written in the marker's column. The chief marker indicated that they were requested to write only one total on the script. This request was not in line with the cover page of the script, which clearly provides specific columns for the marker, senior marker, deputy chief marker, chief marker, internal moderator and external moderator. The external moderator requested that both the original mark by the marker and the final moderated mark be captured in the relevant columns. The chief marker agreed to capture the final total in the last column of level of moderation.
- c) SASL HL: Calculation of marks was accurate in all three question papers. However, some of the Paper 3 marking rubrics were put together for moderation without marks having been transferred to the cover pages of the different sections.

### 8.3.6 Internal moderation of marking

Internal moderation of the scripts was found to be compliant in most of the subjects verified. The following was noted:

- a) Accounting: In KwaZulu-Natal, moderation scripts were very sparse and shadow marking dominated the process. In Limpopo, the evidence of moderation was minimal. Although 10% of the scripts in a batch were moderated at different levels, Umalusi noted that in some instances one question per script was moderated by senior markers.
- b) Dramatic Arts: In Free State (which also marked the Northern Cape scripts), evidence of moderation was found. However, there were frequent differences in allocation of marks between the markers, the chief marker and the internal moderator. The chief marker was a university lecturer with no teaching experience at school level and, in addition, did not have experience in marking, especially since the introduction Curriculum and Assessment Policy Statement (CAPS). Similarly, the internal moderator was also a university lecturer. It was evident that the value of school-teaching experience brought to the marking process had been underestimated. It could be appreciated if either the chief marker or internal moderator had experience in teaching and marking the subject CAPS. In KwaZulu-Natal there was evidence of moderation, although this was not rigorous as the chief marker had shadow marked very few scripts, regardless of the total number of scripts in a batch. In most cases moderation happened on a single script at all levels, where the senior marker, deputy chief marker, chief marker and internal moderator all moderated the same script. There were therefore insufficient scripts (10%) moderated. In Western Cape, shadow

- marking occurred with some scripts moderated by the internal moderator, as ticks were made by both the marker and internal moderator over clearly incorrect facts.
- c) Business Studies: In KwaZulu-Natal, one senior marker did not moderate scripts but merely verified the marks per question, as well as the overall total per question on the cover page of the script. The senior marker then signed the cover page. In Mpumalanga, the deputy chief marker provided a mark after moderation of a question. However, there was no evidence of any physical re-marking/ticks of the question in the script.
  - d) Electrical Technology (Electronics and Digital Electronics): The use of answer sheets for marking was cumbersome and did not facilitate fast marking. Markers had to alternate between the form of the script and stapled answer sheets at the back of the book.
  - e) English HL (Paper 2): In Western Cape a script that had all questions moderated was not found among the scripts verified throughout the verification period. A total of 25 English HL Paper 2 scripts were sampled for verification.
  - f) Engineering Graphics and Design (Paper 1 and Paper 2): In Western Cape the initial scripts provided for external moderation did not have any evidence of second-level moderation, i.e. moderation by the internal moderator. The Umalusi external moderator addressed the requirement of second-level moderation with internal moderators and chief markers of both question papers. The scripts that were submitted thereafter did have evidence of second-level moderation.
  - g) Life Sciences (Paper 1): In Gauteng the chief marker moderated only three out of 60 scripts verified. When this was queried, the chief marker explained that there were other administrative duties that needed attention and the chief marker also had to attend to the wellbeing of the markers. In addition, spreading moderation across a number of scripts did not take place. The deputy chief marker moderated a complete script, after which the same script was moderated by the chief marker and/or internal moderator. This method of moderation did not spread moderation across a variety of scripts. In Limpopo, only two scripts among those sampled for verification had been moderated by the chief marker. This very small sample of moderation by the chief marker was of concern. When this was brought to the attention of the chief marker, the response was that the chief marker had a great deal of other administrative work to attend to.
  - h) Life Sciences (Paper 2): In Limpopo the chief marker moderated two scripts and the internal moderator only three scripts. The low number of moderated scripts by the chief marker and internal moderator was of concern. When this was brought to the attention of the chief marker, the response was that the chief marker had a great deal of other administrative work. The internal moderator indicated that moderation had been conducted on far more than what the Umalusi moderator had sampled.
  - i) IsiZulu HL: In KwaZulu-Natal, due to the large number of scripts at the centre (1 17 687 scripts), in some batches that the external moderator received and verified only one question was moderated by the senior marker and a few by the deputy chief and chief markers.
  - j) SASL HL: The standard of moderation was conducted satisfactorily for all three question papers. There were cases where the internal moderator's mark was different from that of the external moderator, but on verification the marks were found to be valid.

### 8.3.7 Fairness, reliability and validity of marking

The marking was found to be fair, valid and reliable in almost all the subjects verified across the PED. The following was found:

- a) Dramatic Arts: In KwaZulu-Natal, the marks of 18% of the verified scripts in the centre were outside the tolerance range after verification.
- b) Sesotho HL (Paper 2): Even though the marking of contextual responses in Gauteng was in line with the marking guideline, the marking of essays spoiled the fairness of the marks in this paper. Some markers erroneously awarded candidates marks for responses that did not really answer the question.
- c) Electrical Technology (Digital Electronics): In the Eastern Cape, the marking of Questions 4 and 5 was not found to be reliable. Markers did not teach this specialisation and lacked insight into the curriculum.
- d) SASL HL: The marking was done in a fair and valid way and followed the marking guidelines in all the question papers. However, since there were novice markers and markers who deviated from the tolerance range in more than one of the dummy authorisation scripts, they were paired with those who fell within the tolerance range. The novice markers were paired with experienced markers (those who marked the preparatory examination question papers) to help mitigate the challenges of varying dialects and inexperience.

## 8.4 Areas of Good Practice

The following areas of good practice were noted:

- a) The discussed and approved marking guidelines were adhered to for most subjects. Approval of changes and additions to marking guidelines followed due process;
- b) The quality of marking was found to be good. Where novice markers were appointed, they were appropriately assisted by senior markers;
- c) The determination of and adherence to a marking tolerance range for examination scripts made marking more reliable. Variances in marks allocated were mostly within the agreed tolerance range;
- d) Positive reporting regarding the fairness, reliability and validity of marking was commendable;
- e) Pairing of inexperienced and experienced markers and deaf and non-deaf markers for SASL HL was commendable.

## 8.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- a) Numerous areas of non-compliance were picked up in Mechanical Technology, as follows:
  - Not all markers were active teachers of this specialisation but had demonstrated knowledge;
  - In Welding and Metal Work in the Free State, the marking guideline was photocopied, which resulted in illegibility. However, the chief marker improvised and drew an answer to scale for the markers. The answer was not given to markers from the beginning of the marking process; and

- In Mpumalanga, the Afrikaans scripts of Mechanical Technology did not have a marker and the chief marker had to mark all scripts.
- b) The use of a rubric in marking questions with detailed instructions and open-ended questions resulted in numerous variations in allocated marks;
  - c) Rigorous moderation did not occur in some of the verified subjects:
    - In some cases, shadow marking occurred;
    - The chief markers and internal moderators moderated few scripts, citing administrative duties as a reason;
  - d) In English HL Paper 2 in Western Cape, no full-script moderation was conducted throughout the verification process; and
  - e) It must be noted that in Mathematics in Mpumalanga, dummy scripts were never sent to the province and training of markers was thus compromised. The DBE must be advised to handle this issue properly in future.

## 8.6 Directives for Compliance and Improvement

The DBE should ensure that:

- a) PED appoint appropriately qualified markers in all subjects, particularly for new subjects that have specialisations, including the SASL HL, to ensure efficient marking;
- b) Moderation duties and the size of the sample scripts for moderation by chief markers and internal moderators are clearly communicated and monitored; and
- c) Stricter measures are put in place in the selection of markers for English FAL Paper 3 as it carries more marks (100 marks in total) than the other two question papers.
- d) The administration load on internal moderators and chief markers is reduced to ensure that they moderate more scripts.

## 8.7 Conclusion

Appropriate marker training by the DBE during marking guideline standardisation meetings had a positive effect on the quality of marking. Adherence to marking guidelines and due process regarding additions or changes to marking guidelines, across provinces, were found to be in place for the question papers for subjects that were sampled for verification by Umalusi. This had a positive impact on the fairness, validity and reliability of results for the November 2018 NSC examinations. However, negative aspects, as indicated in this report, are a concern and should be addressed.

## CHAPTER 9

# STANDARDISATION AND RESULTING

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### 9.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than candidates' ability and knowledge. In general, variability may occur in the standard of question papers, the quality of marking and many other related factors. It is for this reason that examination results are standardised: to control their variability from one examination sitting to the next.

Section 17A (4) of the GENFETQA Act of 2001, as amended in 2008, states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verification of subject structures, capturing of marks and the computer system used by an assessment body. It also involves the development and verification of norms and the production and verification of standardisation booklets in preparation for the standardisation meetings. During pre-standardisation, qualitative inputs from external moderators, internal moderators, monitoring reports, post-examination analysis reports in selected subjects, intervention reports presented by the assessment bodies and the principles of standardisation inform decisions. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

### 9.2 Scope and Approach

The Department of Basic Education (DBE) presented 67 subjects for the standardisation of the November 2018 National Senior Certificate (NSC) examinations. In turn, Umalusi performed verification of the historical averages, mark capturing, standardisation adjustments and statistical moderation and the resulting datasets.

#### 9.2.1 Development of historical averages

Historical averages for NSC examinations are developed using the previous five examination sittings. Once that has been done, as per policy requirements DBE submits to Umalusi historical averages, or norms, for verification purposes. Where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination sittings. Umalusi applies a principle of exclusion when calculating the historical average for such distributions. Finally, Umalusi takes into account historical averages during the standardisation process.

#### 9.2.2 Capturing of marks

Umalusi monitored the capturing of marks to establish whether the capturing was accurate and credible. The verification of the capturing of the NSC examination marks looked at, among others, management of the capturing system and verification of the systems, including security systems, for the examination. The following provinces were sampled for verification: Mpumalanga,

Limpopo, Gauteng, KwaZulu-Natal and Eastern Cape.

### 9.2.3 Verification of datasets and standardisation booklets

The DBE submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved timeously, as a result of which final standardisation booklets were printed in a timely manner.

### 9.2.4 Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings for the November 2018 NSC examinations were held from the 20–23 December 2018. Umalusi was guided by many factors, including qualitative and quantitative information, to reach its standardisation decisions. Qualitative inputs included evidence-based reports presented by the DBE, research findings from Umalusi's post-examination analyses in selected subjects and reports by Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

### 9.2.5 Post-standardisation

After the standardisation meetings the DBE submitted the final adjustments and candidates' resulting files for verification and eventual approval.

## 9.3 Summary of Findings

### 9.3.1 Standardisation and resulting

#### a) Development of historical averages

As explained in the foregoing paragraphs, the historical averages for NSC examinations were developed using the previous five examination sittings. For that to happen, the DBE submitted the historical averages for verification, in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using four examination sittings. There were no subjects with outliers for the November 2018 NSC examinations.

#### b) Capturing of marks

The national policy, guidelines and procedural documentation on the capturing process were made available to the monitors during monitoring of the capturing of examination marks. The guidelines and procedural documents were, however, silent on how the mark sheets were authenticated. Despite this, there were measures in place to authenticate mark sheets: they are barcoded and have unique, system-generated mark sheet numbers. The mark sheet number is entered into the system before marks can be captured. Provinces such as Gauteng and Mpumalanga used barcode scanners to scan the mark sheets during dispatch and on return to head office or the capturing centre for capturing and storing.

The availability of management plans in all monitored provinces was verified on-site. All provinces derived their management plans from the DBE management plan. The capturing of examination

marks in all provinces monitored was, to a large extent, in line with the DBE management plan. The capturing plans were implemented with minor deviations. The national systems administrator provided daily progress reports on capturing for every province. These included any remedial action in cases where intervention was required. The provincial systems administrators ran similar progress reports, both to track progress and to intervene in time, if needs be. In cases where capturing centres fell behind schedule, turnaround plans were devised to catch up and, eventually, a 95% capture rate was realised in all subjects for standardisation purposes.

There were adequate personnel appointed at all capturing centres for the capturing of marks. The appointment procedures were verified and found to be in line with national requirements. In all provinces full-time staff were utilised to capture marks. Contract workers who satisfied the minimum requirements were used only in provinces with very large numbers of mark sheets to capture. All appointed capturers had appointment letters, which clearly outlined their key performance areas and signed by the Head of Examinations, in place of signed contracts. All contract workers appointed for capturing were trained by the provincial system administrators. Attendance registers were provided as evidence of training. All provinces except Eastern Cape also provided training manuals or PowerPoint presentations, over and above attendance registers, as evidence of training. While no training manual was available for the Eastern Cape PED, data-capturers confirmed that training had taken place. All personnel in charge of and appointed for data-capturing signed declarations of secrecy before assuming duty. Adequate resources were available in all the provinces for capturing marks.

All provinces monitored captured marks online. A double-capturing method was employed in all provinces to ensure accuracy. Coding was used to ensure mark sheets were captured and verified. In cases where mark sheet marks allocated to a candidate were unclear, the capturer discussed the issue with the capturing supervisor. Where challenges could not be resolved, the mark sheet was submitted to the systems administrator for further investigation.

Mark sheets were transported by departmental officials from marking centre to capturing centre, tracked and monitored by control sheets. A manual system was used to record delivery of the mark sheets to the capturing centre in most provinces. On delivery, the batches of mark sheets were verified against control lists at the capturing centre.

The process flow of mark sheets was checked. All marks sheets were scanned at the marking centre before leaving for capturing. On receipt of the mark sheets at the provincial office, the mark sheets were scanned again. All mark sheets were scanned on arrival and verified against the control sheet for accountability purposes. In capturing centres where no scanners were available, control sheets were used to track and monitor the flow of marks sheets from the marking centres to the capturing rooms. In Mpumalanga and Gauteng, in addition to barcode scanning, the completed mark sheets were image-scanned in real time. Designated personnel were appointed to collect the mark sheets from the respective marking centres daily.

The capturing facilities were under 24-hour security surveillance. There was access control at all capturing centres monitored. There were CCTV cameras at all centres monitored. The KwaZulu-

Natal PED had CCTV facilities in passages only. Biometric systems were in place in provinces such as Mpumalanga and Eastern Cape. Therefore only authorised personnel could enter the capturing centre. There was ample storage in all provinces monitored.

Contingency plans or measures were in place in all the centres monitored, i.e. standby computers were available; there was daily backup of captured data and standby uninterrupted power supply (UPS) equipment was installed in case of power failure. Some PED had memoranda of understanding (MOU) in place with well-resourced high schools, colleges or institutions to assist in the event of a continued power failure or other unforeseen circumstance. However, the Eastern Cape had no contingency plan in place for power failures. All backing up of data was done daily at the State Information Technology Agency (SITA) national office.

### c) Electronic datasets and standardisation booklets

In preparation for the standardisation processes, Umalusi, in conjunction with the DBE, embarked on systems verification through dry runs. The aim was to ensure proper alignment of the examination computer systems and to ensure compatibility of data and formulae used for data processing. The DBE participated in all processes to ensure correct resulting of candidates.

The submitted standardisation datasets and electronic booklets for the November 2018 NSC examinations conformed to the requirements, as spelled out in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

### 9.3.2 Pre-standardisation and standardisation

The qualitative input reports, i.e. the DBE evidence-based report, report by the post-examination analysis teams and external moderators' reports, standardisation principles, the norm and previous adjustments were used in determining the adjustments per subject.

The DBE introduced 12 new subjects, namely South African Sign Language Home Language (SASL HL), Technical Mathematics, Technical Sciences, Civil Technology (with specialisations in Civil Services, Construction and Woodworking), Mechanical Technology (with specialisations in Automotive, Fitting and Machining and Welding and Metal Work), and Electrical Technology (with specialisations in Digital Systems, Electronics, and Power Systems). The ASC relied heavily on the qualitative inputs and the pairs analysis, since no history for these subjects exists. The performance of candidates in the new subjects were compared against one another within the field. The subject whose performance mirrored that of the parent subject was used as a reference point, or anchor, to determine the quantum of the adjustments for the rest of the subjects.

### 9.3.3 Standardisation decisions

The qualitative reports produced by external moderators, the monitors and post-examination analysis of question papers, including intervention reports presented by the assessment bodies, together with the principles of standardisation, informed the standardisation decisions.

**Table 9A: List of standardisation decisions for the November 2018 NSC examinations**

Description	Total
Number of subjects presented	67
Raw marks	39
Adjusted (mainly upwards)	17
Adjusted (downwards)	11
<b>Number of subjects standardised:</b>	<b>67</b>

#### 9.3.4 Post-standardisation

The adjustments were submitted and approved on time. The adjustments were approved on second submission. The statistical moderation and resulting files were approved on second submission for all PED. The reasons for disapproval on first submission involved the submission of invalid offerings, incorrect subject indicators and incorrect computations leading to the final mark, i.e. the use of incorrect adjustments or incorrect moderation records. However, these errors were corrected and the records were subsequently approved.

#### 9.4 Areas of Good Practice

The following areas of good practice were observed:

- a) The DBE submitted all the qualitative input reports as required;
- b) The DBE presented standardisation booklets free from error; and
- c) The high levels of compliance in capturing examination marks in all provinces monitored was highly commendable.

#### 9.5 Areas of Non-Compliance

The following area of non-compliance was observed:

- a) The tinkering of marks at the 80% mark for Life Orientation.

#### 9.6 Directives for Compliance and Improvement

The DBE must:

- a) Ensure that schools adhere to the marking instruments used in assessments.

#### 9.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational reasoning. The majority of the DBE proposals corresponded with those of Umalusi, which is a clear indication of a maturing examination system.

## CHAPTER 10

# CERTIFICATION

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### 10.1 Introduction

Umalusi is mandated by its founding act, the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001 as amended) for the certification of learner achievements for qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). Umalusi ensures adherence to policies and regulations promulgated by the Minister of Basic Education for the National Senior Certificate: a qualification at Level 4 on the NQF (NSC).

Certification is the culmination of an examination process with different steps conducted by an assessment body, in this instance provincial education departments (PED). This process commences with the registration of students and continue at school level up to where learners write of the examination. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked, the marks are processed, and only after quality assurance and approval by Umalusi are students presented with individual Statements of Results. These are preliminary documents outlining the outcomes of the examination, issued by the assessment body. The Statement of Results is, in due course, replaced by the final document, a certificate, issued by Umalusi.

This chapter reports on the current state of the certification of learner achievement for the NSC for candidates registered to write the November 2018 NSC examinations through the national Department of Basic Education (DBE), through the nine PED.

### 10.2 Scope and Approach

To ensure that the data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. All records of candidates who registered for the NSC examinations, including those who qualify for a subject only in a particular examination cycle, are submitted to Umalusi for certification by the PED.

Umalusi verifies all the data received from the PED. These data must correspond with the quality assured results. Where discrepancies are detected, PED are obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

Each school prepares a schedule of results for submission to the PED, which should facilitate adherence to the NSC policy documents in ensuring that candidates meet the promotion requirements.

The state of readiness visit and records submitted for certification were used to inform this report.

This is a composite report of the findings of all nine PED and will only specify provinces where differences were found.

### **10.3 Summary of Findings**

During certification and the state of readiness visit, a number of areas were examined. For the purposes of certification, the focus was on the registration of candidate information, the resulting of candidates and the actual certification submissions.

Varying methods were used for the registration of candidates. Some provinces captured from registration forms, from "scratch", while others made use of the SA-SAMS data, or rolled over candidate records from year to year (as registration of candidates commences in Grade 10). The DBE currently urges all provinces to use SA-SAMS.

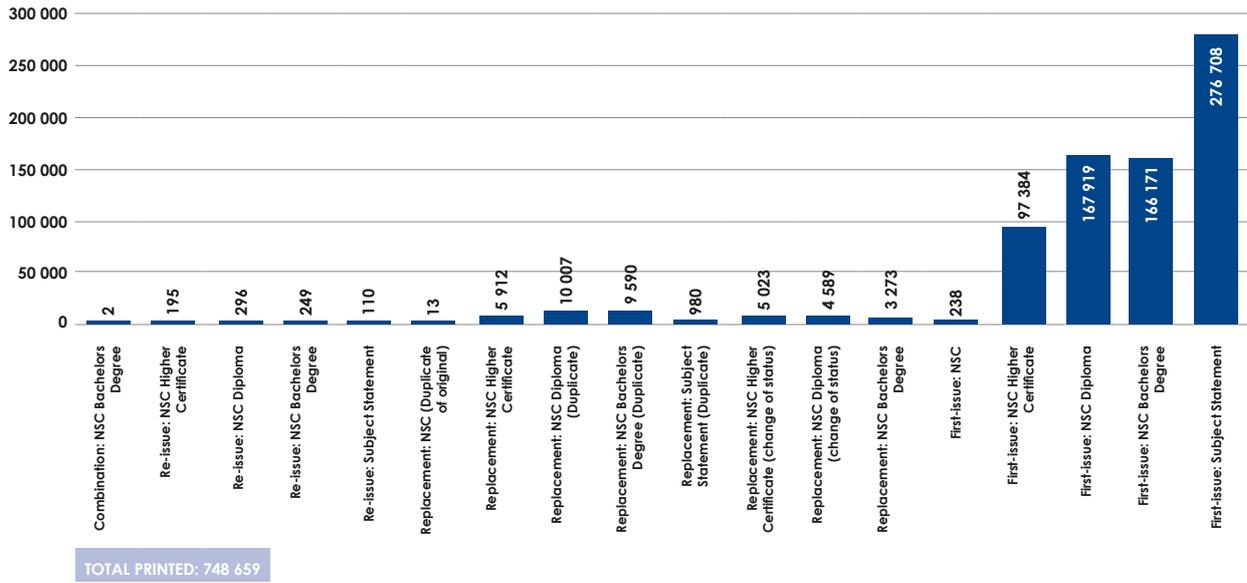
In some provinces, like Limpopo, registration of candidates was done by uploading to the mainframe Grade 12 data from the SA-SAMS warehouse. Two preliminary schedules of entries were generated and issued to schools. All corrections made by the candidates/school were effected on the mainframe.

Registration data is required by the certification sub-unit to make a realistic determination of the paper requirements for the printing of certificates. According to NSC policy documents, a candidate may only be retained for one year in each phase. Thus a candidate should only be retained once in the Further Education and Training (FET) phase, Grades 10 to 12. Should a candidate fail a second time in this phase the candidate should be progressed to the next grade. There is a progression policy and rules to be adhered to when this step is taken.

To facilitate the progression of learners who reach Grade 12, the DBE commenced an initiative whereby such learners should be given multiple opportunities to write the final examination and not be compelled to write all seven subjects in a single sitting. To this end, candidates were permitted to write the supplementary examination, in defiance of NSC policy. Candidates were also given the opportunity of writing the Amended Senior Certificate examination, for which they did not meet the entrance requirements.

Due to the nature of the examinations written, the Assessment Standards Committee (ASC) of Umalusi indicated that the candidates who wrote subjects in the Amended Senior Certificate examination should use the standardisation for that examination for subjects written in that examination. Subjects written during the November and supplementary examinations would use the November standardisation.

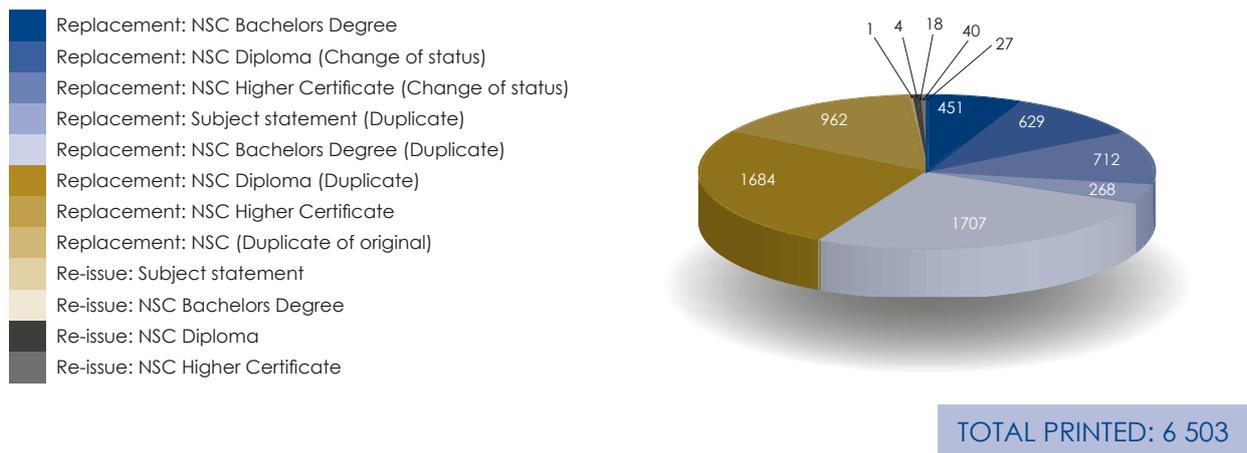
**2018 CERTIFICATION STATISTICS: NATIONAL (9 PED AND DBE)**



**Figure 10A: Certificates issued during the period 1 December 2017 to 30 November 2018 for all provinces and DBE**

Below is a summary of certified records for the November 2017 cohort of candidates, including those who wrote the supplementary examinations, per province. Registration status in general for the NSC 2018 cohort of candidates is also presented in summary.

**2018 CERTIFICATION STATS: DBE**



**Figure 10B: Department of Basic Education 2018 certification statistics**

### 2018 NSC STATS: EASTERN CAPE PROVINCE

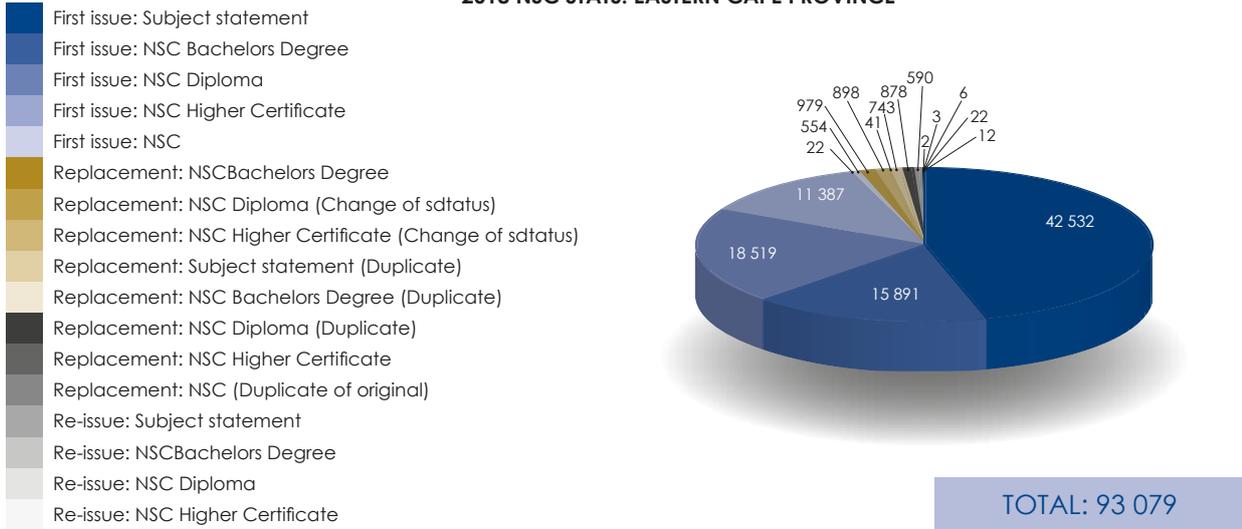


Figure 10C: Eastern Cape Education Department 2018 NCS statistics

### 2018 NSC STATS: FREE STATE

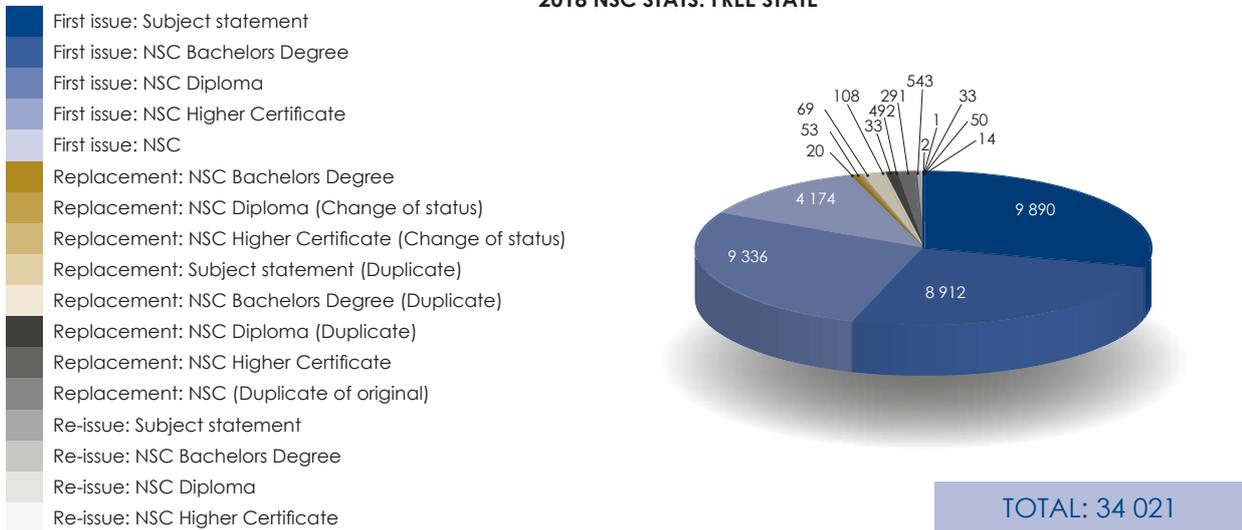


Figure 10D: Free State Education Department 2018 NSC statistics

### 2018 CERTIFICATION STATISTICS: GAUTENG

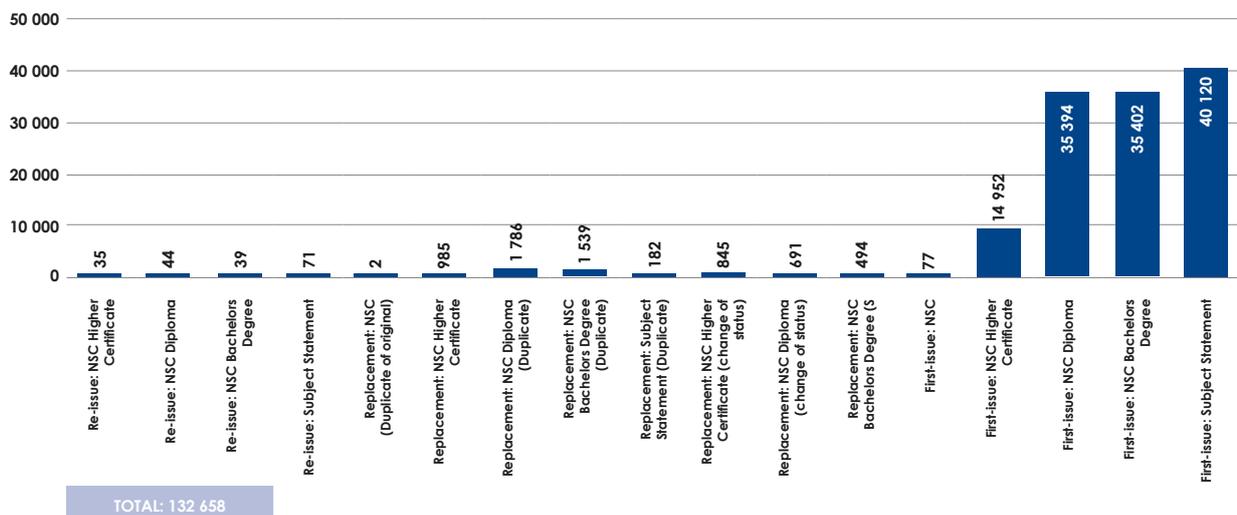


Figure 10E: Gauteng Education Department 2018 NSC statistics

### 2018 CERTIFICATION STATISTICS: KWAZULU-NATAL

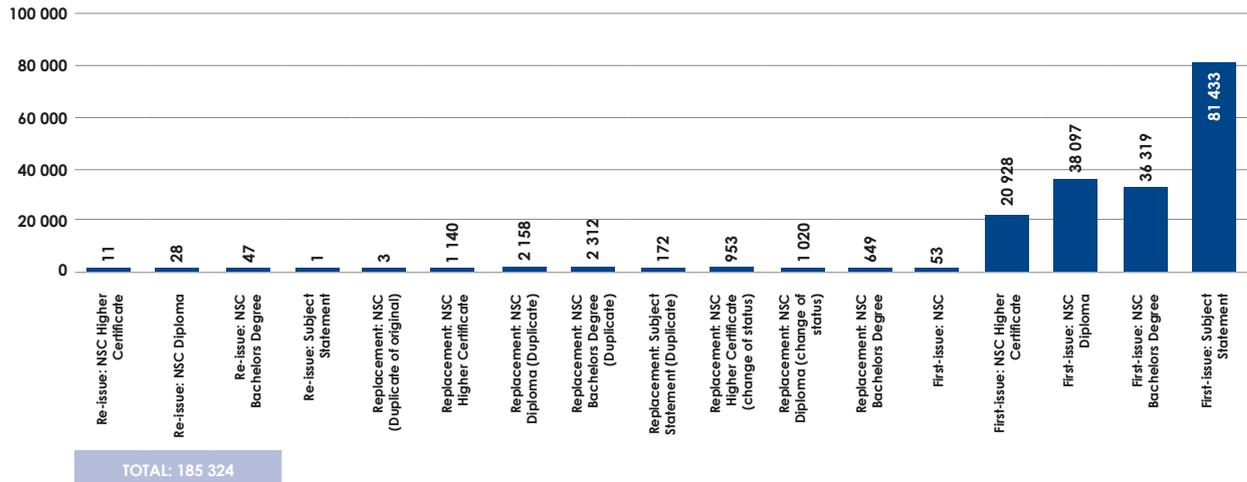


Figure 10F: KwaZulu-Natal Education Department 2018 NSC statistics

### 2018 NSC STATS: LIMPOPO

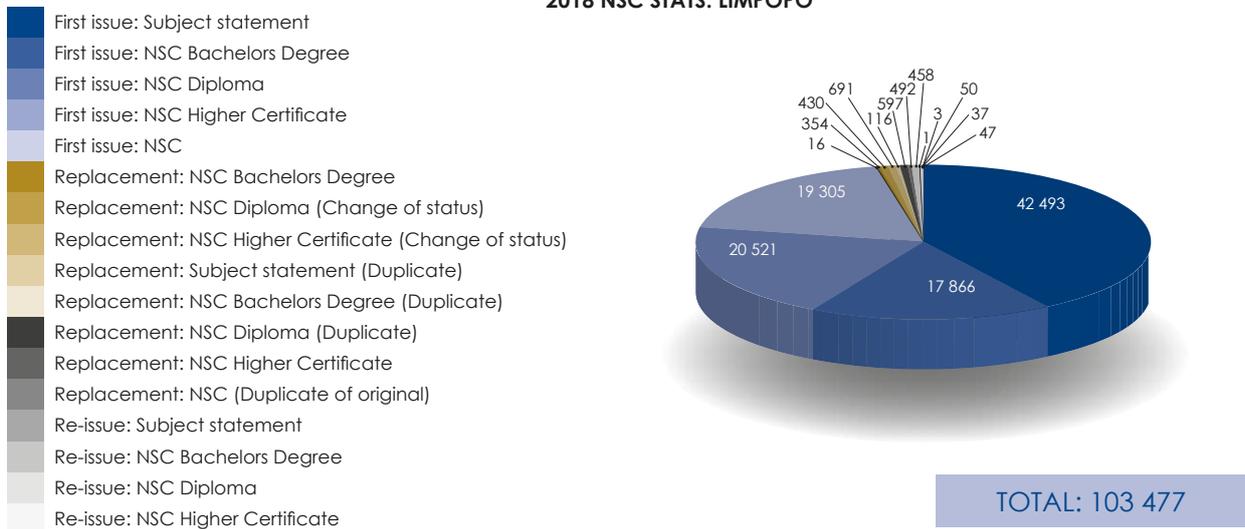


Figure 10G: Limpopo Education Department 2018 NSC statistics

### 2018 CERTIFICATION STATISTICS: MPUMALANGA

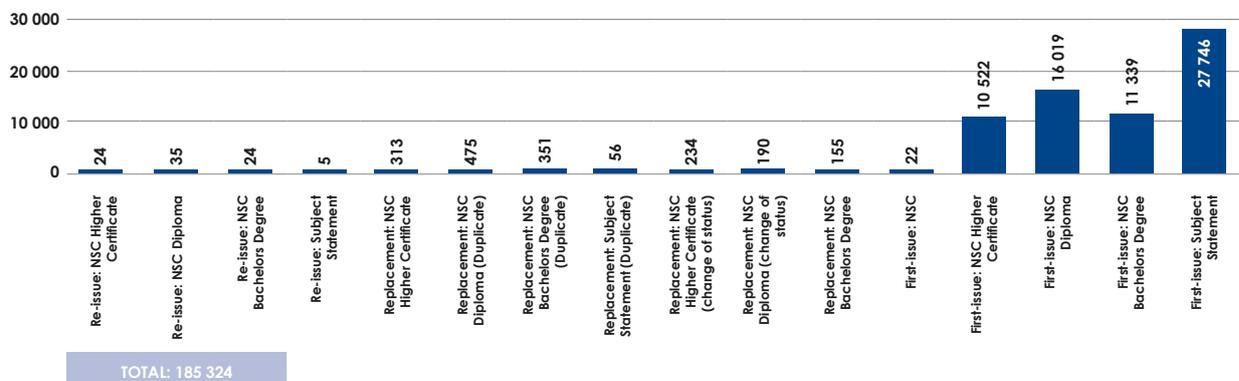
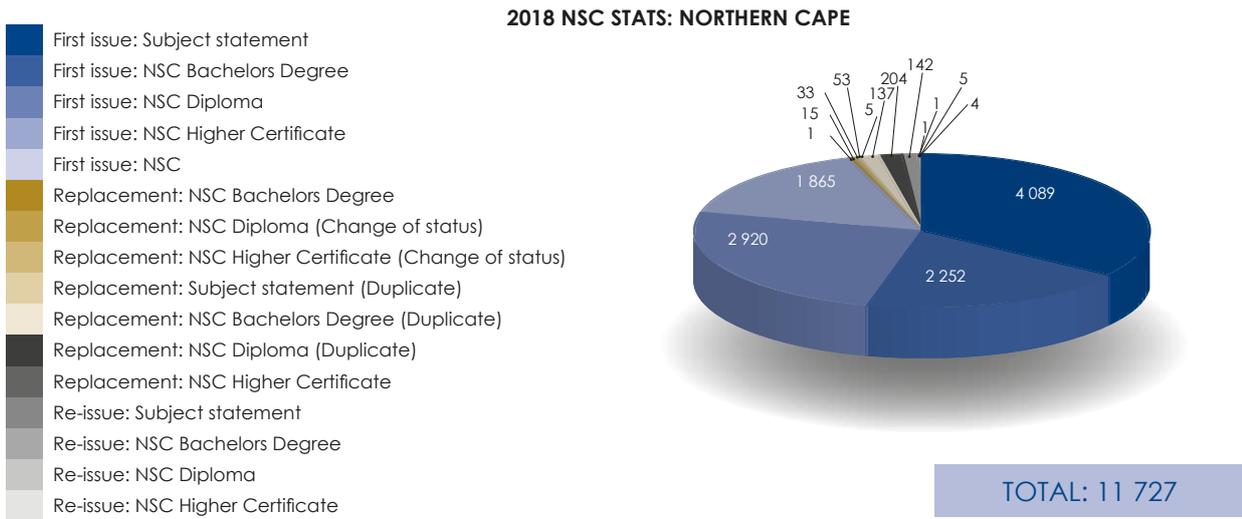
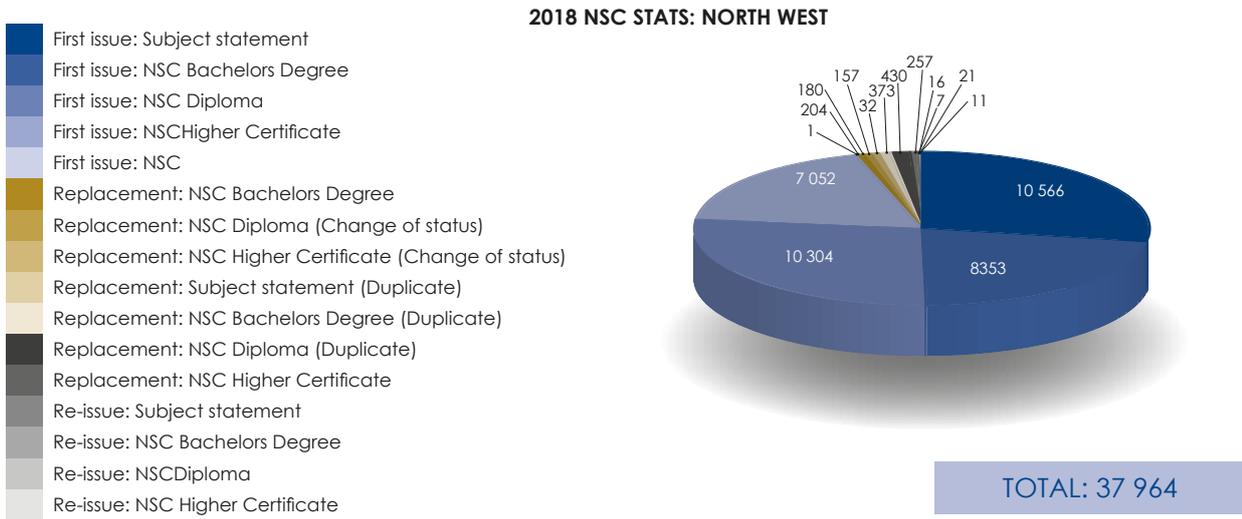


Figure 10H: Mpumalanga Education Department 2018 NSC statistics

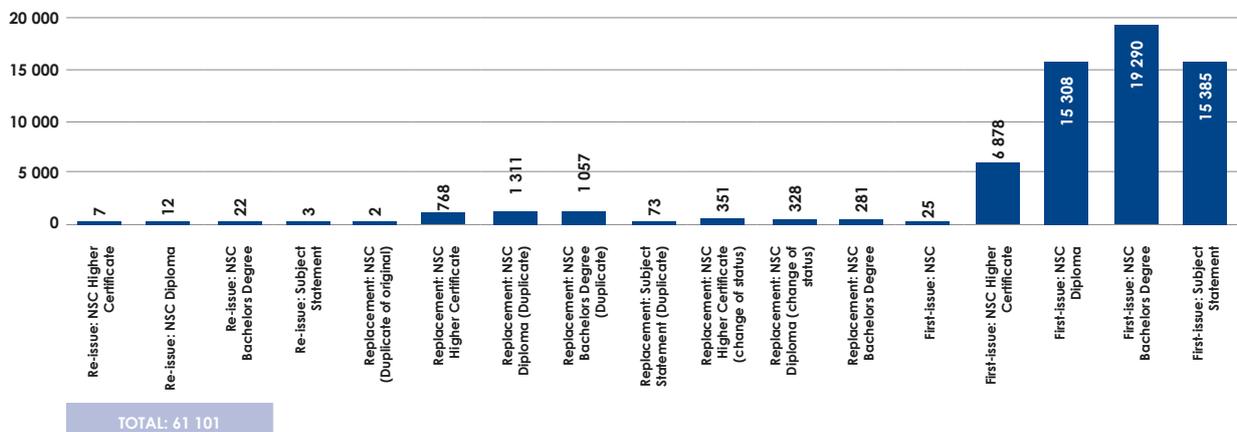
**Figure 10I: Northern Cape Education Department 2018 NSC statistics**



**Figure 10J: North West Education Department 2018 NSC statistics**



**2018 CERTIFICATION STATISTICS: WESTERN CAPE**



**Figure 10K: Western Cape Education Department 2018 NSC statistics**

## 10.4 Areas of Good Practice

- a) A large number of the 2015 progressed candidates have now been certified by all PED. There was also a significant improvement in certifying the 2016 progressed candidates, compared to the previous visit.
- b) In most provinces candidates, principals and parents must sign and declare the veracity of the registration data, thus limiting the number of certificates that may need to be re-issued due to errors. This is an improvement as some provinces issue a circular requesting principals to check ID or birth certificates of candidates when collecting their Statements of Results. PED are currently faced with the challenge of nicknames being used.
- c) Some provinces urge schools to submit a preliminary schedule together with a copy of the candidate's identity document or birth certificate during the registration phase to curb this practice.
- d) During the verification of mark capturing visit, it was noted that in most provinces marks were captured twice: once on the online system, which is double-captured and only the total mark is captured; and then on an offline system, where marks are captured per question for question paper analysis.
- e) The backlog that was picked up by Umalusi in 2015 and 2016 regarding uncertified, progressed learners has been addressed by all PED. There was a significant improvement in the DBE system for issuing Multiple Examination Opportunity (MEO) certificates. The system was enhanced to separate normal candidates from MEO candidates during certification. The user had an option of selecting MEO, or Normal candidates. Because this functionality was not available during the previous visit, it was problematic to certify such progressed learners. The future of these candidates is in the balance pending the finalisation of this process.
- f) In terms of the missing script scenario, all provinces follow the McDonald's model (one model used by all assessment bodies for the registration of candidates): it goes through the internal irregularity unit, after which it is sent to Umalusi, via DBE. The same procedure/route will be followed by Umalusi in responding to the requesting province.

## 10.5 Areas of Non-compliance

- a) The variety of methods used for registration of candidates and capturing of marks was of concern. It had been suggested that a uniform method be introduced across all provinces: this has not yet been implemented and most provinces continue to use the very same model that was in use four to five years ago.
- b) Since 2015, Umalusi has requested that PED submit registration data to Umalusi before the writing of the main examination commences. This would assist PED, as Umalusi would check the correctness of data at candidate level. This would reduce the number of rejected candidates and the number of re-issues that Umalusi is currently experiencing. Non-submission is the result of the PED using different approaches to registering candidates. The total number of preliminary schedules sent out to schools, per province, are also not consistent. The dates on which schedules are sent out is another contributing factor.
- c) Not all provinces had captured corrected registration information on the system at the time of the visit; however, indications were that this was still to be completed.
- d) PED do not adhere to policy with registration of immigrant candidates and subject changes.

- e) Umalusi issued a directive on irregularities in terms of timeframes, management and submission by PED. This directive is currently not adhered to. There is a specified format on how to submit irregularity candidates to Umalusi, as well as when to submit them, on a specified template. However, this was not followed by all nine PED and has had a great effect on certification.
- f) It was noted that some provinces captured a 999 where this was not applicable.
- g) Some PED still captured offline after marking processes were completed. Only one province used per question capturing from the source, or question paper. This method would assist with the provincial marks per question analysis, but it would not contribute towards preventing incorrect marks being corrected before resulting, since the process takes place only after the Statement of Results are printed. Indications were that the second capture was not double-captured, nor was the total mark calculated verified against the total mark captured online.

## 10.6 Directives for Compliance and Improvement

- a) A McDonald's model for registration and marks capturing processes should be introduced across provinces as, in essence, this is intended to be a single assessment body. The DBE wants to implement SA-SAMS across all nine provinces. This would be problematic as most provinces have indicated that as long as SA-SAMS is not error-free, they would not implement it. Western Cape also indicated a preference for the effectiveness of the Central Education Management Information System (CEMIS), as it "works better" than SA-SAMS.
- b) Immigrant candidates must be admitted to write the examinations, according to policy, across the PED.
- c) Subject changes should be according to policy and adherence to the closing date as stated in the policy and the management plan of the DBE. Some provinces changed subjects even after the closing date.
- d) A double-capturing system should be used to ensure accuracy in capturing marks. The mainframe system is designed to prohibit the capturer from verifying himself/herself. By default, all candidates who are marked as absent on the mark sheet are captured as 444 on the Integrated Examination Computer System (IECS); and as and when evidence is submitted, the 444 is changed to 999. In cases of mark changes, corrections were signed for, and evidence was provided.
- e) Only one double-capture method be introduced, where the marks are captured and the final mark calculated. Potentially, this method would ensure that the total mark captured would not be incorrect due to a calculation error. If this method were to be implemented, the loss of scripts would also be reduced as capturing could be completed directly from the script.

## 10.7 Conclusion

The DBE as assessment body is compliant with policy in most respects, but due to the PED each being permitted to implement their own systems, the potential for candidates being disadvantaged by different practices is great. By the same token, some candidates may be advantaged, especially when quintiles are taken into account. The proposal by DBE is that all nine PED should use the same registration system, in an effort to curb different approaches or practices. The progress made by the DBE in the implementation of the SA-SAMS (registration) system is impressive and will surely assist Umalusi to receive registration data from the DBE as per directives.

# ANNEXURES

## Annexure 5A: Examination centres monitored for the writing of examinations

No.	Province	Centre	Date	Subject	Registered	Wrote
1	Eastern Cape	Abambo High School	03/09/18	Life Orientation CAT	110	110
2		JM Ndindwa High School	03/09/18	Life Orientation CAT	40	38
3		Moses Madiba Senior Secondary School	03/09/18	Life Orientation CAT	43	43
4		Thobelani Senior Secondary School	03/09/18	Life Orientation CAT	43	39
5		Thubalethu High School	03/09/18	Life Orientation CAT	4	4
6		Uviwe Senior Secondary School	03/09/18	Life Orientation CAT	110	108
7		Umtiza High School	15/10/18	Computer Applications Technology Paper 1	26	21
8		Ncuncuzo Senior Secondary School	16/10/18	Information Technology Paper 1	27	20
9		Daluhlanga Secondary School	23/10/18	English FAL Paper 1	86	86
10		Qaqamba Senior Secondary School	24/10/18	Accounting Paper 1	17	15
11		St Christopher's Private School	24/10/18	Accounting Paper 1	12	11
12		Tyelinzima Senior Secondary School	24/10/18	Accounting Paper 1	45	33
13		Brylin Independent Learning Centre	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	4 6	4 6
14		Insight Learning Centre	26/10/18	Mathematical Literacy Paper 1	2	2
15		Get Ahead College	29/10/18	Mathematics Paper 2	36	36
16		Hangklip High School	30/10/18	Geography Paper 1	23	23
17		Gcinubuzwe Senior Secondary school	30/10/18	Geography Paper 1	49	30
18		Aliwal North High School	31/10/18	History paper 1	31	31
19		Sabata Senior Secondary School	31/10/18	IsiXhosa HL Paper 1	44	39
20		Vukuzenzele Special School	01/11/18	Economics Paper 1	10	10
21		Buchule Technical High School	02/11/18	Physical Sciences Paper 1 Technical Sciences Paper 1	28 44	20 37
22		Canaan Academy	02/11/18	Physical Sciences Paper 1	24	23
23		Masimanyane Senior Secondary School	02/11/18	Physical Sciences Paper 1	11	9
24		Zangqolwane Senior Secondary School	02/11/18	Physical Sciences Paper 1	45	45
25		Tinara High School	06/11/18	Economics Paper 2	17	12
26		Mzontsundu Senior Secondary School	09/11/18	Life Sciences Paper 1	69	45
27		Kwakomani Comprehensive School	12/11/18	Engineering Graphics and Design Paper 1	63	58
28		Shawbury Secondary School	12/11/18	Life Sciences Paper 2	140	126
29		St Matthews High School	12/11/18	Life Sciences Paper 2	53	53
30		Sterkspruit Christian School	14/11/18	Afrikaans FAL Paper 1	27	27
31		Hlamandana Secondary School	15/11/18	IsiXhosa HL Paper 2	48	47
32		AM Tapa Senior Secondary School	19/11/18	Agricultural Sciences Paper 2	45	35
33		Imingcangathelo High School	21/11/18	History Paper 2	44	42
34		East London Science College	22/11/18	Business Studies	77	77
35		Olivet Private School	22/11/18	Business Studies	9	9

No.	Province	Centre	Date	Subject	Registered	Wrote	
36	Free State	Dikwena Senior Secondary School	03/09/18	Life Orientation CAT	33	29	
37		Letsete Secondary School	03/09/18	Life Orientation CAT	97	96	
38		Senakangwedi Secondary School	03/09/18	Life Orientation CAT	152	151	
39		Senzile Combined School	03/09/18	Life Orientation CAT	59	59	
40		Taung Secondary School	03/09/18	Life Orientation CAT	41	41	
41		Castle Bridge Combined Private School	15/10/18	Computer Applications Technology Paper 1	16	15	
42		Vaal Christian School	23/10/18	English HL Paper 1	44	44	
43		Moemedi Secondary School	23/10/18	English FAL Paper 1	151	150	
44		Bluegum Bosch Secondary School	24/10/18	Accounting	19	16	
45		Ed-U-College	25/10/18	Tourism	12	12	
46		Bethlehem Combined School	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	5 20	4 18	
47		Zenith Secondary School	29/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	12 21	12 21	
48		Mohaladitwe Secondary School	30/10/18	Geography Paper 1	64	64	
49		The Beacon Secondary School	02/11/18	Physical Sciences Paper 1	88	85	
50		Kroonstad Hoërskool	05/11/18	Physical Sciences Paper 2	41	40	
51		Hentie Cilliers High School	09/11/18	Life Sciences Paper 1	53	52	
52		Hlajoane Secondary School	12/11/18	Life Sciences Paper 2	8	8	
53		Hodisa Technical School	12/11/18	Engineering Graphics and Design Paper 1	232	223	
54		Kgethatsebo-Khethulwazi Secondary School	13/11/18	Sesotho HL Paper 2	55	55	
55		C&N Sekondere Meisies Skool Oranje	14/11/18	Afrikaans HL Paper 2	150	150	
56		Itokisetseng Bokamoso Secondary School	19/11/18	Agricultural Sciences Paper 2	18	18	
57		Phukalla Secondary School	21/11/18	History Paper 2	61	59	
58		Qibing Secondary School	26/11/18	English FAL Paper 3	99	99	
59		Reamohetswe Secondary School	26/11/18	English FAL Paper 3	148	148	
60		Gauteng	Belvedere Skool	03/09/18	Life Orientation CAT	24	24
61			David Hellen Peta Secondary School	03/09/18	Life Orientation CAT	116	115
62			Tokelo Secondary School	03/09/18	Life Orientation CAT	73	72
63			William Hills Secondary School	03/09/18	Life Orientation CAT	41	41
64			Wozanibone Intermediate Farm School	03/09/18	Life Orientation CAT	42	42
65	Malboro Gardens Secondary School		15/10/18	Computer Applications Technology Paper 1	46	46	
66	Fourways High School		16/10/18	Information Technology Paper 1	26	26	
67	Nellmapius Secondary School		23/10/18	English HL Paper 1 English FAL Paper 1	26 80	26 80	
68	Montana Poort Secondary School		23/10/18	English HL Paper 1	52	52	
69	Ekgangala Secondary School		23/10/18	English FAL Paper 1	241	239	
70	Ponego Secondary School		23/10/18	English FAL Paper 1	239	236	
71	Thuthukane Sizwe Ngemfundo College		23/10/18	English HL Paper 1	10	10	

No.	Province	Centre	Date	Subject	Registered	Wrote
72	Gauteng	Central Islamic School	24/10/18	Accounting	12	12
73		Orange-Farm Secondary School	24/10/18	Accounting	18	14
74		Haywood College	25/10/18	Tourism	46	40
75		Dinoto Technical Secondary	29/10/18	Technical Mathematics Paper 2	62	52
76		Quantum Secondary School	29/10/18	Mathematics Paper 2 Mathematical Literacy Paper 2	15 87	15 87
77		Vuwani Secondary School	30/10/18	Geography Paper 1	234	232
78		Cosmos City Secondary School	31/10/18	History Paper 1	96	93
79		MH Baloyi Secondary School	05/11/18	Technical Sciences Paper 2	129	99
80		Shree Bharat Sharada Mandir Indian School	05/11/18	Physical Sciences Paper 2	42	42
81		Adam Masebe Secondary School	06/11/18	Setswana HL Paper 1	166	164
82		Steve Bikoville Secondary School	06/11/18	Sepedi HL Paper 1		
83		Nellmapius Secondary School	06/11/18	Economics Paper 2		
84		Hoërskool Centurion	09/11/18	Life Sciences Paper 1		
85		McAuley House School	09/11/18	Life Sciences Paper 1		
86		Gereformeerde Skool Dirk Postma	12/11/18	Engineering Graphics and Design Paper 1		
87		Letlotlo Secondary School	12/11/18	Life Sciences Paper 2		
88		Mpontsheng Secondary School	20/11/18	isiZulu HL Paper 3		
89		Assemblies of God College	22/11/18	Business Studies		
90		St Athanasius Orthodox Christian School	22/11/18	Business Studies		
91		TUKS Sport High School	22/11/18	Business Studies		
92	Rostec Technical College	22/11/18	Business Studies			
93	Realogile Secondary School	26/11/18	English FAL Paper 3			
94	KwaZulu-Natal	Dedangifunde High School	03/09/18	Life Orientation CAT	252	250
95		Fundinduku Secondary School	03/09/18	Life Orientation CAT	70	65
96		Gwebushe Secondary School	03/09/18	Life Orientation CAT	22	21
97		Ladysmith Secondary School	03/09/18	Life Orientation CAT	204	201
98		Samuel Mkhize Secondary School	03/09/18	Life Orientation CAT	24	23
99		Sikhulangemfundo Junior Secondary School	03/09/18	Life Orientation CAT	80	80
100		George Campbell Technical High School	15/10/18	Computer Applications Technology Paper 1	11	11
101		Wingen Heights Secondary School	16/10/18	Information Technology Paper 1	54	54
102		Inqula High school	23/10/18	English FAL Paper 1	236	223
103		Thathunyawa Secondary School	23/10/18	English FAL Paper 1	196	188
104		Guzana Secondary School	24/10/18	Accounting	21	20
105		Windsor Secondary School	24/10/18	Accounting	57	57
106		Bizimzli Secondary School	26/10/18	Mathematics Paper 1	546	491
107		Tisand Technical High School	26/10/18	Mathematics Paper 1 Technical Mathematics Paper 1	26 134	26 134
108		Buhlebomzinyathi Secondary School	29/10/18	Mathematics Paper 2 Mathematical Literacy Paper 2	97 143	53 80

No.	Province	Centre	Date	Subject	Registered	Wrote
109	KwaZulu-Natal	Siraatul Haq Islamic School	29/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	6 6	6 5
110		Ishaan Boys College	30/10/18	Geography Paper 1	10	10
111		St Oswalds Secondary School	30/10/18	Geography Paper 1	212	206
112		Igugulabasha High School	31/10/18	IsiZulu HL Paper 1	91	86
113		St Catherine's High School	01/11/18	Afrikaans FAL Paper 1	12	12
114		Clairwood Secondary School	05/11/18	Physical Sciences Paper 2 Technical Sciences Paper 2	27 56	24 42
115		St Lewis Bertrand	06/11/18	Economics Paper 2	53	42
116		Umkhumbi High School	08/11/18	English FAL Paper 2	200	154
117		Islamic College Newcastle	09/11/18	Life Sciences Paper 1	13	13
118		Zwelihle Secondary School	09/11/18	Life Sciences Paper 1	173	101
119		Zwelithini Secondary School	09/11/18	Life Sciences Paper 1	36	34
120		Lambothi Secondary School	16/11/18	Agricultural Sciences Paper 1	30	25
121		Cacamezela High School	19/11/18	Agricultural Sciences Paper 2	85	60
122		African Vision Secondary	21/11/18	History Paper 2	64	40
123		Sakhelwe High School	21/11/18	History Paper 2	135	106
124		Isipingo Secondary School	22/11/18	Business Studies	82	77
125		C21 Private School	22/11/18	Business Studies	4	4
126		Drakensberg Secondary School	22/11/18	Business Studies	157	109
127		Mason Lincoln Special School	22/11/18	Business Studies	14	12
128		Nogunjwa High School	26/11/18	English FAL Paper 3	168	162
129	Ubombo Technical and Commercial College (eSwatini)	26/11/18	English HL Paper 3 English FAL Paper 3	46 714	46 714	
130	Limpopo	Marumofase Commercial High School	03/09/18	Life Orientation CAT	103	103
131		Nkotwane Secondary School	03/09/18	Life Orientation CAT	123	120
132		Ntshiba Secondary School	03/09/18	Life Orientation CAT	29	29
133		Shorwane Secondary School	03/09/18	Life Orientation CAT	25	25
134		Vhudzani Secondary School	03/09/18	Life Orientation CAT	18	18
135		Eric Louw High School	15/10/18	Computer Applications Technology Paper 1	21	21
136		Hoërskool Noordeland	16/10/18	Information Technology Paper 1	18	16
137		Azwifarwi Secondary School	23/10/18	English FAL Paper 1	234	234
138		Kgakoa Senior Secondary School	23/10/18	English FAL Paper 1	259	258
139		Matshwara High School	23/10/18	English FAL Paper 1	224	222
140		Tiyani Secondary School	23/10/18	English FAL Paper 1	136	136
141		Kgopudi Secondary School	24/10/18	Accounting	101	75
142		Poo Secondary School	24/10/18	Accounting	70	57
143		Rusplaas Christian Model School	24/10/18	Accounting	33	33
144		Mohlaka Motala High School	26/10/18	Technical Mathematics Paper 1	19	17
145		New Era College	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	31 50	31 45
146		High Quality Education Centre	29/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	19 41	19 35
147	Kgolouthwana Secondary School	29/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	32 58	30 40	

No.	Province	Centre	Date	Subject	Registered	Wrote
148	Limpopo	Dinao Secondary School	30/10/18	Geography Paper 1	106	93
149		Motlalaohle Secondary School	30/10/18	Geography Paper 1	175	164
150		Ripambeta High School	30/10/18	Geography Paper 1	134	112
151		Swobani Secondary School	31/10/18	History Paper 1	18	16
152		George Tladi Technical High School	01/11/18	Economics Paper 1	106	100
153		Lehwelere Secondary School	02/11/18	Physical Sciences Paper 1	38	36
154		Mokomene High School	02/11/18	Technical Sciences Paper 1	18	14
155		Mmamarama Secondary School	06/11/18	Economics Paper 2	37	35
156		Letheba Secondary School	09/11/18	Life Sciences Paper 1	54	39
157		Phauwe Secondary School	12/11/18	Life Sciences Paper 2	21	20
158		Mahwibitwane Senior Secondary	13/11/18	Sepedi HL Paper 2	147	139
159		Photani Secondary School	13/11/18	Xitsonga HL Paper 2	144	144
160		Dimane High School	16/11/18	Agricultural Sciences Paper 1	163	142
161		Mpirwibirwa Secondary School	16/11/18	Agricultural Sciences Paper 1	22	21
162		Makwetle Secondary School	19/11/18	Agricultural Sciences Paper 2	34	34
163	Radikgobethe Senior Secondary	22/11/18	Business Studies	77	77	
164	Mpumalanga	Hoërskool Bergvlam	03/09/18	Life Orientation CAT	179	175
165		Mabothe Secondary School	03/09/18	Life Orientation CAT	242	237
166		Mmamethlake High School	03/09/18	Life Orientation CAT	146	145
167		Sidlasoke Secondary School	03/09/18	Life Orientation CAT	41	41
168		Thobelani Secondary School	03/09/18	Life Orientation CAT	143	140
169		Ramoshidi Secondary School	15/10/18	Computer Applications Technology Paper 1	33	33
170		Umbuhlebethu Secondary School	23/10/18	English FAL Paper 1	227	225
171		Zinikeleni Secondary School	23/10/18	English FAL Paper 1	206	202
172		Somkhahlekwa Secondary School	24/10/18	Accounting	43	37
173		Ligborn Academy of Technology	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1 Technical Mathematics Paper 1	93 42 35	92 42 35
174		Sizwakele Secondary School	29/10/18	Mathematics Paper 2	115	112
175		Hlelimfundo High School	30/10/18	Geography Paper 1	92	84
176		Steelcrest Secondary School	01/11/18	Afrikaans FAL Paper 1	144	144
177		Isifisosethu Secondary School	05/11/18	Physical Sciences Paper 2	65	65
178		Siffokotile Secondary School	09/11/18	Life Sciences Paper 1	165	139
179	WEM School KaBokweni	12/11/18	Life Sciences Paper 2	48	37	
180	Acek Academy	15/11/18	Afrikaans FAL Paper 3	47	45	
181	Mathew Phosa College	22/11/18	Business Studies	33	33	
182	Reggie Masuku Secondary School	22/11/18	Business Studies	74	73	
183	Northern Cape	Bankhara Bodulong High School	03/09/18	Life Orientation CAT	55	55
184		Bongani High School	03/09/18	Life Orientation CAT	102	99
185		Namaqualand High School	03/09/18	Life Orientation CAT	87	87
186		St Anna Secondary Private School	03/09/18	Life Orientation CAT	18	18
187		Postmasburg High School	03/09/18	Life Orientation CAT	73	73
188		Kuilsville Senior Secondary	15/10/18	Computer Applications Technology Paper 1	33	33

No.	Province	Centre	Date	Subject	Registered	Wrote
189	Northern Cape	Northern Cape High School	16/10/18	Information Technology Paper 1	6	6
190		Hoërskool Karrikamma	23/10/18	English FAL Paper 1	115	111
191		Hoërskool Douglas	24/10/18	Accounting	8	8
192		Reakantswe Intermediate school	24/10/18	Accounting	25	23
193		Vaalharts Gekombineerde Skool	26/10/18	Mathematics Paper 1	17	17
194		Pescodia Sekondere School	29/10/18	Mathematics Paper 2 Mathematical Literacy Paper 2	16 127	14 126
195		Aggeneys High School	30/10/18	Geography Paper 1	26	24
196		FJ Smit Combined School	30/10/18	Geography Paper 1	28	28
197		Postmasburg Hoërskool	31/10/18	History Paper 1	21	21
198		Kathu High School	08/11/18	English HL Paper 2 English FAL Paper 2	57 93	57 93
199		Kegomoditswe Secondary School	13/11/18	Setswana HL Paper 2	49	49
200		Kharkams High School	14/11/18	Afrikaans HL Paper 2	41	41
201		Garies High School	22/11/18	Business Studies	13	13
202		Retlameleng Special School	22/11/18	Business Studies	2	2
203		Gaenthone Secondary School	03/09/18	Life Orientation CAT	71	70
204		Madibogo Secondary School	03/09/18	Life Orientation CAT	94	94
205		Obang Secondary School	03/09/18	Life Orientation CAT	63	63
206		Reivilo Combined Public School	03/09/18	Life Orientation CAT	43	43
207		Meridian Rustenburg	15/10/18	Computer Applications Technology Paper 1	13	13
208		Sol Plaatjie Secondary School	16/10/18	Information Technology Paper 1	21	21
209		Bopaganang Public Secondary School	23/10/18	English FAL Paper 1	120	113
210		Gaetso Secondary School	23/10/18	English FAL Paper 1	225	223
211		Kebalepile High School	23/10/18	English FAL Paper 1	213	212
212		Onkgopotse Tiro Comp School	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1 Technical Mathematics Paper 1	7 18 16	7 18 16
213		Living Faith	29/10/18	Mathematics Paper 2	11	11
214		Kgononyane Secondary School	29/10/18	Mathematics Paper 2 Mathematical Literacy Paper 2	14 90	14 57
215		Gabobidiwe High School	30/10/18	Geography Paper 1	100	97
216	Thapama Secondary School	31/10/18	History Paper 1	51	43	
217	Molelwane Secondary School	01/11/18	Economics Paper 1	148	128	
218	Mokgakala High School	05/11/18	Physical Sciences Paper 2	48	47	
219	Al-Huda Muslim School	12/11/18	Life Sciences Paper 2	14	14	
220	Ga Khunwana High School	12/11/18	Life Sciences Paper 2	41	34	
221	Eagle Christian College	14/11/18	Afrikaans FAL Paper 2	52	51	
222	Jerry Mahura Secondary School	16/11/18	Agricultural Sciences Paper 1	29	29	
223	Thuto Boswa Secondary School	20/11/18	Setswana HL Paper 3	148	140	
224	Auriel College	03/09/18	Life Orientation CAT	76	74	
225	Perseverance Secondary School	03/09/18	Life Orientation CAT	102	101	
226	Gerrit du Plessis Secondary School	03/09/18	Life Orientation CAT	128	128	
227	Heidelberg High School	03/09/18	Life Orientation CAT	25	25	

No.	Province	Centre	Date	Subject	Registered	Wrote
228	Western Cape	Range Secondary School	03/09/18	Life Orientation CAT	32	30
229		Hoër Jongenskool Paarl	15/10/18	Computer Applications Technology Paper 1	40	40
230		Stellenberg High School	16/10/18	Information Technology Paper 1	25	25
231		Groot-Brakrivier Secondary School	23/10/18	English FAL Paper 1	129	129
232		Intsebenziswano Senior Secondary School	23/10/18	English FAL Paper 1	262	238
233		Intlanganiso Secondary School	23/10/18	English FAL Paper 1	171	151
234		De Rust High School	24/10/18	Accounting	23	23
235		Madrasatur Rajaa Strand High School	24/10/18	Accounting	12	12
236		Olyfkrans College	25/10/18	Tourism	11	11
237		Simanyene Secondary School	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1	103 206	74 188
238		Môrester Secondary School	26/10/18	Mathematics Paper 1 Mathematical Literacy Paper 1 Technical Mathematics Paper 1	21 111 46	20 91 36
239		Grabouw High School	30/10/18	Geography Paper 1	34	32
240		Ihumelo Jnr Sec School	30 /10/18	Geography Paper 1	134	112
241		PW Botha College	30/10/18	Geography Paper 2	64	55
242		Alexander Sinton High School	01/11/18	Afrikaans FAL Paper 1	168	167
243		McGregor Waldorf School	01/11/18	Afrikaans FAL Paper 1	18	18
244		Sithembele Matiso Senior Secondary School	01/11/18	Economics Paper 1	33	27
245		Darul Arqam Islamic High School	02/11/18	Religious Studies Paper 1	60	59
246		Inkwenkwezi Secondary School	02/11/18	Physical Sciences Paper 1	77	66
247		Langenhoven Gimnasium	05/11/18	Physical Sciences Paper 2 Technical Sciences Paper 2	38 21	38 21
248		Ilingeletu Secondary	06/11/18	Economics Paper 2	58	52
249		Paulus Joubert Secondary School	08/11/18	English FAL Paper 2	246	241
250		Van Cutsem Combined School	08/11/18	English FAL Paper 2	104	99
251		Livingstone High School	09/11/18	Life Sciences Paper 1	161	154
252		Rosebank Progress College	09/11/18	Life Sciences Paper 1	31	25
253		Ladismith Secondary School	12/11/18	Life Sciences Paper 2	22	21
254	Ned Doman High School	12/11/18	Life Sciences Paper 2	52	41	
255	Stellenberg High School	12/11/18	Life Sciences Paper 2	140	140	
256	Wittedrift High School	13/11/18	Consumer Studies	41	41	
257	Shalom Academy	14/11/18	Afrikaans FAL Paper 2	09	09	
258	Oudtshoorn High School	19/11/18	Engineering Graphics and Design Paper 2	12	12	
259	Dominican School for Deaf Children	20/11/18	SASL HL Paper 3	3	3	
260	Laingsburg High School	21/11/18	History Paper 2	25	20	
261	Siilkamva High School	22/11/18	Business Studies Paper 1	66	64	

**Annexure 5B: Summarised Areas of Concern – Writing Phase**

Criteria	Nature of non-compliance	Centres implicated
<p><b>Preparations for examinations</b></p>	<p>State of readiness audit not done or evidence not available</p>	<p>Qaqamba Senior Secondary School  Gcinubuzwe Senior Secondary School  Get Ahead College  Hangklip High School  Masimanyane Senior Secondary School  Zangqolwane Senior Secondary school  Abambo High School  Moses Madiba Senior Secondary School  Thobelani Senior Secondary school  Thubalethu High School  Uviwe Senior Secondary School  Kwakomani Comprehensive School  Olivet Private School  Zenith Secondary School  Letsete Secondary School  Taung Secondary School  Hlajoane Secondary School  Hodisa Technical school  Kroonstad Hoërskool  Qibing Secondary School  Reamohetswe Secondary School  Itokisetseng Bokamoso Secondary School  Haywood College  William Hills Secondary School  Letlotlo Secondary School  Shree Bharat Sharada Mandir Indian School  Bizimzli Secondary School  Inqula High School  Windsor Secondary School  Ishaan Boys College  Siraatul Haq Islamic School  St Oswalds Secondary School  Dedangifunde High School  Gwebushe Secondary School  Samuel Mkhize School  African Vision Secondary  C21 Private School  Clairwood Secondary  Lambothi Secondary School  Sakhelwe High School  Kgakoa Senior Secondary School  Kgopudi Secondary School  Mohlaka Motala High School  Poo Secondary School  Rusplaas Christian Model school  High Quality Education Centre  Kgolouthwana Secondary School  Swobani Secondary School  Marumofase Commercial High School  Nkotwane Secondary School  Ntshiba Secondary School  Mahwibitswane Senior Secondary School  Makwetle Secondary School  Mmamarama Secondary School  Photani Secondary School  Somkhahlekwa Secondary School</p>

Criteria	Nature of non-compliance	Centres implicated
Preparations for examinations (continued)		Umbhlebethu Secondary School Sizwakele Secondary School Steelcrest Secondary School Sidlasoke Secondary School Thobelani Secondary School Acek Academy Mathew Phosa College WEM School KaBokweni Hoërskool Douglas Hoërskool Karrikamma Pescodia Sekondere School Namaqualand High School Kegomoditswe Secondary School Bopaganang Public Secondary School Onkgopotse Tiro Comprehensive School Gabobidiwe High School Kgononyane Secondary School Molelwane Secondary School Thapama Secondary School Obang Secondary School Ga Khunwana High School Mokgakala High School Thuto Boswa Secondary School Môrester Secondary School Madrasatur Rajaa Strand High School Alexander Sinton High School Darul Arqam Islamic High School Grabouw High School Ned Doman High School Perseverance Secondary School Range Secondary School Intlanganiso Secondary School Livingstone High School Oudtshoorn High School Paulus Joubert Secondary School Wittedrift High School Fourways High School Wingen Heights Secondary Hoërskool Noordeland Madibogo Secondary School Mzontsundu Senior Secondary School Buchule Technical High School Hentie Cilliers High School Islamic College Newcastle Mottlalaohle Secondary School
	Health and safely compliance of examination centres	Ubombo Technical and Commercial College (eSwatini)
	Examination material not kept in strong rooms before the start of examinations	JM Ndindwa High School Moses Madiba Senior Sec School Thobelani Senior Sec school Uviwe Senior Secondary School East London Science College Imingcangathelo High School Hlajoane Secondary School Itokisetseng Bokamoso Secondary School C & N Sekondere Meisies Skool Oranje

Criteria	Nature of non-compliance	Centres implicated
<b>Preparations for examinations (continued)</b>		Wozanibone Intermediate Farm School Bizimzli Secondary School Siraatul Haq Islamic School Gwebushe Secondary School Samuel Mkhize Secondary African Vision Secondary St Lewis Bertrand Mason Lincoln Special School New Era College Kgolouthwana Secondary School Swobani Secondary School Marumofase Commercial High School Mpirwabirwa Secondary School WEM School KaBokweni Hoërskool Karrikamma Gabobidiwe High School Molelwane Secondary School Ncuncuzo Senior Secondary School
	Unavailability of dispatch forms at examination centres to track the movement of examination material	Gcinubuzwe Senior Secondary School Masimanyane Senior Secondary School Abambo High School Moses Madiba Senior Secondary School Thobelani Senior Secondary School Hlajoane Secondary School Ed-U-College Wozanibone Intermediate Farm School Gereformeerde Skool Dirk Postma Tisand Technical High School Gwebushe Secondary School Samuel Mkhize Secondary School African Vision Secondary School C21 Private School Marumofase Commercial High School Nkotwane Secondary School Shorwane Secondary School Vhudzani Secondary School Letheba Secondary School Umbuhlebethu Secondary School Hoërskool Bergvlam Thobelani Secondary School WEM School KaBokweni Namaqualand High School Vaalharts Gekombineerde Skool Bopaganang Public Secondary School Kgononyane Secondary School Hoërskool Noordeland Sol Plaatjie Secondary School Adam Masebe Secondary School
<b>Invigilators and their training</b>	Principals not appointed as chief invigilators	Tyelinzima Senior Secondary School Masimanyane Senior Secondary school Moses Madiba Senior Secondary School Uviwe Senior Secondary School Kwakomani Comprehensive School Shawbury Secondary School St Matthews High School Moemedi Secondary School

Criteria	Nature of non-compliance	Centres implicated
<b>Invigilators and their training (continued)</b>	Principals not appointed as chief invigilators (continued)	Sensile Combined School Itokisetseng Bokamoso Secondary School Ekangala Secondary School Vuwani Secondary School William Hills Secondary School Realogile Secondary School Shree Bharat Sharada Mandir Indian School MH Baloyi Secondary School Nellmapius Secondary School TUKS Sport High School Siraatul Haq Islamic School Fundinduku Secondary School Cacamezela High School New Era College High Quality Education Centre Nkotwane Secondary School Ntshiba Secondary School Vhudzani Secondary School Letheba Secondary School Mmamethlake High School Sidlasoke Secondary School Postmasburg High School Madrasatur Rajaa Strand High School Simanyene Secondary School Darul Arqam Islamic High School Perseverance Secondary School Heidelberg High School Langenhoven Gimnasium Eric Louw High School Steve Bikoville Secondary School Kathu High School
<b>Preparations for examination</b>	Verification of candidates ID/admission letter not done at entrance to venue	Get Ahead College Hangklip High School Abambo High School Moses Madiba Senior Secondary School Thobelani Senior Secondary School Uviwe Senior Secondary School AM Tapa Senior Secondary School Olivet Private School St Matthews High School Letsete Secondary School Senakangwedi Secondary School Sensile Combined School Taung Secondary School Nellmapius Secondary School Gwebushe Secondary School Samuel Mkhize Secondary School Lambothi Secondary School Umkhumbi High School New Era College Marumofase Commercial High School Nkotwane Secondary School Vhudzani Secondary School Photani Secondary School Umbuhlebethu Secondary School Sidlasoke Secondary School Thobelani Secondary School

Criteria	Nature of non-compliance	Centres implicated
<b>Preparations for examination (continued)</b>	Verification of candidates ID/admission letter not done at entrance to venue (continued)	Acek Academy Mathew Phosa College Reakantswe Intermediate School Pescodia Sekondere School Gaenthone Secondary School Obang Secondary School Madrasatur Rajaa Strand High School Alexander Sinton High School Darul Arqam Islamic High School Perseverance Secondary School Range Secondary School Intlanganiso Secondary School Rosebank Progress College Hentie Cilliers High School Isifisosethu Secondary School
<b>Time management of activities during the examinations</b>	Regulated reading time not observed	Nellmapius Secondary School Umkhumbi High School Matshwara High School Photani Secondary School Acek Academy FJ Smit Combined School Ladismith Secondary School Van Cutsem Combined School
<b>Packaging and transmission of scripts after writing</b>	Candidate left the examination room with answer script	Inkwenkwezi Secondary School
	Daily situational report not written by chief invigilators	Gcinubuzwe Senior Secondary school Masimanyane Senior Secondary school Abambo High School JM Ndindwa High School Thobelani Senior Secondary School St Matthews High School Hlamandana Secondary School Bluegum Bosch Secondary school Vaal Christian School Zenith Secondary School Senakangwedi Secondary School Taung Secondary School Central Islamic School Dinoto Technical Secondary Vuwani Secondary School William Hills Secondary School Wozanibone Intermediate Farm School Gereformeerde Skool Dirk Postma Letlotlo Secondary School Shree Bharat Sharada Mandir Indian School MH Baloyi Secondary School TUKS Sport High School Ishaan Boys College Fundinduku Secondary School Gwebushe Secondary School Samuel Mkhize Secondary School African Vision School C21 Private School Lambothi Secondary School Nogunjwa High School Marumofase Commercial High School

Criteria	Nature of non-compliance	Centres implicated
<b>Packaging and transmission of scripts after writing (continued)</b>	Daily situational report not written by chief invigilators (continued)	Ntshiba Secondary School Shorwane Secondary School Vhudzani Secondary School Makwelle Secondary School Hoërskool Bergvlam Sidlasoke Secondary School Thobelani Secondary School Bongani High School St Anna Secondary Private School Gaenthone Secondary School Obang Secondary School Intsebenziswano Senior Secondary School Madrasatur Rajaa Strand High School Simanyene Secondary school Darul Arqam Islamic High School Ihumelo Junior Secondary School Inkwenkwezi Secondary School Ned Doman High School Sithembele Matiso Senior Secondary School Range Secondary School Ilingeletu Secondary School Intlanganiso Secondary School Livingstone High School Silikamva High School Van Cutsem Combined School Castle Bridge Combined Private School Malboro Gardens Secondary School Fourways High School George Campbell Technical High School Hoër Jongenskool Paarl Steve Bikoville Secondary School Hentie Cilliers High Phukalla Secondary School Adam Masebe Secondary School

**Annexure 7A: Summarised Areas of Non-compliance – Marking Phase**

<b>Criteria</b>	<b>Nature of non-compliance</b>	<b>Centres implicated</b>
<b>Planning for marking</b>	No management plan available	Diamantveld High School
	The electronic management schedule could not be accessed due to load-shedding	Hoërskool Warmbad
	Replacement of markers prior to the start of marking	Sentraal Hoërskool
	Late receipt of marking guidelines/dummy scripts	Collegiate Girls High School, Uitsig High School, Sir John Adamson, Allen Glen High, Hoërskool President, Krugersdorp High, Mondeor High, Emakhazeni Boarding School, Lichtenburg High School, Bethel High School, Northern Cape High School
	Poor state of record keeping and no recording templates	Capricorn High School
	No file with the necessary information	Capricorn High School
<b>Marking centre</b>	Water complaints	Hoërskool Warmbad
	No recent inspection of occupational health and safety requirements	Bethel High School
	Riot at centre	Krugersdorp High School
	No backup for emergencies	Bethel High School
<b>Security</b>	Vehicles not searched	Oranje Meisies High School, Hendrik Potgieter Agricultural School
	Lack of security with transport of question papers/no escorts during the transportation of scripts	Bainsvlei Combined School, Hoërskool Warmbad, Capricorn High School, Lord Milner School
	Poor record of script control scripts	Capricorn High School
<b>Handling of irregularities</b>	Suspected copying	Hoërskool President, Mondeor High
	Lack of knowledge of the handling of irregularities/ centre manager not trained in dealing with irregularities	Capricorn High School
	No structure in place to deal with irregularities	Capricorn High School
<b>Monitoring by the assessment body</b>	Evidence of monitoring done by DBE only available at the following centres:	Sentraal Hoërskool, Maritzburg College, Pietermaritzburg Girls High, Lord Milner School; Bethel High School; Jan Kriel High School
	No report left by assessment body after visiting the centre	All centres
	Key issues not noted in the report / monitoring register	All centres

# NOTES

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