

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

**REPORT ON THE QUALITY ASSURANCE OF
THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2019 NATIONAL SENIOR
CERTIFICATE EXAMINATIONS
AND ASSESSMENT**



REPORT ON THE QUALITY ASSURANCE
OF THE INDEPENDENT EXAMINATIONS
BOARD (IEB) NOVEMBER 2019
NATIONAL SENIOR CERTIFICATE (NSC)
EXAMINATIONS AND ASSESSMENT



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General and Further Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Over the past years, Umalusi has made great strides in setting, maintaining and improving standards in the quality assurance of the National Senior Certificate (NSC).

Umalusi has managed to achieve its success by establishing and implementing an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessment and examinations. The system and processes are continuously revised and refined.

Umalusi judges the quality and standard of assessment and examinations by determining the:

- level of adherence to policy in the implementation of examination and assessment processes;
- quality and standard of examination question papers, the corresponding marking guidelines and school-based assessment (SBA) tasks;
- efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessment; and
- quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Furthermore, Umalusi has established a professional working relationship with the Independent Examinations Board (IEB). As a result, there has been an improvement in the conduct, administration and management of the NSC examinations and their assessment. There is ample evidence to confirm that the IEB, learning institutions/schools, as well as the examination and marking centres, continue to strive to improve systems and processes relating to the NSC examinations and assessment.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in December 2019 to scrutinise evidence presented on the conduct of the November 2019 NSC examinations. Having studied all the evidence at hand on the management and conduct of the National Senior Certificate examinations administered by the Independent Examinations Board (IEB), Umalusi is satisfied that there are no systemic irregularities reported that may have compromised the overall integrity and credibility of the November 2019 NSC examination.

The Executive Committee of Council (EXCO) approves the release of the results of the November 2019 NSC examinations. However, the IEB is required to address the directives for compliance and improvement and submit an improvement plan to Umalusi by 14 February 2020.

The Executive Committee of Council commends the Independent Examinations Board for conducting a successful and credible examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the NSC examinations and assessment are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2019 NSC examinations.



Dr Mafu S Rakometsi

EXECUTIVE SUMMARY

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 (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-point, approve the release of examination results and to certify candidate achievements.

The Act, in terms of these responsibilities, 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 assessment;
 - 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.

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2019 NSC examinations. The report also reflects on the findings; areas of improvement and good practice; and areas of non-compliance; and provides directives for compliance and improvement in the management, conduct and administration of the examination and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the IEB. Where applicable, comparisons are made with the November 2018 examinations.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national assessment and examinations.

The Independent Examinations Board (IEB) conducted the November 2019 NSC examinations in 68 subjects.

This report covers the following quality assurance of assessment processes conducted 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 of the state of readiness to conduct the examinations (Chapter 3);
- monitoring of the writing and marking of examinations (Chapter 4);
- marking guideline discussions and verification of marking (Chapter 5);
- standardisation and resulting (Chapter 6); and
- chapter 7, which outlines the state of certification of candidates' achievements.

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the November 2019 NSC examinations or not.

The roles and responsibilities of the IEB are to:

- develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- conduct, administer and manage the writing of examinations in all examination centres;
- conduct the marking of examinations and submit results to Umalusi for the standardisation process;
- manage irregularities;
- report to Umalusi on the conduct, administration and management of examinations;
- have an IT system that complies with the policies and regulations, in order to be able to submit all candidate records according to the certification directives; and
- process and submit records of candidate achievements to Umalusi for certification.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that quality standards for the NSC examinations are maintained. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate format and are of high technical quality. The aim is to ensure that the examination question papers are correct, fair, valid and reliable in that they comply with the appropriate curriculum in terms of content coverage and cognitive demand. Furthermore moderation of question papers also aims to ensure that question papers are of a standard comparable to that of question papers from previous years so that candidates of a specific year are not advantaged or disadvantaged when compared to those of previous years.

The findings of the external moderation process at first moderation indicated that most of the question papers and marking guidelines were of appropriate standard with some amendments required. The technical details, internal moderation, content coverage, cognitive skills and predictability of questions were some of the criteria that required interventions.

The quality assurance of School Based Assessment (SBA) is of great importance as it constitutes 25% of a candidate's final mark of all the NSC subjects except for Life Orientation which constitutes 100% SBA. The SBA tasks are set and marked at school level. Umalusi sampled and moderated ten subjects in 48 schools. The teacher and learner files were moderated at three regions, namely, Gauteng, KwaZulu-Natal and Western Cape. The moderation of SBA entailed rigorous scrutiny of both teachers' and learners' files, using an Umalusi-developed SBA moderation instrument consisting of 10 criteria of which seven focussed on teacher files while three focussed on learner files.

The verification scrutinised whether tasks covered content and cognitive demands appropriately, internal moderation had taken place at all moderation levels and observing all directives and policies. Umalusi then verified the files for accuracy of marking of the SBA tasks, records of learner performance and other relevant information.

Overall, the assessment tasks were found to be representative of subject-specific pedagogic and assessment strategies. Thus the IEB standards were found to be improving in many respects; however, pockets of internal moderation of both the assessment tasks (Life Sciences and Visual Arts) and the learners' work (Engineering Graphics and Design and Life Sciences) proved to be a challenge and need to be improved. The use of inappropriate terminology such as Learning Outcomes and Assessment Standards in the current assessment processes of Afrikaans First Additional Language and Geography instead of using the new terminology in the Subject Assessment Guidelines need to be attended to.

The purpose of verifying the state of readiness of the IEB to conduct the November 2019 NSC examinations was, largely, to:

- gauge the level of preparedness of the IEB to conduct the November 2019 NSC examinations;
- track the progress made in addressing the directives for compliance and improvement issued after the November 2018 examinations;
- verify that the IEB had systems in place to ensure the integrity of the November 2019 NSC examinations; and
- report on any shortcomings identified during the evaluation and verification of the IEB systems.

The audit of the state of readiness confirmed the readiness of the IEB to administer the November 2019 NSC examinations. Umalusi noted that the IEB had made significant improvements in their plan to administer these examinations.

The IEB registered 11 839 full-time and 840 part-time candidates to write the examinations in 255 full-time registered examination centres, six designated part-time centres and 14 registered examination centres outside the borders of South Africa. Of the registered full-time examination centres, 225 had installed audio-visual cameras. The audio-visual cameras enabled the IEB officials to monitor the examinations from the IEB offices. In addition to the use of audio-visual cameras, the IEB had a dedicated team of staff members and contract workers who physically monitored the examination centres. The security around the delivery of examination material to centres was strengthened by the use of the smart-locking logic system for the safekeeping of question papers before writing. The smart-locking logic system was also used on the bags used for the storage of answer scripts after the writing of the examinations

Umalusi monitored the conduct, administration and management of examinations at 32 centres (including three outside the borders of the country, that is, two in eSwatini and one in Namibia) where the examinations were administered. Monitoring of the writing of the examinations and the monitoring of the marking processes are conducted to ensure that the examinations and marking thereof are conducted in accordance with the "Regulations pertaining to the conduct, administration and management of the National Senior Certificate Examinations". Monitoring

of the writing of the examinations continued throughout the examination period while that of marking was conducted in two centres in Gauteng.

Interviews were conducted with the invigilation personnel, observations were made before and during writing and documents were verified. Improved levels of compliance were attained at the majority of examination centres monitored by Umalusi. The marking centres were in general well managed and compliant in most aspects. However, critical and non-negotiable areas not achieved at some of the examination and marking centres point to the need to further strengthen the training of invigilators.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi participated in the standardisation of marking guidelines of 15 NSC subjects consisting of 25 question papers in four marking centres. Marking guideline discussions are conducted with marking personnel to ensure that all possible alternative responses and corrections are agreed upon, and that any changes or additions are approved before the commencement of marking. This process ensures that all marking personnel have a common understanding of how to mark candidates' responses with the purpose of eliminating inconsistencies in marking and ensuring that justice is done to the process, and the finalised marking guidelines would ensure fair, accurate and consistent marking. The deliberations also include the finalisation of mark allocations ensuring that candidates would not be advantaged or disadvantaged.

External moderation of marking by Umalusi served to verify that marking was conducted according to agreed and established practices and standards. Umalusi verified the marking of 14 NSC subjects consisting of 24 question papers. Verification of marking was conducted to ensure that the IEB mark according to the approved signed-off marking guidelines and also ascertain that effective internal moderation took place, identify possible anomalies and confirm that the standard of marking was consistent and fair. The marking process has improved over the years, and the IEB has addressed a number of shortcomings found in previous marking sessions and should be commended for the many improvements. While marking in general was fair, there are some areas that would further enhance the marking process, if a concerted effort is made by the role players. Some of the recurrent issues include the use of annotated marking guidelines as the finally approved marking guidelines were not printed; and the use of a single moderator in some subjects with more than one question paper.

Standardisation and statistical moderation of results are used to mitigate the effects of factors other than learners' ability and knowledge on performance and to reduce the variability of marks from one examination to the other. Umalusi standardised the marks of 68 subjects presented by the IEB. In the majority of cases, the proposals by the IEB corresponded with those of Umalusi, something that clearly indicates the maturity 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, namely, instances where candidates failed all subjects or did not write the examination. Information on certification is included to inform interested parties of the state of the certification of learner achievements. As an assessment body, the IEB has the responsibility to process and submit records of candidate achievements to Umalusi for certification. Every effort must be made to ensure that all learners 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 learners 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 2019 NSC examinations.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2019 NSC examinations, the Executive Committee of Umalusi Council concluded that the examinations 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. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results can therefore be regarded as credible. The Executive Committee of Council approved the release of the IEB November 2019 NSC examination results. Umalusi remains concerned about weaknesses in the assessment systems and processes.

Umalusi trusts that the report will provide the assessment body and other stakeholders with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives where improvements are required.

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards in general and further education and training in South Africa.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
CAPS	Curriculum and Assessment Policy Statement
CEO	Chief Executive Officer
EC	Eastern Cape
EGD	Engineering Graphics and Design
EIC	Examinations Irregularity Committee
FAL	First Additional Language
FET	Further Education and Training
FS	Free State
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HL	Home Language
ID	Identity Document
IEB	Independent Examinations Board
IT	Information Technology
NQF	National Qualifications Framework
NSC	National Senior Certificate
SAG	Subject and Assessment Guidelines
SAL	Second Additional Language
SBA	School-Based Assessment
SC	Senior Certificate
SOR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training

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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 subject assessment guidelines (SAG), which detail every aspect for each subject. The CAPS and SAG for each subject prescribe specific details to ensure that the question papers cover all 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 2019 Independent Examinations Board (IEB) National Senior Certificate (NSC) examinations. The criteria used by Umalusi to determine the quality of the examination question papers submitted by the IEB for approval is described below.

1.2 Scope and Approach

Umalusi moderated and approved 78 question papers and their marking guidelines in preparation for the writing of the November 2019 IEB NSC examinations. For a question paper and a marking guideline to be approved, they must be evaluated against, and meet, 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 and their marking guidelines were moderated using Umalusi criteria, as indicated in Table 1A.

Table 1A: Criteria used for moderating question papers and marking guidelines

Part A		Part B		Part C	
Moderation of question paper		Moderation of marking guideline		Overall impression and remarks	
1.	Technical aspects (12) [°]	8.	Conformity with question paper (3) [°]	10.	Overall impression (9) [°] and General remarks
2.	Internal moderation (3) [°]	9.	Accuracy and reliability of marking guideline (10) [°]		
3.	Content coverage (6) [°]				
4.	Cognitive skills (6) [°]				
5.	Text selection, types and quality of questions (21) [°]				
6.	Language and bias (8) [°]				
7.	Predictability (3) [°]				

[°] Quality indicators

Each of the ten criteria is divided into a variable number of quality indicators which, when all criteria are considered, add up to 81 indicators. During the moderation of question papers and their marking guidelines, each criterion is assessed against four degrees of compliance, that is, whether the question paper and 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.

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 some of the question papers reported on in this chapter. The question papers and marking guidelines that did not comply with the Umalusi criteria at first moderation were resubmitted to Umalusi for subsequent moderation(s) until all criteria were met.

It is against this background that 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 question papers listed below:

Accounting Paper 1	Accounting Paper 2
Afrikaans First Additional Language (FAL) Paper 2	Afrikaans Home Language (HL) Paper 2
Agricultural Management Practices	Agricultural Sciences
Arabic Second Additional Language (SAL) Paper 1	Electrical Technology: Power Systems
Engineering Graphics and Design Paper 1	Engineering Graphics and Design Paper 2
English FAL Paper 2	English HL Paper 2
French SAL Paper 1	French SAL Paper 2
Geography Paper 1	Geography Paper 2
German SAL Paper 1	German SAL Paper 2
History Paper 2	Hospitality Studies
Information Technology Paper 1	IsiZulu HL Paper 2
Life Sciences Paper 2	Life Sciences Paper 3
Mechanical Technology: Welding and Metalwork	Music Paper 1
Music Paper 2	Sepedi FAL Paper 1
Sepedi FAL Paper 2	Technical Sciences Paper 2
Tourism	Visual Arts Paper 1
Visual Arts Paper 2	

Figure 1A below illustrates the status of question papers at first moderation of the November 2019 IEB NSC examination compared to that of the November 2018 IEB NSC examination.

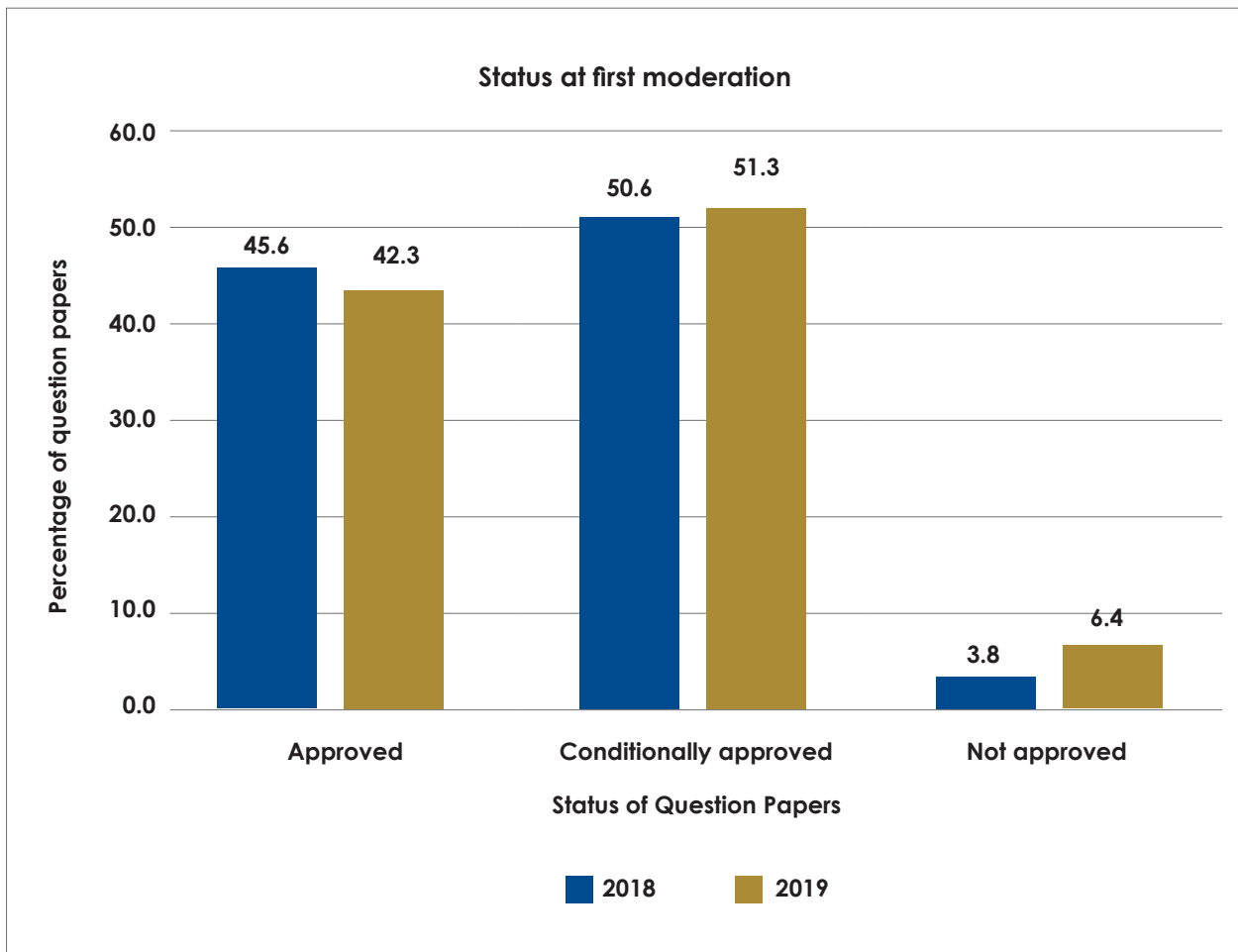


Figure 1A: Status of question papers at first moderation

The percentage of question papers approved at first moderation decreased from 45.6% (in 2018) to 42.3 (in 2019), while that of question papers that were rejected increased from 3.8% (in 2018) to 6.4% (in 2019). There were five question papers rejected at first moderation. These question papers included questions that needed resetting after first moderation, namely: Dance Studies, Mathematical Literacy Paper 1, Sesotho FAL Paper 1, Technical Mathematics Paper 1 and Technical Mathematics Paper 2.

Mathematical Literacy Paper 1 is singled out as the only question paper of the five that was rejected at first moderation during moderation of the November 2016, November 2017 and November 2018 IEB NSC examination question papers. Dance Studies was also rejected during first moderation of the November 2018 question papers. This clearly indicates that the examining panels for these question papers are in need of, and should be given, much more support.

The next section of the chapter begins with an overview of the overall compliance, per question paper, based on percentages. This is followed by a detailed outline of the factors that affected the approval of 57.7% of the question papers that were conditionally approved, or not approved as well as those which were conditionally approved but not required to be resubmitted for second moderation, to alert the assessment body to the aspects and/or areas that need attention.

1.3.2 Overall compliance per question paper

Figure 1B graphically represents the overall compliance of question papers and their marking guidelines for the November 2019 IEB NSC examinations. Compliance is measured against all quality indicators in the moderation of question papers.

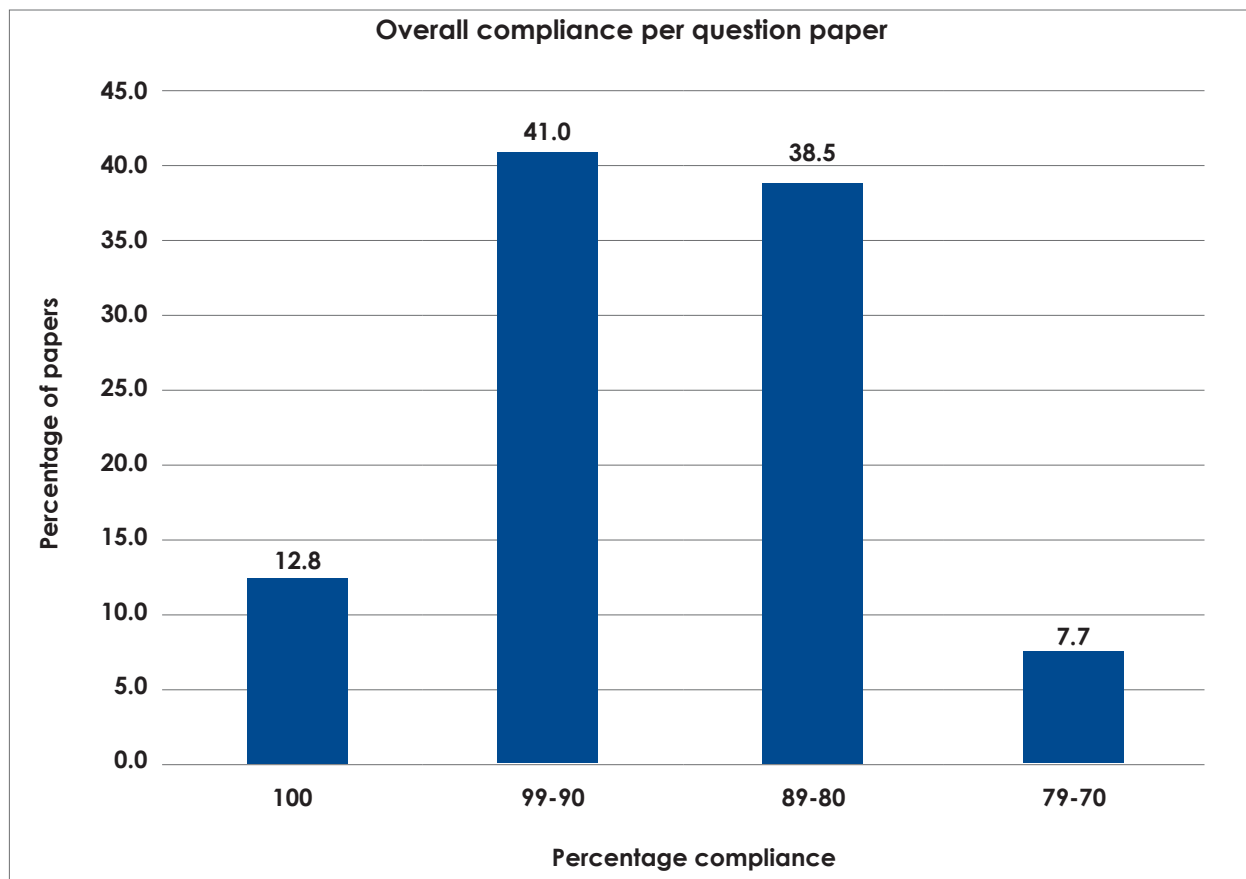


Figure 1B: Percentage overall compliance of question papers and marking guidelines at first moderation

During first moderation, only 12.8% of the question papers and their marking guidelines were fully compliant, with the balance being partially compliant. Although there was a concerted effort to ensure overall compliance at first moderation, the compliance rate in the November 2019 IEB NSC examination indicated a decline when compared with the findings of November 2018. While in the November 2018 NSC examination 16% of the question papers were fully compliant, in the November 2019 NSC examination only 12.8% were fully compliant. The following six question papers constituted the 7.7% of question papers that were below 80% compliant in the first moderation of question papers for the November 2019 IEB NSC examinations.

Consumer Studies	Dance Studies
IsiZulu HL Paper 1	Sesotho FAL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2

Table 1B gives a tabular comparison of the overall compliance of question papers and marking guidelines at first moderation in November 2018 and November 2019. It shows an overall decline in all the categories of compliance, except for two, i.e., the 80%–89% and 70%–79% categories.

Table 1B: Comparison of the overall compliance of question papers and marking guidelines at first moderation in November 2018 and November 2019

Compliance (%)	November 2018	November 2019
	(% of papers)	(% of papers)
100	16.0	12.8
90–99	68.0	41.0
80–89	15.0	38.5
70–79	1.0	7.7

The compliance rate between 99%–90% also decreased drastically, from attainment of 68% in 2018 to 41% in 2019. In November 2019, 38.5% of the question papers were 80%–89% compliant and only 7.7% were below the 80% compliant rate. In November 2019, 46.2% of question papers were below 90% compliant, compared to 16% in the November 2018 examination. The shift relegated more question papers to be approved at second and third moderation levels.

It was evident that much still needs to be done to bring stability to the system by ensuring that panel members are experts in their subject fields or rigorous training is provided to bring them up to speed with current developments in their respective subjects and specialisations.

To expand on this, the next section provides a detailed analysis of how each question paper and its corresponding marking guideline contributed to this overall decline in compliance.

1.2.3 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 ten 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	45	55	0	0
Internal moderation	78	14	5	3
Content coverage	73	24	3	0
Cognitive skills	62	35	3	0
Text selection, types and quality of questions	50	49	1	0
Language and bias	64	36	0	0
Predictability	94	5	1	0
Conformity with question paper	68	27	4	1
Accuracy and reliability of marking guidelines	42	54	4	0
Overall impression	22	64	14	0

Meeting the criteria for technical details; text selection, types and quality of questions; and accuracy and reliability of marking guidelines has, historically, posed a challenge for the setting panels. This ties in well with the fact that the criterion on content coverage did not achieve 100% compliance. The examining panels must strive to discern the SAG and other assessment

frameworks used, to attain 100% on content coverage. If this can be achieved, the challenges with the other criteria can be overcome as they are mostly technical in nature.

As was stated in the November 2018 IEB NSC quality assurance of assessment report, it was of concern that technical details; text selection, types and quality of questions as well as accuracy and reliability of the marking guidelines criteria were the least compliant. Internal moderation, content coverage and predictability were still better complied with than was compliance with the balance of the criteria.

1.2.4 Question Paper and Marking Guideline Moderation Criteria

Drawing from the first moderation of the question papers and their marking guidelines, this section reports intensively on findings related to each criterion.

a) Technical details

Forty-five percent of the question papers complied fully with technical details at first moderation, while the majority complied with most of the quality indicators.

Specific challenges identified relating to technical details included:

- i) A supporting document, specifically the analysis grid, was not included in the Arabic SAL Paper 2 question paper file.
- ii) In the Mathematical Literacy Paper 1 and Technical Sciences Paper 1 question papers, relevant details, such as time allocation, name of the subject, number of pages and/or instructions to candidates, were missing.
- iii) Some instructions to candidates were either unclear or ambiguous in the following question papers:

Business Studies Paper 1	Consumer Studies
Design Paper 1	English FAL Paper 1
English HL Paper 2	Information Technology Paper 1
Information Technology Paper 2	IsiXhosa FAL Paper 1
IsiXhosa FAL Paper 2	Life Sciences Paper 3
Technical Mathematics Paper 2	

- iv) The layout of the Afrikaans FAL Paper 2, Technical Mathematics Paper 1 and Technical Mathematics Paper 2 question papers was cluttered and, as a result, not reader-friendly.
- v) Some questions in the Afrikaans FAL Paper 1 and Technical Mathematics Paper 2 question papers were incorrectly numbered.
- vi) Some pages for Accounting Paper 1 were incorrectly numbered.
- vii) 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 1	Business Studies Paper 1
Dance Studies	Mechanical Technology: Welding and Metalwork
Sepedi HL Paper 1	Sesotho HL Paper 1
Technical Sciences Paper 1	

- viii) Some of the fonts used in Engineering Graphics and Design Paper 2 and Technical Mathematics Paper 1 were not appropriate.
- ix) Mark allocations were not clearly indicated in some questions in the Afrikaans FAL Paper 1, Arabic SAL Paper 1 and Consumer Studies question papers.
- x) The Information Technology Paper 2 and Technical Mathematics Paper 1 question papers were too lengthy for an average candidate to complete the writing within the allocated time.
- xi) The drawings, illustrations, graphs and/or tables used in the following question papers were not appropriate, clear and/or error-free. As a result, the question papers were not print-ready:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1
Computer Applications Technology Paper 1	Consumer Studies
Engineering Graphics and Design Paper 1	Engineering Graphics and Design Paper 2
English HL Paper 1	English HL Paper 2
Information Technology Paper 1	IsiZulu HL Paper 1
Life Sciences Paper 1	Mathematics Paper 1
Mathematical Literacy Paper 2	Sesotho HL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Tourism	Visual Arts Paper 2

- xii) The following question papers did not adhere to the format requirements in the appropriate policy and/or guideline documents:

Afrikaans FAL Paper 1	Dance Studies
History Paper 2	IsiZulu HL Paper 1
Sesotho HL Paper 2	Setswana FAL Paper 1

The technical details criterion saw a decline of 8%, from 53% attained in November 2018 to 45% in November 2019. The decline in this criterion is a cause for concern as the quality indicators are technical matters that could be easily addressed before a question paper is submitted for external moderation.

b) Internal Moderation

Seventy-eight percent of the question papers complied fully with the internal moderation criterion. This level of compliance was commendable as it showed a slight improvement.

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

- i) The History Paper 1, Physical Sciences Paper 1 and Visual Arts Paper 2 files submitted for the moderation of question papers did not include all copies (to show the full history of the development of the question papers). That is, either the internal moderator report was not included (History Paper 1); or only the final internal moderator report was included. Further, it was evident that there was more than one version of a question paper (Physical Sciences Paper 1 and Visual Arts Paper 2).
- ii) The quality, standard and relevance of input from the internal moderators of the following question papers were not always appropriate:

Afrikaans HL Paper 1	Consumer Studies
Dance Studies	Economics
IsiZulu FAL Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Sepedi HL Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

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

Consumer Studies	History Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Technical Mathematics Paper 2	

c) Content Coverage

A compliance rate of 73% in content coverage was attained for the November 2019 IEB NSC examination question papers, a notable 11% decline from the 84% attained in November 2018. Much needs to be done to interpret the policies related to the assessment of the question papers that did not comply fully with this criterion at first moderation.

The question papers did not comply fully with the content coverage criterion as a result of the following:

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

Arabic SAL Paper 1	Arabic SAL Paper 2
Dance Studies	IsiZulu HL Paper 1

- ii) The following question papers did not cover the topics/skills as prescribed in the policy and/or appropriate assessment documents adequately:

Consumer Studies	Dance Studies
Economics	Sesotho FAL Paper 1
Setswana FAL Paper 1	Technical Mathematics Paper 1
Technical Mathematics Paper 2	

- iii) The following question papers were not within the broad scope of the policy and/or appropriate assessment documents:

Afrikaans FAL Paper 1	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	Setswana FAL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- iv) In the following question papers, the skills/topics/themes and concepts were not appropriately linked and integrated:

Consumer Studies	Dance Studies
IsiZulu HL Paper 1	Setswana FAL Paper 1
SiSwati FAL Paper 1	

- v) Some of the questions in the following question papers did not represent the latest developments in the subjects:

Dance Studies	Sesotho FAL Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 1	

- vi) The content, including examples, text and illustrations, in the following question papers were not suitable, appropriate, relevant or academically correct/accurate:

Computer Applications Technology Paper 1	Technical Mathematics Paper 2
Visual Arts Paper 2	Xitsonga FAL Paper 1

d) Cognitive Skills

Sixty-two percent of the question papers complied fully with this criterion, representing a 15% decline compared with the compliance rate of 77% of the November 2018 examination. The following challenges accounted for the non-compliance:

- i) The analysis grid was not clear in terms of how the cognitive levels matched each question/sub-question in the following question papers:

Afrikaans FAL Paper 1	Arabic SAL Paper 1
Dance Studies	Economics
Physical Science Paper 2	

- ii) The cognitive skills for each question/sub-question were not distributed as per the prescripts of each of the respective question papers. Some question papers were found to assess more questions of either lower- or higher-cognitive challenge, resulting in question papers that were not balanced.

The following question papers allocated more marks to lower-cognitive challenge questions at first moderation:

Business Studies Paper 1	Consumer Studies
Engineering Graphics and Design Paper 2	IsiZulu HL Paper 1
Sepedi HL Paper 1	Sesotho FAL Paper 1

On the other hand, the following question papers allocated more marks to questions of higher-cognitive challenge, as noted at first moderation:

Mathematical Literacy Paper 1	Mathematics Paper 1
Sepedi HL Paper 2	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Technical Sciences Paper 1
Technical Sciences Paper 2	

- iii) The cognitive demands in choice questions of the Setswana FAL Paper 1 differed; this could have unduly advantaged or disadvantaged some candidates.
- iv) Based on the initial external moderation, the following question papers did not provide opportunities to assess candidates' ability to reason, communicate, express an argument clearly or provide creative responses:

Life Sciences Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Setswana FAL Paper 1

- v) There was no correlation between mark allocation, cognitive level and time allocation in the following question papers:

Computer Applications Technology Paper 2	Economics
Information Technology Paper 2	IsiXhosa FAL Paper 2
IsiZulu HL Paper 1	Sesotho FAL Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 1	

e) Text Selection, Types and Quality of Questions

An improvement in meeting the text selection, types and quality of questions criterion was registered as 59% in November 2019, compared to 39% of the question papers that complied in all respects in November 2018. The following were the reasons for non-compliance with this criterion:

- i) The Dance Studies, Sesotho FAL Paper 1, Xitsonga FAL Paper 1 and Xitsonga FAL Paper 2 did not include questions that were appropriate for the subject.
- ii) Some source materials in Afrikaans FAL Paper 1 and English HL Paper 1 were not in accordance with the specified lengths.
- iii) Some of the source materials in the following question papers were not functional, relevant and appropriate:

Arabic SAL Paper 1	Computer Applications Technology Paper 1
Consumer Studies	Sesotho HL Paper 1
Technical Mathematics Paper 2	

- iv) Based on the prescribed policy and/or appropriate assessment documents, some of the source materials in Economics, Sesotho HL Paper 1 and Technical Mathematics Paper 1 could not generate questions across the cognitive levels.
- v) Some questions in the following question papers were not related to what was pertinent in the subjects:

Dance Studies	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
Technical Mathematics Paper 1	

- vi) In the question papers tabulated below, questions contained vaguely defined statements; ambiguous wording; extraneous, irrelevant and trivial information; or unintentional clues to the correct answers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Arabic SAL Paper 1
Consumer Studies	Dance Studies
English HL Paper 1	History Paper 1
IsiZulu FAL Paper 2	IsiZulu HL Paper 1
Mechanical Technology: Welding and Metalwork	Sepedi HL Paper 1
Sepedi HL Paper 2	Sesotho FAL Paper 2
Sesotho HL Paper 1	SiSwati FAL Paper 1
SiSwati HL Paper 1	Technical Mathematics Paper 2
Visual Arts Paper 1	Visual Arts Paper 2

- vii) The following question papers contained questions with unclear instructional action verbs that led to the nullification of questions:

Afrikaans HL Paper 1	Consumer Studies
Dance Studies	IsiZulu HL Paper 1
Life Sciences Paper 1	Music Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
SiSwati FAL Paper 1	SiSwati HL Paper 1
Technical Mathematics Paper 1	

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

Arabic SAL Paper 1	Computer Applications Technology Paper 2
Dance Studies	English FAL Paper 1
English HL Paper 1	IsiZulu HL Paper 1
Sepedi HL Paper 1	Sesotho HL Paper 1
SiSwati HL Paper 1	Technical Mathematics Paper 1
Technical Sciences Paper 1	

- ix) There were factual errors in the following question papers:

Consumer Studies	Dance Studies
Design Paper 1	English HL Paper 1
Life Sciences Paper 2	Sesotho FAL Paper 2
Technical Mathematics Paper 2	Technical Sciences Paper 1
Technical Sciences Paper 2	

- x) References to certain texts, visuals, drawings, illustrations, examples, tables and graphs were irrelevant and/or incorrect in the following question papers:

Consumer Studies	Design Paper 1
English HL Paper 1	Sesotho HL Paper 1
Visual Arts Paper 2	Xitsonga FAL Paper 1

- xi) Some questions in the Computer Applications Technology Paper 2, Mathematical Literacy Paper 2 and Sepedi HL Paper 1 question papers suggested answers to other questions.
- xii) Some questions overlapped with others in the English FAL Paper 1, English HL Paper 1 and Xitsonga FAL Paper 1 question papers.
- xiii) In Physical Sciences Paper 1, some options in the multiple-choice questions did not follow grammatically from the stem of the questions.
- xiv) In Consumer Studies, some options contained logical cues that could have made one of the options an obvious choice.
- xv) In the Mechanical Technology: Welding and Metalwork question paper, some of the options were not free from absolute terms such as 'always' or 'never'.
- xvi) Some options in the Hospitality Studies and Xitsonga FAL Paper 1 question papers were not of the appropriate length.
- xvii) A word or phrase in the stem of some of the multiple choices questions in the Consumer Studies question paper was repeated in the correct answer.

Careful attention needs to be taken to applying this criterion as it affects the credibility of the examination and impacts the overall compliance rate of a question paper. The IEB is urged to initiate effective strategies to mitigate these challenges.

f) Language and Bias

There was a rate of 64% compliance with this criterion, representing an increase of 6% compared to the 58% compliance rate of the November 2018 IEB NSC examination. The 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:

Sepedi HL Paper 1	Sesotho FAL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- ii) The language register and the level and complexity of the vocabulary in the following question papers were inappropriate for Grade 12 candidates:

Arabic SAL Paper 1	Consumer Studies
IsiZulu FAL Paper 1	Visual Arts Paper 2

- iii) It was noted that there were subtleties in the grammar of the following question papers that could have created confusion:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1
Computer Applications Technology Paper 1	English FAL Paper 1
English FAL Paper 2	Information Technology Paper 1
Information Technology Paper 2	Technical Mathematics Paper 1

- iv) There were grammatical errors in the language used in the following question papers:

Afrikaans FAL Paper 2	Afrikaans HL Paper 2
Business Studies Paper 1	Consumer Studies
Information Technology Paper 1	IsiZulu FAL Paper 1
Life Sciences Paper 1	Mechanical Technology: Welding and Metalwork
Sepedi FAL Paper 1	Sepedi HL Paper 1
Technical Mathematics Paper 1	

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

Business Studies Paper 1	Business Studies Paper 2
Consumer Studies	Dance Studies
Sepedi HL Paper 1	

- vi) There were no glossaries to accompany foreign names, terms and jargon used in the following question papers:

Afrikaans FAL Paper 1	Computer Applications Technology Paper 2
Sepedi HL Paper 1	SiSwati FAL Paper 1

- vii) In Consumer Studies and Technical Mathematics Paper 2, it was noted that there was evidence of bias towards one or more of the following: culture, gender, language, politics, race, religion, stereotyping, province and region.

g) Predictability

Ninety-four percent of the question papers complied in all respects with this criterion, showing that careful consideration was taken when designing the questions to not include questions from question papers of previous years. The question papers that did not comply fully with this criterion presented the following challenges:

- i) Dance Studies and Setswana FAL Paper 1 had questions that could be spotted easily.
- ii) The Dance Studies, Sesotho FAL Paper 1 and Sesotho FAL Paper 2 lacked an appropriate degree of innovation.

h) Conformity with Question Papers

Sixty-eight percent of the question papers in the November 2019 IEB NSC examinations complied in all respects. Factors that hindered the complete compliance of the marking guidelines were as follows:

- i) There was a mismatch between the question papers and the following marking guidelines:

Afrikaans HL Paper 1	Arabic SAL Paper 1
Consumer Studies	Design Paper 1
English FAL Paper 1	English HL Paper 1
History Paper 2	IsiXhosa FAL Paper 2

IsiZulu HL Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Mathematics Paper 1
Mechanical Technology: Welding and Metalwork	Sepedi HL Paper 2
Sesotho FAL Paper 1	

- ii) There was a mismatch between certain responses in the following marking guidelines as they did not match the command words in the questions:

Business Studies Paper 1	Computer Applications Technology Paper 1
Consumer Studies	Dance Studies
English HL Paper 1	IsiXhosa FAL Paper 2
IsiZulu HL Paper 1	Life Sciences Paper 1

- iii) Some of the answers in the following marking guidelines did not correspond with the marks allocated, per question, in the question papers:

Arabic SAL Paper 2	Engineering Graphics and Design Paper 2
Geography Paper 1	IsiXhosa FAL Paper 2

i) Accuracy and Reliability of Marking Guidelines

The accuracy and reliability of the marking guidelines in the November 2019 NSC examinations had a compliance rate of 42%. The following were challenges identified from the first moderation reports:

- i) In the first moderation, the marking guidelines for the following question papers were found to be incorrect in terms of their respective subject matter:

Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Dance Studies	English HL Paper 1
Geography Paper 1	Life Sciences Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Technical Sciences Paper 1
Technical Sciences Paper 2	Tourism

- ii) The following marking guidelines contained typographical errors or errors in language:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1
Business Studies Paper 1	Design Paper 1
English FAL Paper 1	Information Technology Paper 1
IsiZulu HL Paper 1	IsiZulu HL Paper 2
Life Sciences Paper 1	Sepedi HL Paper 1
Sepedi HL Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	SiSwati FAL Paper 1
SiSwati HL Paper 1	Tourism

- iii) The marking guidelines for the following question papers were not clearly laid out and therefore not ready to facilitate marking:

Afrikaans HL Paper 1	Business Studies Paper 2
Consumer Studies	English HL Paper 1
IsiXhosa FAL Paper 2	Technical Mathematics Paper 2
Tourism	Xitsonga FAL Paper 1
Xitsonga FAL Paper 2	

- iv) The marking guidelines for the following question papers were incomplete: mark allocation and mark distribution were not clearly shown within each of the questions:

Arabic SAL Paper 1	Arabic SAL Paper 2
Consumer Studies	Dance Studies
IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2
Sesotho FAL Paper 1	

- v) The marking guidelines for Afrikaans FAL Paper 1, IsiXhosa FAL Paper 1 and IsiXhosa FAL Paper 2 did not encourage the spread of marks within an answer.
- vi) The marking guidelines for the following question papers offered such a small range of marks that identifying low and high performers would not be possible:

Consumer Studies	IsiXhosa FAL Paper 1
IsiXhosa FAL Paper 2	IsiZulu HL Paper 1
Sesotho FAL Paper 1	

- vii) The marking guidelines for isiXhosa FAL Paper 1 and IsiXhosa FAL Paper 2 did not award marks positively.
- viii) The following marking guidelines did not have enough detail to ensure reliability of marking:

Afrikaans HL Paper 1	Consumer Studies
Dance Studies	English FAL Paper 1
English HL Paper 1	IsiXhosa FAL Paper 1
IsiXhosa FAL Paper 2	Life Sciences Paper 1
Mathematics Paper 1	Sepedi HL Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Xitsonga FAL Paper 2

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

Afrikaans HL Paper 1	Consumer Studies
Dance Studies	Sesotho FAL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Tourism	

j) Overall Impression and General Remarks

This section focused on the professional judgements made by Umalusi for each question paper and marking guideline, with regard to how the question papers and accompanying marking guidelines fared. The findings were summarised as follows:

- i) The following question papers were found not to be in line with the policy and/or appropriate assessment documents:

Dance Studies	Mathematical Literacy Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 2	

- ii) The following question papers were deemed unfair, invalid and/or unreliable:

Afrikaans HL Paper 1	Business Studies Paper 1
Business Studies Paper 2	Consumer Studies
English HL Paper 1	Information Technology Paper 2
IsiZulu FAL Paper 1	IsiZulu FAL Paper 2
IsiZulu HL Paper 1	Mathematical Literacy Paper 1
Sepedi HL Paper 1	Sepedi HL Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 2
Setswana FAL Paper 1	Setswana FAL Paper 2
SiSwati FAL Paper 1	SiSwati FAL Paper 2
SiSwati HL Paper 1	SiSwati HL Paper 2
Technical Mathematics Paper 2	Xitsonga FAL Paper 1

- iii) Some sections of the following question papers were deemed not to have assessed the objectives of the subject curriculum documents and other related assessment frameworks:

Afrikaans FAL Paper 1	Dramatic Arts
Mathematical Literacy Paper 1	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	SiSwati HL Paper 2
Technical Mathematics Paper 2	

- iv) The standard of the following question papers was inappropriate when they were submitted for first moderation:

Afrikaans HL Paper 1	Business Studies Paper 1
Business Studies Paper 2	Consumer Studies
Economics	English HL Paper 1
Information Technology Paper 2	IsiZulu FAL Paper 1
IsiZulu HL Paper 1	Mathematical Literacy Paper 1
Mathematics Paper 1	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1

Sesotho HL Paper 2	Setswana FAL Paper 1
SiSwati FAL Paper 1	SiSwati FAL Paper 2
SiSwati HL Paper 2	Technical Mathematics Paper 2
Xitsonga FAL Paper 1	

- v) The standard of the following November 2019 IEB NSC question papers did not compare favourably to those of previous years:

Consumer Studies	English HL Paper 1
Geography Paper 1	Information Technology Paper 2
IsiXhosa FAL Paper 1	IsiZulu HL Paper 1
Life Sciences Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	Setswana FAL Paper 1
Technical Mathematics Paper 1	

- vi) The following marking guidelines were deemed unfair, invalid and unreliable:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1
Consumer Studies	Dance Studies
English HL Paper 1	IsiXhosa FAL Paper 1
IsiXhosa FAL Paper 2	IsiZulu HL Paper 1
Sepedi HL Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
Setswana FAL Paper 1	SiSwati FAL Paper 1
SiSwati HL Paper 1	Xitsonga FAL Paper 1
Xitsonga FAL Paper 2	

- vii) At first moderation, the standard of the following marking guidelines was inappropriate:

Afrikaans HL Paper 1	Consumer Studies
Economics	English HL Paper 1
IsiXhosa FAL Paper 2	IsiZulu HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Xitsonga FAL Paper 1	

- viii) The standard of the following marking guidelines could not be compared to previous years' marking guidelines:

Consumer Studies	English HL Paper 1
IsiXhosa FAL Paper 2	IsiZulu HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2

- ix) Some sections of the following marking guidelines did not assess the necessary skills, knowledge, attitudes and values as expected:

Dance Studies	IsiZulu HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Setswana FAL Paper 1	

1.3.5 Comparison of Compliance per Criterion and Levels of Moderation: November 2017 to November 2019

Table 1D compares the compliance rates, per criterion, over a period of three years i.e., November 2017, November 2018 and November 2019, at first moderation level.

Table 1D: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in 2017, 2018 and 2019

Criteria	November 2017 (% of question papers)	November 2018 (% of question papers)	November 2019 (% of question papers)
Technical details	45	53	45
Internal moderation	76	80	78
Content coverage	84	84	73
Cognitive skills	73	77	62
Text selection, types and quality of questions	47	39	50
Language and bias	72	58	64
Predictability	99	99	94
Conformity with question paper	66	53	68
Accuracy and reliability of marking guidelines	34	37	42
Overall impression	41	53	22

It is apparent from Table 1D that the compliance rates in the different criteria have fluctuated, with some having improved and some having declined. This could be attributed to a number of factors. The IEB should strive to investigate the causes in order to bring an overall improvement in the meeting of all the criteria when question papers are being developed.

The improvement rate in compliance with criteria such as text selection, types and quality of questions; language and bias; conformity with question paper; and accuracy and reliability of marking guidelines in the November 2019 IEB NSC examination, as compared to November 2018, is applauded. It indicates that the IEB made an effort to capacitate the examining panels, as directed in the November 2017 and 2018 NSC examination quality assurance of assessment reports. However, it is of concern that some criteria showed a decline, not only in comparison to the November 2018 examination but also in comparison to the November 2017 examination.

The following criteria: content coverage, cognitive skills, language and bias and predictability, and hence the overall impression, were rated the lowest rate in three years. A concerted effort must be made to improving these elements. Moreover, even though some improvement was evident in meeting the criteria for text selection, types and quality of questions, and accuracy and reliability in the marking guidelines, the compliance rates have consistently posed a challenge throughout the years, as shown in Table 1D.

Figure 1C highlights the number of question papers approved at each level of moderation.

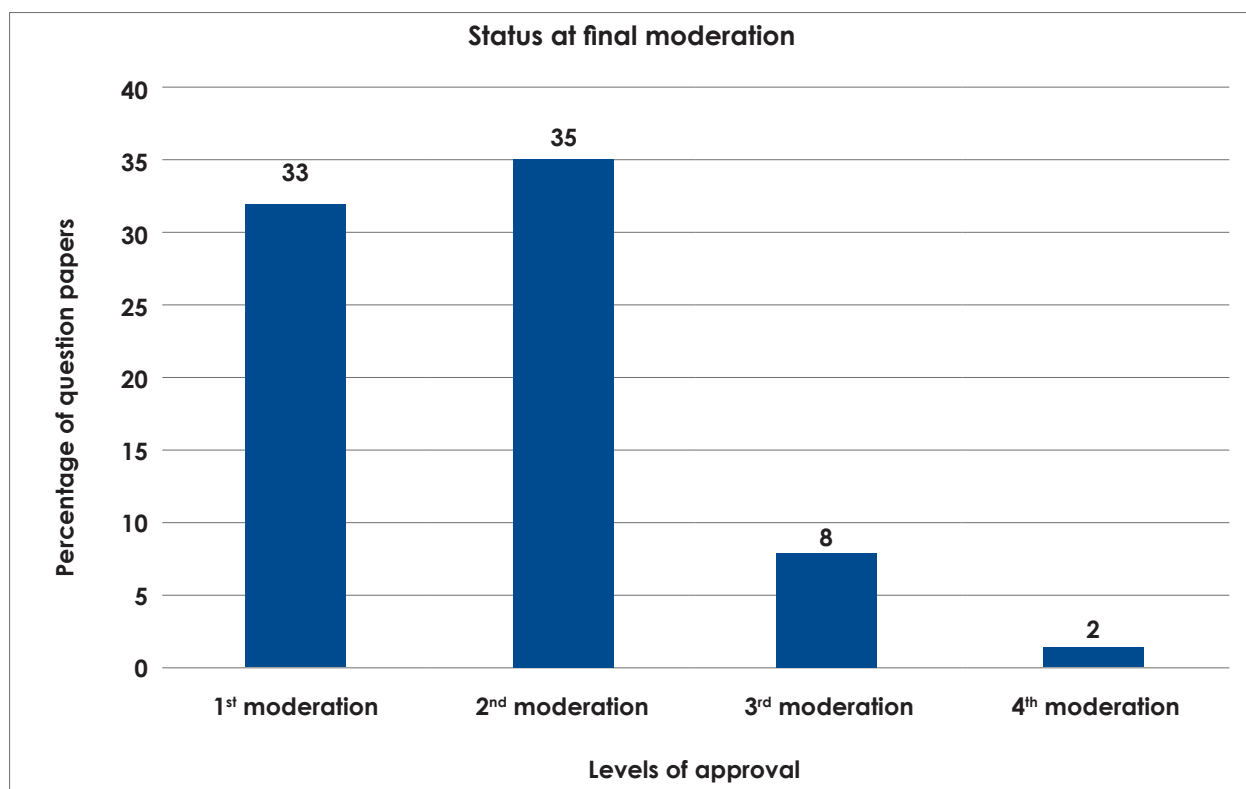


Figure 1C: Number of question papers at each moderation level

The fluctuation in the compliance rates with the various criteria can be qualified by the fact that the November 2019 IEB NSC examination question papers were mostly approved during the first three levels of moderation, as highlighted in Figure 1C, with the exception of two question papers—Physical Sciences Paper 2 and Technical Mathematics Paper 2—which were approved at the fourth level of moderation.

Table 1E shows the percentage of question papers approved at various levels of moderation in 2017, 2018 and 2019. It also illustrates the fluctuation of the approval rates.

Table 1E: Percentage of question papers approved at various levels of moderation in 2017, 2018 and 2019

Number of moderations	November 2017 (% of papers)	November 2018 (% of papers)	November 2019 (% of papers)
One	36.7	45.6	42.3
Two	54.4	43.0	44.9
Three	1.3	11.4	10.3
Four	1.3	-	2.6

It is disconcerting that there has been a decline, in terms of both the approval rates and the number of moderation levels that need to be carried out to ensure that question papers and their marking guidelines meet the required standards, as shown in Table 1E.

In 2017 and 2018, Umalusi directed the IEB to investigate challenges encountered in developing question papers that required more than two moderations. Although some of the challenges were addressed, the findings suggest that focus was put on certain question papers, as new issues emerged. For example, Physical Sciences Paper 2 and Technical Mathematics Paper 2 needed four moderation levels to be approved. Intensive support for the examining panels is critical, through workshops to provide the capacity for them to curb the many challenges encountered in setting various question papers.

1.4 Areas of Improvement

The following areas of improvement were identified during moderation of the November 2019 IEB NSC question papers and their marking guidelines:

- the IEB is commended for maintaining the percentage of question papers and marking guidelines approved at first moderation at above 40% for two consecutive years;
- Umalusi also noted the consistent performance of six question papers that were approved at first moderation level for three consecutive years, i.e., Engineering Graphics and Design Paper 1, Engineering Graphics and Design Paper 2, French SAL Paper 1, French SAL Paper 2, German SAL Paper 1 and German SAL Paper 2. It would be commendable if this practice could be replicated in most subjects; and
- an improvement in the compliance rate with text selection, types and quality of questions; predictability; conformity with question paper; and accuracy and reliability of marking guidelines criteria, which indicates that the intervention embarked upon is slowly having a positive impact.

1.5 Areas of Non-Compliance

Nonetheless, the following areas of under-performance need rigorous intervention:

- the decline in the compliance rate with the criteria for technical details; internal moderation; content coverage; cognitive skills; and predictability, all of which have an effect on all other criteria;
- there was no evidence on which to base an evaluation of the internal moderation of History Paper 1; and
- the internal moderation of the first versions of Physical Sciences Paper 1 and Visual Arts Paper 2 question papers were not included with the documents submitted for first moderation.

1.6 Directives for Compliance and Improvement

The IEB is required to:

- during training of moderators, emphasise the importance of understanding, and being compliant with, especially, those criteria that display lower levels of compliance. This was the case in November 2018 and the following still needs to improve:
 - o technical details;
 - o internal moderation;

- content coverage;
- cognitive skills; and
- predictability;
- ensure that all the required documents, including all internal moderation reports, are made available in the subject files submitted for external moderation.

1.7 Conclusion

The analysis of the moderation of the November 2019 question papers highlights not only areas of improvement but also areas of non-compliance that need intensive support. The report began with overall compliance and examined details that hindered compliance with each criterion. It is commendable that there were clear indications that the IEB considered the imperatives highlighted in the November 2018 NSC quality assurance of assessment report and used these as a benchmark for the improvement displayed in certain areas. However, the recurrence of low compliance with pertinent criteria, such as text selection, types and quality of questions; cognitive skills; accuracy and reliability of marking guidelines; and technical details, as was reported on in the 2017 and the 2018 QAA reports, remains of great concern. This chapter concludes with directives for compliance and improvement, which the IEB must address to overcome weaknesses before the next moderation cycle.

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT

2.1 Introduction

Umalusi, as part of its mandate, conducts moderation of school-based assessment (SBA) to ensure that assessment at centre/school level meets the required quality and standard as outlined in the assessment body's subject assessment guidelines (SAG). To this end, Umalusi moderated the SBA of centres/schools registered with the Independent Examinations Board (IEB) to verify the quality and standard of the assessment tasks administered and the internal moderation conducted.

2.2 Scope and Approach

In 2019 Umalusi conducted the moderation of SBA for the IEB on a sample of 10 subjects in 48 centres/schools indicated in Table 2A.

Table 2A: List of subjects verified per region

Region	Subject	Centre/School
Gauteng	Accounting	Saint (St) Catherine's School
		Shangri-La Academy
		Woodlands International College
		Waterstone College: Curro
Gauteng	Afrikaans First Additional Language (FAL)	St Dunstan's College
		St Dominic's Catholic School for Girls
		Le-Amen Education Centre
		The Kings School West Rand
Gauteng	Engineering Graphics and Design (EGD)	Bridgeway Christian High School
		Marist Brothers College - Linmeyer
		The Dolphin School
		HeronBridge College
		Maragon Ruimsig
		Maragon Mooikloof
		Curro Midrand
		Curro Hazeldean
		Curro Roodeplaat
		Gauteng
HeronBridge College		
Le-Amen Education Centre		
Pecanwood College		
Kings School West Rand		
Reddam House Bedfordview		
Redhill School		

Region	Subject	Centre/School
Gauteng (cont.)	Business Studies	Pinnacle College Kyalami St Dominic's Catholic School for Girls The Kings School Robin Hills Trinity House High School Ridgepark Tyger Valley College Deutsche Internationale Schule Sacred Heart College The Kings Court College Penryn College St Mary's School Waverly
KwaZulu Natal	English Home Language (HL)	Trinity House High School Ridgepark Maragon Ruimsig Kearsney College Durban Girls' College Hibberdene Academy Deutsche Schule, Hermannsburg
	History	Ashton International College Curro Embury College Curro Hillcrest Durban Girls' College St Dominic's College, Newcastle
	Visual Arts	Grace College
Western Cape	Life Sciences	Reddam House Constantia Ambleside School of Hout Bay Curro Private School Hermanus Curro Private School Sitari Curro Private School Durbanville Reddam House Somerset Lakes
	Mathematics	Bridge House Reddam House Atlantic Seaboard Reddam House Somerset Lakes

The subjects were moderated using the Umalusi SBA Moderation Instrument consisting of two parts, as highlighted in Table 2B.

The first part focused on the moderation of the teacher files (seven criteria) and the second part focused on the moderation of the learner files (three criteria).

Table 2B: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical criteria	Learner performance
Content coverage	Quality of marking
Quality of tasks	Internal moderation
Cognitive demand	
Marking tools	

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Adherence to policy	
Internal moderation	

2.3 Summary of Findings

The findings of the external moderation of SBA conducted on a sample of 10 subjects are summarised in this section.

2.3.1 Teacher Files

a) Technical Criteria

The large percentage of the moderated teacher files across subjects were neat and well organised and contained the required documents; the assessment tasks and marking guidelines. Most teachers used the programme of assessment outlined in the SAG. At one school it was found that the English HL teacher file contained documents that were not relevant to the 2019 submission criteria and this cluttered the file. The teacher did not include the programme of assessment in the file as well. In one Visual Arts teacher file, there was no evidence of the rank order mark sheets, as well as mark sheets indicating the mark conversions.

b) Content Coverage

The sampled subjects had, in the main, complied with the prescribed content. The learning activities were appropriate and the assessment tasks used the various forms of assessment as indicated in the SAG. In English HL, the moderated schools ensured that the assessment tasks comprehensively covered the content prescribed in the SAG. However, two schools did not comply with the IEB requirements regarding the format and content of the English HL Paper 1 preliminary examination, which deviated from what is prescribed in the IEB SAG. The mark allocation was also not aligned to the SAG.

c) Quality of Tasks

Most of the schools moderated presented good quality assessment tasks. One school administered interesting English HL assessment tasks that showed rigour for a Grade 12 learner. The teacher approached the narrative essay in Section 1 as the writing of the first chapter of a novel. This was creative and innovative. The structure of the task, instructions and guidance provided indicated the exerted effort in the planning and presentation of the task. In Geography, the practical case studies of Maboneng Precinct allowed learners to apply an integrated model of knowledge, skills and a range of competencies. However, another school administered two assessment tasks that took the format of a test and deprived learners of the opportunity to apply their skills.

d) Cognitive Demand

Umalusi observed that the Mathematics Paper 1 lacked high-order questions in the June examinations question paper in the large percentage of the moderated schools. In Life Sciences, a design grid indicating the cognitive demand of each item accompanied all assessment tasks, except in the case study, where one school had no design grid. In another instance, one other school developed a Life Sciences Paper 2 preliminary examinations design grid that did not correspond with the SAG requirements. The design grid indicated an imbalance in the cognitive

weightings of the questions. The majority of History assessment tasks, particularly the preparatory examinations, were common tasks set by the cluster. The tasks were found to be of good quality, challenging and creative. The cognitive demand of the tasks reflected the full range of cognitive levels.

e) Marking Tools

A large percentage of the moderated schools had included neat and comprehensive marking guidelines that facilitated successful marking, however, Umalusi noted minimal policy deviations in some subjects. In History, the moderated schools used the rubric prescribed in the IEB History assessment document. The assessment rubric for the Visual Arts practical work was simplified, but the descriptors for level of achievement were not utilised during the cluster moderation.

In Afrikaans FAL, only one school used inappropriate terminology such as Learning Outcomes and Assessment Standards when developing marking guidelines. This was also evident in Geography at another school, where the criteria used in the rubric were developed around Learning Outcomes and Assessment Standards.

f) Adherence to Policy

There was adherence to the SAG in the majority of the moderated subjects. Learners were assessed using the prescribed content relevant for Grade 12, across subjects. In Geography, a variety of tasks stipulated in the SAG were used to assess geographical skills and competencies. In English HL, the length of the comprehension text was not as per the requirement of 700–800 words, in the majority of the schools.

g) Internal Moderation

The internal moderation reports were evident in the majority of subject files, which indicated that the assessment tasks were internally moderated. However, in Visual Arts there was no evidence of internal moderation at school level. In Life Sciences, the regional moderator had done moderation of the tasks, but this was after the tasks had been administered to the learners. No regional moderation reports were found in the teachers' files.

2.3.2 Moderation of learner evidence of performance

a) Learner Performance

Learner performance varied across the moderated subjects. The Business Studies marks on the rank order list showed that learners performed at average and above average. It was evident that learners found the “creative and problem-solving” category in the higher-order thinking challenging, as they performed poorly in Paper 2. In the majority of the schools offering Geography there was consistency, with scores varying in a range above 60%–90%. In Visual Arts, learners struggled to write a good academic essay. The majority of Mathematics learners performed better in the investigation task and short items as compared to the tests and the June examination. In Accounting, based on the schools moderated, learners performed well in all the sections of the subject. The schools used the new clause contained in the revised SAG that permits educators to provide an additional (make-up) assessment in case the learners perform badly on a given, initial assessment task.

b) Quality of Marking

In English HL, teachers provided constructive feedback to learners on the tasks and/or the rubrics. For identified errors, learners received constructive written feedback. In Geography, marking guidelines were comprehensible and allowed for valid and reliable marking to take place. The marks allocated by the marker in a few tasks had a variance of one mark from those allocated by the regional and external moderator. The use of electronic mark sheets in Mathematics limited any mark discrepancies. The marks totals were accurate, as well as the conversion of marks to weighting and transfer of marks to the mark sheet.

c) Internal Moderation

There was evidence in the learners' work that internal moderation took place at the school and/or cluster level and at regional level in the majority of subjects. However, in EGD, inferring from the learner evidence, it was evident that no internal moderation took place at all but two schools in the sample. There was also no report or evidence of moderation in teachers' files of the EGD June examination Paper 1 at eight of the nine schools in the sample. The quality of the internal moderation in Life Sciences was poor as it was merely a re-ticking exercise rather than a re-marking exercise by the school/cluster moderator, since errors in the marking guidelines were not alluded to. In Life Sciences, internal moderation reports indicated that internal moderation took place at the school/cluster and region levels.

2.4 Areas of Improvement

There were no areas of improvement noted in 2019.

2.5 Areas of Non-Compliance

The IEB schools/centres must pay attention to the following areas of non-compliance:

- non-adherence to the IEB SAG (English HL) in two out of the six schools moderated; and
- the use of inappropriate terminology such as Learning Outcomes and Assessment Standards in the current assessment processes of Afrikaans FAL and Geography instead of using the new terminology in the SAG.

2.6 Directives for Compliance and Improvement

The IEB must provide support to all schools to ensure that the:

- Schools/centres fully adhere to the English HL SAG; and
- Schools/centres use the current SAG in Afrikaans FAL and Geography.

2.7 Conclusion

This chapter highlighted Umalusi's findings on the moderation of SBA conducted on a sample of teachers and learners' files sampled from selected schools. The administration and management of SBA was found to be generally of acceptable standard in a large number of moderated subjects.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

In keeping with the risk management based approach as an independent, objective, value-adding quality assurance process, Umalusi undertook the critical external audit evaluation of the state of readiness of the Independent Examinations Board (IEB) to conduct the November 2019 National Senior Certificate (NSC) examinations.

The audit focused specifically on risks related to the examinations. The main objectives of the verification were to:

- evaluate the level of preparedness of the IEB to conduct the November 2019 NSC examinations;
- track the progress made in addressing the directives for compliance and improvement issued after the November 2018 examinations;
- verify that the IEB had systems in place to ensure the integrity of the November 2019 NSC examinations; and
- report on any shortcomings identified during the evaluation and verification of the IEB systems.

The findings gathered from the audits are provided in detail under 3.3 of this report, with areas of improvement and non-compliance highlighted; and directives for compliance and improvement issued.

3.2 Scope and Approach

Umalusi audited the IEB on its readiness to administer the November 2019 NSC examinations on 13 September 2019.

Umalusi adopted a risk management-based approach in evaluating the level of preparedness of the assessment body to conduct the November 2019 NSC examinations. The intention was to timeously identify any potential risk that might compromise the delivery of a credible examination.

The following process was implemented:

Phase 1: Requirements and desktop evaluation

A. Documents to be submitted:

- annual management plans;
- improvement plans based on the directives for compliance and improvement issued at the end of the previous year's examinations; and
- progress reports submitted on a quarterly basis.

B. A desktop evaluation was conducted on:

- submitted self-evaluation reports; and
- progress reports submitted on a quarterly basis.

Phase 2: Risk analysis and feedback

Umalusi used the submitted documents to develop a risk profile of the IEB. The process informed Umalusi verification of the state of readiness of the IEB.

Phase 3: Perform evidence-based verification audits

This process was used to evaluate the systems and related evidence as outlined in the submitted reports and/or any other reports received from the IEB. Verification audit instruments were administered during the on-site verification visits and the findings were classified according to their potential impact on the forthcoming examinations.

The information set out in this report is limited to the findings from the audit conducted at the IEB. It is subject to the evidence and data provided by the IEB at the time of Umalusi visit and/or subsequent submissions.

3.3 Summary of Findings

The findings of the state of readiness audit of the IEB are detailed hereunder.

3.3.1 Management

Umalusi audited the state of readiness of the IEB. It was found that the IEB had sufficient financial and human resources to manage and conduct the November 2019 NSC examinations. The management had contingency plans to counter any possible unforeseen challenges that might impact negatively on the delivery of credible examinations.

3.3.2 Registration of Candidates and Centres

a) Candidate Registration

The registration of candidates for the November 2019 NSC examinations was concluded by 21 June 2019. The IEB accurately registered all candidates on the examination registration and resulting data system.

A total of 12 679 candidates were registered to write the November 2019 NSC examinations with the IEB. There was a slight increase in the number of full-time candidates, while a slight decrease was noted in the number of part-time candidates registered for the examinations as compared to November 2018. (Refer to Table 3A).

Table 3A provides a breakdown, per category, of the number of IEB-registered candidates for the November 2019 NSC examinations.

Table 3A: Number of candidates registered: November 2019 NSC examinations

	2018	2019	Variance
Full-time candidates	11 514	11 839	325
Part-time candidates	858	840	18
Total	12 429	12 679	343

The information available as at 3 June 2019 indicated that IEB had granted different types of accommodation (concessions) for the November 2019 examination cycle. The concessions would enable candidates with barriers to learning, to participate to their full potential in the examinations.

b) Registered Examination Centres

The IEB registration of institutions stipulate that all schools applying for registration with the IEB should be audited in order to determine the SOR to conduct the NSC examinations. By 21 June 2019, the IEB had audited all the nine newly registered centres to establish their state of readiness to conduct the NSC examinations for the first time in November 2019. It was found that all the nine centres were all suitable to conduct the November 2019 NSC examinations.

In 2019, the IEB had registered 255 full-time centres and six designated part-time centres to administer the November 2019 NSC examinations. In addition, the IEB had 14 registered examination centres to write the IEB set examinations outside the borders of South Africa as indicated in Table 3B, which provides the spread of registered examination centres across neighbouring countries.

Table 3B: Spread of examination centres outside South African borders

Country	No. of centres
Eswatini	6
Mozambique	1
Namibia	7
Total	14

3.3.3 School-Based Assessment (SBA)

The IEB had a system in place for the conduct and quality assurance of School Based Assessment (SBA). The IEB appointed and trained the regional moderators on the moderation of orals, practical subjects as well as school based assessment. The training focussed on the newly registered schools.

3.3.4 Printing, Packaging and Distribution

a) Printing and Packaging

The IEB employed a private service provider to print the November 2019 NSC examination question papers. Strict contractual obligations related to security protocols were captured in the contract between the IEB and the service provider entrusted with printing IEB 2019 examination materials. Additional security measures were put in place, by way of audio-visual/video cameras in the printing houses when printing was under way. The packaging of examination question papers was under constant 24-hour surveillance and was monitored very closely by the IEB.

b) Distribution

The IEB developed a distribution management plan, in accordance with the printing plan. It was noted that some IEB centres would be used as storage points for examination materials. In managing the distribution of examination materials, the IEB had stringent security measures in place for delivery and collection of question papers and answer scripts. The use of a unique designed electronic seals, smart bags and remotely located smart-locking keys, as well as software applications, for opening the sealed bags containing examination scripts before the start of the examination was in place. This was also the procedure in previous examination cycles.

These measures were to be controlled centrally, at the IEB head office. The opening and closing of the bags would be captured on camera. Should it be necessary, recordings may be played

back, under controlled conditions, to view the opening of the question paper bags and their sealing at the end of examination sessions.

3.3.5 Conduct of Examinations

The IEB developed a management plan for monitoring of the conduct of the November 2019 NSC examinations. It was noted that 12 permanent staff members, including assessment specialists and executive management, would take part in the physical monitoring of the conduct of the examinations. An additional nine contract workers were appointed as external monitors. As in 2018, the electronic monitoring device system, in the form of audio-visual/video cameras was used in 103 examination centres to monitor the writing of the examinations. While the IEB intended to use such electronic audio-visual monitoring across all its examination centres in 2019, at the time of the Umalusi visit the devices had been installed at only 225 of the 255 examination centres.

The security around the delivery of examination material to centres was strengthened. The IEB put measures in place to track and monitor delivery of consignments through installed electronic security devices. In maintaining its security of examination materials, the IEB continued with the use of smart-locking logic systems they used in 2018, to secure the question papers before the writing of the examination commence. The smart locking system logic was also used on the bags used for the storage of answer scripts after the writing of the examinations.

In enforcing its stringent examination measures, the IEB executive management appointed all principals of registered examination centres as chief invigilators. A prototype of the appointment letters was among the evidence verified during the verification audit. All appointed chief invigilators were afforded the necessary training in January 2019, during the Forum of Principals annual meeting. The training was meant to capacitate the chief invigilators, to effectively administer the November 2019 NSC examinations.

The IEB also hosted two invigilator training workshops, one in May and another one in September 2019. Umalusi monitored the final invigilators training session on 12 September 2019 and found that the training was well prepared and addressed the core regulations pertaining to the conduct, administration and management of the NSC examinations.

3.3.6 Audit of Appointment of Markers

The IEB had feasible plans in place, in accordance with IEB policy and criteria, to conduct the marking of the examination successfully. Marking personnel were appointed in line with IEB plans for marker recruitment, selection, appointment and training. The process for marker selection and appointments were concluded by mid-July and markers had been informed of their appointment in writing. The chief examiners and senior markers were to report to the marking centres on 5 December 2019 for planning and discussions. The other marking personnel would report for duty on 6 December 2019. According to the marking plan provided, all the marking would end on 12 December 2019.

Table 3C provides the numbers of different categories of marking personnel for the November 2019 NSC examination.

Table 3C: Marking personnel appointed for the IEB November 2019 NSC examinations

Marking centre/venue managers	1
Deputy marking centre/venue managers	2
Chief marker/examiner	79
Internal moderators	37
Markers/sub-examiners	2 500
Examination assistants/checkers	400
Data-capturing: double data capturers	32
Administrators	2
IT infrastructure and system support (for data-capturing at marking centre)	4

The training of marking personnel was scheduled for 6 December 2019.

3.3.7 Capturing of Marks

The IEB has been able to maintain and sustain its process for capturing examination and assessment marks, in preparation for the 2019 year-end examinations.

Umalusi noted the IEB policies and guidelines, as well as procedural documentation, in place for capturing candidates' marks. The IEB identified a centre as the venue for the capturing and verification of marks and will employ 32 staff to be entrusted with data capturing the examination marks. The capturing of marks will be concluded on 15 December 2019.

3.3.8 Management of Examination Irregularities

The IEB has a well-constituted Examinations Irregularities Committee (EIC), which comprised of seven committee members, representative of assessment specialists, executive management and one Umalusi nominated official.

To date, the IEB has a database of all examinations irregularities that occurred in the previous examination cycles.

3.4 Areas of Improvement

The following area of improvement was noted:

- Of the 255 examination venues, 225 were equipped with electronic audio-visual/video cameras to serve as additional monitoring devices, while in 2018 only 103 centres were equipped with such devices.

3.5 Areas of Non-Compliance

No areas of non-compliance that could impact on the delivery of credible November 2019 NSC examinations were identified.

3.6 Directives for Compliance and Improvement

Based on the findings of the state of readiness verification, no directives for compliance and improvement were issued to the IEB.

3.7 Conclusion

The findings from the IEB state of readiness audit confirmed that the IEB's level of preparation to conduct, administer and manage the November 2019 NSC examinations were at a notably advanced stage and in line with the planned deliverables for 2019. In view of the examination systems and the plans to mitigate potential risk which may occur prior and during writing and marking of the examination, the IEB was found ready to conduct, administer and manage the November 2019 NSC examinations.

CHAPTER 4 MONITORING OF THE WRITING AND MARKING OF EXAMINATIONS

4.1 Introduction

Umalusi monitors the conduct, administration and management of the national examinations in order to ensure delivery of a credible examination. The November examination cycle marks the final exit examination for candidates who are registered to write the National Senior Certificate (NSC) as managed by the Independent Examinations Board (IEB).

The November 2019 NSC examination cycle commenced with Computer Applications Technology Paper 2 (practical examination) on the 23 October 2019 and concluded with Music Paper 2 on 29 November 2019.

The marking was conducted from the 5 to 12 December 2019.

The findings gathered from the sampled examination centres and two marking centres monitored are outlined in two sections: the monitoring of the writing of the examinations; and the monitoring of the marking, with areas of improvement and non-compliance highlighted and directives for compliance and improvement issued.

4.2 Scope and Approach

The IEB conducted the November 2019 NSC examinations for 12 619 candidates registered at 227 examination centres. Table 4A and Table 4B below outline the details of registered candidates and centres.

Table 4A: Details of registered candidates

Full Time	Part Time	Total
11 816	803	12 619

Table 4B: Details of registered centres

Full time	Part Time	Distance Centres	Outside Borders of South Africa	Total
207	3	3	14	227

Umalusi selected and monitored a sample of 29 examination centres across the nine provinces and three centres outside the borders of South Africa. This is a slight increase of six centres monitored by Umalusi, compared to 26 centres monitored in 2018. Subsequently, Umalusi monitored two marking centres.

Annexure 4A provides information on the examination centres monitored by Umalusi during the November 2019 NSC examinations.

Umalusi evaluated the levels of compliance of centres on the conduct, administration and management of the examinations using the Instrument for Monitoring of the Examinations: Writing Phase to collect data from the centres visited. Umalusi adopted the following approach.

Umalusi adopted the following approach:

- data was collected using the monitoring of the writing instrument, comprised of seven critical criteria;
- data was collected through interviews with chief invigilators at the monitored centres;
- documentary evidence in the examination files available at the examination centres was verified; and
- observations made during monitoring were recorded and reported.

The findings are detailed in 4.3 hereunder, in a consolidated analysis of the reports from the monitoring of writing and of the marking centre.

4.3 Summary of Findings

The section that follows summarises the findings of the monitoring of writing and marking of the IEB November 2019 NSC examinations. Table 4C provides the percentage of compliance by examination centres, per province, on each criterion.

Table 4C: Summary of compliance (percentage) to criteria by provinces

Criterion	EC	FS	GP	KZN	LP	NC	NW	WC	Outside SA	Average
Preparation for the examination	100	97	95	98	100	96	100	100	98	98
Invigilators and their training	100	100	98	100	100	94	92	100	100	98
Preparations for writing	97	83	97	100	100	98	92	92	100	95
Time management and activities	100	81	95	98	92	99	85	96	97	94
Activities during writing	100	100	100	100	100	100	100	100	100	100
Packaging and transmission of scripts	97	95	94	100	100	99	90	95	100	97
Monitoring by assessment body	100	100	100	100	100	100	100	100	67	96
Average	99	94	97	99	99	98	94	98	95	97

4.3.1 Monitoring of the Writing of the Examination

Umalusi's findings were based on seven indicator-critical criteria, as per the monitoring tool for the writing of examinations.

a) Preparations for the examinations

It was reported that IEB audited nine out of 32 examination centres monitored by Umalusi. All candidates were appropriately registered. The examination centres visited were well equipped with adequate and suitable furniture and were conducive for the writing of examinations.

Appointed courier companies delivered the consignment of question papers fortnightly to the examination centres. The examination material at all centres was kept safe in safes and or strong rooms under lock and key until the day they were written. All examinations centres monitored complied fully with this criterion.

b) Invigilators and their training

Ninety-four percent of centred monitored complied fully with this criterion.

Thirty monitored examination centres had evidence of chief invigilator training and at one centre, evidence of training was not provided.

At 30 of the 32 monitored examination centres, chief invigilators appointed invigilators in writing. All 32 examination centres but one had evidence of invigilator training for either teachers or community members doing duty as invigilators. It was noted that at some centres with low enrolments the chief invigilators also performed the duties of relief invigilators, which is commendable.

All monitored examination centres but one were equipped with audio-visual cameras that enabled the IEB to monitor the conduct of the examination processes by viewing the proceedings via the audio-video camera control room at IEB head office.

c) Preparations for writing

All the monitored examination centres were 100% compliant with this criterion. The following findings regarding preparations for the writing of the examination were reported:

- all the centres had an examination file with all the relevant documents included in the file;
- all examination centres were spacious and equipped with suitable furniture and appropriate lighting, as well as ablution facilities that were in working condition;
- signposts leading to the examination venue were legible;
- candidates were seated according to the seating plans; and
- contingency plans were in place for the storage of cell phones.

Concessions were managed well and strict adherence to the regulation was observed where extra time was granted to the candidates writing the examination. Extra time granted to candidates varied from five to fifteen minutes. In cases where electronic readers or scribes were allocated to assist candidates with concessions, these candidates were accommodated in separate rooms.

d) Time management

All monitored examination centres managed the allocated time for the writing of examinations well. Chief invigilators and invigilators ensured that candidates were seated on time before the start of the examination sessions.

A slight delay was experienced at one centre because the electronic software application used to unlock the bag containing the question papers failed to unlock on time. The IEB telephonically instructed the chief invigilator to cut the bag open. The question papers were accessed and this did not affect the starting time. The occurrence was recorded and a situational report was completed and forwarded to the IEB head office.

e) Activities during the writing session

All the 32 examination centres were fully compliant with the writing session activities. No irregularities were reported at any of the sampled examination centres. The invigilators were vigilant and did

not engage in any other activities not related to the invigilation of the examination.

f) Packaging and transmission of examination scripts

The 32 examination centres monitored complied fully with this criterion.

The answer scripts of all candidates were collected from the candidates and packed in accordance with the prescripts for submission of answer books for marking.

The answer scripts were counted in secure areas, which were under constant camera surveillance. No authorised persons were allowed entry into the packing areas. The scripts were packed according to the sequence on the attendance registers; and the number of scripts in the packs corresponded with the number written on the wrappers.

Chief invigilators sealed the packs and placed them in lockable bags provided by the IEB. The electronically locked bags were placed in strong rooms and/or safes for collection by the appointed courier company.

It was noted that all monitored centres completed a daily occurrence information sheet, which forms part of the pack that goes with the scripts to the IEB.

g) Monitoring by the assessment body

All monitored centres except for one were equipped with audio-visual cameras that enabled live monitoring and recording of the activities taking place in the examination rooms. This initiative made it possible for the IEB to monitor a number of examination centres simultaneous. The one centre without the audio-visual camera was not monitored by IEB at the time of Umalusi visit.

4.3.2 Monitoring the Marking of the Examination

The monitoring of marking was based on the criteria determined by Umalusi and the findings are as reported below:

a) Preparations and planning for marking

Umalusi monitored two marking centres, which were housed in schools; both schools had sufficient and spacious classrooms and furniture. The IEB appointed two full-time, experienced employees to act as centre managers at the selected marking centres.

The centre managers had evidence of detailed management plans, lists of marking personnel and marking guidelines.

Chief examiners, deputy chief examiners, assessment specialists, senior sub-examiners and internal moderators reported at 11:00 on 5 December 2019 to prepare and plan for the smooth running of the marking process. The sub-examiners reported at 08:00 on 6 December 2019 and immediately undertook the scheduled training and standardisation of marking guidelines. Script controllers were also trained on the handling and controlling of the script movement.

The norm time was fixed at nine hours a day, including tea breaks and lunchtime.

b) Marking centre resources

The immediate surroundings at the monitored marking centres were clean with sufficient and spacious marking rooms as well as spacious control rooms.

Both marking centres had reliable photocopying facilities; however, centre managers were required to use personal cell phones and laptops for communication purposes. Costs incurred were to be reimbursed by the IEB.

Examiners living outside Gauteng were accommodated at Sunnyside Park Hotel and the Holiday Inn in Johannesburg. The IEB provided transport for the examiners to and from the marking centres. The IEB acquired the services of reputable catering companies to supply all marking personnel with hot and cold beverages and meals, including meals for persons with special dietary requirements.

c) Security measures provided

The security at both marking centres was visible and tight. Both centres were equipped with alarms and surveillance cameras in and around the buildings.

The security guards deployed at both marking centres were on 24-hour duty at the main gates and some were placed strategically at the marking rooms. Everyone who entered the centres was required to produce positive identification documents. The documents were scanned on entry and exit of the marking centre.

The senior sub-examiners exercised strict control over the scripts during the marking sessions. The scripts were kept in sealed boxes and had the names of the subjects clearly marked on the outside of the boxes before they were transported for the mark-capturing venue.

The IEB full-time staff members used unmarked vehicles to escort the trucks transporting the scripts to the mark-capturing venue.

d) Handling of irregularities

The IEB has a well-constituted Examination Irregularity Committee (EIC) in place. The committee is made up of the IEB assessment specialists and executive management as well as a representative from Umalusi.

Sub-examiners were trained on the procedures to be followed should an irregularity be detected. In case an irregularity is detected, the sub-examiners would notify the senior sub-examiners who, in turn, would notify the assessment specialists and, finally, the centre manager. The script(s) of the affected candidates would be marked in full and set aside for further investigation.

It was noted that no irregularities were detected or reported at the time Umalusi monitored both marking centres.

e) Monitoring by the assessment body

The IEB monitored the marking of examination scripts through appointed centre managers, who are permanent staff of the IEB.

4.4 Areas of Improvement

The following areas of improvement were observed:

- audio-visual cameras were installed in 242 examination centres as compared to 103 in 2018 and that enabled the IEB to monitor and view more examinations in progress from a central point.

4.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- the non-training of one chief invigilator;
- no training of invigilators at one centre; and
- one chief invigilator and invigilators at two centres were not appointed in writing

4.6 Directives for Compliance and Improvement

The IEB is required to ensure that all chief invigilators and invigilators are trained and appointed in writing for each examination cycle.

4.7 Conclusion

The findings of this report are based on a sample of 32 monitored IEB examination centres and two marking centres. It was found that all the monitored examination centres indicated high levels of compliance with the criteria for the writing phase of the examination. The IEB should address the area of non-compliance alluded to in this report. The marking centres monitored displayed a high level of compliance with the set criteria for the administration and management of marking.

CHAPTER 5 MARKING GUIDELINE DISCUSSIONS AND VERIFICATION OF MARKING

5.1 Introduction

The quality assurance of marking guideline meetings and the verification of marking are two of Umalusi's critical responsibilities. For the November 2019 National Senior Certificate (NSC) examinations, Umalusi deployed external moderators to evaluate the quality and standard of the standardisation of marking guidelines and the marking processes of the Independent Examinations Board (IEB). The external moderators were to ensure that the marking guidelines were of appropriate quality and standard and that the marking was fair, valid and reliable.

This chapter reports on the two processes: the marking guideline standardisation meetings and the verification of marking of the November 2019 NSC examinations.

The marking guideline discussions and verification of marking quality assurance processes were conducted at St John's College, St Stithians College, Roedean College and Holy Family College, from 5 December 2019 to 8 December 2019.

Umalusi attended the marking guideline discussions of 15 subjects, comprised of 25 question papers, sampled for verification of marking. The marking of scripts followed immediately after the marking guideline standardisation meetings.

This chapter reports, firstly, on the marking guideline discussions, followed by the verification of marking process.

5.2 Scope and Approach

5.2.1 Marking Guideline Discussions

Umalusi participated in the marking guideline discussions for the subjects listed in Table 5A.

Table 5A: List of subjects whose marking guideline meetings were verified by Umalusi

Subjects sampled			
1.	Accounting Paper 1 and Paper 2	9.	History Paper 1 and Paper 2
2.	Business Studies Paper 1 and Paper 2	10.	Information Technology Paper 1
3.	Computer Applications Technology Paper 1	11.	Life Sciences Paper 1 and Paper 2
4.	Dance Studies	12.	Mathematical Literacy Paper 1 and Paper 2
5.	Economics Paper 1	13.	Mathematics Paper 1 and Paper 2
6.	Engineering Graphics and Design Paper 1 and Paper 2	14.	Physical Sciences Paper 1 and Paper 2
7.	English Home Language Paper 1	15.	Sesotho First Additional Language (FAL) Paper 1 and Paper 2
8.	Geography Paper 1 and Paper 2		

In all cases, either the internal moderator or examiner chaired the IEB marking guideline discussions. The external moderator endorsed additional responses before ratification of the marking guideline documents. This section of the chapter reports on the marking guideline discussions for the 15 subjects, comprised of 25 question papers.

The evaluation of the marking guideline standardisation discussions was conducted using the Umalusi Instrument for the Evaluation of Marking Guideline Discussion Meetings. The instrument is made up of three parts: Part A consists of two criteria and three quality indicators; Part B has one criterion and 14 quality indicators; and Part C, two criteria and 10 quality indicators. The final requirement of Part C makes provision for external moderators to make concluding and reflective comments about the process. The criteria used for the evaluation of the marking guideline discussions are listed in Table 5B, and the number of quality indicators for each criterion is indicated in brackets.

Table 5B: Umalusi criteria for monitoring the marking guideline discussion meetings

Part A	Part B	Part C
Pre-marking guideline discussion meeting (1) ^a	Processes and procedures (14) ^a	Training at marking guideline discussion meeting (3) ^a
Preparation of chief markers and internal moderators (2) ^a		Quality of the final marking guideline (7) ^a
		Conclusions and reflections

^a Number of quality indicators

5.2.2 Verification of Marking

The on-site verification of marking for the IEB was conducted on 14 subjects comprised of 24 question papers. Information Technology Paper 1 was withdrawn from the sample immediately after the marking guideline discussion meeting because the external moderator took ill. The list of subjects and question papers sampled for verification for the November 2019 NSC examination is listed in Table 5A above.

Umalusi evaluated the levels of compliance of the IEB in the marking of the examination, using the Instrument for the Verification of Marking to collect data from the centres visited for the quality assurance of the marking process. The instrument is comprised of four criteria with a variable number of quality indicators, as presented in Table 5C.

- criterion 1: policy matters, comprised of four quality indicators;
- criterion 2: adherence to the marking guideline, comprised of four quality indicators;
- criterion 3: quality and standard of marking and internal moderation, comprised of four quality indicators and a variable number of sub-quality indicators; and
- criterion 4: candidates' performance.

Table 5C: Umalusi criteria for verification of marking

Criterion 1 Policy matters	Criterion 2 Adherence to the marking guideline (MG)	Criterion 3 Quality and standard of marking and internal moderation	Criterion 4 Candidates' performance
Notional marking time	MG used at the discussion meetings	Consistency in awarding of marks	Candidates' overall performance
Official appointment of markers	Evidence of changes made to the MG	Tolerance range	Question-specific performance
Issues regarding markers	Due process followed if changes were made	Internal moderation of marking	
Directives for compliance and improvement issued to assessment body	Adherence to MG by all personnel	Addition and transfer of marks	

5.3 Summary of Findings

5.3.1 Marking Guideline Discussions

Part A: Pre-marking guideline discussion meeting

a) Pre-marking Discussion Meetings

Reports submitted by the external moderators of the 15 subjects and 25 question papers revealed that pre-marking guideline discussions between the examiners, internal moderators and the external moderators were held for all 25 question papers for the 15 subjects sampled by Umalusi for verification of marking.

b) Preparation of Chief Markers and Internal Moderators

The 15 subjects sampled indicated that the examiners and internal moderators were well prepared for the marking guideline discussions. The marking was preceded by the marking of training scripts.

Part B: Processes and procedures

a) Attendance at the Marking Guideline Discussions

The process of standardising the marking guidelines of all the question papers was led by the internal moderators of the IEB. The meetings were also attended by the examiners.

b) Organisational and Logistical Arrangements

It was reported for the 25 sampled question papers that the IEB was well prepared organisationally and logistically. The appointed marking personnel arrived on time in all the sampled centres and, on arrival, logistics were found to be in order. The necessary printing of the marking guidelines for the sampled question papers had been completed and the marking guidelines were made available for discussions. The marking venues were conducive and configured appropriately for the marking process to take place.

c) Process and Procedure Followed During the Marking Guideline Discussions

The discussions for the 21 sampled question papers reflected that the processes and procedures were methodological and conducive to generating marking guidelines that would promote fair and consistent marking. The meetings clarified the roles and responsibilities of each role player.

The examiners, internal moderators and senior sub-examiners marked a certain number of scripts in preparation for the meetings. The intended purpose of the marking guideline discussions was to confirm the content and the responses in the marking guidelines, to improve and strengthen their reliability and efficacy.

d) Participation in the Marking Guideline Discussions

Umalusi noted that in all the meetings attended marking personnel contributed meaningfully to the marking guideline discussions.

e) Rigorous Discussion and Detailed Analysis of Questions and Responses

The process of analysis encouraged rigorous discussions that helped assess interpretative questions fairly and succeeded in eliciting alternative responses. However, for one question paper, Computer Applications Technology, it was noted that not all the questions in the paper were discussed in detail; the senior sub-examiners focused only on certain questions that they thought required clarification and, on the whole, the discussions lacked rigour. In addition, for Life Sciences Paper 1 and Paper 2 it was indicated that only the English version of the question paper was discussed; changes were made to the Afrikaans version of the marking guideline by the examiner and the senior sub-examiner responsible for the Afrikaans scripts after the discussions.

f) The Role of the External Moderator in the Marking Guideline Discussion

The external moderators played a significant role by contributing meaningfully to discussions; clarifying responses and how they should be assessed; taking decisions where there was dissent; and finally approving the marking guideline document. All question papers were affirmed as the question paper that was approved during the moderation process and that which candidates wrote. In addition, the approved marking guideline was that which was used at the pre-marking discussion by the examiners and internal moderators. In Computer Applications Technology, however, there was concern about the "re-phrased" question paper used for the examination of candidates with special concessions. Neither the moderator, the examiner nor the internal moderator approved the re-phrased question paper. The external moderator argued that "re-phrased question papers" could introduce nuances that might affect the cognitive levels of the questions and their responses. It was thus recommended that either the examiner, internal moderator or external moderator approve the adapted question paper.

g) Changes and Additions Made to the Marking Guideline During Discussions

The marking guidelines underwent some changes during the discussions for which clear motivations were provided. The external moderators approved the changes; however, for Mathematical Literacy Paper 2 it was indicated that the marking guideline was ratified the day after the discussion. This was done by engaging with the examiner and internal moderator because the discussions for Paper 1 and Paper 2 had taken place simultaneously. None of the changes made to the 25 question papers impacted on the cognitive levels of the responses required.

Part C: Training at marking guideline discussion meeting

The quality indicators for this criterion showed that provision was made for a training session at the marking guideline discussion meetings for all 15 subjects. This sample indicated that, generally, the quality of training was very good and this contributed to fair and valid marking. Finally, for all 15 subjects it was declared that the final marking guidelines would promote fair assessment of questions.

The discussion panels for all 15 subjects commended the internal moderators and examiners for their competence and efficiency in conducting the marking guideline discussions. For 14 subjects, since Information Technology was not included in the training) it was felt that the training process was very valuable for achieving consistency in marking.

5.3.2 Verification of Marking

This section uses Table 5C as a framework for analysis and discussion of the summarised findings for the verification of marking conducted for the 14 subjects and 24 question papers verified, as presented in Table 5A (excluding Information Technology Paper 1).

5.3.2.1 Criterion 1: Notional Marking Time and Policy Matters

The first criterion of the verification instrument requires that external moderators determine the ratio regarding the number of chief markers (examiners), internal moderators, deputy chief markers, senior markers (senior sub-examiners) and markers (sub-examiners), as well as the total number of scripts per subject. These are presented in Table 5D.

Table 5D: Statistics at levels of moderation and total number of scripts moderated

		Examiner	Internal moderator	Deputy chief examiner	Senior sub-examiner	Sub-examiners	Total number of scripts
1.	Accounting Paper 1	1	1	0	6	34	2 570
2.	Accounting Paper 2	1	1	0	7	39	2 570
3.	Business Studies Paper 1	1	1	0	10	62	4 902
4.	Business Studies Paper 2	1	1	0	8	68	4 902
5.	Computer Applications Technology Paper 1	1	1	0	5	29	1 777
6.	Dance Studies	1	1	0	0	0	55
7.	Economics Paper 1	1	1	0	3	16	564
8.	Engineering Graphics and Design Paper 1	1	1	0	3	22	1 352
9.	Engineering Graphics and Design Paper 2	1		0	3	22	1 352
10.	English Home Language (HL) Paper 1	1	1	0	13	113	11 068
11.	Geography Paper 1	1	1	0	12	83	4 270
12.	Geography Paper 2	1	1	0	4	24	4 270
13.	History Paper 1	1	1	0	7	48	3 619
14.	History Paper 2	1	1	0	9	59	3 679
15.	Life Sciences Paper 1	1	1	0	13	81	5 940
16.	Life Sciences Paper 2	1		0	9	79	5 940
17.	Mathematical Literacy Paper 1	1	1	0	5	39	4 930
18.	Mathematical Literacy Paper 2	1	1	0	9	74	5 286
19.	Mathematics Paper 1	1	1	0	13	98	8 097

		Examiner	Internal moderator	Deputy chief examiner	Senior sub-examiner	Sub-examiners	Total number of scripts
20.	Mathematics Paper 2	1	1	0	13	101	8 097
21.	Physical Sciences Paper 1	1	1	0	10	74	5 286
22.	Physical Sciences Paper 2	1	1	0	9	74	5 286
23.	Sesotho FAL Paper 1	1	1	0	0	7	67
24.	Sesotho FAL Paper 2	1	1	0	0	7	67

Table 5D shows that Engineering Graphics and Design Paper 1 and Paper 2 and Life Sciences Paper 1 and Paper 2 had just one internal moderator for both question papers. Of note, also, is that Dance Studies did not have senior sub-examiners and sub-markers for their 55 scripts—the examiner did the marking and the internal moderator, the moderation. Sesotho FAL Paper 1 and Paper 2 did not have any senior sub-examiners as there were only 67 candidate scripts.

Table 5E: Number of candidates for English and Afrikaans versions of the question paper

Subject	English version numbers	Afrikaans version numbers	Total
Life Sciences	5 652	288	5 940
History	3 619	60	3 679
Mathematical Literacy	4 934	352	5 286
Physical Sciences	4 934	352	5 286

The verification of the 14 subjects indicated that there was evidence that all markers were officially appointed. In addition, for the total number of subjects observed, there were no issues regarding sub-examiners' and/or markers' subject proficiency and consistency in marking. Although there were inconsistencies in marking at the start of marking, these were addressed as marking progressed. In 2018 the IEB was issued with directives for compliance whereby: the final marking guidelines were to be printed for markers; the IEB should establish set criteria regarding technical aspects such as pen colours and recording of marks, to facilitate the marking process; and to appoint more senior sub-examiners for English HL Paper 1. The three directives for compliance were addressed in 2019. However, the IEB did not comply with the directive that the final marking guidelines be printed for all makers before marking commences. This non-compliance was noted in English HL Paper 1.

5.3.2.2 Criterion 2: Adherence to the Marking Guideline

This criterion focuses on whether the marking guideline that was ratified by the external moderator was used for marking; whether additions or changes were made to the marking guideline and, if so, whether the appropriate process was followed; and whether the marking guideline was adhered to by all sub-examiners. The analysis showed that the 24 verified question papers were in full compliance with the four quality indicators. However, for English HL Paper 1 it was noted that the signed off/approved marking guideline was not printed for sub-examiners and instead, annotated versions were used.

5.3.2.3 Criterion 3: Quality and Standard of Marking and Internal Moderation

This criterion seeks to: ascertain consistency in mark allocations in accordance with the marking guidelines; to establish the tolerance range for each specific question paper and determine whether the marking of the sample scripts verified was within the tolerance range; and to comment on the quality of moderation across the levels.

a) Consistency in the Awarding of Marks

The 14 sampled subjects indicated that even though there were a varying number of inconsistencies at the initial stages of marking, overall these were addressed and consistency was attained in marking and awarding marks according to the marking guideline. The inconsistencies were observed in the following: Computer Applications Technology and Life Sciences (where inconsistencies were evident in the open-ended questions); and English HL Paper 1 (where it was noted that the summary question posed a problem). However, the markers were re-trained, and the problems were resolved.

b) Tolerance Range

Umalusi observed that in 14 question papers the tolerance range was determined and observed, while in the remaining 10 question papers this determinant was not set and not used. The tolerance range for the 14 subjects is shown in Table 5F, a presentation of candidate performance.

c) Internal Moderation of Marking

The quality indicator set to ascertain internal moderation showed that there were inconsistencies with meeting the policy requirement of 10% moderation. In Life Sciences Paper 1 and Paper 2 and Sesotho FAL it was shown that moderation by the internal moderator was below 10%. In addition, in Sesotho FAL it was indicated that the examiner had not done any moderation. Reasons were not provided. For the following question papers, however, it was noted that internal moderation at the three different levels was above 10%, ranging from 10% to 20%.

Accounting Paper 1 and Paper 2	English HL Paper 1
Engineering Graphics and Design Paper 1 and Paper 2	History Paper 1 and Paper 2
Life Sciences Paper 1 and Paper 2	Mathematics Paper 1 and Paper 2
Geography Paper 1 and Paper 2	

For the 24 question papers observed, the quality and standard of moderation at the three levels of moderation was noted as displaying overall consistency among the different levels of moderation. Marks were also accurately calculated for all question papers. However, the accuracy of the mark transfer could not be monitored for every paper. For example, in Computer Applications Technology it was stated that marks were not captured by the team of markers but were captured directly from the script into the system. Also, it was noted that the marks for English HL Paper 1 were not ready for capture onto scripts at the time of the verification.

Finally, for each of the 14 subjects' 24 question papers it was asserted that the marking process was fair, valid and reliable.

5.3.2.4 Criterion 4: Candidate Performance

This part of the instrument requires the external moderator to comment on candidates' performance with specific reference to questions in which candidates excelled and/or struggled, with an option to include a chart on the average mark per question. Table 5F below present a data about the sample subjects with regard candidates' performance, sample size, number of scripts and the tolerance range.

Table 5F: Comparative table for subjects verified

		No. of scripts	Sample	Tolerance range	Average performance	Number of distinctions	% Distinctions
1.	Accounting Paper 1	2 570	41	n/a	70	15	37
2.	Accounting Paper 2	2 570	48	n/a	58	3	7
3.	Business Studies Paper 1	4 902	10	n/a	81	5	50
4.	Business Studies Paper 2	4 902	10	n/a	70	1	10
5.	Computer Applications Technology Paper 1	1 777	41	n/a	53	1	2
6.	Dance Studies	55	11	n/a	67	4	36
7.	Economics Paper 1	564	25	3	46	3	12
8.	Engineering Graphics and Design Paper 1	1 352	16	6	63	2	13
9.	Engineering Graphics and Design Paper 2	1 352	16	6	56	1	6
10.	English HL Paper 1	1 106	20	3	54	2	10
11.	Geography Paper 1	4 270	40	3	60	4	10
12.	Geography Paper 2	4 270	26	3	64	4	15
13.	History Paper 1	3 619	10	4	62	4	40
14.	History Paper 2	3 679	10	4	74	2	20
15.	Life Sciences Paper 1	5 940	17	n/a	61	0	0
16.	Life Sciences Paper 2	5 940	17	n/a	57	0	0
17.	Mathematical Literacy Paper 1	4 930	10	4	63	3	30
18.	Mathematical Literacy Paper 2	5 286	34	0	54	0	0
19.	Mathematics Paper 1	8 097	15	3	56	2	13
20.	Mathematics Paper 2	8 097	15	3	54	2	13
21.	Physical Sciences Paper 1	5 286	22	0	52	5	23
22.	Physical Sciences Paper 2	5 286	34	0	54	1	3
23.	Sesotho FAL Paper 1	67	13	n/a	77	7	54
24.	Sesotho FAL Paper 2	67	7	n/a	73	1	16

The number of scripts verified ranged from seven (Sesotho FAL Paper 2) to 48 (Accounting Paper 2) and was dependent on the norm time.

Figure 5A represents the comparative average performance for the 14 selected subjects, calculated to the next whole number.

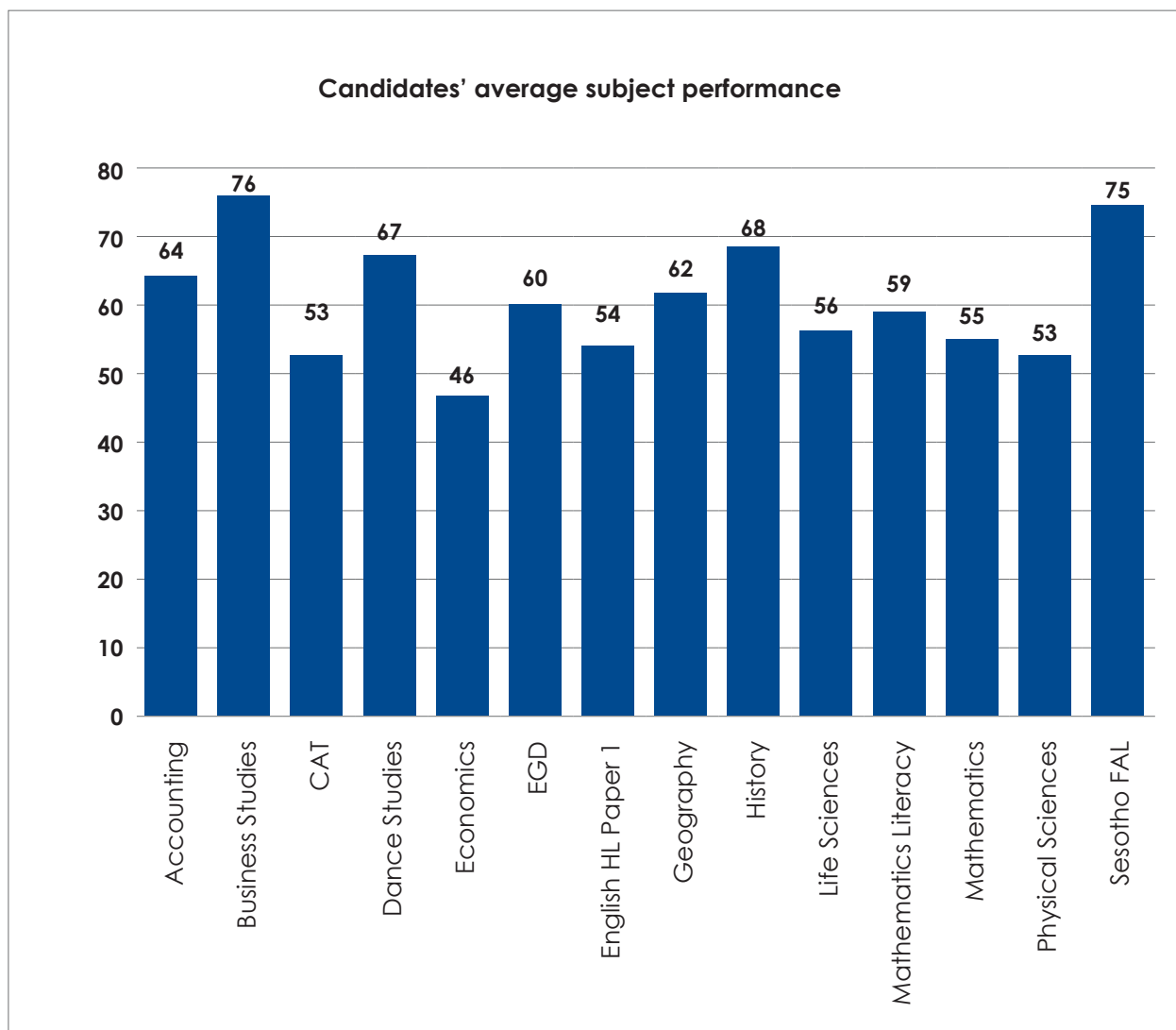


Figure 5A: Candidates' average performance per subject

Table 5F and Figure 5A clearly demonstrate that overall, candidates' performance ranged from satisfactory to very good.

- i. The best performing subject was Business Studies (76%) followed by Sesotho FAL (75%), and the worst performing subject was Economics (46%).
- ii. Good performance was observed in History (68%), Dance Studies (67%), Accounting (64%), Geography (62%) and Engineering Graphic and Design (60%).
- iii. Average performance was shown in Mathematical Literacy (59%), Life Sciences (56%), Mathematics (55%), English (54%), Physical Sciences (53%) and Computer Applications Technology (53%).
- iv. The least performed subject at 46% was Economics.

The following question papers performed well, with 100% pass rates (based on the sample verified).

Business Studies Paper 1 and Paper 2	Dance Studies	History Paper 2
Geography Paper 2	Life Sciences Paper 1	Sesotho FAL

- i. Sesotho FAL Paper 1 produced the highest number of distinctions (54%), followed by Business Studies Paper 1 (50%), History Paper 1 (40%), Accounting Paper 1 (37%) and Dance Studies (36%).
- ii. Life Sciences Paper 1 and Paper 2 and Mathematical Literacy Paper 2 did not produce any distinctions.

Generally, those candidates who fared well displayed excellent content knowledge and engaged robustly with middle-order and higher-order questions. Conversely, candidates who fared poorly struggled with subject-specific content knowledge and middle- to higher-order questions. The following comments were provided for the performance of some candidates.

- i. Accounting Paper: candidates performed well in this paper and the best performing question was on inventory valuation/control.
- ii. Business Studies Paper 1: candidates performed extremely well.
- iii. Business Studies Paper 2: even though candidates did not struggle with this paper, they did not earn more than 50% for creative problem solving, and the higher-order component of the rubric.
- iv. Computer Applications Technology: the best-answered question was that on knowledge and acronyms, and the worst, a question on network and internet technology.
- v. Economics Paper 1: unsatisfactory performance was attributed to candidates' inability to respond adequately to questions that required interpretation and application; candidates' lack of content knowledge and subject-specific concepts and terminology; and candidates' inability to understand relationships between concepts.
- vi. Dance Studies: it was stated that candidate performance was excellent and many candidates attained full marks across questions.
- vii. Engineering Graphics and Design Paper 1: while candidates did well in two of three sections assessed, they struggled with spatial visualisation. Paper 2 suggested that candidates who performed poorly generally displayed a lack of understanding of key, subject-specific concepts.
- viii. English HL Paper 1: a fair distribution of marks across cognitive levels, with marks ranging from excellent to poor, was declared. The Comprehension and Summary Writing sections were performed well but Poetry showed deterioration in performance over the past two years. In addition, performance in Visual Literacy was satisfactory; but in Grammar it was poor.
- ix. Geography Paper 1: candidates did very well in questions that required applying theoretical knowledge to real-life scenarios but struggled with questions on Climate, Weather and Geomorphology.
- x. Geography Paper 2: candidates performed well in the three sections assessed but showed best performance in the question on Atlas use, Map Orientation and Techniques.
- xi. History Paper 1 and Paper 2: although candidates generally performed well, they struggled with questions that required rich content knowledge and higher-order questions that required analysis and interpretation.
- xii. Life Sciences Paper 1 and Paper 2: very good performance was indicated in questions that required pairing columns. However, candidates found questions on calculations, application and higher-order questions challenging.
- xiii. Mathematical Literacy Paper 1 and Paper 2: a fair spread of marks was observed across the questions but a lack of knowledge in subject-specific concepts contributed to less satisfactory results.

- xiv. Mathematics Paper 1 and Paper 2: good performance in basic algebra and statistics, respectively, but candidates found higher-order questions challenging.
- xv. Physical Sciences Paper 1: while overall performance was satisfactory, the poorly performed questions were a result of poor analysis and application.
- xvi. Physical Sciences Paper 2: unsatisfactory performance across questions; candidates demonstrated inadequate content knowledge and struggled with questions that required explanations.
- xvii. Sesotho FAL Paper 1: good results across the questions as demonstrated, with candidates having performed exceptionally well in the Comprehension and Summary Writing questions.
- xviii. Sesotho Paper 2: there was poor performance in the Literature questions but performance in the Creative Writing component of the paper was exceptional.

Finally, the verification of marking instrument requires external moderators to provide informative comments for note by the examiner(s) and internal moderators. The following comments by external moderators of the 14 subjects were collected for relevancy and significance with regard to areas of improvement, areas of non-compliance and directives for compliance and improvement.

5.4 Areas of Improvement

The following areas of improvement were noted:

- moderation across the three levels exceeded the required 10% in Accounting, Engineering Graphics and Design, English HL, Geography, History, Life Sciences and Mathematics;
- the use of the pair-marking system, where the same question is marked by two markers independently before they arrive at a consensus mark (Business Studies Paper 1 and Paper 2) and the use of codes in marking (Business Studies Paper 2);
- constant interaction between moderators and markers contributed to significantly consistent marking in Engineering Graphics and Design;
- providing a full day's training and dividing six questions among three moderators contributed to fair and consistent marking in English HL; and
- double marking of extended writing and discourse essays contributed significantly to accurate and consistent marking in History.

5.5 Areas of Non-Compliance

The IEB is required to take note of and address the following areas of non-compliance:

- inaccurate allocation of ticks on the answer sheet and not awarding marks exactly as in the marking guideline (Accounting);
- a lack of differentiation in moderation across levels because different colour pens were not used (Business Studies Paper 1 and Paper 2);
- the finally approved marking guidelines were not printed for markers—instead, annotated marking guidelines were used (Life Sciences and English HL); and
- the appointment of a single moderator for two question papers in a single subject (Life Sciences).

5.6 Directives for Compliance and Improvement

The IEB must ensure that:

- moderation at different levels is differentiated by the use of different coloured pens; and
- signed off/approved marking guidelines are printed for all markers across the subjects.

5.7 Conclusion

Umalusi deployed external moderators for 15 selected subjects to the IEB marking centres for the November 2019 NSC examinations. There were 508 scripts in the sample, which were verified across the selected subjects.

As for the verification of marking conducted in 2019, the IEB is commended for the marking, which was found to be fair for most subjects. The internal moderators and examiners are also commended for their organisational skills, judicious moderation and ability to train markers for consistency and accuracy.

CHAPTER 6 STANDARDISATION AND RESULTING

6.1 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 be a function of the standard of question papers, quality of marking and many other related factors. It is for that reasons that examination results are standardised: to control their variability from one examination sitting to the next.

Section 17A (4) of the General and Further Education and Training Quality Assurance (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 and 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 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 are used to inform decisions. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

6.2 Scope and Approach

The Independent Examinations Board (IEB) presented 68 subjects for the November 2019 National Senior Certificate (NSC) examinations and three Advanced Programme subjects for standardisation. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

6.2.1 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 the IEB 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 sitting. Umalusi applies a principle of exclusion when calculating the historical average for such instructional offerings. Finally, Umalusi takes into account historical averages during the standardisation process.

6.2.2 Capturing of Marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. Umalusi also monitors the capturing of marks to establish whether the capturing was accurate and credible. The verification of the capturing of the NSC examination marks looks at, among others, management of the capturing system and verification of the systems, including security systems, for the examination.

6.2.3 Verification of Datasets and Standardisation Booklets

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

6.2.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the November 2019 NSC examinations were held on 19 and 20 December 2019. Umalusi was guided by many factors, including qualitative and quantitative information, in reaching its standardisation decisions. Qualitative inputs included evidence-based reports presented by the IEB, research findings from Umalusi's post-examination analyses of 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.

6.2.5 Post-Standardisation

Beyond standardisation meetings, the IEB submitted the final adjustments and candidates' resulting files for verification and eventual approval.

6.3 Summary of Findings

6.3.1 Standardisation and resulting

a) Development of historical averages

The historical averages for NSC examinations were developed using the previous five examination sittings. To this end, the IEB submitted the historical averages for verification, in accordance with the Umalusi management plan. Since the IEB had introduced new subjects in 2019—Technical Mathematics, Technical Sciences and Electrical technology: Power Systems—an interim, or fictitious, norm was used. Where outliers were found, the historical average was calculated excluding data from the outlying examination sittings. Table 6A reflects the subjects with outliers for the November 2019 NSC examinations.

Table 6A: Subjects with outliers

Subject Code	Subject	Outlying Year
13352594	Tamil Second Additional Language	201611

b) Capturing of marks

The capturing of marks took place in line with the IEB management plan and the procedural manual on capturing. The data-capturers had been trained to use the system and the training manual was provided as evidence of such training. The data-capturers signed a declaration of confidentiality agreement before starting the capturing process.

The IEB employed a double-capturing method to verify the accuracy of the captured marks. The first capture is performed by permanent staff and the second by the contract data-capturers. The IEB's electronic examination management system had built-in mechanisms/measures to ensure that the captured marks were verified before they could be processed and submitted to Umalusi

for standardisation purposes. The system is designed to ensure that a user cannot capture and verify what s/he has captured.

The capturing facility had 24-hour security surveillance; and was equipped with an alarm system as well as a standby generator to mitigate possible power failures.

c) Electronic datasets and standardisation booklets

In preparation for the standardisation processes, Umalusi and the IEB verified its systems 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 IEB participated in all processes to ensure the correct resulting of candidates.

The submitted standardisation datasets and electronic booklets for the November 2019 NSC examinations conformed to the requirements, as spelled out in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

6.3.2 Pre-standardisation and standardisation

The qualitative input reports, i.e., the IEB evidence-based report, reports by the post-examination analysis teams and external moderators as well as standardisation principles, the norm and previous adjustments were used to determine the adjustments per subject.

6.3.3 Standardisation decisions

The qualitative reports produced by external moderators, monitors, post-examination analysis of question papers—including intervention reports presented by the assessment bodies—and the principles of standardisation informed decisions. Tables 6B and 6C summarise the standardisation decisions taken.

Table 6B: List of standardisation decisions for the November 2019 NSC

Description	Total
Number of subjects presented	64
Raw marks	52
Adjusted (mainly upwards)	4
Adjusted (downwards)	8
Unstandardised	0
Number of subjects standardised:	64

Table 6C: List of standardisation decisions for the Advanced Programmes

Description	Total
Number of subjects presented	3
Raw marks	2
Adjusted (mainly upwards)	1
Adjusted (downwards)	0
Unstandardised	0
Number of subjects standardised:	3

6.3.4 Post-Standardisation

The adjustments, statistical moderation and resulting files were submitted and approved on first submission.

6.4 Areas of Improvement

The following areas of good practice were observed:

- the IEB submitted all the qualitative input reports as required;
- the IEB presented standardisation booklets free from error;
- the levels of compliance in capturing examination marks were high;
- the adjustments, statistical moderation and resulting files were submitted and approved on first submission; and
- the IEB participated in dry run activities until statistical moderation.

6.5 Areas of Non-Compliance

None

6.6 Directives for Compliance and Improvement

No directives.

6.7 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 IEB proposals corresponded with those of Umalusi, a clear indication of a maturing examination system.

CHAPTER 7 CERTIFICATION

7.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001), as amended, for the certification of candidate achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The responsibilities of Umalusi are, furthermore, defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of candidate achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere 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).

The quality assurance processes instituted by Umalusi in terms of certification ensure that the qualification awarded to a candidate complies with all the requirements for the qualification as stipulated in the regulations. The Independent Examinations Board (IEB) is required to submit all candidate achievements to Umalusi, the quality council, to quality assure, verify and check the results before a certificate may be issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done to ensure that the correct results are released to candidates, that all results are approved by Umalusi before release and that the certification of the achievements are in accordance with the approved results.

This chapter focuses on the overall certification processes and the compliance of the IEB with the directives for certification, as specified in the regulations for certification.

7.2 Scope and Approach

The period covered in this report is 1 December 2018 to 30 November 2019. All requests for certification received during this period that were finalised, including feedback from Umalusi to the assessment body, is addressed. The main examination covered in this report is the November 2018 NSC examination.

Certification of candidate achievements cannot be pinned to a single period in the year as it is a continuous process with certificates issued throughout the year. The bulk of the certification usually happens within three months of the release of the results. Throughout the year certificates are requested, either as first issues, duplicates, replacements due to a change in status, or re-issues.

To ensure that the data for certification is 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 and a specific type of certificate.

This chapter focuses on the shortfalls in compliance with certification directives by the assessment body; and how this can affect quality assurance processes and the certification of candidate achievements.

In addition, this chapter includes statistics on the number of requests, in the form of datasets, received, with an indication of the percentage of rejected applications resulting from non-compliance with the directives. The number and types of certificates issued over this period is also provided.

While processing requests for certification during the period of reporting, a number of findings were made. These are highlighted and expanded on. They should not be regarded as a comprehensive list of findings but should be seen as key points that need to be addressed.

7.3 Summary of Findings

Every examination cycle starts with the registration of candidates for the academic year. This must be done according to an approved qualification structure that lists the required subjects, subject components, pass percentages, combinations of subjects and the like. The specification of the qualifications is a very important aspect because it lays the foundation for a credible qualification.

Therefore the first aspects to focus on are the submission of subject structures for approval; and alignment of the IT systems. Any changes in the subject structures and/or new subjects must be applied for, at least 18 months in advance, to Umalusi. With the submission of subject structures, the IEB must ensure that the structures are correctly registered for the new examination cycle and are aligned with that of Umalusi.

Two submissions of registration data are required, the first three months after registration and the final dataset at the end of October. The first is regarded as a preliminary registration while the second as the final set of registrations. The first submission of candidate registration data was received; however, the final datasets were not submitted by the IEB or requested by Umalusi.

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

The registration of candidates is processed through an online registration system. Independent schools access the online registration platform using a username (user id) and a password. A preliminary electronic schedule of entries is generated and submitted to the schools for verification. Any changes that need to be effected are referred to the assessment body, the IEB, to perform at their offices.

Immigrant candidates were registered in Grade 9, on submission of all relevant supporting documentation. Concessions for candidates with learning difficulties were also processed and managed in a satisfactory manner.

After the IEB has conducted the end-of-year examination, all raw marks must be submitted to Umalusi for standardisation, statistical moderation and the resulting of the candidates' achievements. Umalusi must approve all candidate records before the results are released by the IEB. The approval of results follows, only after several quality assurance processes.

The general principles that must be adhered to are that all results must be approved before release; and the request for certification must have been submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, marks cannot be corrected by submitting mop-up datasets. A re-issue must be requested to correct marks on any certificate already issued.

The IEB adhered to this procedure. The datasets for certification, together with the declaration forms as required by Umalusi, were submitted within three months and the resulting of the 2018 cohort of candidates was completed without any problems.

Figure 7A summarises the certificates issued for the period 1 December 2018 to 30 November 2019 by the IEB. Table 7A reflects datasets and transactions received during the period.

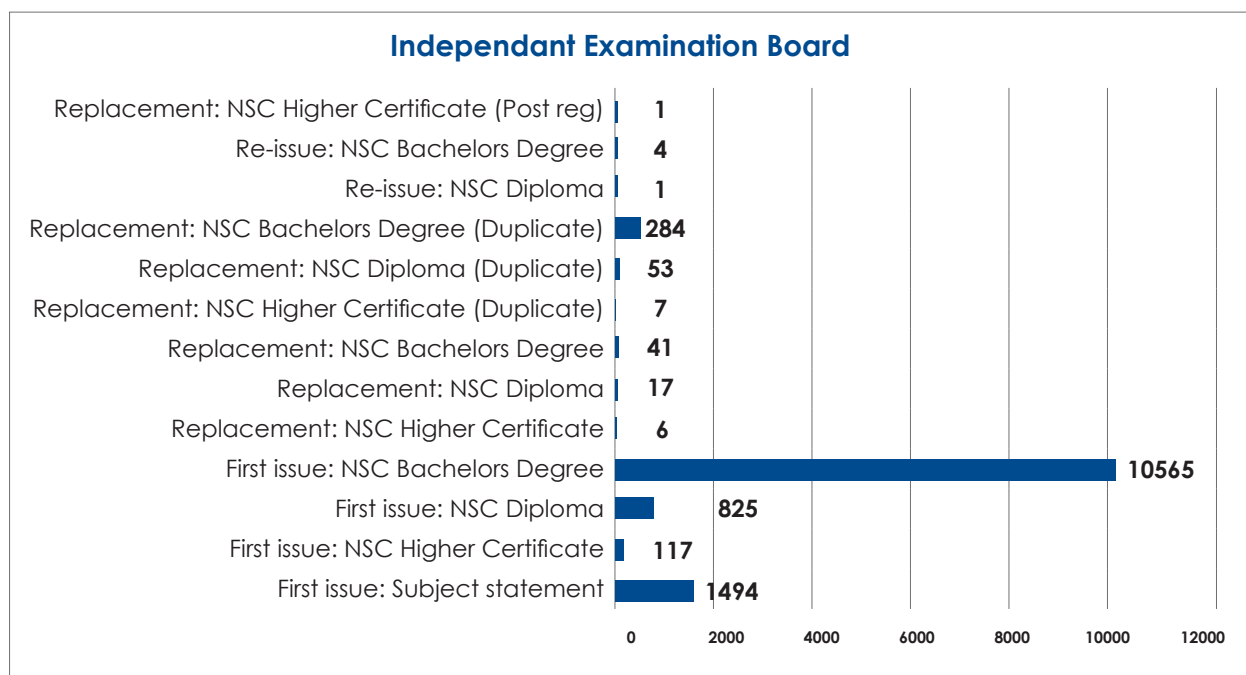


Figure 7A: Certificates issued during the period 1 December 2018 to 30 November 2019.

Table 7A: Number datasets and transactions received during the period 1 December 2018 to 30 November 2019.

Qualification	Number of datasets	Number datasets rejected	Percentage accepted	Number records submitted	Number records accepted	Percentage accepted	Number rejected
National Senior Certificate	335	320	95.5	13 715	13 483	98.3	232
Senior Certificate	85	81	95.3	265	173	65.3	91

7.4 Areas of Improvement

The following improvement was noted:

- The IEB has adapted and aligned its processes to Umalusi's quality assurance processes and submitted the requests for certification accordingly.

7.5 Areas of Non-Compliance

In general, the IEB complied in most areas of the certification directives and should, therefore, be commended for striving for excellence in administering and managing certification matters. However, there were areas of non-compliance that have been flagged for attention and improvement, as noted in the following directives.

7.6 Directives for Compliance and Improvement

The IEB must:

- ensure that the second and final set of registration data is submitted to Umalusi at the end of October, after finalisation of the entries. This submission will confirm that all registrations have been verified and correctly captured on the system; and
- continuously ensure that all candidate records are approved by Umalusi prior to extracting certification datasets to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates were involved in a re-mark or where marks have changed.

7.7 Conclusion

The IEB, a private assessment body, was compliant and executed the directives for certification. The candidates enrolled for the NSC through the IEB were resulted and certified without any problems. The IEB fulfilled its role in respect of certification in an exemplary fashion.

ANNEXURE 4A: EXAMINATION AND MARKING CENTRES MONITORED

No.	Province	Examination Centre	Date	Subject written on the day of the visit
1.	Eastern Cape	Advance for Life Christian Academy	26/22/ 2019	Mathematical Literacy Paper 2
2.	Eastern Cape	Merrifield Prep School and College	04 /11/2019	Physical Sciences Paper 1
3.	Eastern Cape	Theodor Herzl High School	30/10/ 2019	Business Studies Paper 1
4.	Free State	Harmony Bridging School	04/11/2019	Physical Sciences Paper 1
5.	Free State	Notre Dame St Peter's School	26/11/2019	Mathematical Literacy Paper 1
6.	Gauteng	Bridgeway Christian School	21/11/2019	Mathematical Literacy Paper 1
7.	Gauteng	Calvary Christian School	25/11/ 2019	Life Sciences Paper 2
8.	Gauteng	Christian Brothers College Boksburg	21/11/2019	Mathematical Literacy Paper 2
9.	Gauteng	Curro Aurora	28/10/2019	Economics Paper 1
10.	Gauteng	Hyde Park High School	07 /11/ 2019	English Home Language (HL) Paper 2
11.	Gauteng	Midstream College	15/11/2019	Mathematics Paper 1
12.	Gauteng	PLG Mellow Oaks Academy	21/11/2019	Physical Sciences Paper 1
13.	Gauteng	Reddford House Blue Hills	31/10/ 2019	Afrikaans First Additional Language (FAL) Paper 1
14.	Gauteng	Reddford House Northcliff	07/11/2019	English HL Paper 1
15.	Gauteng	St Catherine's Dominican Convent	28/11/ 2019	English HL Paper 2
16.	Gauteng	St Mary's School	20/11/2019	History Paper 2
17.	Gauteng	The King's School West Rand	25/11/ 2019	Life Sciences Paper 2
18.	KwaZulu-Natal	Clifton College	29/10/2019	Information Technology Paper 2
19.	KwaZulu-Natal	Crawford College La Lucia	13/11/ 2019	Geography Paper 1
20.	KwaZulu-Natal	Crawford College North Coast	28/11/2019	English HL Paper 2
21.	KwaZulu-Natal	Domino Servite School	21/11/2019	Physical Sciences Paper 2
22.	Limpopo	Project for the Establishment of Primary and Pre-Primary Schools (Pepps) College Polokwane	25/11/2019	Life Sciences Paper 2
23.	Northern Cape	Christian Brothers College (St Patrick's CBC)	29/11/ 2019	Information Technology Paper 2
24.	Northern Cape	Orania CVO Skool	23/10/ 2019	Computer Applications Technology Paper 2
25.	North West	Hartbeespoort Academy	30/10/2019	Business Studies Paper 1
26.	North West	Kitsong High School	21/11/ 2019	Physical Sciences Paper 2
27.	North West	St Michael's School	31/10/2019	Afrikaans FAL Paper 1
28.	Western Cape	Curro Sitari	31/10/2019	Afrikaans FAL Paper 1
29.	Western Cape	Reddam House Silver Lakes	07 /11/2019	English HL Paper 1

No.	Country	Examination Centre	Date	Subject written on the day of the visit
1.	Eswatini	Enjabulweni Independent School	20/11/2019	History Paper 2
2.	Eswatini	Ka Zakhali Private School	20/11//2019	History Paper 2
3.	Namibia	WAPS	21/11/2019	Physical Sciences Paper 2

No.	Province	Marking Centre	Date
1	Gauteng	Roedean School	11/12/2019
2	Gauteng	St John's College	11/12/2019

ANNEXURE 4B: DETAILS OF AREAS OF NON-COMPLIANCE

Criteria	Nature of non-compliance	Centre implicated
Invigilators and their training	No training attended by chief invigilator	1. Hyde Park High School
	No training attended by invigilator	1. Ka Zakhali Private School
	Invigilators were not appointed in writing	1. Redford House Blue Hills 2. Ka Zakhali Private School

37 General Van Ryneveld Street, Persequor Technopark, Pretoria, 0121
Tel: +27 (12) 349 1510 | Fax: +27 (12) 349 1511 | Email: info@umalusi.org.za

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