QUALITY ASSURANCE OF THE JUNE 2019 SENIOR CERTIFICATE (AMENDED) EXAMINATION OF THE DEPARTMENT OF BASIC EDUCATION

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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EXECUTIVE SUMMARY

The General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008) mandates Umalusi to conduct quality assurance of assessment practices for all registered and accredited assessment bodies, including the Department of Basic Education (DBE) and its provincial education departments (PED), at all exit points.

Umalusi, as part of its mandate to ensure credibility in assessment of the June 2019 National Senior Certificate (NSC) and Senior Certificate (amended) (SC (a)), conducted the following quality assurance processes:

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

Umalusi Council uses the findings of all these processes to pronounce on whether it is justified to ratify and approve the release of the results of the June 2019 SC (a) examination.

A total of 133 question papers were moderated and approved by Umalusi for the June 2019 NSC and SC (a) examinations. It was pleasing to note that 97% of these question papers were approved at first and second moderation. A marginal improvement of 0.2% in the number of question papers approved at first moderation was noted, compared to the same period in 2018. The DBE is commended for the continuous improvement evident in the quality of question papers set for the various examinations. Notwithstanding the noted improvements, there remain challenges with some criteria whose compliance has been rated low for the last three SC (a) examinations, namely technical details; text selection, type and quality of questions; and accuracy and reliability of the marking guidelines.

Monitoring the conduct of examinations was carried out across the nine PED. More than 350 000 candidates registered to write the June 2019 national examinations; and of that total, 191 691 registered for the SC (a). Umalusi monitored a sample of 112 of the 6 581 examination centres across the nine PED.

The findings revealed pockets of challenges, particularly in relation to invigilation. Notable inconsistencies included failure to provide written proof of appointment of invigilators. Further, thorough verification of candidates' identification was in some cases compromised and there was evidence of imposters having gained access to the examination rooms. Nonetheless, the vigilance of invigilators helped to prevent the fraudulent activity from spreading.

Though time was managed very well during this examination, there were concerns raised regarding delays in the starting time of writing sessions at some centres. Many technical irregularities were noted, mainly because of the high attendance of unregistered candidates who could not be

accounted for on the computerised mark sheets. This challenge was experienced largely in Gauteng.

Also of note was a lack of evidence confirming that monitoring had taken place, across centres, by the DBE at national level, the province and the districts, in the selected centres Umalusi monitored.

Generally, the activities during the writing were managed satisfactorily and the examination centres demonstrated their commitment to improving standards in a number of critical areas.

Umalusi participated in the marking guideline discussions hosted by the DBE to ensure the standardisation of marking across PED. Their purpose is to revise and amend the original marking guidelines for improved consistency of marking across provinces and to determine appropriate tolerance ranges for the marking of candidates' scripts. These discussions indeed resulted in improved marking across all PED. Despite efforts by the DBE to comply with policy prescripts, pockets of non-compliance were, however, noted, especially regarding the requisite number of scripts made available for pre-marking by the internal moderators and chief markers.

The report on the monitoring of marking centres was overwhelmingly positive, especially taking into account the number of centres monitored. The DBE had established 35 marking centres and Umalusi monitored 10 of these centres, between 23 June and 5 July 2019.

From the findings gathered, it was clear that the planning at the marking centres visited and the marking process were managed fairly well. A comprehensive marking manual, which contained all required marking information and reporting forms, had been developed across the centres and was used at the marking centres. Of high significance was adherence to the management plans that the PED had compiled. Furthermore, well-organised training sessions for marking personnel prior to the start of the marking process provided the necessary attention.

There was, however, still evidence of inconsistencies in the management of access control at the different marking centres. This continues to be highlighted as an area for improvement that the DBE must address.

In view of the improvements noted in the planning to host marking sessions and the suitability of resources provided by the marking centres, the hope is expressed that where there are challenges, the DBE, together with the PED, will address these.

The marking was, to a great extent, in line with the signed-off marking guidelines. Accuracy in marking can be ascribed to the determination of, and adherence to, tolerance ranges. However, marking that requires the use of rubrics remains a challenge that requires serious intervention.

A total of 35 subjects for the June 2019 SC (a) examination were presented to Umalusi for statistical moderation by the DBE. The decisions were informed by the norm; the decisions of 201506, 201606, 201706 and 201806; the pairs analysis; and internal and external moderator reports. Raw marks were accepted in 28 of the 35 subjects, with seven subjects adjusted upwards. It was of great concern to note that absenteeism was extremely high for most subjects, averaging at least 50% – with Computer Applications Technology (CAT) leading, at 93%. A continuing high failure rate, as high as 90% in most subjects, was also of much concern.

The reports on the quality assurance processes conducted by Umalusi for the June 2019 NSC and SC (a) examinations indicated that the examinations were conducted in a credible manner, with just a few areas of non-compliance. These require attention in order to improve the system.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
CCTV	Closed Circuit Television
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Eastern Cape
FAL	First Additional Language
FS	Free State (Province)
GENFETQA	General and Further Education and Training Quality Assurance
GDE	Gauteng Department of Education
GP	Gauteng (Province)
HL	Home Language
KZN	KwaZulu-Natal (Province)
LP	Limpopo (Province)
MEO	Multiple Examination Opportunity
MP	Mpumalanga (Province)
NC	Northern Cape (Province)
NSC	National Senior Certificate
NQF	National Qualifications Framework
NW	North West (Province)
OHS	Occupational Health and Safety
PED	Provincial Education Department/s
PEIC	Provincial Examination Irregularities Committees
QI	Quality Indicator
QAA	Quality Assurance of Assessment
SAIC	School Assessment Irregularities Committee
SAL	Second Additional Language
SC (a)	Senior Certificate (amended)
SOP	Standard Operating Procedure
Umalusi	Council for Quality Assurance in General and Further Education and Training
WC	Western Cape (Province)
WCED	Western Cape Education Department

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CHAPTER 1
MODERATION OF QUESTION PAPERS

1.1 Introduction

The Department of Basic Education (DBE) is responsible for the development and internal moderation of question papers for the National Senior Certificate (NSC) and Senior Certificate (amended) (SC (a)) examinations. Umalusi, on the other hand, conducts external moderation of these question papers to ensure that they are of the appropriate standard in their adherence to the prescripts of the various policies. Therefore, the main aim of this moderation process is to ascertain the fairness, validity and reliability of the question papers, as guided by the curriculum and assessment policy statement (CAPS) and other related documents, such as the examination guidelines.

This chapter reports on the findings of the moderation process of the DBE NSC and SC (a) June 2019 examination question papers and their marking guidelines, based on the first moderation sessions. The entire report is summarised under a) areas of compliance; and b) non-compliance; with a concluding section on directives for compliance and improvement to combat the identified shortcomings and thereby bring about improvement.

1.2 Scope and Approach

Umalusi moderated and approved 133 NSC and SC (a) June 2019 question papers and their marking guidelines, using Umalusi criteria.

For a question paper and its marking guideline to be approved, both must be fully compliant with all 11 criteria prescribed for moderating both the question paper and marking guideline. Each of the 11 criteria is divided into a variable number of quality indicators, as denoted by the numbers in parenthesis for each criterion in Table 1A below. The moderation of question papers considers seven criteria, while marking guidelines must satisfy three criteria.

The final criterion applies to both question papers and marking guidelines.

If both meet all criteria, they are approved; if not, the set must be submitted for subsequent moderations until they do meet the criteria, beyond doubt.

Table 1A: Criteria used for moderation of 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 (14)ᵃ	8	Development (3)ᵃ	11	General impression (6)a and general remarks
2	Internal moderation (4)ᵃ	9	Conformity with question paper (3)ᵃ		
3	Content coverage (5)ᵃ	10	Accuracy and reliability of marking guideline (12)ᵃ		
4	Text selection, type & quality of questions (22)ᵃ				
5	Cognitive skills (5)ᵃ				
6	Language bias (8)ᵃ				
7	Predictability (3)ᵃ				

ᵃ Number of quality indicators

Each question paper and its marking guideline are mapped against each quality indicator to ascertain the degree to which they comply with a specific criterion. The question papers and their marking guidelines are expected to be perfect, or near perfect, at the time of submission for first moderation. By considering the number of quality indicators with which a question paper or a marking guideline complies or does not comply, the external moderators provide, through the moderation reports, a general overview. The overview, reported below each criterion, indicates the extent to which the question paper and/or the marking guideline comply with each criterion. Any question paper and marking guideline that does not comply with the Umalusi criteria must be resubmitted to Umalusi for another moderation. This process is repeated until all criteria are fully met; thus question papers and marking guidelines may be moderated more than once.

1.3 Summary of Findings

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

1.3.1 Status of question papers at the end of first moderation

It is desirable that all question papers be approved by Umalusi at first moderation. This can be taken as an indication of the system's stability, meaning all those that are involved in the process of question paper development are concomitantly interpreting the policies and the examination guidelines. Sixty of the 133 question papers (see Figure 1A) were approved at first moderation while 66 question papers were conditionally approved. Seven question papers, namely, Economics Paper 1, Economics Paper 2, Geography Paper 1 backup, Mathematical Literacy Paper 1, Mathematics Paper 1, Technical Mathematics Paper 1 and Sepedi First Additional Language (FAL) Paper 1, were not approved (rejected). All the 73 question papers which were not approved at first moderation were resubmitted for further moderation until they met all the criteria.

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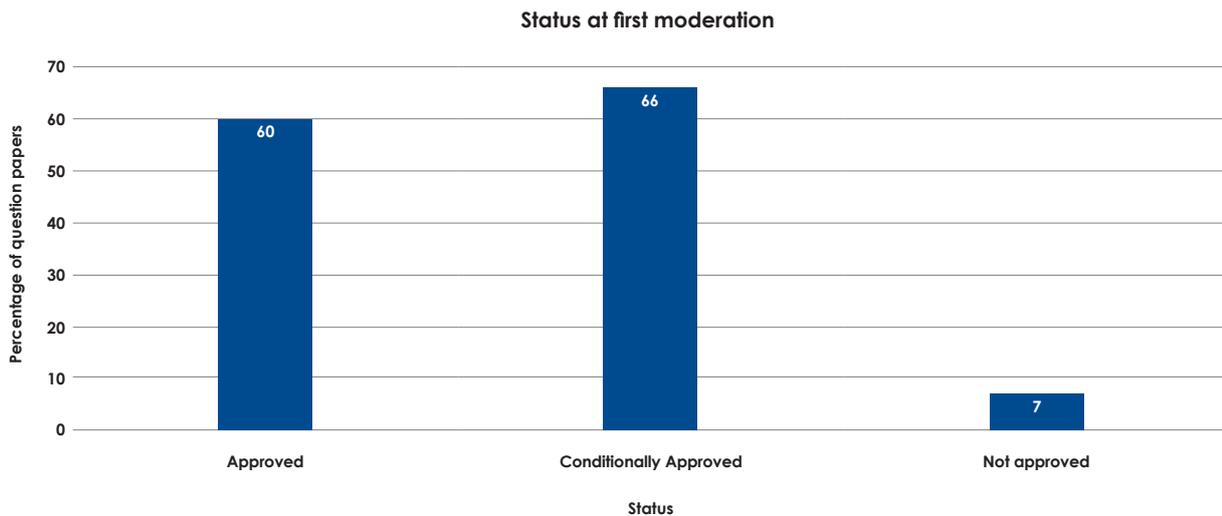
Figure 1A: Status of question papers after first moderation

In the next section of the chapter, aspects, areas and factors that contributed to non-approval of the 73 question papers at first moderation are discussed in detail; the assessment body will therefore be made aware of specific areas and subjects (question papers) that need to be attended to immediately for improvement.

1.3.2 Overall compliance per question paper

An analysis of the moderation reports to assess the levels of overall compliance in the DBE question papers and their marking guidelines is shown in Figure 1B. The overall compliance levels were calculated by combining all the criteria considered.
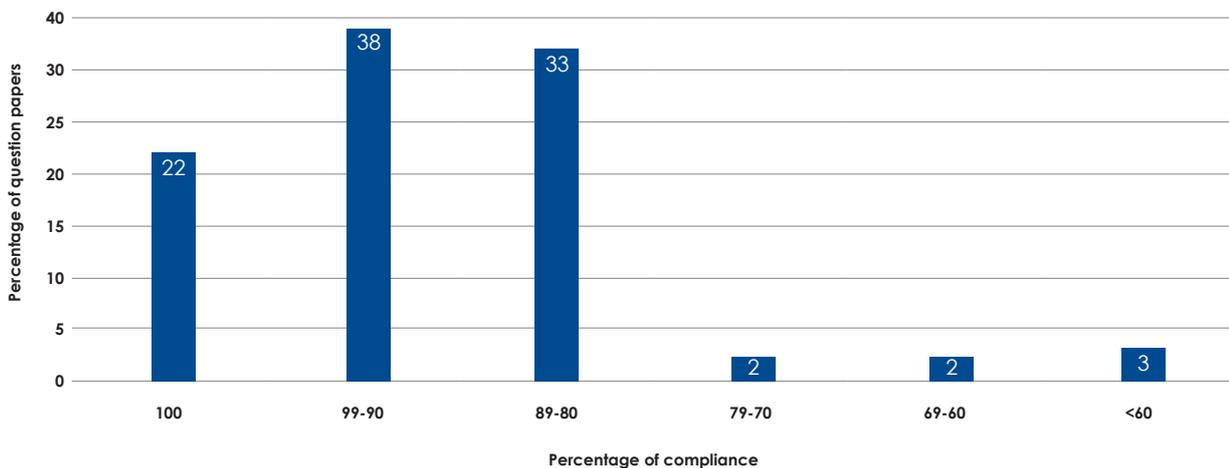
Figure 1B: Percentage overall compliance of question papers and marking guidelines at first moderation

The compliance rate of 93% for the June 2019 SC (a) and NSC question papers was 80% and above, as opposed to 95% in 2018 at first moderation. The following question papers were less than 80% compliant overall:

| Economics Paper 2 | IsiXhosa Home Language (HL) Paper 3 | Technical Mathematics Paper 2 |
| Geography Paper 1 backup | Sepedi HL Paper 2 | IsiZulu FAL Paper 3 |

A comparison between June 2018 and June 2019 shows overall compliance in varying degrees. In 2018, more question papers (44%) had an overall compliance of 100%; whereas in 2019, the compliance rate was 22%. The overall compliance rate of between 90% and 99% was 24% in 2018, compared to 38% in 2019, showing an acute improvement. In 2018, 27% of the question papers had an overall compliance level of 80% – 89%, while in 2019, 33% of the question papers complied at that rate. Compliance rates below 80% were comprised of around 7% of the question papers (see Table 1B).

Table 1B: Percentage of overall compliance of question papers and marking guidelines at first moderation in June 2018 and June 2019

Compliance (%)	June 2018 (% of papers)	June 2019 (% of papers)
100	44	22
90-99	24	38
80-89	27	33
70-79	3	2
60-69	2	2
< 60	-	3

1.3.3 Compliance per criterion

Table 1C shows the compliance rate per criterion. The low percentage in terms of overall compliance, as indicated in Figure 1B, is relative to the varied compliance rates in each criterion.

Table 1C: Percentage compliance per criterion 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	48	50	2	0
Internal moderation	76	19	5	0
Content coverage	92	8	0	0
Text selection, types and quality of questions	35	59	6	0
Cognitive skills	68	29	3	0
Language and bias	64	35	1	0
Predictability	87	12	1	0
Development of marking guidelines	88	8	2	2
Conformity with question paper	67	25	6	2
Accuracy and reliability of marking guidelines	38	57	3	2
Overall impression and general remarks	27	60	11	2

In the June 2019 examinations, the highest compliance rate was observed with respect to content coverage, development of marking guidelines and predictability, as was the case in 2018. The

lowest compliance observed was in relation to the quality of questions and the accuracy and reliability of the marking guidelines. This seems to be a developing trend as the same proportions were observed in 2018. As much as the quality of questions and the accuracy and reliability of the marking guidelines, as well as the overall impression and general remarks, were of the lowest compliance; there was, generally, an improvement observed in 2019 compared to the 2018 findings of the moderation process. This upward trajectory indicates that the system is slowly starting to stabilise.

The following section details examples of non-compliance for each of the criteria, as outlined in the report template.

a) Technical details

Technical details had the fourth lowest percentage (48%) of question paper compliance at first moderation. Economics Paper 1 and Tshivenda HL Paper 3 showed limited compliance with respect to this criterion.

Some of the technical details that were not fulfilled at first moderation included:

i. Certain supporting documentation, such as the analysis grid, was not presented in IsiXhosa HL Paper 3 and Tourism.

ii. Full history in terms of drafts and/or internal moderators' comments during the development and moderation of the question papers not being presented in Economics Paper 1 and Mathematical Literacy Paper 1.

iii. Relevant details, such as time allocation, name of the subject, number of pages and instructions to candidates, were not evident in:

IsiZulu FAL Paper 1	Economics Paper 1	Electrical Technology: Power Systems
SiSwati HL Paper 2	Afrikaans HL Paper 1	Mathematical Literacy Paper 1
Xitsonga FAL Paper 3		

iv. Some of the instructions were unclear or ambiguous in:

Design Paper 1	Economics Paper 1	Economics Paper 2
English FAL Paper 2	Electrical Technology: Digital Electronics	IsiZulu FAL Paper 3
IsiXhosa FAL Paper 3	Electrical Technology: Electronics	Life Sciences Paper 1
Music Paper 1	Information Technology Paper 2	Life Sciences Paper 2
Music Paper 2	IsiNdebele FAL Paper 1	Sepedi HL Paper 2
IsiXhosa HL Paper 3	Setswana HL Paper 2	Sepedi HL Paper 3
Tshivenda HL Paper 1	Afrikaans FAL Paper 3 backup	

v. The layout of the question papers was cluttered and/or not reader-friendly in:

Afrikaans FAL Paper 2	Afrikaans FAL Paper 3	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans HL Paper 3	Dramatic Arts
Economics Paper 1	Music Paper 1	Music Paper 2

Technical Mathematics Paper 2	Visual Arts Paper 1	

vi. The numbering of some of the questions was incorrect in the following question papers:

Afrikaans HL Paper 1	Agricultural Sciences Paper 1	Design Paper 1
English FAL Paper 2	Geography Paper 1 backup	IsiZulu FAL Paper 2
Music Paper 2		

vii. The page numbering in IsiZulu FAL Paper 2 was inconsistent.

viii. The headers and footers in the following question papers were inconsistent or did not adhere to the required format:

Afrikaans FAL Paper 2	Agricultural Management Practices
Afrikaans FAL Paper 1	Agricultural Technology
Dramatic Arts	Civil Technology: Construction
Geography Paper 2	Civil Technology: Civil Services
IsiXhosa HL Paper 3	Civil Technology: Woodworking
Sesotho FAL Paper 1	Electrical Technology: Digital Electronics
Sesotho FAL Paper 2	Electrical Technology: Electronics
Sesotho FAL Paper 3	Electrical Technology: Power Systems
Xitsonga FAL Paper 1	Music Paper 1

ix. Instances of inconsistent fonts were evident in:

Electrical Technology: Digital Electronics	Agricultural Technology
Electrical Technology: Electronics	Economics Paper 2
Technical Mathematics Paper 1	Economics Paper 1
Technical Mathematics Paper 2	

x. There were cases where the mark allocations in Afrikaans Second Additional Language (SAL) Paper 2 were missing.

xi. In Electrical Technology: Digital Electronics and Mathematics Paper 2, some of the questions would have made it impossible for the candidates to complete the paper in the allotted time.

xii. Mismatches were noted in marks allocated in the question paper, as opposed to those allotted in the marking guideline, in:

Afrikaans FAL Paper 1	Afrikaans HL Paper 2
Agricultural Sciences Paper 1	Computer Applications Technology (CAT) Paper 2
IsiXhosa HL Paper 3	Electrical Technology: Electronics
Sesotho HL Paper 2	Electrical Technology: Digital Electronics
Technical Mathematics Paper 2	Physical Sciences Paper 2

xiii. Inappropriate, unclear, not error-free, not print-ready diagrams, graphs or tables, etc. were highlighted in the following question papers:

Agricultural Sciences Paper 1	Afrikaans FAL Paper 1	Dramatic Arts
Agricultural Sciences Paper 2	Afrikaans FAL Paper 2	Economics Paper 1
Agricultural Technology	Afrikaans FAL Paper 3	English FAL Paper 1
Engineering Graphics and Design Paper 1	Afrikaans HL Paper 2	English HL Paper 1
Engineering Graphics and Design Paper 2	Geography Paper 1	IsiXhosa HL Paper 3
Electrical Technology: Digital Electronics	Life Sciences Paper 1	IsiZulu SAL Paper 1
Electrical Technology: Electronics	Sepedi HL Paper 1	Economics Paper 1
Electrical Technology: Power Systems	Sepedi HL Paper 3	
English FAL Paper 1 backup	Tshivenda HL Paper 1	
Mathematical Literacy Paper 1	Tshivenda HL Paper 3	
Mathematical Literacy Paper 2	Tshivenda FAL Paper 3	
Physical Sciences Paper 1	Geography Paper 2	
Technical Mathematics Paper 1	Mathematics Paper 1	
Technical Mathematics Paper 2		

xiv. Non-adherence to the format requirements as stipulated in the examination guidelines was noted in the question papers for Mathematical Literacy Paper 1 and Sesotho FAL Paper 1.

b) Internal moderation

Approximately 76% of the question papers for the June 2019 examinations were compliant in all respects with the internal moderation processes.

The question papers which were not fully compliant with this criterion were accounted for in the following concerns:

i. The internal moderators' reports of some levels of internal moderation were not presented for external moderation in Geography Paper 2; Mathematical Literacy Paper 1 and Mathematics Paper 1.

ii. There was little evidence that internal moderation was conducted in Geography Paper 1 backup; IsiXhosa HL Paper 3; Sesotho FAL Paper 1 and Sesotho FAL Paper 2.

iii. In some instances the quality, standard and relevance of input from internal moderators was questionable in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 2	Civil Technology: Civil Services	Economics Paper 1
Business Studies	Civil Technology: Construction	Economics Paper 2
English HL Paper 3	Civil Technology: Woodworking	Mathematics Paper 1
IsiXhosa HL Paper 3	Geography Paper 1 backup	Visual Arts Paper 1
English FAL Paper 2	Mathematical Literacy Paper 2	Sesotho FAL Paper 3
Music Paper 1	Technical Mathematics Paper 1	Afrikaans FAL Paper 3 backup
Music Paper 2	Technical Mathematics Paper 2	

iv. In some cases there was no evidence that the internal moderators' recommendations were addressed, in the following question papers:

Economics Paper 1	Economics Paper 2	IsiXhosa HL Paper 3
Mathematics Paper 1	Setswana HL Paper 1	Setswana HL Paper 2

c) Content coverage

Ninety-two percent of the question papers were compliant in all aspects of content coverage. This high level of compliance could be attributed to the design of the CAPS and the examination guidelines, which state categorically and clearly the specific content and the weightings of the different components of the content to be examined for each subject. However, the following challenges were still identified in these question papers:

i.   Disproportionate coverage of the sub-skills/topics as per the prescripts of the CAPS and the examination guidelines in:

Economics Paper 1	Economics Paper 2	Geography Paper 1 backup
Sepedi HL Paper 1	Sepedi HL Paper 2	Sesotho FAL Paper 1
Technical Mathematics Paper 2		

ii. The inclusion or exclusion of some questions to cover the broad scope of the CAPS:

Physical Sciences Paper 2	Technical Mathematics Paper 1	Sesotho HL Paper 2
Religion Studies Paper 1	Technical Mathematics Paper 2	Sepedi HL Paper 2

iii. Some questions in the following question papers were deemed outdated:

Economics Paper 2	Sesotho HL Paper 2	Technical Mathematics Paper 2

d) Text selection, types and quality of questions

Pertaining to the quality of questions, which forms the crux of each question paper, only 35% of the 133 question papers were fully compliant with all the quality indicators associated with the text selection, type and quality of questions. Some of the challenges encountered include:

i.   Insufficient variety of question types in Geography Paper 1, Music Paper 1, Music Paper 2, Tourism and Xitsonga HL Paper 3.

ii. Limited opportunities to allow candidates' creativity in their responses were noted in:

Economics Paper 1	Economics Paper 2	Geography Paper 1
Geography Paper 2	IsiNdebele FAL Paper 1	IsiXhosa HL Paper 3
IsiZulu FAL Paper 3	IsiZulu SAL Paper 1	Sesotho HL Paper 2
Tourism	Visual Arts Paper 1	Technical Mathematics Paper 2

iii. Lack of correlation between mark allocation, level of difficulty and time allocation was noted in the following question papers:

Dramatic Arts	Civil Technology: Construction
Life Sciences Paper 1	Civil Technology: Civil Services
Life Sciences Paper 2	Civil Technology: Woodworking

IsiZulu SAL Paper 1	Geography Paper 2
Economics Paper 1	Tourism
Economics Paper 2	SiSwati HL Paper 2
English HL Paper 2	Electrical Technology: Digital Electronics
Sesotho HL Paper 1	Information Technology Paper 1
Sepedi HL Paper 2	Geography Paper 1 backup
Sesotho HL Paper 2	Mathematical Literacy Paper 1
Technical Mathematics Paper 1	Mathematical Literacy Paper 2
Technical Mathematics Paper 2	

iv. Some of the source materials used for IsiNdebele FAL Paper 1 and Tourism were not subject specific.

v. Some of the source materials selected in Music Paper 2 and Tourism were either too lengthy or too short for the purpose.

vi. Some of the source materials were not functional or they were deemed irrelevant or inappropriate in the following question papers:

Afrikaans FAL Paper 3	Afrikaans HL Paper 1	Afrikaans SAL Paper 2
English HL Paper 2	English HL Paper 3	Geography Paper 1
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	Life Sciences Paper 1
Life Sciences Paper 2	Sepedi HL Paper 1	Sepedi HL Paper 2
Sesotho FAL Paper 3	Setswana HL Paper 3	Tourism
Afrikaans FAL Paper 3 backup		

vii. The complexity of the language in some of the source materials of the next set of question papers was not appropriate for Grade 12 candidates:

Afrikaans FAL Paper 2	Afrikaans SAL Paper 2	IsiZulu FAL Paper 1
IsiZulu SAL Paper 1	Mathematical Literacy Paper 2	

viii. Some of the source materials used in the following question papers did not allow for the testing of certain skills: English HL Paper 2; Geography Paper 1 backup; IsiXhosa HL Paper 3; Tshivenda FAL Paper 2 and Xitsonga FAL Paper 1.

ix. Some of the source materials in English HL Paper 1 and Tshivenda FAL Paper 2 did not allow examiners to generate questions across all cognitive levels.

x. Some questions in the following question papers were not related to what is pertinent in the subject:

English HL Paper 2	Geography Paper 1 backup	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	Sepedi HL Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1	Sesotho HL Paper 2

xi. Some of the questions in the following question papers were unclear in that they contained vaguely defined problems, ambiguous wording, irrelevant information or unintentional clues:

Afrikaans HL Paper 1	Afrikaans FAL Paper 1	Dramatic Arts

Afrikaans HL Paper 2	Afrikaans FAL Paper 2	Business Studies
Consumer Studies	Afrikaans HL Paper 3	Design Paper 1
Economics Paper 1	Afrikaans SAL Paper 2	History Paper 1
Economics Paper 2	CAT Paper 2	History Paper 2
English FAL Paper 2	Electrical Technology: Electronics	Music Paper 1
English HL Paper 3	English SAL Paper 1	Music Paper 2
IsiXhosa HL Paper 3	Geography Paper 1 backup	SiSwati HL Paper 2
IsiZulu HL Paper 2	Information Technology Paper 2	SiSwati HL Paper 3
IsiZulu FAL Paper 3	IsiZulu FAL Paper 2	Visual Arts Paper 1
Life Sciences Paper 1	Life Sciences Paper 2	Setswana HL Paper 1
Sepedi FAL Paper 1	Mathematical Literacy Paper 1	Setswana HL Paper 2
Sepedi HL Paper 2	Mathematical Literacy Paper 2	Tshivenda FAL Paper 1
Sesotho FAL Paper 2	IsiNdebele FAL Paper 1	Tshivenda FAL Paper 3
Sesotho HL Paper 1	Physical Sciences Paper 1	Tshivenda HL Paper 3
Sesotho HL Paper 2	Physical Sciences Paper 2	SiSwati FAL Paper 1
SiSwati FAL Paper 2	Technical Mathematics Paper 2	

xii. The following question papers lacked appropriate instructional key words or verbs:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Agricultural Management Practices
Afrikaans SAL Paper 2	Dramatic Arts	Civil Technology: Civil Services
Consumer Studies	English HL Paper 2	Civil Technology: Woodworking
Economics Paper 2	History Paper 1	Economics Paper 1
Geography Paper 1	IsiXhosa HL Paper 3	English SAL Paper 1
IsiXhosa HL Paper 2	Sesotho HL Paper 2	Mathematical Literacy Paper 2
History Paper 2	IsiZulu HL Paper 1	Setswana HL Paper 1
Setswana HL Paper 2	SiSwati FAL Paper 1	SiSwati FAL Paper 2
SiSwati HL Paper 1		

xiii. It was noted that in the following question papers some questions lacked sufficient information to elicit appropriate responses:

Afrikaans FAL Paper 1	Afrikaans HL Paper 3	Afrikaans FAL Paper 2
Afrikaans SAL Paper 2	Economics Paper 2	Electrical Technology: Digital Electronics
English FAL Paper 2	English HL Paper 1	Information Technology Paper 1
English HL Paper 2	IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1
English HL Paper 3	IsiXhosa HL Paper 3	Sesotho FAL Paper 3
IsiXhosa HL Paper 2	Sesotho FAL Paper 2	Setswana HL Paper 1
Sesotho FAL Paper 1	Sesotho HL Paper 2	Technical Sciences Paper 1
Sesotho HL Paper 1	SiSwati FAL Paper 2	Technical Mathematics Paper 2
Tshivenda HL Paper 2		

xiv. The following question papers displayed factual errors or misleading information in some of the questions:

Afrikaans FAL Paper 1	Economics Paper 1	Economics Paper 2
Electrical Technology: Electronics	IsiZulu FAL Paper 1	IsiXhosa HL Paper 2
Geography Paper 1 backup	IsiZulu FAL Paper 2	IsiZulu FAL Paper 3

Life Sciences Paper 1	Mathematics Paper 1	Music Paper 1
Physical Sciences Paper 1	Sesotho FAL Paper 1	Setswana HL Paper 1
Technical Mathematics Paper 1	Setswana HL Paper 2	Sesotho HL Paper 2
Technical Mathematics Paper 2	Setswana HL Paper 3	Visual Arts Paper 1
Technical Sciences Paper 1	Tshivenda FAL Paper 3	

xv. In Geography Paper 1, IsiXhosa HL Paper 1 and IsiXhosa HL Paper 2, double negatives or negative formulation of questions was noted.

xvi. Incorrect or irrelevant references were made in some questions in the following question papers:

Afrikaans SAL Paper 2	Electrical Technology: Electronics	Geography Paper 1
IsiXhosa HL Paper 3	IsiZulu SAL Paper 1	Sepedi HL Paper 1
Sesotho FAL Paper 1	Sesotho HL Paper 2	Tshivenda HL Paper 1

xvii. Multiple choice options were noted as problematic in the following question papers:

Business Studies	Economics Paper 2	Consumer Studies
Economics Paper 1	IsiZulu HL Paper 1	Music Paper 1
English HL Paper 2	Sepedi FAL Paper 1	Music Paper 2
IsiXhosa HL Paper 1	Xitsonga HL Paper 1	

e) Cognitive skills

Sixty-eight percent of the question papers complied fully with all requirements of the cognitive skills criterion, in accordance with the stipulated proportions in the CAPS for each subject respectively. Question papers that did not comply with this criterion had challenges that included the following:

i. The cognitive skills for each question/sub-question were not clear on the analysis grids for Economics Paper 1; IsiXhosa HL Paper 3 and Mathematics Paper 2.

ii. The following question papers had uneven distribution of cognitive levels:

Accounting	Agricultural Management Practices
Consumer Studies	Agricultural Technology
Economics Paper 1	Agricultural Sciences Paper 1
Economics Paper 2	Civil Technology: Civil Services
English HL Paper 1	Civil Technology: Construction
English HL Paper 2	Civil Technology: Woodworking
Geography Paper 1	IsiXhosa HL Paper 3
Geography Paper 2	IsiZulu HL Paper 1
Mathematics Paper 1	Electrical Technology: Power Systems
Mathematics Paper 2	Electrical Technology: Digital Electronics
Tshivenda FAL Paper 2	Geography Paper 1 backup
Sesotho FAL Paper 1	Mathematical Literacy Paper 1
Sesotho HL Paper 1	Physical Sciences Paper 1
Sesotho FAL Paper 2	Technical Mathematics Paper 1
Sesotho HL Paper 2	Technical Mathematics Paper 2

Setswana HL Paper 1	Visual Arts Paper 1

iii. The distribution of higher cognitive levels at first moderation in the following question papers could be regarded as:

- Lacking, according to the external moderators' analyses:

Accounting	Agricultural Management Practices
Civil Technology: Civil Services	Civil Technology: Woodworking
Civil Technology: Construction	Economics Paper 1
IsiXhosa HL Paper 1	Economics Paper 2
IsiXhosa HL Paper 3	Geography Paper 1
English HL Paper 1	Geography Paper 1 backup
Tshivenda FAL Paper 3	Setswana HL Paper 1

- Being higher than prescribed, according to the external moderators' analyses:

Agricultural Sciences Paper 1	Electrical Technology: Digital Electronics
Consumer Studies	Electrical Technology: Power Systems
Mathematical Literacy Paper 1	Physical Sciences Paper 1
Geography Paper 2	Mathematics Paper 1
Mathematics Paper 2	Sesotho FAL Paper 1
Sesotho HL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 2	Visual Arts Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2

iv. Irrelevant information that unintentionally increased the degree of difficulty in some questions was included in:

Consumer Studies	Electrical Technology: Digital Electronics	English FAL Paper 2
English HL Paper 2	Geography Paper 1 backup	Life Sciences Paper 2
IsiXhosa HL Paper 3	Life Sciences Paper 1	Sepedi HL Paper 2
	Mathematical Literacy Paper 2	

f) Language and bias

Of the 133 question papers moderated, approximately 64% of them were fully compliant with the language and bias criterion. Only one question paper, Economics Paper 2, showed limited compliance with respect to this criterion.

The rest of the question papers posed challenges concerning the following:

i. Subject terminology or data was not used correctly in the following question papers:

Economics Paper 1	Mathematical Literacy Paper 2	Geography Paper 1 backup
IsiZulu FAL Paper 3	Technical Mathematics Paper 1	

ii. The language, register and complexity of the vocabulary used in the following question papers were inappropriate for Grade 12 candidates:

Afrikaans FAL Paper 2	Afrikaans FAL Paper 3	Electrical Technology: Power Systems
Afrikaans HL Paper 1	Afrikaans SAL Paper 2	Mathematical Literacy Paper 2
Afrikaans HL Paper 2	IsiZulu FAL Paper 1	Setswana HL Paper 2
Sesotho FAL Paper 1	IsiZulu SAL Paper 1	Technical Mathematics Paper 2
SiSwati HL Paper 1		

iii. The following question papers contained questions that had subtleties in grammar:

Afrikaans FAL Paper 2	Afrikaans SAL Paper 2	Economics Paper 1
Economics Paper 2	Electrical Technology: Power Systems	English FAL Paper 2
English SAL Paper 1	IsiXhosa FAL Paper 3	IsiXhosa HL Paper 3
IsiZulu FAL Paper 2	Mathematical Literacy Paper 2	Life Sciences Paper 1
IsiZulu HL Paper 1	Physical Sciences Paper 2	Setswana HL Paper 1
Setswana HL Paper 3	Technical Mathematics Paper 1	

iv. Grammatically incorrect language was used in the following question papers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 3
Afrikaans HL Paper 2	Agricultural Sciences Paper 1
Afrikaans SAL Paper 2	Agricultural Sciences Paper 2
Economics Paper 1	Agricultural Technology
Economics Paper 2	Agricultural Management Practices
English FAL Paper 2	CAT Paper 1
IsiXhosa FAL Paper 3	CAT Paper 2
IsiXhosa HL Paper 3	Consumer Studies
IsiZulu FAL Paper 3	Electrical Technology: Electronics
IsiZulu HL Paper 1	Electrical Technology: Power Systems
Sepedi HL Paper 1	Information Technology Paper 2
Sepedi HL Paper 2	Geography Paper 1 backup
Sepedi HL Paper 3	Mathematical Literacy Paper 2
Setswana HL Paper 1	Technical Mathematics Paper 2
Setswana HL Paper 3	Tourism

v. Overly complicated syntax was evident in the following question papers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans SAL Paper 2
Economics Paper 2	Electrical Technology: Electronics	Geography Paper 1
IsiXhosa HL Paper 3	Physical Sciences Paper 2	Setswana HL Paper 2

vi. Glossaries of foreign names or terminology used in some questions in the Afrikaans FAL Paper 2 and Consumer Studies question papers were not included; and if they were, were incomplete.

vii. Variably, gender, language, cultural, religious, provincial and regional biases were evident in the following question papers:

Economics Paper 2	English HL Paper 3	Geography Paper 1
IsiXhosa HL Paper 3	IsiNdebele FAL Paper 1	Sepedi HL Paper 1

viii. It was noted that it could be problematic to adapt and modify some questions in the IsiXhosa HL Paper 3 in order to assess candidates with special needs (in the interests of inclusivity).

g) Predictability

Eighty-seven percent of the question papers were fully compliant with the criterion on predictability. The question papers that were not compliant were accounted for in the following:

i. The nature of some of the questions in the following question papers made them potentially easy to spot or predict:

Economics Paper 2	Electrical Technology: Electronics	English HL Paper 2
English HL Paper 1	Electrical Technology: Power Systems	English HL Paper 3
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho FAL Paper 3
Setswana HL Paper 1	Technical Mathematics Paper 2	Xitsonga FAL Paper 3

ii. Some questions were repeated from previous question papers, verbatim, in the following question papers:

Economics Paper 2	Electrical Technology: Electronics
English FAL Paper 1	Electrical Technology: Power Systems
Sepedi HL Paper 2	Technical Mathematics Paper 2

iii. The degree of innovation was questionable in the following question papers:

Economics Paper 2	Technical Mathematics Paper 1	IsiXhosa HL Paper 3
English HL Paper 1	Technical Mathematics Paper 2	

h) Development of marking guidelines

Eighty-eight percent of the question papers satisfied all the quality indicators of the moderation process. However, some question papers posed the following challenges:

i. There was evidence that led to the conclusion that the respective marking guidelines were not developed alongside the following question papers:

Consumer Studies	Economics Paper 1	Economics Paper 2
Geography Paper 1	IsiNdebele FAL Paper 1	IsiZulu FAL Paper 3
Sepedi HL Paper 2	Xitsonga FAL Paper 2	Xitsonga HL Paper 1
Xitsonga HL Paper 2		

ii. The marking guidelines for the question papers below did not reflect the assessment objectives of the curriculum:

Economics Paper 1	Geography Paper 1 backup	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 3	IsiZulu FAL Paper 3	Mathematics Paper 1

iii. The marking guidelines for the following question papers did not maintain intellectual challenge from one examination to another:

Economics Paper 1	Economics Paper 2	Geography Paper 1 backup
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 3	Sesotho HL Paper 2
Tshivenda FAL Paper 2		

i) Conformity with question paper

Sixty-seven percent of the moderated marking guidelines conformed to their question papers. Nonetheless, there were marking guidelines that did not conform to their question papers, as follows:

i. Some questions in the following marking guidelines did not correspond with the question papers:

Accounting	Afrikaans HL Paper 1	Business Studies
Economics Paper 1	Civil Technology: Woodworking	Consumer Studies
Economics Paper 2	Civil Technology: Construction	English SAL Paper 1
IsiNdebele FAL Paper 1	Civil technology: Civil Services	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	Electrical Technology: Power Systems	IsiXhosa HL Paper 3
Life Sciences Paper 2	Technical Mathematics Paper 2	IsiZulu FAL Paper 2
Sepedi HL Paper 3	Setswana HL Paper 1	Sepedi HL Paper 1
Tourism	Xitsonga HL Paper 2	Sepedi HL Paper 2

ii. Some suggested responses in the following marking guidelines did not match the command words in the questions:

Consumer Studies	Afrikaans FAL Paper 2	Economics Paper 1
Economics Paper 2	Electrical Technology: Digital Electronics	English HL Paper 1
English HL Paper 2	English SAL Paper 1	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 3	IsiZulu HL Paper 1	IsiZulu HL Paper 2
Music Paper 1	Setswana HL Paper 1	Setswana HL Paper 2
Sesotho HL Paper 2	SiSwati FAL Paper 1	SiSwati FAL Paper 2
SiSwati HL Paper 1	Technical Mathematics Paper 2	Xitsonga FAL Paper 2

iii. Some marks shown, per question, in the marking guidelines did not correspond with those shown in the question papers, for:

CAT Paper 1	Accounting
CAT Paper 2	IsiXhosa HL Paper 2
Electrical Technology: Power Systems	Sesotho HL Paper 2
Information Technology Paper 1	

j) Accuracy and reliability of marking guidelines

Thirty-eight percent of the marking guidelines were fully compliant with the expectations of this criterion at first moderation. The following marking guidelines had limited compliance, to

compliance in most respects, with this criterion, due to:

i. Some responses being incorrect in terms of the subject matter, in the following question papers:

Afrikaans FAL Paper 2	CAT Paper 2
Afrikaans HL Paper 3	Civil Technology: Construction
Afrikaans SAL Paper 2	Civil Technology: Woodworking
Economics Paper 1	Civil Technology: Civil Services
Geography Paper 1	Electrical Technology: Electronics
Geography Paper 1 backup	Electrical Technology: Power Systems
IsiXhosa HL Paper 3	History Paper 1
Life Sciences Paper 1	History Paper 2
Life Sciences Paper 2	Music Paper 1
Mathematics Paper 1	Information Technology Paper 1
Mathematics Paper 2	Mathematical Literacy Paper 1
Sesotho FAL Paper 1	Sesotho HL Paper 1
Sesotho FAL Paper 2	Technical Mathematics Paper 2
Afrikaans FAL Paper 3 backup	

ii. The following marking guidelines containing some typographical errors or errors in language:

Accounting	Agricultural Management Practices
Afrikaans FAL Paper 1	Agricultural Technology
Afrikaans FAL Paper 2	CAT Paper 2
Afrikaans FAL Paper 3	Civil Technology: Woodworking
Afrikaans SAL Paper 2	Civil Technology: Construction
Business Studies	Civil Technology: Civil Services
Economics Paper 1	Electrical Technology: Digital Electronics
English FAL Paper 2	Electrical Technology: Power Systems
English HL Paper 2	Geography Paper 1
English HL Paper 3	Geography Paper 1 backup
IsiXhosa HL Paper 1	Sepedi HL Paper 1
IsiXhosa HL Paper 3	Sepedi HL Paper 2
IsiZulu FAL Paper 2	Sepedi HL Paper 3
IsiZulu HL Paper 1	Sesotho FAL Paper 3
IsiZulu HL Paper 2	Sesotho HL Paper 2
IsiZulu HL Paper 3	Setswana HL Paper 2
SiSwati FAL Paper 1	SiSwati HL Paper 1
SiSwati FAL Paper 2	SiSwati HL Paper 2
SiSwati FAL Paper 3	SiSwati HL Paper 3
Physical Sciences Paper 1	Technical Mathematics Paper 2
Tourism	Afrikaans FAL Paper 3 backup

iii. Some sections of the following marking guidelines were laid out incorrectly:

Geography Paper 1 backup	Life Sciences Paper 1	Life Sciences Paper 2

iv. Although the bulk of the suggested responses in the following marking guidelines were correct, some could not facilitate marking:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Economics Paper 1	Economics Paper 2	Civil Technology: Construction
English FAL Paper 2	English HL Paper 2	Civil Technology: Woodworking
Geography Paper 1	IsiXhosa HL Paper 1	Civil Technology: Civil Services
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 3	Electrical Technology: Electronics
IsiZulu FAL Paper 1	IsiZulu FAL Paper 2	English HL Paper 3
IsiZulu HL Paper 1	IsiZulu HL Paper 2	IsiXhosa HL Paper 2
Sesotho FAL Paper 3	Sesotho HL Paper 2	IsiZulu FAL Paper 3
Sepedi HL Paper 2	Sepedi HL Paper 3	Setswana HL Paper 2
SiSwati HL Paper 2	SiSwati HL Paper 3	Tshivenda FAL Paper 1
Tshivenda HL Paper 2	Xitsonga FAL Paper 1	Xitsonga FAL Paper 2
Xitsonga FAL Paper 3	Xitsonga HL Paper 1	Xitsonga HL Paper 2
Xitsonga HL Paper 3	Xitsonga SAL Paper 1	Afrikaans FAL Paper 3 backup

v. The mark allocation and distribution in some of the responses were missing, in Information Technology Paper 1 and IsiXhosa HL Paper 3.

vi. Allocation of marks for some responses was not commensurate with the demands of the specific questions in the following question papers:

Economics Paper 1	Electrical Technology: Digital Electronics
Economics Paper 2	Mathematical Literacy Paper 1
IsiXhosa HL Paper 3	Mathematical Literacy Paper 2
Life Sciences Paper 1	Physical Sciences Paper 1
Life Sciences Paper 2	Technical Mathematics Paper 1
Sesotho FAL Paper 2	Technical Mathematics Paper 2
Sesotho HL Paper 2	

vii. Some responses in the following marking guidelines did not encourage a spread of marks:

Economics Paper 1	Geography Paper 1	IsiNdebele FAL Paper 1
IsiXhosa FAL Paper 3	Sesotho HL Paper 2	

viii. The range of marks allocated was too small to enable a marker to distinguish between low and high performers in:

Afrikaans FAL Paper 3	Afrikaans SAL Paper 2	Consumer Studies
Economics Paper 2	Geography Paper 1 backup	IsiXhosa FAL Paper 3
Sesotho HL Paper 2		

ix. Marks were not awarded positively in IsiXhosa FAL Paper 3.

x. There was limited detail to ensure reliability of marking in the following:

Afrikaans HL Paper 3	Civil Technology: Construction	Geography Paper 2
Economics Paper 2	Civil Technology: Woodworking	IsiXhosa FAL Paper 3

English FAL Paper 1	Civil Technology: Civil Services	IsiXhosa HL Paper 2
English FAL Paper 2	English FAL Paper 1 backup	IsiXhosa HL Paper 3
English HL Paper 1	English HL Paper 2	IsiZulu FAL Paper 1
IsiZulu FAL Paper 2	IsiZulu FAL Paper 3	IsiZulu HL Paper 2
Sesotho FAL Paper 1	Tourism	Xitsonga HL Paper 3

xi. In some instances provision was not made for appropriate alternative responses in the following marking guidelines:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Consumer Studies	English HL Paper 1	English HL Paper 2
IsiZulu FAL Paper 1	IsiZulu FAL Paper 3	Life Sciences Paper 2
Mathematical Literacy Paper 2	Mathematics Paper 1	Mathematics Paper 2
Music Paper 1	Music Paper 2	Sesotho FAL Paper 1
Sesotho HL Paper 1	Economics Paper 2	English HL Paper 2
Technical Mathematics Paper 1	Tourism	
Technical Mathematics Paper 2	Afrikaans FAL Paper 3 backup	

k) Overall impression and general remarks

In a nutshell, the question papers and accompanying marking guidelines that were not approved at first moderation did not satisfy the criterion for overall impression. The findings are summarised below:

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

Civil Technology: Woodworking	Electrical Technology: Digital Electronics
IsiZulu FAL Paper 1	Mathematical Literacy Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Sepedi HL Paper 2	Tshivenda FAL Paper 2

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

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans HL Paper 3	Afrikaans SAL Paper 2
Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans FAL Paper 3 backup	Afrikaans FAL Paper 3
Agricultural Sciences Paper 2	Agricultural Technology
Accounting	Agricultural Management Practices
Business Studies	CAT Paper 2
Civil Technology: Civil Services	English FAL Paper 1
Civil Technology: Construction	English FAL Paper 2
Civil Technology: Woodworking	English FAL Paper 1 backup
Electrical Technology: Digital Electronics	English HL Paper 2
Electrical Technology: Electronics	English HL Paper 3

Electrical Technology: Power Systems	English SAL Paper 1
Geography Paper 1	IsiXhosa HL Paper 1
Geography Paper 2	IsiXhosa HL Paper 2
IsiXhosa FAL Paper 3	IsiXhosa HL Paper 3
IsiZulu HL Paper 1	IsiZulu HL Paper 2
Mathematical Literacy Paper 1	Mathematics Paper 1
Physical Sciences Paper 1	Mathematics Paper 2
Physical Sciences Paper 2	Sepedi HL Paper 1
Sepedi FAL Paper 1	Sepedi HL Paper 2
Sesotho FAL Paper 1	Sesotho HL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 2
Sesotho FAL Paper 3	Setswana HL Paper 1
Setswana HL Paper 2	SiSwati HL Paper 1
SiSwati FAL Paper 1	SiSwati HL Paper 2
SiSwati FAL Paper 2	SiSwati HL Paper 3
Xitsonga FAL Paper 1	Xitsonga HL Paper 1
Xitsonga FAL Paper 2	Xitsonga HL Paper 2
Xitsonga SAL Paper 1	Xitsonga HL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2

iii. The question papers for History Paper 1, History Paper 2 and Technical Mathematics Paper 2 were deemed not to have assessed the outcomes of the CAPS.

iv. The following question papers and marking guidelines were not of appropriate standard when submitted for first moderation:

Accounting	Consumer Studies	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans HL Paper 3	Electrical Technology: Digital Electronics
English HL Paper 1	English HL Paper 2	Electrical Technology: Power Systems
English HL Paper 3	Geography Paper 1	Information Technology Paper 1
IsiNdebele FAL Paper 1	IsiXhosa FAL Paper 3	Information Technology Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	IsiXhosa HL Paper 3
IsiZulu FAL Paper 2	IsiZulu FAL Paper 3	Mathematical Literacy Paper 2
IsiZulu HL Paper 1	IsiZulu HL Paper 3	Mathematics Paper 1
Life Sciences Paper 1	Life Sciences Paper 2	Mathematics Paper 2
Music Paper 1	Music Paper 2	Sepedi HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho FAL Paper 3
Sesotho HL Paper 1	Sesotho HL Paper 2	Setswana HL Paper 1
Setswana HL Paper 2	Setswana HL Paper 3	Technical Mathematics Paper 1
Tourism	Visual Arts Paper 1	Technical Mathematics Paper 2
Tshivenda HL Paper 1	Tshivenda HL Paper 2	Technical Sciences Paper 1
Tshivenda HL Paper 3	Tshivenda FAL Paper 1	Religion Studies Paper 1
Xitsonga FAL Paper 1	Xitsonga FAL Paper 2	Xitsonga FAL Paper 3
Xitsonga HL Paper 1	Xitsonga HL Paper 2	Xitsonga HL Paper 3

v. The standard of the following June 2019 question papers and marking guidelines did not compare favourably with those of previous years:

Accounting	English HL Paper 1	English HL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
IsiXhosa HL Paper 1	IsiXhosa HL Paper 3	Electrical Technology: Digital Electronics
Geography Paper 1	Tshivenda FAL Paper 2	Electrical Technology: Power Systems
IsiZulu FAL Paper 1	IsiZulu FAL Paper 2	IsiZulu FAL Paper 3
Mathematics Paper 1	Mathematics Paper 2	Technical Mathematics Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2	Technical Mathematics Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho FAL Paper 3

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

Accounting	English HL Paper 2	IsiXhosa HL Paper 1
Electrical Technology: Digital Electronics	Economics Paper 2	IsiXhosa HL Paper 3
Technical Mathematics Paper 1	Sesotho HL Paper 1	IsiXhosa FAL Paper 3
Technical Mathematics Paper 2	Tshivenda FAL Paper 2	Visual Arts Paper 1

1.3.4 Comparison of compliance per criterion and levels of moderation: June 2017 to June 2019

There were varying patterns in compliance rates of the question papers and their marking guidelines in the years 2017, 2018 and 2019, with some criteria showing a decline, while some showed an improvement (see Table 1D below). For instance, there has been an upward trajectory in content coverage throughout the three years, while there was fluctuating performance with respect to technical aspects, internal moderation, quality of questions, language and bias and the accuracy of the marking guidelines. The development of the marking guidelines, and conformity, has been steady, sitting at 88% and 67% in 2018 and 2019, respectively.

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

Criteria	June 2017 (% of papers)	June 2018 (% of papers)	June 2019 (% of papers)
Technical details	49	59	48
Internal moderation	77	83	77
Content coverage	82	86	91
Text selection, types and quality of questions	34	53	34
Cognitive skills	64	72	67
Language and bias	55	75	64
Predictability	83	92	87
Development of marking guidelines	78	88	88
Conformity with question paper	62	67	67
Accuracy and reliability of marking guidelines	38	51	38
Overall impression and general remarks	44	58	27

Of the 133 question papers moderated, 69 required two moderations for them to be approved, while four were approved at third moderation level. None of the question papers required four moderations in 2019, as reflected in Figure 1C.

## Status of question papers at final moderation
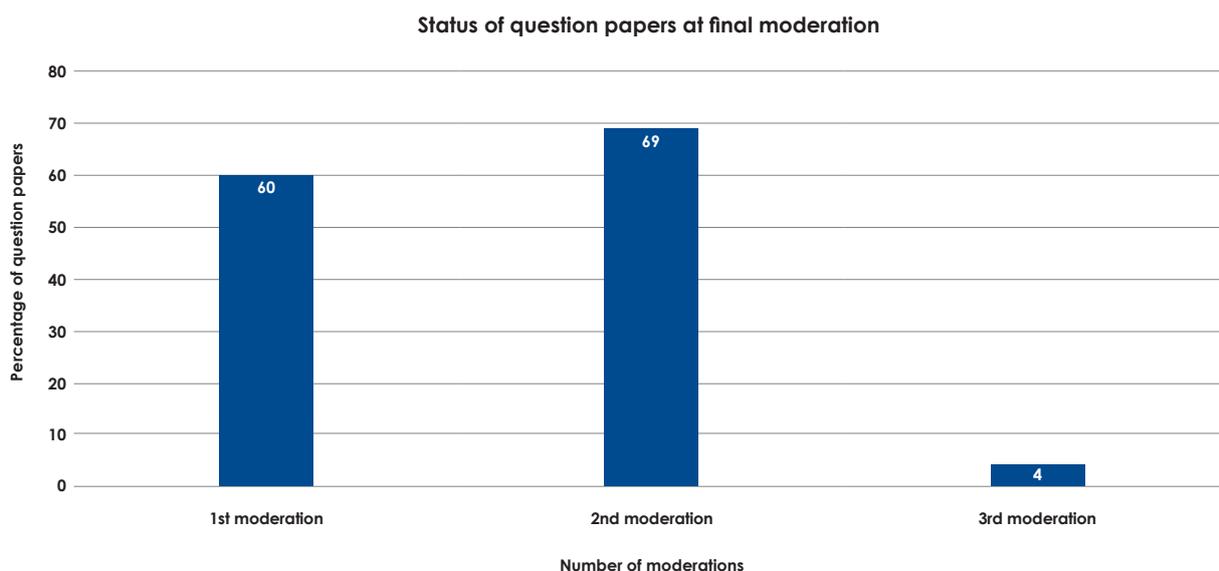
Figure 1C: Number of question papers approved at each moderation level

Table 1E below shows the percentage of question paper approval at different intervals of the moderation process. There was an upward trajectory of the question papers at first moderation, with the lowest percentage noted in 2017, followed by an acute increase in 2018 and another increase in 2019, at a very small margin of 0.1%. In relation to question papers that needed approval at second moderation level, there was a consistent decline, complemented by an increase in question papers that were approved at first moderation. However, the percentage in the third moderation is slightly up between 2018 and 2019, after having dropped between 2017 and 2018.

Table 1E: Comparison of the number of moderations required between 2017, 2018 and 2019

Number of moderations	June 2017 (% of papers)	June 2018 (% of papers)	June 2019 (% of papers)
One	31.9	44.9	45.0
Two	64.7	54.2	52.0
Three	3.4	0.9	3.0

1.4 Areas of Compliance

The following areas of compliance were noted during moderation of the June 2019 NSC and SC (a) question papers and their marking guidelines:

a) It was commendable that there was a spike in the improvement of the overall percentage of question papers approved at first and second level moderation (97%) in these examinations.

b) It was equally commendable that the DBE had achieved acceptable standards in the setting of 60 question papers, which were approved at first moderation.

The following question papers made this possible:

Consumer Studies	Afrikaans HL Paper 2	Afrikaans FAL Paper 3 backup
Afrikaans SAL Paper 1	CAT Paper 1	Information Technology Paper 2

History Paper 1	CAT Paper 2	Setswana FAL Paper 1
History Paper 2	CAT Paper 2 Backup	Setswana FAL Paper 2
IsiXhosa HL Paper 1	Hospitality Studies	Setswana FAL Paper 3
IsiXhosa HL Paper 2	IsiNdebele FAL Paper 1	Setswana HL Paper 1
IsiXhosa HL Paper 3	IsiNdebele FAL Paper 2	Setswana HL Paper 3
IsiZulu FAL Paper 2	IsiNdebele FAL Paper 3	Setswana SAL Paper 1
IsiZulu SAL Paper 1	IsiNdebele HL Paper 1	Setswana SAL Paper 2
IsiZulu SAL Paper 2	IsiNdebele HL Paper 2	Physical Sciences Paper 1
Sepedi FAL Paper 2	IsiNdebele HL Paper 3	Religion Studies Paper 2
Sepedi FAL Paper 3	IsiNdebele SAL Paper 1	Technical Sciences Paper 1
Sepedi HL Paper 2	IsiNdebele SAL Paper 2	Technical Sciences Paper 2
Sesotho HL Paper 1	IsiXhosa FAL Paper 1	Tourism
Sesotho HL Paper 2	IsiXhosa FAL Paper 2	Visual Arts Paper 1
Sesotho HL Paper 3	IsiXhosa SAL Paper 1	SiSwati FAL Paper 2
IsiXhosa SAL Paper 2	SiSwati FAL Paper 1	Design Paper 1
Engineering Design and Graphics Paper 1		Dramatic Arts
Engineering Design and Graphics Paper 2		SiSwati FAL Paper 3
Mechanical Technology: Automotive		Xitsonga SAL Paper 1
Mechanical Technology: Fitting and Machining		Xitsonga SAL Paper 2
Mechanical Technology: Welding and Metalwork		

1.5 Areas of Non-compliance

Although there was an improvement in relation to the number of question papers that were approved at first moderation, the following aspects remain a great concern despite the DBE's improvement plan for 2018 indicating focused attention on the directives:

a) The declining levels of compliance regarding the following criteria:
   • Technical details (59% to 48%);
   • Text selection, type and quality of questions (53% to 34%); and
   • Accuracy and reliability of the marking guidelines (51% to 38%).

These three criteria have been highlighted as areas of concern since 2017. This pattern indicates that there is a greater challenge than meets the eye, or the strategies used to mitigate the challenge have not succeeded.

b) There was insufficient evidence on which to base an evaluation of the internal moderation of Geography Paper 2, Mathematical Literacy Paper 1 and Mathematics Paper 1; and
c) Another challenge that remains is that of a mismatch between examiners, internal moderators and external moderators in the interpretation of cognitive levels.

1.6 Directives for Compliance and Improvement

In the setting of the question papers, the DBE is required to:

a) Pay attention to the technical details, text selection, types and quality of questions, and accuracy and reliability of the marking guidelines, as was directed in 2018; and
b) Ensure that the full history of internal moderation of question papers and marking guidelines is submitted on time for external moderation.

1.7 Conclusion

This chapter summarised the major findings from the analysis of the question paper moderation reports for the June 2019 SC (a) and NSC examination. Umalusi highlighted areas of compliance, coupled with areas of non-compliance, to provide the DBE with insight into areas that need improvement. Although the number of moderations conducted on a question paper and its marking guideline might have negative connotations, it does provide all involved in the process of moderation an opportunity to produce an error-free product. The DBE is urged to take cognisance of the recurrent areas of non-compliance, in a bid to strive for 100% compliance at first moderation in future. Therefore, adherence to the directives outlined in this report is of utmost importance.

CHAPTER 2
MONITORING OF WRITING

2.1 Introduction

In 2019, the Department of Basic Education administered the first ever reconfigured special June national examination, to merge the historic February/March Supplementary and the May/June Senior Certificate (amended) [SC (a)] examinations. These examinations accommodated candidates registered to write the National Senior Certificate (NSC) and SC (a) examinations, in one sitting.

For this reason, the number of candidates who registered for the 2019 mid-year national examination increased significantly, when compared to previous years.

Both the NSC and SC (a) candidates registered to write this examination with the aim of retaining/improving their respective qualification status. The following NSC candidates were eligible to register to write the June national examination:

  i)   Candidates who wrote the November NSC examination but did not meet the requirements of the NSC, or wished to improve their performance, either in terms of a subject or the type of pass obtained; and
  ii) Candidates who were indisposed due to ill health, if there had been a death in the immediate family, or if for other special reasons the candidate was unable to write one or more question papers in the November examination.

Umalusi conducts on-site monitoring of examination centres to assess their levels of compliance using the Umalusi monitoring instrument.

The findings in this report are derived from the sampled examination centres monitored.

2.2 Scope and Approach

More than 350 000 candidates registered to write the June 2019 national examinations. This number showed that there was an increase of approximately 150 000 from just over 200 000 in June 2018. The information in Table 2A below, provides the breakdown of registered candidates, per provincial education department (PED):

Table 2A: Breakdown of registered candidates per province

PED	Total entered	
	NSC candidates	**SC (a) candidates**
Eastern Cape (EC)	22 002	21 845
Free State (FS)	5 242	11 126
Gauteng (GP)	21 330	44 070
Kwazulu-Natal (KZN)	42 642	26 241
Limpopo (LP)	31 979	31 506
Mpumalanga (MP)	17 294	15 860
Northern Cape (NC)	4 718	6 432
North West (NW)	10 046	15 062
Western Cape (WC)	12 619	19 549
	167 872	**191 691**
	359 563	

*Data provided by DBE

There were 6 581 examination centres identified for the writing of the June 2019 national examination, of which 112 across the nine provinces were monitored by Umalusi. Table 2B provides the distribution and number of centres monitored, per PED.

Table 2B: Number of centres monitored per province

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number of centres	11	14	14	15	12	10	9	13	14	**112**

Details of centres monitored are provided in Annexure 2A.

The information provided in this report is limited to the findings from the sampled examination centres. The data used was gathered through verification of evidence produced by the centres, observations made while on site and interviews held with chief invigilators at the sampled examination centres by deployed monitors. The information in this report is subject to the availability of evidence and data provided by the examination centres at the time of the Umalusi visit.

2.3 Summary of Findings

Below, the findings are detailed as per the seven critical criteria set out in the monitoring of writing instrument. Table 2C below provides the compliance level percentages gathered per provincial sample.

Table 2C: Summary of compliance with criteria (percentages) by province

No.	Criteria	Province									Ave
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	
1	Preparation for the examination	90.4	91.6	89.9	91.2	87.9	93.2	96.5	89.3	95.5	**91.7**
2	Invigilators and their training	90.9	87.5	89.3	90.0	81.3	85.0	100.0	84.6	75.0	**87.1**
3	Preparations for writing	82.7	87.1	92.3	93.5	80.3	89.4	92.6	87.9	84.3	**87.8**
4	Time management and activities during the examinations	93.7	93.4	96.7	90.5	93.0	92.4	92.1	89.9	93.4	**92.8**
5	Activities during writing	96.5	96.5	93.8	96.7	98.0	93.7	90.3	97.1	91.1	**94.8**
6	Packaging and transmission of scripts after writing	97.3	94.3	95.0	95.3	96.7	97.0	100.0	99.2	97.1	**96.9**
7	Monitoring by assessment body	54.5	42.9	71	73.3	66.7	90.0	88.9	46.2	78.6	**68.1**

2.3.1 Preparations for the examinations

Examination centres were, generally, prepared to administer the June 2019 NSC/SC (a) examination. Examination material was collected by chief invigilators or other authorised personnel on a daily basis except in Western Cape, where consignments of examination material were delivered by courier service, as per provincial arrangement. Where such deliveries were made, there were adequate security facilities for the safekeeping of the material.

Umalusi noted the following challenges in preparation for the examination:

- Only 48.2% (54) of the 112 examination centres monitored had evidence of verification by the assessment body for the readiness of the examination centres to administer the May/ June 2019 examinations;
- Eight examination centres did not have adequate space, which resulted in overcrowding in the examination rooms;
- At 13 centres dispatch forms, to track the movement and record of examination material issued, were not available;
- A compliance level of 91.7% with this criterion for the June 2019 examination was noted.

2.3.2 Invigilators and their training

A differentiated approach was adopted by the PED for the appointment of invigilating teams. Principals or community members were appointed as chief invigilators; however, at 16 centres chief invigilators did not have appointment letters and/or evidence of training available for verification. Letters of appointment and evidence of training of invigilators remained a challenge, too, as 21 centres did not have records of such.

At one centre the invigilators taught the subject being written on the day. The compliance percentage for this criterion improved slightly, from 71.7% in June 2018 to 87.1% in May/June 2019.

2.3.3. Preparation for writing

Umalusi noted 87.8% compliance with this criterion by the monitored examination centres in June 2019.

Admittance and verification of candidates at the entry point to avoid impersonation remained a challenge at many centres. At one centre (Imbewenhle Primary, KZN), two persons were identified as impersonators during verification, which highlights the importance of such verification. Access to the examination room was denied to them. At nine centres candidates were admitted without verification.

While Umalusi acknowledges that there were adequate preparations at many centres, the following challenges were also noted:

- Twenty-three centres did not prepare invigilation timetables;
- Seating plans were not available at 16 examination centres;
- Fifteen centres experienced challenges related to unregistered candidates; and
- At 10 centres there was no verification of cell phones or other electronic devices. At one centre in Gauteng (Ivory Park Community Learning Centre) one candidate was caught during the examination with a cell phone that contained Life Sciences notes.

Many examination centres experienced challenges with drawing seating plans due to a high number of absentees from the list of registered candidates: almost 50% of candidates registered at the monitored centres did not turn up for the examination. The modus operandi observed was to draw the seating plan after the candidates seated.

Proper safekeeping and filing of current examination documentation in the examination file was also noted as a shortfall at many centres.

2.3.4 Time management during the examinations

Examination centres handled the management of time during the examinations well across the centres. Invigilators reported on time at 98 centres and candidates were admitted to the examination rooms on time, except at 15 centres. Candidates were issued with the official answer books. Designated personnel opened the question papers in front of the candidates and distributed to the candidates on time, except at seven centres. At nine centres question papers were not checked for technical accuracy. Candidates were given the regulated reading time of 10 minutes, except at 15 centres where either more or less time was given. All candidates who reported within the regulated time were given access to the examination rooms. At all but eight of the examination centres monitored, the examination started and ended at the official time, as indicated on the timetable. At the centres where starting times were not observed because of poor time management, a delay up to 10 minutes was observed.

The compliance level to the time management criterion was 92.8% during the June examination.

2.3.5 Activities during writing

Umalusi noted with appreciation that the invigilators managed activities during the examination well and very few challenges were noted in relation to this criterion. There was 94.8% compliance by the examination centres monitored.

Irregularities noted were mainly of a technical nature. These related to unregistered candidates and/or candidates whose names did not appear on the mark sheets/attendance registers. Such candidates were allowed to write after consultation with the relevant offices and necessary irregularity forms were completed. Major irregularities identified were:
- At six centres candidates were allowed to leave the examination room in the last 15 minutes;
- One candidate was found in possession of cell phone containing Life Sciences notes; and
- Two persons impersonated two registered candidates to write the examination.

Generally, the activities during writing were managed satisfactorily and the examination centres demonstrated their commitment to improving standards for invigilating and conducting examinations.

2.3.6 Packaging and transmission of scripts

Invigilators collected the answer scripts from the candidates at the end of writing, collated these as per the mark sheets and stored them in a secure area. No challenges were experienced during this process, except at one centre where the scripts were not sealed at the writing venue before transportation to the nodal point.

At 30 examination centres chief invigilators did not prepare daily situational reports, an issue that was noted in the previous Umalusi report. Most chief invigilators confuse irregularity reports with daily reports, despite Annexure I 5 (1) (b) (xxiv) of the examination regulations.

Scripts were either submitted by the appointed personnel to the distribution point at the end of the examination on a daily basis; or were locked in a strong room to be collected by the contracted courier service, as per provincial arrangement in Western Cape.

A compliance percentage of 96.9% with this criterion by the examination centres was noted.

2.3.7 Monitoring by the assessment body

The assessment body had not monitored 37 out of 112 examination centres by the time of the Umalusi visit. Eighteen additional centres did not have any reports available, although there was mention of a visit by the assessment body. Where reports were available, there were no major challenges recorded with which the examination centres should comply. Compliance with this criterion was 68.1%, compared to 36.7% in June 2018.

2.4 Areas of Compliance

Umalusi noted that the activities during writing were managed satisfactorily and the examination centres demonstrated their commitment to improving standards regarding invigilation and the conduct of examinations.

2.5 Areas of Non-compliance

The following areas of non-compliance were noted (refer to Annexure 2B for a list of implicated centres):

a) Audits of examination centres by the district were not undertaken, or evidence thereof was not available, across all PED;
b) There was a lack of evidence to confirm appointment of chief invigilators/invigilators by district directors or authorised offices;
c) Verification of candidates' identity was not conducted, taking into account that this examination is largely administered to part-time candidates;
d) Marginal evidence of monitoring of the examination centres during the writing session by the districts, PED and national DBE; and
e) There was non-adherence by the examination centres to the implementation of regulated procedures, as outlined under the roles and responsibilities of chief invigilators and invigilators.

2.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

a) All districts verify identified examination centres for compliance with the requirements to conduct the examinations, prior to the commencement of examinations; and evidence of such verification must be available to the appointed chief invigilator;
b) The appointment of invigilators and chief invigilators is backed up by authentic evidence;
c) All candidates are verified on entry to the examination venue; and
d) PED/districts monitor a representative sample of the examination centres.

2.7 Conclusion

Umalusi noted an improvement in the compliance percentage of examination centres in June 2019 compared to that of the June 2018 examination, from 77.7% national compliance in June 2018 to 88.4% in June 2019. Despite some challenges noted in this report, the June 2019 NSC/SC (a) examination was administered nationally in compliance with the regulations set out by the DBE.

CHAPTER 3
MARKING GUIDELINE DISCUSSIONS

3.1 Introduction

Umalusi quality assures the marking guidelines for each question paper developed by the Department of Basic Education (DBE) for the National Senior Certificate (NSC) and Senior Certificate (amended) (SC (a)) examinations. This process is undertaken to ensure that markers responsible for the marking of candidates' scripts use, as a basis, standardised marking guidelines whose application will be consistent across all provinces.

The DBE conducted marking guideline discussion meetings in preparation for the marking of candidates' scripts for the June 2019 NSC/SC (a) examination. Each marking guideline discussion was attended by provincial education department (PED) internal moderators and chief markers, members of the DBE panel of examiners, DBE officials and Umalusi external moderators.

Each marking guideline discussion meeting needs to achieve the following objectives:

a) Revise and amend the original marking guidelines based on reports received from the provinces and discussions held between the examining panels, provincial chief markers and internal moderators, as well as the external moderators;

b) Achieve a common understanding of the final marking guidelines to ensure consistency of marking across the provinces, in view of the fact that the marking of most question papers is decentralised;

c) Determine appropriate tolerance ranges for the marking of candidates' scripts; and

d) Train provincial chief markers and internal moderators in the use of the final marking guidelines and authorise them to train the markers in their provinces.

This chapter summarises findings obtained from the marking guideline discussion meetings, acknowledges areas of compliance, identifies areas of non-compliance and provides directives for compliance and improvement.

3.2 Scope and Approach

The marking guideline discussion meetings for the DBE were held for question papers written for the June 2019 NSC/SC (a) examination. The meetings took place in May and June 2019 in Pretoria at the following venues: DBE premises; Manhattan Hotel; Premier Hotel; and Protea Hotel Loftus.

Umalusi gathered information in respect of the marking guideline discussion meetings using an instrument developed specifically for this purpose. The instrument consists of three parts. Table 3A shows the criteria and the number of quality indicators per criterion. Part A of the instrument focuses on the pre-marking guideline discussion meetings by the examination panels and Umalusi moderators, including the preparation by chief markers and internal moderators for the marking guideline discussion meetings. Part B focuses on the processes and procedures followed during the meetings, with particular reference to the training and authorisation of the provincial delegates whose responsibility is to train markers at the marking centres in their respective provinces. Part C addresses the quality of the training of the provincial delegates, as well as the quality of the final marking guidelines.

Table 3A: Criteria used in the marking guideline discussion meetings

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

ᵃ Number of quality indicators

3.3 Summary of Findings

The findings on marking guideline discussions for all DBE question papers are summarised in this section, based on the criteria listed in Table 3A.

3.3.1 Part A: Pre-marking guideline discussion and preparation by markers and internal moderators.

a) Pre-marking guideline discussion meetings

The criterion, pre-marking guideline discussion, relates to whether or not a pre-marking guideline discussion had taken place between the examining panel and Umalusi moderators for each question paper. The pre-marking guideline discussion meetings were held for most of the question papers, except for the following: Information Technology Paper 1 and Paper 2; Mathematics Paper 1; Technical Sciences Paper 1 and Paper 2; History Paper 1 and Paper 2; Agricultural Sciences Paper 1 and Paper 2; Consumer Studies; Mechanical Technology (Automotive; and Fitting and Machining) and Civil Technology (Civil Services; Construction and Woodworking).

The pre-marking guideline discussion meeting for English Home Language (HL) Paper 3 did not take place because the DBE internal moderator was involved in Day 2 of the English HL Paper 1 marking guideline discussion meeting.

For all question papers in which pre-marking meetings were conducted, the examination panels and Umalusi moderators carefully considered each question and discussed the answers provided in the marking guideline. The inputs and alternative answers received from the provincial internal moderators and chief markers were considered and, where possible, incorporated into the marking guidelines. The amended marking guidelines then formed the basis for discussions on the first day of the marking guideline discussion meetings.

b) Preparation by internal moderators and chief markers

The examination panels, provincial moderators and Umalusi moderators were largely well prepared for the marking guideline discussions. In preparation for the marking guideline discussion meetings, the DBE Circular E8 of 2019 stipulates that provincial internal moderators and chief markers must mark a minimum of 20 scripts prior to the marking guideline meetings. However, the reports revealed that this stipulation was, largely, not complied with for all question papers in a significant number of provinces. To illustrate this inconsistency, only North West, Limpopo and Free

State marked their full quota of 20 History Paper 1 scripts each by the chief markers and internal moderators. Except Mpumalanga, none of the other provinces received the requisite number of scripts in Technical Mathematics Paper 2 for marking. A further inconsistency noted was that in some instances, provincial internal moderators and chief markers marked the same scripts. This was the case for Life Sciences Paper 1 and Paper 2 in Gauteng, North West and Western Cape.

Umalusi observed that non-compliance with the stipulations of Circular E8 of 2019 mentioned above was largely a result of the difficulty experienced by chief markers and internal moderators in obtaining the requisite number of scripts from their PED.

In addition, the following were noted:

- The number of entries for this examination was low for most of the subjects across all provinces;
- In some instances, for example, Life Sciences Paper 1, the chief marker and internal moderator received scripts from one district only; and
- The timeframe between receiving the scripts and the submission dates of the reports to the DBE was too tight for most question papers to enable the chief markers and internal moderators to complete marking the required number of scripts.

3.3.2 Part B: Processes and procedures

a) Attendance and organisational and logistical arrangements

The marking guideline discussion meetings were well attended by the examination panels, the provincial chief markers and internal moderators for most question papers. Absences were, however, noted in the marking guideline discussion meetings as follows:

- Eastern Cape, North West, Free State, Northern Cape and Limpopo chief markers and internal moderators for Civil Technology: Civil Services;
- Western Cape, Eastern Cape and Mpumalanga chief markers for Civil Technology: Construction;
- Eastern Cape, Free State and Northern Cape chief markers and internal moderators for Mechanical Technology: Fitting and Machining; and
- The Limpopo internal moderator for English HL Paper 3 was not available for the marking of dummy scripts as he was still involved with Paper 1 work. A further concern noted was that the internal moderator was appointed in the same position across all three papers.

Umalusi noted that a small number of candidates wrote Civil Technology and Mechanical Technology.

Umalusi was generally happy with the organisational and logistical arrangements made by the DBE to host the marking guideline discussion meetings for all the subjects.

b) Processes and procedures followed during the marking guideline discussion meetings

The marking guideline discussion meetings for all question papers were held over two days. The first day was dedicated to discussing the amended marking guidelines developed by the examination panels and Umalusi moderators during the pre-marking exercise of the previous day.

The discussions entailed a question-by-question interrogation of the marking guidelines, with inputs from chief markers and internal moderators being carefully considered and, where necessary, additions being made to the marking guidelines. These amended marking guidelines were used by chief markers and internal moderators to mark the first of a set of three dummy scripts intended as training scripts. This process was followed by further discussions based on the mark allocation of the chief markers and internal moderators, to eliminate any significant variances between them.

For most question papers, the second day entailed marking the remaining two training scripts, followed by further discussions and the determination of a tolerance range for the papers. The chief markers and internal moderators were then allowed to mark the second set of three dummy scripts individually, with no discussion taking place. These were then used by the external examiners to authorise the chief markers and internal moderators. The reports indicated that all chief markers and internal moderators who attended the marking guideline discussion meetings for the various question papers were authorised.

All question papers indicated full compliance with the remaining indicators for the criterion, processes and procedure. In all the question papers, Umalusi noted that all the reports indicated meaningful and robust discussions by participants that elicited alternative responses. Changes or additions were made to all marking guidelines for various question papers and these were approved by Umalusi. The reports further indicated that no changes had an impact on the cognitive levels of the responses captured in the marking guidelines.

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

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

a) Training of chief markers and internal moderators

The method introduced by the DBE entailed the marking of three dummy scripts by chief markers and internal moderators for training and three for authorisation by the external moderators. The six dummy scripts were provided for all the question papers, except Xitsonga HL Paper 1; and FAL Paper 1, Paper 2 and Paper 3; as well as Afrikaans SAL Paper 1 and Paper 2. For these question papers, the marking guideline discussions were conducted off-site. The training of chief markers and internal moderators for Information Technology Paper 1 and Paper 2 did not take place because there were only two dummy scripts available for training purposes. The marking guideline discussion for Mechanical Technology: Automotive was done through teleconferencing.

b) Quality of training

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

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

The criterion, quality of the final marking guideline, consists of seven quality indicators. Full compliance with all quality indicators was observed by Umalusi for all question papers. The examination panels and the provincial delegates were able to produce marking guidelines with sufficient detail to ensure the reliability of marking. The marking guidelines were signed off by Umalusi moderators after satisfactorily determining that they were error free, fair, unambiguous and clearly laid out.

3.4 Areas of Compliance

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

3.5 Areas of Non-compliance

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

a) The number of sample scripts to be marked prior to the marking guideline discussions was not in compliance with the 20 scripts quota stipulated in Circular E8 of 2019 across a number of question papers; and

b) The Limpopo internal moderator was appointed in the same position across all the English HL Papers.

3.6 Directives for Compliance and Improvement

The DBE must ensure that:

a) All chief markers and internal moderators are provided with the requisite number of scripts for pre-marking; and

b) Limpopo Education Department appoints different internal moderators for different levels (question papers) of the same subject.

3.7 Conclusion

The participation of provincial chief markers and internal moderators in the meetings Umalusi attended was robust and meaningful. The discussions contributed to ensuring that fair and reliable marking guidelines, which were signed off by Umalusi, were produced. Despite challenges experienced with some question papers, Umalusi was satisfied that the final marking guidelines produced formed the basis for consistent and fair marking of candidates' scripts across the nine provinces. To enhance the quality of the marking guidelines produced at these meetings, the DBE is required to address the directives of compliance as stipulated in this report.

CHAPTER 4
MONITORING OF MARKING CENTRES

4.1 Introduction

Umalusi monitored the marking centres identified for the June 2019 marking of answer scripts of the National Senior Certificate (NSC) and Senior Certificate (amended) (SC(a)) examinations conducted by the Department of Basic Education (DBE), which commenced on 24 June 2019 and were completed on 5 July 2019.

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

The information as presented is an analysis of the findings of the monitoring conducted across sampled marking centres. It, further, covers areas of compliance and areas of non-compliance; and issues directives for improvement for the assessment body to address.

4.2 Scope and Approach

The marking of the 2019 June NSC/SC (a) examination was conducted at pre-identified schools in different provinces. Umalusi monitored 10 marking centres between 2 June and 3 July 2019. Table 4A below provides details of the marking centres monitored in the selected provinces.

Table 4A: Marking centres monitored

No.	Province	Names of centres monitored	Date of monitoring
1	Eastern Cape	Khanyisa School for Visually Impaired	02/07/2019
2		Daniel Pienaar Technical High School/Strelitzia High School	03/07/2019
3	Free State	Rosenhof Special School	28/06/2019
4	KwaZulu-Natal	Esayidi TVET College	25/06/2019
5		Port Shepstone Senior Primary School	25/06/2019
6		Umlazi ComTech High School	26/06/2019
7	Limpopo	Mastec Multi-purpose Centre	03/07/2019
8		General Piet Joubert High School	03/07/2019
9	North West	Klerksdorp High School	02/07/2019
10	Western Cape	De Kuilen High School	03/07/2019

The data that informs this report was collected through observations, interviews with marking centre managers and evaluation of documents made available for verification by the centres as supporting evidence.

4.3 Summary of Findings

The information is summarised in line with the prescribed criteria of the Umalusi monitoring of marking instrument.

4.3.1 Preparations and planning for marking

The marking centres in KwaZulu-Natal and Free State operated from 18 June 2019, while most of the other centres started marking on 24 June 2019 and Western Cape, on 26 June 2019. In Free State it was reported that the initial plan to mark at Navalsig Primary was changed at short notice; however, the change of venue was communicated in good time and marking started according to plan.

At all centres, the administration personnel received, scanned and verified the scripts and performed other administrative duties prior to the commencement of marking at each centre, except in the Eastern Cape where the scripts were not scanned.

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

It was pleasing to note that all examination material was delivered to the marking centres well before marking started, which was a great improvement on previous marking sessions.

Thorough training for all examination personnel was done prior to marking. In KwaZulu-Natal administrative and examination assistants were trained on 18 and 19 June 2019, while all marking personnel in the Free State were trained on 18 June 2019 at Meisieskool Oranje Primary School and not at the marking centre. At all the other centres, monitors reported that training of all marking personnel took place prior to the start of the marking process.

Monitors across the country were satisfied that the planning for marking at each centre was well structured and executed, which was a vast improvement on the marking sessions of previous June examinations.

4.3.2 Marking centres

At all centres it was reported that the marking centres adhered to the required minimum standards set by the DBE for location and facilities. It was found that the marking environment was conducive to marking and markers' needs were well taken care of.

There was more than sufficient suitable furniture in the marking rooms, in the form of either learners' tables and chairs, or large tables where a team of markers marking the same question or paper could be seated while marking.

At all the centres, venues were found to be more than adequate, with good facilities for marking, ample storage as well as parking, accommodation and catering available.

The number of rooms and halls used varied from centre to centre depending on the number of subjects and markers appointed. Script control rooms were big enough and could accommodate all marked and unmarked scripts. In most cases school halls were used for this purpose.

Marking centre operating times varied from province to province between 07h00 and 20h00, with an average of 10 hours per day. At each centre the marking centre manager had access to

internet connectivity, a landline and a fax machine and photocopiers. These facilities were also made available to the chief markers, moderators and examination administration personnel.

All centres visited complied with occupational health and safety (OHS) requirements, although at one centre it was reported that the OHS certificate had expired and a new application had been submitted. Other reports just mentioned the fact that the requirements had been met, without reference to an actual, valid OHS certificate.

The basic health and safety necessities complied with the following requirements:

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

Ablution facilities throughout were clean and sufficient for the staff employed at each centre. The toilets were found to be clean with sufficient toilet paper, towels and soap.

Where accommodation for markers was provided, marking centres could accommodate markers in the school's hostels, in rooms that varied from single to dormitory-type accommodation. In the Western Cape, all markers who needed accommodation were accommodated at the Western Cape Sport School Hostel. Markers were mostly satisfied with the accommodation provided and found the accommodation of an acceptable standard.

Food was supplied to all marking staff and special provision was made for meal preferences as requested when markers arrived at the centre. Different menus for special dietary preferences, e.g. Halaal, vegetarian or diabetic meals, were available.

It was clear that all local PED ensured that all centres to be used complied with all requirements before they were allocated as the venue for a marking centre. Also, at all centres site managers were always available to address and handle any problems that were reported. This contributed to a positive atmosphere conducive for marking.

4.3.3 Security

The key monitoring area of security was probably the most improved area of all areas monitored during the June/July 2019 marking session. At only one centre it was reported that access control at the gate was not effective, because cars were not searched. Security at all the other centres was strict and of a high standard.

All centres complied with prescribed security measures, which included alarm systems, burglar-proof bars, surveillance cameras, strict access control and guards stationed throughout the premises. In the Eastern Cape, all visitors were escorted by the security personnel in and around the venue. At all centres security personnel verified the credentials of visitors before they were escorted to the office of the centre manager. Unauthorised persons were refused entry at the gate until the marking centre manager gave permission for entry. Security personnel at most

centres were vigilant and made thorough checks, ensuring that unauthorised visitors did not have easy access to the marking venues.

Each PED developed its own process for the movement of scripts to and from control rooms and the necessary measures were in place at all centres to ensure that all scripts were accounted for during marking. Security of scripts was managed by script control managers. Scripts were physically verified and controlled using control sheets for verification and accountability purposes. These lists were sent out from the control room together with each batch of scripts to the marking venues, verified by the chief markers on receipt and then returned to the control room. The person responsible for script control in the control room accounted for all dispatched scripts, while security guards escorted examination assistants and chief markers when scripts were moved from and to the control room.

Transportation of scripts to and from the marking venues was done by an appointed service provider and escorted by armed security guards. In the Western Cape, officials from the Western Cape Education Department (WCED) also accompanied the scripts when they were transported. It was pleasing to note that the security of scripts and other examination material at the marking centre during the marking process was given top priority. The movement of all scripts was recorded and signed for by the relevant parties. This arrangement ensured that every answer script, mark sheet and any other examination material could be accounted for.

4.3.4 Handling of irregularities

According to the findings during monitoring, all PED had structures in place to deal with irregularities and the teams were well trained in how to deal with irregularities identified during marking. Either the irregularity officer or chief marker conducted training sessions at the beginning of marking, ensuring that markers were familiar with the concept of an irregularity and knew how to detect and recognise irregularities. A procedure manual was also provided in which irregularities were clearly described. A full account of the protocol for reporting irregularities at marking centres was adhered to. All PED provided forms for completion with all necessary information when reporting alleged irregularities.

During monitoring at a marking centre in the Eastern Cape, two serious irregularities were recorded:
- Suspected copying in two papers; and
- Two markers who were drunk while on duty.

In both cases, the irregularities were reported to the chief marker, who reported them to the PED to be handled by the Provincial Examinations Irregularity Committee (PEIC).

It was also mentioned in the same province that one irregularity officer was shared between two marking centres which were in close proximity to each other.

Irregularities were also reported at a centre in North West. These included:

- Copying involving four candidates in Life Sciences Paper 1;
- One candidate found in possession of crib notes (Life Sciences Paper 2); and
- One page torn from the answer book (Life Sciences Paper 2 – SC (a) candidate).

It was standard procedure that all centres kept records of any suspected irregularities in the irregularity register, as per regulation. Measures were put in place to deal with the removal of scripts for investigation: a script replacement form was inserted into the batch from which the script was removed.

During this monitoring session, very few irregularities were reported at marking centres. Where identified, they were adequately dealt with and the marking centre personnel were knowledgeable on how to deal with the irregularities, starting from detection by the marking personnel right up to the relevant irregularity committees. It was clear that irregularities were handled properly at all centres, with the help of dedicated irregularity officials as an extension of the PEIC of each PED.

4.4 Areas of Compliance

It was pleasing to note that monitors nationally reported positively about their respective monitoring sessions. During the June/July 2019 marking sessions, the following areas of compliance were observed:

a) A comprehensive marking manual, which contained all required marking information and reporting forms, had been developed and was used at the marking centres;

b) Training of all marking personnel prior to the start of the marking process was given the necessary attention;

c) The marking centres in all provinces had well-organised control systems in place to control the flow of scripts from one point to the other, with sufficient record-keeping ensuring good script control;

d) Structures to handle irregularities at the examination centres were in place and effective; and

e) Increased awareness of the necessity of proper and uniform security measures were evident at all centres.

4.5 Areas of Non-compliance

Access control at the entrance into one of the marking centres was poorly managed.

4.6 Directives for Compliance and Improvement

The DBE must ensure that a standardised manual is developed for use by contracted security personnel across all marking centres.

4.7 Conclusion

Despite inconsistencies observed with the application of security measures by security personnel across monitored marking centres, the general findings gathered point to a significant improvement in the preparation and management of marking centres. As such, there were no factors noted that could have prevented marking processes from taking place as planned.

CHAPTER 5
VERIFICATION OF MARKING

5.1 Introduction

Verification of marking is a quality assurance process used by Umalusi to verify the marking process. This is to ensure that the marking of examination scripts in all provinces is in accordance with the signed-off marking guidelines for all approved question papers. To accomplish this, Umalusi examines the level of adherence to the marking guidelines and consistency in marking.

Umalusi conducted on-site verification of marking for the Department of Basic Education (DBE) June 2019 National Senior Certificate (NSC) and Senior Certificate (amended) (SC (a)) examinations during the last week of June and the first week of July. On-site verification of marking is preferred as it provides Umalusi with an opportunity to support marking personnel, where necessary, while marking is under way.

This chapter provides the findings of the verification of marking conducted in the nine provincial education departments (PED). The number of subjects and the type of subjects verified varied from province to province.

This chapter presents findings gathered from the verification of marking, with regard to the levels of compliance of the marking using the approved marking guidelines in selected subjects. Furthermore, the chapter informs the assessment body about areas of compliance and areas of non-compliance, and issues directives for compliance and improvement in the marking of candidates' scripts.

5.2 Scope and Approach

Twenty-two subjects, with a total of 52 question papers, were selected for verification of marking. The sample included gateway subjects, all the home languages and 10 subjects with a practical component.

External moderators were able to select scripts to be moderated. The number of scripts sampled depended on the number of external moderators and the time each external moderator had available at the marking centre concerned.

Table 5A below provides the list of question papers and number of provinces (indicated in brackets) verified.

Table 5A: List of subjects and number of provinces (in brackets) included in the verification of marking

Subject
Accounting (3)
Afrikaans Home Language (HL): Paper 1, Paper 2 and Paper 3 (2)
Agricultural Science: Paper 1 and Paper 2 (2)
Business Studies (3)
Civil Technology: Civil Services, Construction, Woodworking (1)

Computer Applications Technology (CAT): Paper 1 and Paper 2 (2)
Economics: Paper 1 and Paper 2 (3)
English First Additional Language (FAL): Paper 1, Paper 2 and Paper 3 (1)
English HL: Paper 1, Paper 2 and Paper 3 (2)
Geography: Paper 1 and Paper 2 (2)
History: Paper 1 and Paper 2 (2)
IsiXhosa HL: Paper 1, Paper 2 and Paper 3 (1)
IsiZulu HL: Paper 1 and Paper 2 (1)
Life Sciences: Paper 1 and Paper 2 (3)
Mathematical Literacy: Paper 1 and Paper 2 (3)
Mathematics: Paper 1 and Paper 2 (1)
Mechanical Technology: Automotive, Fitting and Machining, Welding and Metalwork (1)
Physical Sciences: Paper 1 and Paper 2 (2)
Sepedi HL: Paper 1, Paper 2 and Paper 3 (1)
Sesotho HL: Paper 1, Paper 2 and Paper 3 (1)
Setswana HL: Paper 1, Paper 2 and Paper 3 (1)
SiSwati HL: Paper 1, Paper 2 and Paper 3 (1)

The Umalusi instrument used for verification of marking is comprised of four parts: Part A: Adherence to marking guideline; Part B: Quality and standard of marking; Part C: Candidates' performance (not reported on in this chapter); and Part D: Findings and suggestions derived from the analysis of data in Part A, Part B and Part C. Part A and Part B are divided into four criteria each, to source information from the marked scripts, as indicated in Table 5B. For the purpose of this report, only Part A, B and D are used.

Table 5B: Verification of marking instrument criteria

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

5.3 Summary of Findings

The findings on the verification of marking are summarised in this section, based on individual compliance criteria as listed in Table 5B. Figure 5A below provides the number of question papers that complied fully with the various criteria. External moderators' responses to criteria 1–8 are summarised in Figure 5A. All criteria, except for changes to marking guidelines and changes made following due process, refer to the quality of marking, and the number of papers considered to be compliant with these criteria is indicated. In some instances, the quality of marking in a subject was not consistent across all provinces visited. Therefore, each criterion is discussed separately and the inconsistencies in specific question papers are noted, where appropriate.
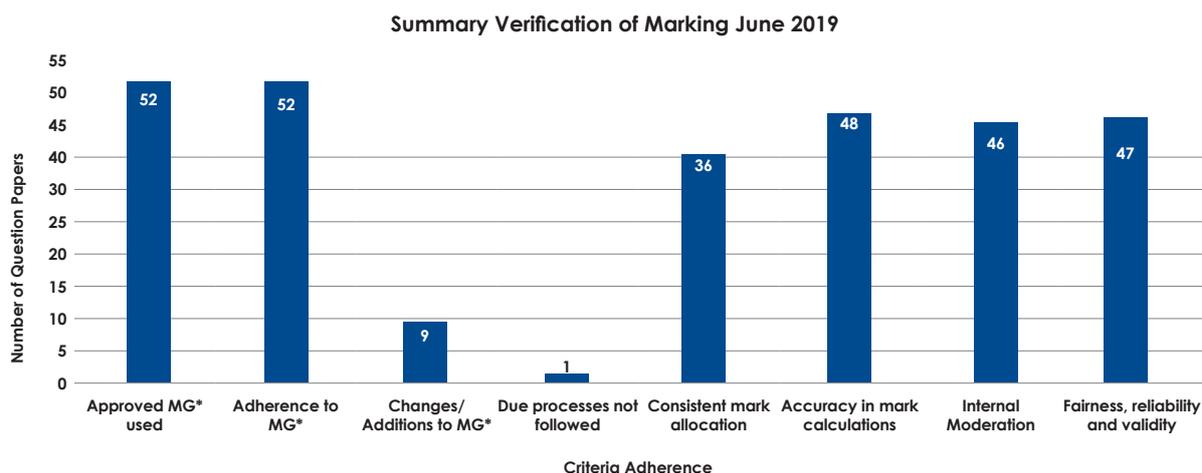
Figure 5A: Summary of verification of marking June 2019

MG – Marking guidelines*

5.3.1 Approved marking guidelines used

All provinces used the approved marking guidelines that had been signed off by Umalusi during marking guideline discussions.

5.3.2 Adherence to marking guidelines

The approved marking guidelines were, in the main, adhered to. However, the use of assessment rubrics in marking continued to pose challenges for some markers.

5.3.3 Changes made to marking guidelines at marking centres

Changes made to the marking guidelines at the marking centres are indicated below.

   a) **Business Studies:** An addendum, accepted at the DBE marking standardisation meeting, was used at all marking centres for alternative responses not included in the marking guideline.
   b) **Civil Technology: Civil Services, Construction and Woodworking:** An examination instruction was sent out by the DBE to all provinces regarding changes to the marking guidelines of both the English and Afrikaans papers.
   c) **Life Sciences (Paper 1 and Paper 2):** For Paper 1 in the Eastern Cape, it was agreed that the older alternatives to sensory and motor neurons, i.e. afferent and efferent neurons, be accepted only for this examination, as many candidates were part-time and may have had access only to older information/terminology. Similar alternatives for Paper 2 were agreed on by all stakeholders.
   d) **Mathematical Literacy (Paper 1 and Paper 2):** In Mpumalanga, alternative correct solutions for both Paper 1 and Paper 2 that were provided during the training were posted on the national WhatsApp group. It was included only after being ratified by the external moderator. No changes were effected to the marking guideline during marking.
   e) **Physical Sciences (Paper 1):** Additional correct options forwarded by some chief markers were discussed via a WhatsApp forum and agreed to by the chief examiner, internal moderator and Umalusi moderators. These correct options were then allocated marks consistent with the other options of the same question.

5.3.4 Approval of changes made to marking guidelines at marking centres

Changes made to the marking guidelines were minimal. The DBE informed the marking centres in the provinces of the changes. The following is worth mentioning:

a) **Economics (Paper 2):** In Limpopo a deviation from the marking guideline was observed in one question, where part-marks were allocated to candidates.

5.3.5 Consistency in mark allocation

Overall, marks were allocated correctly. There were instances where inconsistencies in mark allocation occurred during the early stages of marking. The following is worth mentioning:

a) **Business Studies:** The following inconsistencies were noted in the marking allocation process in Limpopo:

- Lenient marking was evident in some questions. The decrease in marks as a result of lenient marking was within the range of 1 to 3 marks;
- A lack of understanding and application of split ticks was evident: in some questions marking with only one tick at the end of a sentence, when such answers warranted two split ticks, was noted. Candidates' marks increased from 1 to 3 marks;
- Some markers did not always refer to the marking guidelines and/or did not read and link the answers to the marking guideline, which resulted in some verifications having to be effected;
- Some questions were found unmarked; however, these were corrected.

b) **Economics (Paper 1 and Paper 2):** Discretionary marking remained a challenge for some markers in North West. There was evidence of inconsistency among some scripts moderated. Some markers scanned responses and did not engage in in-depth reading of the candidates' responses. This resulted in over- or under-compensation in marks awarded.

c) **English FAL (Paper 1):** Although marking for Paper 1 in Limpopo was considered to be fair, there were instances where markers were generous in allocating marks. The internal moderator and chief marker were able to regulate this.

d) **Geography (Paper 1):** In Mpumalanga, a few cases of inconsistencies in marking were picked up during verification of marking. The external moderator brought these to the attention of the chief marker and internal moderator.

e) **IsiXhosa HL (Paper 1, Paper 2 and Paper 3):** In Paper 1 in Eastern Cape there were instances of deviation from the marking guideline, where incorrect responses had been marked correct. In Paper 2 and Paper 3 an indication was provided that markers found the rubric difficult to use. Lenient marking was evident in some questions. The decrease in marks, as a result of lenient marking of these candidates' scripts, was within the range of 1 to 3 marks.

f) **Life Sciences (Paper 2):** In the Eastern Cape, seven discrepancies were identified among the 36 sampled scripts by Umalusi. Four of these involved shortcomings or inaccuracies in the marking or moderation processes, while the remaining three involved computational errors. These were, however, corrected.

g) **Mathematics (Paper 2):** In KwaZulu-Natal, a change in marks exceeding the tolerance range was identified in one script during external moderation of Paper 2. This script had not been moderated internally. This was corrected.

h) **Sepedi HL (Paper 1 and Paper 2):** In Limpopo, markers adhered to the marking guideline for Paper 1, but were generous in allocating marks on partially answered questions. These marks were moderated and corrected. In Paper 2, markers were rigid when marking open-ended questions, which required candidates to have an opinion about certain events or characters. Moderation corrected these interpretations.

i) **Sesotho HL (Paper 1):** In the Free State, strict adherence to the marking guideline was observed despite markers being allowed to use their discretion when allocating marks. In Paper 1, most of the markers seemed to have disadvantaged the candidates as most of the verified scripts had an upward adjustment of marks after moderation.

j) **Setswana HL (Paper 1 and Paper 3):** In the Free State there were instances where correct responses in Paper 1 were marked incorrectly. These inconsistencies were picked up by external moderation on the first day of moderation. The external moderator then addressed this problem with the chief marker and internal moderator. In Paper 3 there were instances where markers applied the rubric incorrectly, leading to marks outside the agreed tolerance range. Unfortunately, the internal moderator did not pick up this problem; it was identified by the external moderator and was addressed with the chief marker and internal moderator. Consistency in marking was observed after this discussion.

5.3.6 Addition and calculation of marks

The verification of marking revealed that addition and calculation of marks were done correctly. The following inconsistencies were, however, require mention:

a) **Agricultural Sciences (Paper 1 and Paper 2):** In Limpopo a few cases were noted regarding incorrect calculations for Paper 1 and Paper 2, which warranted markers to double-check marked scripts prior to recording marks on the mark sheet.

b) **Life Sciences (Paper 2):** In the Eastern Cape, three of 36 scripts sampled contained computational errors. The computational errors involved discrepancies in the counting, which resulted in incorrect totalling of the ticks, as well as errors in totalling the marks on the cover page of the scripts. It must be noted that these sampled scripts had not been checked by the administrative assistants before the verification process.

c) **Mathematical Literacy (Paper 2):** In the Northern Cape, the administrative assistants had not yet controlled and verified additions on the batches verified by the external moderator; however, no significant miscalculations and errors in additions were discovered.

5.3.7 Internal moderation of marking

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

a) **Civil Technology:** Civil Services, Construction and Woodworking: In Western Cape there was no internal moderation done as only one marker was appointed for the three specialisations.

b) **English HL (Paper 2):** In North West, the appointed senior marker for Paper 2 could moderate only Poetry, Life of Pi and Hamlet and was not conversant with the other texts. The marking of Dorian Gray, Othello and The Crucible was not assigned a senior marker. The chief marker and internal moderator did the moderation and training for these texts.

c) **Physical Science (Paper 1 and Paper 2):** In North West there was evidence of shadow

moderation in both Paper 1 and Paper 2. This was brought to the attention of the chief marker.

5.3.8 Fairness, reliability and validity of marking

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

a) **Sesotho HL (Paper 1, Paper 2 and Paper 3):** In the Free State, some cases of huge variances were brought to the attention of the markers. The internal moderator and the chief marker had constant discussions with the markers to consolidate marking. Marking was considered fair for Paper 2 and Paper 3; however, there were instances where candidates were either disproportionately advantaged or disadvantaged due to inconsistencies in the marking.

5.4 Areas of Compliance

The following areas of compliance were noted:

a) Adherence to approved/signed-off marking guidelines;
b) The quality of marking was found to be good;
c) The level of moderation of answer scripts was found to be acceptable. The consistent use of different coloured pens by different levels of markers and moderators improved moderation at all levels; and
d) The determination of, and adherence to, a marking tolerance range for examination scripts made marking more reliable. Where variances in allocated marks occurred, these were mostly within the agreed tolerance range.

5.5 Areas of Non-compliance

The marking of questions in which a rubric was used posed numerous variations in allocated marks.

5.6 Directives for Compliance and Improvement

The DBE must ensure that markers are trained on the use/application of rubrics in subjects which utilise rubrics for marking.

5.7 Conclusion

The marker training conducted by the DBE after the marking guideline standardisation meetings positively influenced the quality of marking in the different PED. Adherence to marking guidelines and minimal additional correct answers ensured consistency of marks allocated. Marks that were found to be outside the tolerance range were moderated and markers were assisted to minimise such deviations. The totality of good practice had a positive impact on the fairness, validity and reliability of the marking of the June 2019 NSC and SC (a) examinations. To improve the marking even further, the DBE is required to address the negative aspects highlighted in this report.

CHAPTER 6
STANDARDISATION AND VERIFICATION OF RESULTS

6.1 Introduction

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

According to the GENFETQA Act, 2001 as amended, 2008, section 17A. (4), the Council may adjust raw marks during the standardisation process. In carrying out the statistical moderation process, qualitative inputs from external moderators and internal moderators, post-examination analysis reports and the principles of standardisation are taken into consideration.

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

6.2 Scope and Approach

The Department of Basic Education (DBE) presented 35 subjects for the standardisation process of the June 2019 Senior Certificate (amended) (SC (a)). Umalusi verified the standardisation processes, standardised all the subjects and verified the resulting processes.

6.3 Summary of Findings

6.3.1 Standardisation and Resulting

a) Development of historical averages

The historical average was developed from the previous five DBE SC (a) examinations, since 201506.

b) Capturing of marks

Umalusi undertook the verification of capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process of the examination marks. Umalusi also monitored the capturing of marks to establish whether the capturing was accurate and credible. The verification of the capturing of the SC (a) examination marks looked at, among other matters, management of the capturing system and verification of the systems, including security systems, for the examination. The verification process provides an opportunity for the identification of best practices and challenges encountered in capturing of marks. Umalusi monitored the capturing of marks at capturing centres in Free State, Limpopo, Eastern Cape and Gauteng provincial education departments (PED).

The documentation on the capturing process was made available to Umalusi during the monitoring

in all provinces except Eastern Cape. Although the guidelines, or procedural documents, were silent on the authentication of mark sheets, there were measures in place to authenticate them. The use of barcodes in Gauteng and the scanning of scripts and mark sheets made tracking of scripts easier. Umalusi noted that in Gauteng, a system was in place whereby scripts, as well as the mark sheet, were scanned. This system was greatly appreciated as it eliminated the occurrence of missing mark sheets, since these were barcoded and contained unique, system-generated mark sheet numbers.

The use of CCTV security systems in Gauteng and Limpopo evidently provided a high level of security in the capturing room. While management of mark sheets was commendable in KwaZulu-Natal, Limpopo and Gauteng, there were many problems encountered with signatures; as well as alterations that were noted in Free State. In Eastern Cape the capturers had to correctly capture codes like 999 and 444 as these were incorrectly captured on the mark sheet. Furthermore, the capturing rooms for Limpopo and Eastern Cape were quite small, although Limpopo had decided to concentrate on one qualification at a time to avoid confusion. This was commendable. The maximum use made of technology in Gauteng was commendable. Most provinces relied heavily on manual procedures, which pose an increased risk for errors.

Umalusi noted that in all provinces visited, one individual carried out the transfer of marks as a dedicated function. In the event of this person forgetting one of the mark sheets, the marks would not reflect on the candidate record submitted for resulting.

In all provinces, evidence of double capturing was observed, with appreciation. However, it was noted that there were major differences in the way each province conducted the capturing of marks.

c) Electronic datasets and standardisation booklets

Umalusi tested the standardisation process during the verification of systems to test the correct use of the new norm in preparation for standardisation meetings. During the standardisation process, the DBE submitted the standardisation datasets for verification and approval.

Umalusi approved the standardisation datasets after the second submission. Delays in approvals were a result of duplicate identification numbers submitted, among the Gauteng standardisation datasets. The statistics file, pairs analysis, percentage distribution and the raw mark distribution comprised the datasets that were approved during the standardisation process.

The electronic booklets and standardisation datasets were approved on second submission. The standardisation was approved on the condition that the Western Cape correctly captured the marks of a candidate who had had a mark exceeding the maximum mark captured.

6.2.3 Pre-standardisation and standardisation

The external moderator report, standardisation principles, the norm and previous adjustments were used in determining adjustments per subject.

The Assessment Standards Committee (ASC) expressed concern at the high absenteeism rate of 50% for most subjects, with CAT having an absentee rate of 93%. Furthermore, the poor quality

of the results of those few who did write was also noted. Although there have been consistently small improvements in the pass rate, the failure rate was still extremely low, at 90%. In light of the high failure rate and the poor quality of passes from the few who write, the ASC urged DBE to investigate the possibility of setting out registration and examination entrance requirements for this qualification. Furthermore, the ASC felt that, given the poor quality of marks, candidates desperately need support to see them pass.

A consistent improvement was noted in some subjects like Physical Sciences, while subjects like Religion Studies indicated a decline in pass rate in 2019. Subjects like English HL, Religion Studies, Sesotho HL and isiXhosa HL took much time for the ASC to reach consensus owing to the extraordinarily higher failure rates.

6.3.3 Standardisation decisions

The decisions for the June 2019 SC (a) examination were informed by the norm, candidates' trends of performance since 201506, the pairs analysis and internal and external moderator reports, as outlined below:

Table 6A: Standardisation decisions for the June 2019 SC (a)

Description	Total
Number of learning areas presented	35
Raw marks	28
Adjusted (mainly upwards)	07
Adjusted (downwards)	00
Number of learning areas standardised:	**35**

6.3.4 Post-standardisation

The DBE was required to submit the approved adjustments as per the agreed standardisation decisions. These were verified and approved during second submission. The final resulting was approved during first submission for all provinces except Western Cape, which was approved during second submission.

6.4 Areas of Compliance

The following areas of compliance were noted:

   a) The norms were approved during first submission;
   b) The continuous submission of datasets to Umalusi for verification according to set timeframes; and
   c) The short turnaround time for the submission of corrected datasets.

6.5 Areas of Non-compliance

Umalusi noted the following areas of non-compliance:

   a) The lack of a standard operational procedure for the capturing of marks;
   b) The transfer of marks after verification as a separate function was worrisome;
   c) The capturing of marks above the maximum mark;

d)	There is continued evidence of a high failure rate, as high as above 90% for most subjects;

e)	The absenteeism rate was extremely high for most subjects, averaging at least 50% with CAT at 93%; and

f)	The extremely low pass rate for most subjects and poor quality of passes.

6.6 Directives for Compliance and Improvement

The DBE must:

a)	Ensure that systems are put in place to reduce absenteeism during examinations;

b)	Investigate the possibility of automating the transfer of marks;

c)	Ensure that a minimum standard operation procedure is developed for the capturing of marks; and

d)	Ensure that control measures are put in place on the system to avoid capturing of marks above the maximum mark.

6.7 Conclusion

In addition to the directives for compliance and improvement highlighted above, the DBE is also required to pay attention to and address the following challenges identified during the standardisation and approval of results meetings:

a)	Lack of backup question papers which create unnecessary pressure on the examination and moderation teams during crisis time;

b)	The high failure rate noted in most subjects;

c)	The high rate of absenteeism noted in most subjects;

d)	Assess the relevance of this examination taking into account the high absentism and extremely low marks for the few that pass;

e)	Investigate the possibility of setting out registration and examination entrance requirements for candidates sitting for the June examination; and

f)	Collaborate with the Department of Higher Education and Training (DHET) to provide support to the SC(a) candidates to improve performance.

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

ANNEXURE 2A: EXAMINATION CENTRES MONITORED FOR WRITING OF EXAMINATONS

	Province	Centre	Date	Subject	Registered	Wrote
1	Eastern Cape	Gompo Private Centre	22/05/2019	Geography Paper 1	198	71
2		Hlaziya Private Centre	22/05/2019	Geography Paper 2	178	88
3		Hlaziya Private Centre	24/05/2019	Life Sciences Paper 1	369	187
4		Iqhayiya Technical College	27/05/2019	Life Sciences Paper 2	40	16
5		Sophie Davis Private Centre	27/05/2019	Life Sciences Paper 2	75	38
6		Omhle Private Centre	03/06/2019	History Paper 2	118	42
7		Ndaliso Secondary School	10/06/2019	Agricultural Sciences Paper 2	104	09
8		Tlokweng Senior Secondary School	10/06/2019	Agricultural Sciences Paper 2	91	28
9		St Albans Prison	11/06/2019	Economics Paper 1	15	10
10		Lusikisiki College	12/06/2019	English First Additional Language (FAL) Paper 1	342	93
11		Ngcobo Town Hall	12/06/2019	English FAL Paper 1	405	60

Province		Centre	Date	Subject	Registered	Wrote
12		Goedemoed Correctional Services	13/05/2019	Mathematics Paper 2	04	02
				Mathematical Literacy Paper 2	20	12
13		Boitumelo PALC	20/05/2019	Physical Sciences Paper 2	81	01
14		Rehauhetswe Secondary School	22/05/2019	Geography Paper 1	33	24
15		Brebner Secondary School	24/05/2019	Life Sciences Paper 1	28	13
16		Ipetleng Secondary School	27/05/2019	Life Sciences Paper 2	44	33
17		Mampoi Secondary School	27/05/2019	Life Sciences Paper 2	91	39
18	Free State	Groenpunt Prison	30/05/2019	English FAL Paper 2	44	30
19		Qibini Secondary School	31/05/2019	History Paper 1	29	21
20		Kroonstad Prison	04/06/2019	Business Studies	27	16
21		Mophate Secondary School	04/06/2019	Business Studies	29	20
22		Kgola Thuto Secondary School	12/06/2019	English FAL Paper 1	107	60
23		Lebogang Secondary School	12/06/2019	English FAL Paper 1	339	194
24		Petunia Secondary School	12/06/2019	English Home Language (HL) Paper 1	09	09
				English FAL Paper 1	01	01
25		Ntsu Secondary School	14/06/2019	Economics Paper 2	66	28

Province	Centre	Date	Subject	Registered	Wrote
26		Esokwazi Secondary School	10/05/2019	Mathematics Paper 1	1	0
				Mathematical Literacy Paper 1	56	34
27		Mpotsheng Secondary School	13/05/2019	Mathematics Paper 2	07	06
				Mathematical Literacy Paper 2	36	23
28		Aaron Moeti Community Learning Centre	15/05/2019	IsiZulu HL Paper 1	159	120
29		Lawley Thuto-Lefa Secondary School	22/05/2019	Geography Paper 1	42	33
30	Gauteng	Mosupatsela Secondary School	22/05/2019	Geography Paper 2	96	96
31		Ivory Park Community Learning Centre	24/05/2019	Life Sciences Paper 1	492	223
32		Pretoria Central Adult Centre	27/05/2019	Life Sciences Paper 2	389	211
33		Windmill Park Secondary School	27/05/2019	Life Sciences Paper 2	45	11
34		Strauss Secondary School	03/06/2019	History Paper 2	61	32
35		Amogelang Secondary School	04/06/2019	Business Studies	34	26
36		Fourways Adult Centre	04/06/2019	Business Studies	440	264
37		Sharpeville Adult Centre	04/06/2019	Business Studies	158	73
38		Reneilwe Community Learning Centre	12/06/2019	English HL Paper 1	52	36
				English FAL Paper 1	350	220
39		Makhoarane Primary School	14/06/2019	Economics Paper 2	242	127

	Province	Centre	Date	Subject	Registered	Wrote
40		Adams College	13/05/2019	Mathematics Paper 2	54	44
				Mathematical Literacy Paper 2	28	08
41		Sivananda Technical High School	13/05/2019	Mathematics Paper 2		
42		Icesa Matric School	17/05/2019	Physical Sciences Paper 1	129	57
43		Anchorlite College	22/05/2019	Geography Paper 1	231	84
44		Dassenhoek Secondary School	24/05/2019	Visual Arts Paper 1	14	07
45		Groutville High School	29/05/2019	IsiZulu HL Paper 2	100	57
				IsiZulu FAL Paper 2	03	00
	KwaZulu-Natal			IsiXhosa HL Paper 2	01	01
46		Imbewenhle Primary	30/05/2019	English HL Paper 2	08	06
				English FAL Paper 2	157	81
47		Westville Prison	30/05/2019	English HL Paper 2	07	05
				English FAL Paper 2	74	54
48		Ncome Correctional Services	04/06/2019	Business Studies	17	10
49		Waterval Prison	04/06/2019	Business Studies	34	21
50		Madadeni Centre	10/06/2019	Agricultural Sciences Paper 2	37	15
51		Access Education Centre	12/06/2019	English HL Paper 1	04	02
				English FAL Paper 1	73	39
52		Pietermaritzburg Correctional Services	12/06/2019	English FAL Paper 1	43	25
53		Umlazi ComTech High School	13/06/2019	Engineering Graphics and Design Paper 1	30	15
54		Newcastle High School	14/06/2019	Economics Paper 2	11	06

	Province	Centre	Date	Subject	Registered	Wrote
55		Motlalaohle High School	10/05/2019	Mathematics Paper 1	20	19
				Mathematical Literacy Paper 1	53	46
56		Ramatshagalala Secondary School	13/05/2019	Mathematics Paper 2		
				Mathematical Literacy Paper 2		
57		Potlake Secondary School	15/05/2019	Sepedi HL Paper 1	69	58
58		Morokalebole Secondary School	17/05/2019	Physical Sciences Paper 1	147	81
59		Sehlaku Technical High School	20/05/2019	Physical Sciences Paper 2	18	17
	Limpopo			Technical Sciences Paper 2	12	11
60		Musina Secondary School	24/05/2019	Life Sciences Paper 1	104	90
61		Doasho High School	03/06/2019	History Paper 2	30	26
62		Northern Academy High School	04/06/2019	Business Studies Paper 1	31	22
63		Thabamoopo Multi-purpose Centre	10/06/2019	Agricultural Sciences Paper 2	154	72
64		Mastec Multi-purpose Centre	11/06/2019	Economics Paper 1	83	56
65		Hlalukweni Repeat Centre	13/06/2019	English HL Paper 3	01	01
				English FAL Paper 3	343	173
66		Phaahla Secondary School	13/06/2019	English FAL Paper 3	77	72

	Province	Centre	Date	Subject	Registered	Wrote
67	Mpumalanga	Lindile Secondary School	13/05/2019	Mathematics Paper 2	55	27
				Mathematical Literacy Paper 2	13	10
68		Ithafa Secondary School	17/05/2019	Physical Sciences Paper 1	210	99
				Technical Sciences Paper 1	01	00
69		AD Nkosi Secondary School	20/05/2019	Physical Sciences Paper 2	88	27
70		Bonginsimbi Comprehensive School	27/05/2019	Life Sciences Paper 2	136	54
71		Mayibuye Secondary School	30/05/2019	English FAL Paper 2	53	22
72		Khula Sakhile Secondary School	31/05/2019	History Paper 1	61	23
73		Hlonipha Secondary School	04/06/2019	Business Studies	171	110
74		Nqobile Primary School	04/06/2019	Business Studies	117	53
75		John Mdluli Primary School	11/06/2019	Afrikaans HL Paper 1	0	01
				Afrikaans FAL Paper 1	24	02
76		Lekazi Secondary School	11/06/2019	Economics Paper 1	48	16
77	Northern Cape	Galaletsang Science High School	17/05/2019	Physical Sciences Paper 1	141	91
78		Remmogo Secondary School	22/05/2019	Geography Paper 2	195	134
79		Steinkopf High School	22/05/2019	Geography Paper 1	25	10
80		Vuyolwethu High School	22/05/2019	Geography Paper 1	116	63
81		Homevale High School	24/05/2019	Life Sciences Paper 1	202	99
82		Tetlanyo High School	27/05/2019	Life Sciences Paper 2	292	130
83		Nababeep High School	28/05/2019	Afrikaans HL Paper 2	21	06
				Afrikaans FAL Paper 2	01	00
84		SA Van Wyk High School	04/06/2019	Business Studies	29	08
85		Concordia High School	11/06/2019	Afrikaans HL Paper 3	26	08
				Afrikaans FAL Paper 3	01	01

	Province	Centre	Date	Subject	Registered	Wrote
86		Phiri Secondary School	13/05/2019	Mathematics Paper 2	15	14
				Mathematical Literacy Paper 2	18	11
87		Thuto-Boswa High School	13/05/2019	Mathematics Paper 2	39	36
				Mathematical Literacy Paper 2	10	09
88		Barolong High School	17/05/2019	Physical Sciences Paper 1	107	71
89		Vaal Reefs Technical High School	17/05/2019	Physical Sciences Paper 1	84	54
90		Kebalepile Junior Secondary	20/05/2019	Physical Sciences Paper 2	30	25
91	North West	Thapama Secondary School	22/05/2019	Geography Paper 1	40	31
92		Thuto Thebe Teacher Centre	22/05/2019	Geography Paper 1	79	53
93		Ogodiseng Secondary School	25/05/2019	Life Sciences Paper 1	63	60
94		Mmankala Technical and Commercial School	27/05/2019	Life Sciences Paper 2	196	101
95		Sebegilwe Middle School	27/05/2019	Life Sciences Paper 2	106	63
96		Hoërskool Grenswag	30/05/2019	English HL Paper 2	30	28
97		Letsatsing High School	04/06/2019	Business Studies	109	43
98		Lichtenburg High School	12/06/2019	English HL Paper 1	18	07
				English FAL Paper 1	286	117

Province		Centre	Date	Subject	Registered	Wrote
99		Aloe Junior High School	13/05/2019	Mathematics Paper 2	05	05
				Mathematical Literacy Paper 2	316	193
100		Drakenstein Prison	13/05/2019	Mathematics Paper 2	04	01
				Mathematical Literacy Paper 2	25	16
101		Helderstroom Maximum Prison	13/05/2019	Mathematics Paper 2	01	01
				Mathematical Literacy Paper 2	12	10
102		Matthew Goniwe Memorial High School	17/05/2019	Physical Sciences Paper 1	61	21
103	Western Cape	Sinethemba Secondary School	22/05/2019	Geography Paper 1	187	62
104		Vusisizwe High School	22/05/2019	Geography Paper 1	129	40
105		Sithembele Matiso Secondary	24/05/2019	Life Sciences Paper 1	384	150
106		Bloekombos High School	30/05/2019	English HL Paper 2	51	21
				English FAL Paper 2	270	122
107		Athlone High School	03/06/2019	History Paper 2	271	139
108		George Secondary	04/06/2019	Business Studies	215	98
109		Riviersonderend High School	04/06/2019	Business Studies	64	08
110		College of Cape Town	11/06/2019	Economics Paper 1	118	70
111		Plettenberg Bay Secondary	11/06/2019	Afrikaans HL Paper 3	23	12
				Afrikaans FAL Paper 3	02	00
112		Knysna Secondary School	14/06/2019	Economics Paper 2	67	24

ANNEXURE 2B: SUMMARISED AREAS OF NON-COMPLIANCE - WRITING PHASE

Criteria	Nature of non-compliance	Centres implicated
Preparations for examinations	Audit of examination centres by the district, across PED, not undertaken or evidence thereof not available	Omhle Private Centre Ndaliso Secondary School Ngcobo Town Hall Tlokweng Senior Secondary School Mampoi Secondary school Rehauhetswe Secondary School Kroonstad Prison Mophate Secondary School Groenpunt Prison Boitumelo PALC Goedemoed Correctional Services Lebogang Secondary School Petunia Secondary School Ntsu Secondary School Pretoria Central Adult Centre Lawley Thuto-Lefa Secondary School Fourways Adult Centre Aaron Moeti Community Learning Centre Windmill Park Secondary School Esokwazi Secondary School Mpotsheng Secondary School Reneilwe Community Learning Centre Groutville High School Ncome Correctional Services Westville Prison Adams College Kgola Thuto Secondary School Dassenhoek Secondary School Morokalebole Secondary School Ramatshagalala Secondary School Musina Secondary School Doasho High School Mastec Multi-purpose Centre Phaahla Secondary School Lindile Secondary School Mayibuye Secondary School Khula Sakhile Secondary School Nqobile Primary School Lekazi Secondary School Homevale High School Vuyolwethu High School Barolong High School Vaal Reefs Technical High School Thapama Secondary School Sebegilwe Middle School Kebalepile Junior Secondary Ogodiseng Secondary School Lichtenburg High School Mmankala Technical and Commercial School

Criteria	Nature of non-compliance	Centres implicated
		Thuto-Boswa High School Bloekombos High School Helderstroom Maximum Prison Vusisizwe High School Sinethemba Secondary School Athlone High School George Secondary College of Cape Town Hlaziya Private Centre
	Sufficient space to accommodate all candidates not available (overcrowding)	Gompo Private Centre Pretoria Central Adult Centre Makhoarane Primary School Reneilwe Community Learning Centre Adams College Morokalebole Secondary School Ramatshagalala Secondary School Barolong High School
	Unavailability of dispatch forms at examination centres to track the movement of examination material	Ngcobo Town Hall Lebogang Secondary School Pretoria Central Adult Centre Lawley Thuto-Lefa Secondary School Pietermaritzburg Correctional Services Sivananda Technical High School Morokalebole Secondary School Phaahla Secondary School SA Van Wyk High School Barolong High School Ogodiseng Secondary School Lichtenburg High School College of Cape Town

Criteria	Nature of non-compliance	Centres implicated
Invigilators and their training	Lack of evidence to confirm appointment of chief invigilators/ invigilators	Gompo Private Centre Ngcobo Town Hall Lawley Thuto-Lefa Secondary School Windmill Park Secondary School Groutville High School Imbewenhle Primary Adams College Kgola Thuto Secondary School Morokalebole Secondary School Lindile Secondary School Vaal Reefs Technical High School Letsatsing High School Ogodiseng Secondary School Lichtenburg High School Sinethemba Secondary School George Secondary
	Invigilators appointment letters and/or training evidence not available	Ngcobo Town Hall Rehauhetswe Secondary School Lawley Thuto-Lefa Secondary School Esokwazi Secondary School Amogelang Secondary School Icesa Matric School Kgola Thuto Secondary School Morokalebole Secondary School Musina Secondary School Phaahla Secondary School Lindile Secondary School Mayibuye Secondary School John Mdluli Primary School Kebalepile Junior Secondary Lichtenburg High School Aloe Junior High School Bloekombos High School Sinethemba Secondary School Athlone High School College of Cape Town
	Invigilators teach the subject written on the day	Esokwazi Secondary School

Criteria	Nature of non-compliance	Centres implicated
Preparations for examination	Candidates ID/admission letter not verified at the entrance	Rehauhetswe Secondary School Ntsu Secondary School Groutville High School Musina Secondary School Phaahla Secondary School Mayibuye Secondary School Barolong High School Ogodiseng Secondary School Vusisizwe High School
	Invigilation timetable not available	Gompo Private Centre Ngcobo Town Hall Rehauhetswe Secondary School Lebogang Secondary School Pretoria Central Adult Amogelang Secondary School Adams College Kgola Thuto Secondary School Morokalebole Secondary School Musina Secondary School Phaahla Secondary School Nababeep High School SA Van Wyk High School Concordia High School Sebegilwe Middle School Mmankala Technical and Commercial School Aloe Junior High School Helderstroom Maximum Prison Vusisizwe High School Sinethemba Secondary School Drakenstein Prison Athlone High School College of Cape Town
	Seating plan not drawn	Ngcobo Town Hall Esokwazi Secondary School St Albans Prison Mampoi Secondary School Rehauhetswe Secondary School Kgola Thuto Secondary School Morokalebole Secondary School Musina Secondary School Phaahla Secondary School Motlalaohle High School Mayibuye Secondary School Hlonipha Secondary School Barolong High School Sebegilwe Middle School Aloe Junior High School Athlone High School

Criteria	Nature of non-compliance	Centres implicated
	Candidates unregistered or missing from the official mark sheet	Goedemoed Correctional Services Pretoria Central Adult Centre Ivory Park Community Learning Centre Makhoarane Primary School Reneilwe Community Learning Centre Ramatshagalala Secondary School Musina Secondary School Ithafa Secondary School Homevale High School Tetlanyo High School Mmankala Technical and Commercial School Athlone High School College of Cape Town Knysna Secondary School Hlaziya Private Centre
	Possession of cell phones by candidates not verified	Mampoi Secondary School Ivory Park Community Learning Centre Esokwazi Secondary School Access Education Centre Musina Secondary School Phaahla Secondary School Barolong High School Lichtenburg High School Sinethemba Secondary School Hlaziya Private Centre
Time management of activities during the examinations	Candidates not admitted to the examination room 30 minutes' ahead of examination	Omhle Private Centre Ndaliso Secondary School Mampoi Secondary School Rehauhetswe Secondary School Petunia Secondary School Adams College Kgola Thuto Secondary School Ramatshagalala Secondary School Lekazi Secondary School Hlonipha Secondary School Concordia High School Barolong High School Kebalepile Junior Secondary Ogodiseng Secondary School Esokwazi Secondary School
	Regulated reading time not observed	Ngcobo Town Hall Rehauhetswe Secondary School Petunia Secondary School Groutville High School Ncome Correctional Services Adams College Sivananda Technical High School Morokalebole Secondary School Ramatshagalala Secondary School Lindile Secondary School Barolong High School Ogodiseng Secondary School Lichtenburg High School College of Cape Town Esokwazi Secondary School

Criteria	Nature of non-compliance	Centres implicated
Packaging and transmission of scripts after writing	Answer scripts not sealed at the examination centre	Kroonstad Prison
	Daily situational report not written by chief invigilators	Gompo Private Centre Ngcobo Town Hall Rehauhetswe Secondary School Kroonstad Prison Qibini Secondary School Lebogang Secondary School Ntsu Secondary School Pretoria Central Adult Centre Lawley Thuto-Lefa Secondary School Fourways Adult Centre Mpotsheng Secondary School Windmill Park Secondary School Groutville High School Icesa Matric School Adams College Access Education Centre Madadeni Centre Pietermaritzburg Correctional Services Umlazi ComTech High School Morokalebole Secondary School Potlake Secondary School Musina Secondary School Phaahla Secondary School John Mdluli Primary School Lekazi Secondary School Barolong High School Vusisizwe High School Drakenstein Prison Athlone High School Knysna Secondary School