

REPORT ON THE QUALITY  
ASSURANCE OF THE  
DEPARTMENT OF BASIC  
EDUCATION (DBE) NOVEMBER  
2020 NATIONAL SENIOR  
CERTIFICATE EXAMINATIONS  
AND ASSESSMENT

UMALUSI



Quality Council for General and Further  
Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE  
DEPARTMENT OF BASIC EDUCATION (DBE)  
NOVEMBER 2020 NATIONAL SENIOR CERTIFICATE  
EXAMINATIONS AND ASSESSMENT

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Quality Council for General and Further  
Education and Training

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# FOREWORD

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

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

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

- a. Level of adherence to policy in the implementation of examination and assessment processes;
- b. quality and standard of examination question papers and practical assessment tasks;
- c. state of readiness of assessment bodies to conduct the national examinations;
- d. efficiency and effectiveness of examination processes and procedures for the monitoring of the conduct, administration and management of examinations and assessments; and
- e. quality of marking, as well as the quality and standard of quality assurance processes which the assessment body has put in place.

Furthermore, Umalusi has established a professional working relationship with the Department of Basic Education (DBE). As a result, there has been notable improvement in the conduct, administration and management of the NSC examinations and their assessment. There is ample evidence to confirm that the DBE continue to strive to improve systems and processes relating to the NSC examinations and assessment. However, despite numerous improvement initiatives, there remain critical aspects such as leakage of question papers, which is of great concern, which require immediate attention beyond 2020.

It is common knowledge that the November 2020 examination was marred by the unfortunate incidents of question paper leakages that affected two subjects, namely Mathematics Paper 2 and Physical Sciences Paper 2. Following an extensive investigation by the National Investigation Task Team (NITT) established by the DBE, Umalusi can state that it is very concerned about the occurrence of these serious irregularities and takes the view that strong action must be taken against those learners and individuals who have made themselves guilty of these acts of dishonesty.

The NSC is still widely regarded as a flagship qualification that provides access to other opportunities such as admission to university, admission to post-school education and as an entry point into the world of work. It is for this reason that all stakeholders in education have the immense responsibility of ensuring that the quality and integrity of this important qualification is not compromised.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Council (EXCO) met in February 2021 to scrutinise evidence presented on the conduct of the November 2020 NSC examinations.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council noted the isolated irregularities reported during the writing and marking of examinations as well as the group copying cases reported in four provinces involving 893 candidates.

In addition, Umalusi has noted with concern the serious irregularities regarding the leakage of Mathematics Paper 2 and Physical Sciences Paper 2 question papers.

However, EXCO is satisfied that there were no systemic irregularities reported which might have compromised the overall credibility and integrity of the November 2020 NSC examinations administered by the Department of Basic Education.

The EXCO approves the release of the DBE results of the November 2020 NSC examinations based on available evidence that the examinations were administered in accordance with the examination policies and regulations.

In respect of the general identified irregularities the DBE is required to:

- a. block the results of candidates implicated in irregularities including the candidates involved in group copying pending the outcome of further DBE investigations and Umalusi verification; and
- b. tighten the security at all levels to ensure that there are no leakages of question papers.

In light of the unprecedented circumstances pertaining to the leakages of the Mathematics Paper 2 and Physical Sciences Paper 2 question papers, EXCO resolved as follows:

- a. Where there has been unauthorised access to question papers and where there is evidence beyond being a passive recipient of the papers, the results of the implicated candidates should be blocked pending further investigation
- b. In all other cases the results should be released.

The DBE is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report, develop and submit an improvement plan to Umalusi by 26 March 2021.

The EXCO commends the DBE for conducting a successful and credible examination despite challenges presented by COVID-19 and the leakage of question papers through social media.

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

Umalusi would like to thank all the relevant stakeholders who worked tirelessly with a view to ensure the credibility of the November 2020 NSC examinations.



**Dr Mafu S Rakometsi**  
CHIEF EXECUTIVE OFFICER

# EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality-assure assessment at exit points, approve the release of examination results and to certify candidate achievements.

The Act, in terms of these responsibilities, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

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

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2020 National Senior Certificate (NSC) examinations. The report also reflects on the findings; areas of improvement and good practice; areas of non-compliance; and provides directives for compliance and improvement in the conduct, administration and management of the examinations and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the DBE.

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

The Department of Basic Education (DBE) conducted the November 2020 NSC and Senior Certificate (amended) (SC(a)) examinations in 65 and 35 subjects respectively.

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

- a. Moderation of question papers (Chapter 1);
- b. Moderation of school-based assessment (SBA) and verification of moderation of orals and practical assessment tasks (PAT) (Chapter 2);

- c. Monitoring the state of readiness to conduct examinations (Chapter 3);
- d. Audit of appointed markers (Chapter 4);
- e. Monitoring the writing of examinations (Chapter 5);
- f. Marking guideline discussion meetings (Chapter 6);
- g. Monitoring of the examination marking centres (Chapter 7);
- h. Verification of marking (Chapter 8);
- i. Standardisation and resulting (Chapter 9); and
- j. Certification (Chapter 10).

The findings from the above quality assurance of assessment processes enabled the EXCO of Umalusi Council to decide whether to approve the release of the November 2020 NSC examinations or not.

The role and responsibilities of the DBE are to:

- a. Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- b. Develop and internally moderate SBA tasks and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- c. Manage the implementation and internal moderation of internal assessment;
- d. Conduct, administer and manage the writing of examinations in all examination centres;
- e. Conduct the marking of examination scripts and submit results to Umalusi for the standardisation process;
- f. Manage irregularities;
- g. Report to Umalusi on the conduct, administration and management of examinations during the approval of the release of results meeting;
- h. Have an IT system that complies with the policies and regulations, to be able to submit all candidate records according to the certification directives; and
- i. Process and submit records of candidate achievements to Umalusi for certification.

Umalusi conducts external moderation of the examination question papers and accompanying marking guidelines to ensure that quality standards for the NSC examinations are maintained. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate format and are of high technical quality.

In order for a question paper and a marking guideline to be approved, they must be evaluated against an appropriately designed instrument that has a set of three overarching aspects/criteria: moderation of the question paper; moderation of the marking guideline; and overall impression and general remarks on the question paper. The ultimate approval of a question paper is determined by its level of compliance with criteria set out in line with Umalusi standards.

Umalusi noted an increase in the number of question papers that were approved at first moderation from 36 (35.8%) in November 2019 to 69 (48.6%) in the November 2020 examination cycle. However, the compliance of questions with technical details criterion is stagnating, at 54%; improvement on this is needed. Umalusi noted a staggering decline in compliance with the two criteria that are pivotal in developing acceptable question papers: quality of questions; and accuracy and reliability of marking guidelines. Both showed compliance of 41%, which is a decline from 2019.

Umalusi moderated the SBA in 13 selected subjects across the nine provincial education departments (PED) and verified the moderation of PAT of five subjects in five PED. There was an improvement in the use

of the cognitive analysis grid in Accounting in the KwaZulu-Natal Department of Education. The creation of a safe IT system with secure drive to conduct fair, valid and reliable assessment for the Retrospective exhibition and the final NSC practical examination by the Western Cape Education Department for Visual Arts was noted. Poor quality of internal moderation in Accounting, Physical Sciences, Life Sciences, Technical Sciences and English First Additional Language (Limpopo and KwaZulu-Natal) and the non-inclusion of the cognitive analysis grid in Accounting in Limpopo Department of Education is a cause for concern.

Umalusi evaluated the state of readiness of the DBE to conduct, administer and manage the November 2020 examination. Umalusi used online platforms, through a desktop evaluation of the self-evaluation reports submitted by PED and participated in online meeting convened by the DBE. The PED employed mitigating strategies to address anticipated shortcomings that ensued due to challenges related to COVID-19. Umalusi noted an improvement in security features at the storage points. Umalusi noted with concern the shortage of staff in the examination directorates at various PED, owing to unfilled vacancies; and the shortage of markers in subjects with high enrolments.

Umalusi audited the process of appointing marking personnel in all PED to ensure that those appointed were suitably qualified and were appointed in line with the prescripts of the Personnel Administrative Measures (PAM). As its prerogative, the DBE must ensure that all PED appoint qualified marking personnel. A desktop audit of the appointed markers was conducted in all PED. Ten subjects were sampled per PED (sampled in 2020). The desktop audit was followed by a physical visit in two PED to verify the evidence submitted electronically by the PED. Umalusi noted improvements in ensuring that markers with foreign qualifications had their foreign qualifications endorsed by the South African Qualifications Authority (SAQA) before they were eligible for appointment as markers. An improvement in the availability of lists of reserve markers was noted in one PED. The submission of inadequate and incomplete data (evidence) for auditing purposes and inaccurate information regarding teaching experience versus marking experience by PED were of concern to Umalusi.

Umalusi monitors the conduct, administration and management of the national examinations to ensure delivery of a credible examination. To this end, Umalusi monitored 466 examination centres, compared to 311 monitored in 2019. It was pleasing to note effective implementation of the DBE-published health and safety protocol for conduct of examinations by examination centres across districts in the nine PED. Umalusi noted an improvement in the monitoring of the writing of the Life Orientation common assessment task (CAT) by the district officials from the sampled centres. The following were noted with concern: the administration of incorrect questions by some districts; the writing of a wrong question paper at a different level and the writing of the wrong version of a question paper; and group copying cases, as reported in the Eastern Cape, Limpopo, KwaZulu-Natal and Mpumalanga PED.

Umalusi undertook the quality assurance of marking guideline discussion meetings for 133 question papers developed by the DBE. This was done to ensure that markers maintained an appropriate standard of marking by applying marking guidelines fairly and consistently across all papers in all subjects. All the marking guidelines were approved and signed off in preparation for the marking of the November 2020 examinations. Despite the challenges presented by COVID-19, the DBE managed to maximise attendance, and the participation of all role players, at marking guideline discussions by providing an online platform to augment face-to-face meetings. Umalusi noted a significant increase in the level of compliance with the 20 scripts' pre-marking requirement in 2020, as compared to 2019. The late provision of training material, which includes dummy scripts and approved marking guidelines, to PED for training and authorisation purposes and non-compliance with the 20 scripts' pre-marking requirement stipulated in the DBE directive were noted as areas of non-compliance that require the DBE's attention.

Umalusi monitors the established marking centres across the assessment bodies to evaluate the level of preparedness of the assessment bodies to conduct the quality assurance of the marking processes. To this end, Umalusi monitored marking in 32 out of 177 marking centres across the nine PED. In all PED, the marking processes were free from disruptions and managed well. All PED ensured that there were implementable strategies in place to mitigate any possible risks relating to marking. Of note were the strategies each PED developed to mitigate possible marker shortages, which Umalusi verified during the monitoring at sampled marking centres. There were successful attempts by all PED to comply with the DBE's health and safety protocols for managing marking centres under COVID-19 conditions. However, Umalusi noted, with concern, that not all marking centres had evidence of valid occupational health and safety certificates. Furthermore, inconsistent security standards were evidenced at a few centres monitored.

Verification of marking is conducted ensure that the marking of examinations is done according to the subject's marking guidelines that have been approved by Umalusi in all PED. Umalusi sampled 34 subjects, totalling 70 question papers, for the NSC; and 21 subjects, with a total of 50 question papers, for the SC(a), for verification of marking. There was a remarkable improvement in the quality of marking in Business Studies, where markers awarded marks for "essence" quotes. This was an improvement from 2018/2019, when the marking guideline was followed slavishly, accepting only verbatim quotes and discounting any other response that would have been deemed acceptable. Umalusi also noted less evidence of "shadow marking" during the verification of marking in 2020. The marking process for South African Sign Language Home Language Paper 1, Paper 2 and Paper 3 was executed more smoothly than in previous years.

However, the following challenges were discovered, which require the DBE's attention: non-compliance to the 1:5 ratio requirement for the appointment of senior markers and deputy chief markers; unavailability of appointment letters for markers; appointment of markers for South African Sign Language who had never taught the subject at Grade 12 level; and the poor quality of internal moderation in some subjects.

The purpose of the standardisation of results is to mitigate sources of variability that impact candidate performance from one year to another, e.g. the cognitive demand and difficulty levels of questions, interpretation of questions and marking guidelines, curriculum changes, etc. Standardisation aims, in the main, to achieve equivalence of the standard of the examination across years, subjects and assessment bodies; and to deliver a relatively constant product to the market: universities, colleges and employers.

The DBE presented 65 subjects for the standardisation of the NSC and 35 subjects for SC(a) examinations. The DBE submitted all the qualitative input reports in the correct format, as required. The DBE also presented standardisation booklets that were free of errors: there were no areas of non-compliance observed.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2020 examinations, the Umalusi Council EXCO concluded that the November 2020 NSC and SC(a) examinations were conducted in line with the policies that govern the conduct of examinations and assessment. Generally, examinations and assessment were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of the examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results and commended the DBE for the maturing system.

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

# ABBREVIATIONS AND ACRONYMS

---

AET	Adult Education and Training
ASC	Assessment Standards Committee
ATP	Annual Teaching Plan
BBBEE	Broad-based Black Economic Empowerment
CAPS	Curriculum and Assessment Policy Statement
CAT	Common Assessment Task
CEMIS	Centralised Education Management Information System
DBE	Department of Basic Education
DTA	Deaf Teaching Assistant
EXCO	Executive Committee
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GIS	Geographic information System
HL	Home Language
ID	Identity Documents
IT	Information Technology
KZN	KwaZulu-Natal
LASO	Layout, analysis, synthesis and originality
LOLT	Language of Learning and Teaching
NEIC	National Examinations Irregularities Committee
NITT	National Investigation Task Team
NQF	National Qualifications Framework
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
PED	Provincial Education Department/s
PEIC	Provincial Examinations Irregularities Committee
PoA	Programme of Assessment
QAA	Quality Assurance of Assessment
SAL	Second Additional Language
SAQA	South African Qualifications Authority
SASL HL	South African Sign Language Home Language
SBA	School-Based Assessment
SC(a)	Senior Certificate (amended)
SNE	Special Needs Education
SOR	State of Readiness

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# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

The external moderation of question papers is the sole mandate of Umalusi as a quality council. The Department of Basic Education (DBE) is responsible for the development and the internal moderation of question papers and their marking guidelines. Umalusi conducts moderation of question papers to ensure that assessment standards are fair, reliable and valid and, as such, that each examination is comparable with those of previous years.

This chapter reports on the findings of the external moderation of the DBE question papers and their marking guidelines developed for the November 2020 (merged June 2020 and November 2020) National Senior Certificate (NSC) examinations. The external moderation process was conducted against the prescripts of the curriculum and assessment policy statement (CAPS) to determine the extent to which the question papers and their marking guidelines met set criteria, as evidenced in Table 1A.

## 1.2 Scope and Approach

The DBE presented 142 question papers and their marking guidelines for external moderation in preparation for the November 2020 NSC examination. Annexure 1A lists the question papers and accompanying marking guidelines presented for external moderation, all of which were approved at various levels of moderation.

For a question paper and a marking guideline to be approved, they must be evaluated against a set of three overarching aspects: moderation of the question paper; moderation of the marking guideline; and overall impression and general remarks. Each is comprised of a number of criteria, themselves consisting of different quality indicators, as indicated in Table 1A. A question paper and its marking guideline must comply fully with all quality indicators for approval.

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

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

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

All question papers and their marking guidelines are expected to have gone through an internal moderation process to ensure their reliability and validity before being presented for external moderation. The internal moderation process uses the same criteria as shown in Table 1A to gauge the extent to which the question papers and marking guidelines comply with the criteria. This process ultimately determines whether the question paper and marking guideline comply in all respects, in most respects, have limited compliance or do not comply at all with the quality indicators. Since the internal and external moderation processes measure the same thing, they are expected to yield the same results.

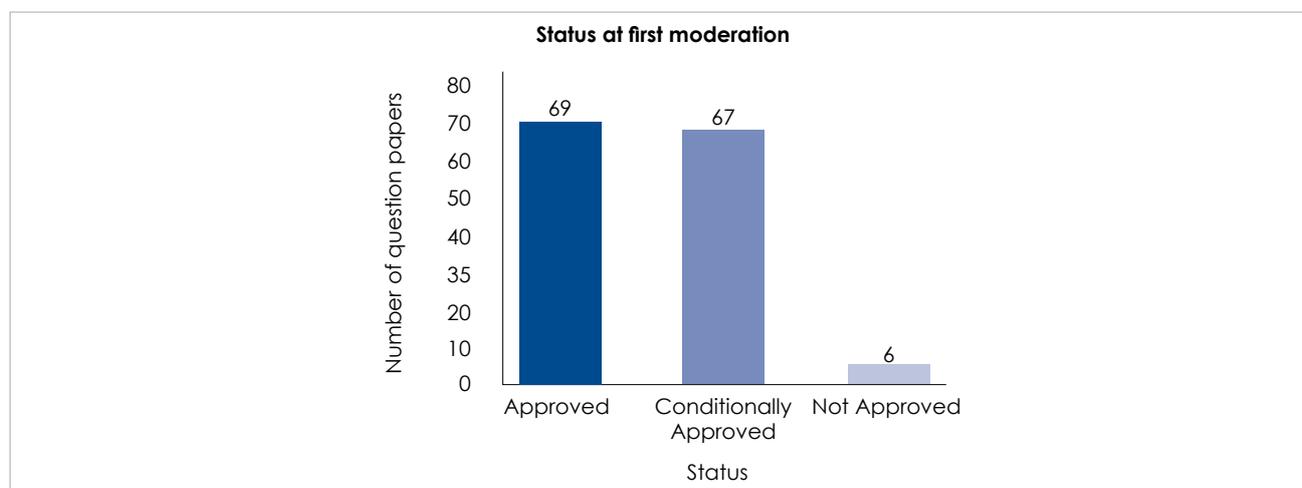
Should a question paper and/or its marking guideline not comply fully with the set criteria, these must undergo subsequent moderation, internally and/or externally. The following section details the challenges that hindered approval at first external moderation level.

### 1.3 Summary of Findings

The findings summarised below detail factors that hindered the approval of question papers and marking guidelines at first moderation. However, the findings begin with generic sections on the status of question papers and compliance rates, per criterion, of the question papers and their marking guidelines at first moderation.

#### 1.3.1 Status of Question Papers Moderated

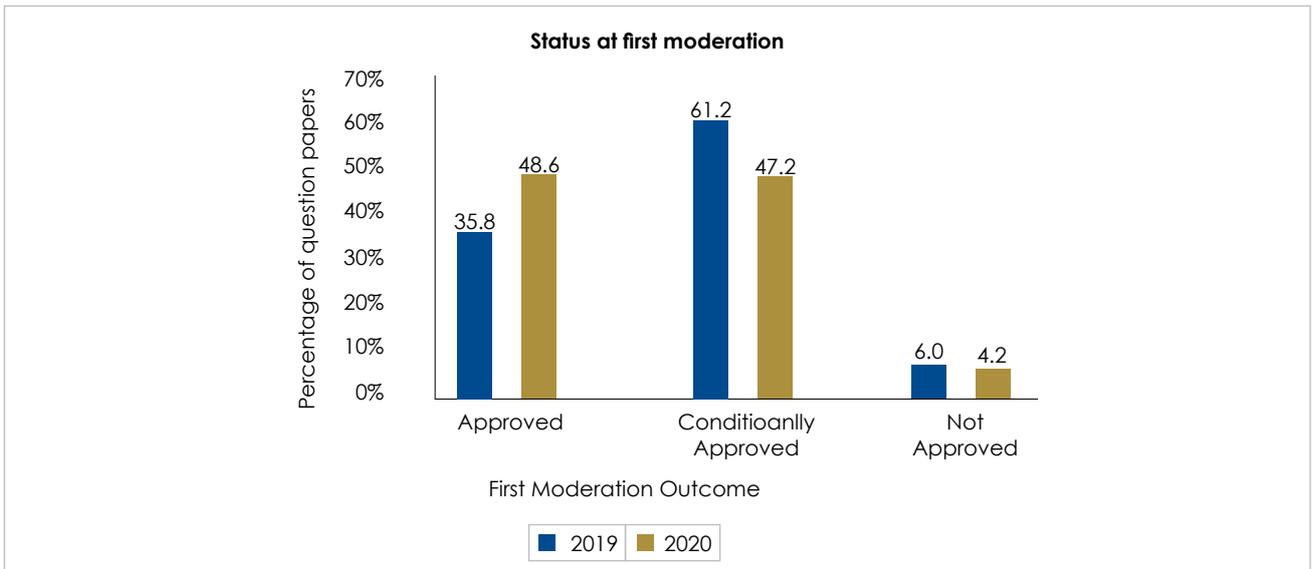
It is ideal that question papers and their marking guidelines are approved at first moderation. However, usually only a fraction of the question papers are developed to the desired standards that surpass minimum requirements.



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

Figure 1A reflects that 142 question papers and marking guidelines were submitted for external moderation. Sixty-nine of these were approved at first moderation; 67 were conditionally approved; and six were rejected, or not approved. The 73 question papers that were not approved at first moderation were revised and resubmitted for subsequent moderation. These were finally approved when they met all requirements.

A comparative analysis of the status of question papers developed for the November 2019 and November 2020 examination is illustrated in Figure 1B.



**Figure 1B: Comparison of the status of question papers at first moderation for the November 2019 and November 2020 examinations**

It is evident from the graphic representation in Figure 1B that the approval rate has a domino effect on the other levels: the number of question papers approved at first moderation improved; the number of conditionally approved question papers declined. Likewise, the rejection rate had the same effect. It was commendable that the approval of 69 DBE question papers and marking guidelines translated into 48.6%, yielding an improvement of 12.8% when compared to the November 2019 examination. But as a result, 47.2% question papers were conditionally approved, which projects a noticeable decline of 14%. This performance is attributed to several factors that will be outlined in Section 1.3.3 of this report.

**1.3.2 Compliance Rate per Criterion**

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

When a question paper and its marking guideline comply with all quality indicators in a particular criterion, it is rated as 100% compliant. A question paper is rated as being compliant in most respects when it complies with 60%–99% of the quality indicators in a particular criterion. When it complies with 30%–59% of the quality indicators in a criterion, it is regarded as having limited compliance. Non-compliance is detected when fewer than 30% of the quality indicators in a criterion are met.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	43	55	2	0
Internal moderation	81	18	1	0
Content coverage	82	15	3	0
Cognitive skills	64	32	3	1
Text selection, types and quality of questions	31	68	1	0
Language and bias	60	38	2	0
Predictability	93	5	2	0
Conformity with question paper	64	30	6	0
Accuracy and reliability of marking guidelines	33	66	1	0
Overall impression	33	57	10	0

Table 1B helps to categorise the compliance rates of the question papers against each of the criteria at first moderation. It is commendable that 80% of the question papers complied fully with the internal moderation and predictability criteria, while at least 70% of the question papers complied fully with content coverage and cognitive skills criteria. It is worrying that so few, the lowest number of question papers and marking guidelines, complied fully with the two criteria that are pivotal in developing acceptable question papers: quality of questions; and accuracy and reliability of marking guidelines. Consequently, the compliance levels in these criteria affected the overall impression adversely, with only 44% of question papers and marking guidelines fully meeting the requirements of this criterion.

An in-depth analysis of the non-compliance of all the question papers and their marking guidelines with each of the criteria is illustrated below. A section towards the end of this report presents a comparative analysis of compliance over three years.

### 1.3.3 Question Paper and Marking Guideline Moderation Criteria

This section reports, in detail, the findings, per criterion, drawn from the first moderation of question papers and their marking guidelines. The level of compliance, per criterion, of each question paper is summarised in Annexure 1A.

#### a) Technical details

Seventy-six question papers and their marking guidelines complied fully with all 12 quality indicators that comprise the criterion on technical details. Every process has guiding principles, just as every text is known for features that distinguish it from others. However, 66 question papers did not comply fully with this criterion, having failed to satisfy the following quality indicators:

- i. Two question papers were presented for first moderation without all relevant accompanying documents, such as answer sheets and formula sheets. The omission of an answer sheet is gross neglect as candidates cannot be expected to remember all the formulae necessary to respond to questions. The time allotted is mainly for responding to questions and not for assessing whether candidates have memorised the formulae by heart.

- ii. Relevant details such as time allocation, name of the subject, number of pages and instructions to candidates on a question paper are crucial in informing candidates that they are writing the correct question paper at a stipulated time. For example, presenting candidates who ought to be writing Mathematics Paper 1 with Mathematical Literacy Paper 1 could result in an irregularity. The lack of this information could mislead candidates and jeopardise both the integrity of the examination and the future of the candidates. Seven question papers were presented without these details.
- iii. It is paramount that instructions are always clear so that candidates can respond appropriately. Unclear instructions could be declared unfair to candidates, lead to nullification of questions and would negatively affect the standard of an examination. Such ambiguous instructions to candidates were found in ten question papers.
- iv. Layout of a question paper must be uncluttered and reader friendly when presented for first moderation. Thirteen question papers contained layout errors. These could have delayed the responses of candidates, who would have spent time trying to bring together pieces of information to decipher what the questions were asking of them.
- v. Questions in three question papers were incorrectly numbered. This had the potential to cause confusion for candidates.
- vi. Page numbering in three question paper was incorrect. The numbering of pages helps with sequencing of questions and ties in with the general instructions of a question paper. Therefore, in their absence, a lot could go wrong.
- vii. Headers and footers help candidates realise that every page is part of the entire question paper. Headers and footers in 12 question papers were not consistent throughout the question papers. Had this mistake not been detected candidates could have been misled as to whether they were writing the correct question paper.
- viii. Different fonts fundamentally affect the layout of a question paper. It needs to be borne in mind that different font types and sizes direct and tell something to the audience. The use of inappropriate fonts, as opposed to the prescribed fonts, as witnessed in seven question papers, could have misled candidates.
- ix. Mark allocations do not only indicate how much each question is worth but also guides candidates in determining the length of their responses. Therefore, the non-indication of marks for some questions, as detected in six question papers, could have denied candidates this benefit. Four question papers were deemed too long and could not have been completed in the time allocated. The quality of drawings, illustrations, graphs, tables, etc. in 31 question papers were inappropriate, either because they were not clear or were riddled with errors and were, therefore, not print ready. High-quality illustrations are crucial since questions are based on these. When this is not the case, the performance of candidates is impacted negatively. It, further, does not reflect well on the standards of the assessment body. Non-adherence to the prescribed format requirements of the CAPS is a gross breach. The prescribed formats must be adhered to, to safeguard the integrity of an examination. Unfortunately, this was not the case in three question papers.

## **b) Internal moderation**

Internal moderation plays a crucial role in eliminating mistakes in question papers and marking guidelines prior to their submission for external moderation. It is commendable that at first moderation, 114 question papers were satisfactorily internally moderated. Non-compliance with the internal moderation criterion was at 20%, for the following reasons:

- i. One question paper was presented for external moderation without a full history of its development. The intention behind submitting the full history is to establish the extent to which proper guidance was provided during the development of the question paper. In its absence, the external moderation process cannot comment on the effectiveness of contributions made by an internal moderator; or whether such inputs were ultimately addressed by an examination panel. This has consequences for the other quality indicators in the criterion. The absence of the historical record presents an external moderator with questions that might hinder conclusions about the quality of a question paper.
- ii. Eighteen question papers were not compliant with quality, standard and relevance of inputs from the internal moderator. In six question papers there was no evidence that the internal moderators' recommendations had been addressed.

## **c) Content coverage**

There were 108 question papers and their marking guidelines that complied fully with content coverage on presentation for external moderation. Knowledge of what content coverage constitutes in a question paper is paramount, in that it is a good indicator of the interpretation of the policy prescripts of a subject. It was, therefore, worrying that other question papers were not fully compliant with this criterion, for the following reasons:

- i. Six question papers did not cover the topics prescribed in the CAPS and examination guidelines. The examining panels must ensure that they follow the prescripts of the subject policy.
- ii. Non-submission of the required analysis grid in one question paper. Eleven question papers did not cover the topics as prescribed in the policy and examination guideline documents. As mentioned earlier, this could have dire consequences for the integrity of an examination: it is of paramount importance that examining panels ensure that they religiously follow the prescripts of the subject policy as they are spelled out in the CAPS documents and the examination guidelines. Six of these question papers were among those found not to have been within the broad scope of the relevant CAPS documents.
- iii. Four question papers contained questions that were not representative of the latest developments in those subjects. Since subjects evolve, assessments must follow suit to gauge candidates' aptitude for current discourse on issues.
- iv. Content that included examples, text and illustrations, in eight question papers were deemed inappropriate or academically incorrect.

## **d) Cognitive skills**

Ninety-nine question papers complied fully with the criterion on cognitive skills. This is encouraging, since compliance with this criterion indicates an understanding that when developing a question paper, careful consideration must be taken to ensure that candidates who perform at the low and the high ends are catered for. In doing so, a question paper needs to make a distinction between the two candidates, while encompassing those who perform on average. This is guided by policy prescripts for the cognitive skills required for every question paper. However, 43 question papers were

submitted without ensuring full compliance with this criterion. The following are some of the factors that hindered full compliance:

- i. Three question papers had analysis grids that did not clearly show the cognitive skill required for each question/sub-question. This deviation can lead to speculation. All internal moderators must make a concerted effort to upskill themselves in the subjects entrusted to them: there is no room for misalignment in this process, as exemplified in the next case.
- ii. Twenty question papers had varying degrees of distribution of cognitive skills. Six were deemed to be too challenging, eight were deemed to be slightly difficult and six were slightly easy.
- iii. Choice questions must be set at equal levels of cognitive challenge to guard against advantaging some candidates and disadvantaging others. Eight question papers failed to achieve this balance.
- iv. Taking cognisance of various modes of questioning when developing a question paper provides an opportunity for a question paper to assess candidates' varying cognitive abilities. These include reasoning, translating information from one form to another and responding appropriately, to communicating a message most effectively. However, five question papers lacked this ability and focused on certain types of questions only while neglecting the other forms of assessment. This had a knock-on effect on the coverage of cognitive skills.
- v. Trivial information was included in nine question papers. Questions must be to the point to avoid any confusion that might lead to nullification of questions.
- vi. As noted earlier, mark allocation also guides candidates in the extent to which they must respond to a question. If there is disparity in the correlation between mark allocation, cognitive skills and time allocation, candidates may be misled in numerous ways. This disparity was found in ten question papers.

#### **e) Text selection, types and quality of questions**

Fifty-eight question papers complied fully with the criterion on text selection, types and quality of questions. This criterion forms the crux of every question paper and non-compliance is, inevitably, tantamount to nullification of a question paper. Varying text selections, types and quality of questions caters for the theory of multiple intelligences and, therefore, presents candidates with an opportunity to respond to questions that they find accessible. Question papers that were found wanting displayed the following shortcomings:

- i. In two question papers, there was insufficient diversity of questions, e.g., multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving. Since candidates learn differently by making deductions from given scenarios, data, tabulations or paragraphs, a lack of variety impinges on candidates' multiple intelligences. This advantages some while disadvantaging others.
- ii. Selection of source material plays a crucial role in the development of a question paper. Therefore, careful attention must be paid to ensuring that selected texts are subject specific; of appropriate length, as guided by the examination guidelines; and functional, relevant and appropriate, to allow for the testing of skills and to generate questions across the prescribed spectrum of cognitive skills. Failure to adhere to these might have negative effects. For example, a candidate who is unable to read for comprehension within the stipulated time frame might run out of time and lose marks. On the other hand, a noticeably short source material could yield skewed results, in that candidates could be considered to have mastered an assessed aspect or question paper when they were, in fact, advantaged by the source material. Twenty-five question papers were found wanting in meeting one or two of the above-mentioned quality indicators.

- iii. An equally important quality indicator to fulfil the demands of this criterion is the quality of the questions. Failure to adhere to this was evidenced by 1) five question papers that had questions that were not pertinent to their subjects; 2) 45 question papers that had ambiguous questions; 3) 22 question papers that failed to use instructional key words/verbs, which act as a compass for candidates to determine what is expected of them and how they should approach their response; 4) some questions, in 20 question papers, contained insufficient information to elicit appropriate responses; 5) 17 question papers did not take sufficient precautions to eliminate factual errors or misleading information. Evident in five question papers were questions that suggested an answer. This would be giving away marks. Questions are discredited if answers can be sourced in the same question paper: 14 question papers failed in this regard; 6) two question papers had double negatives in some questions; 7) six question papers contained irrelevant and incorrect references; 8) six question papers had instances of questions that suggested answers to other questions; and 9) nine question papers had overlaps.
- iv. Lastly, there are guiding principles to formulating multiple-choice questions. As much as these are spelled out in the moderation tool, 1) one question paper was submitted for first moderation with options that did not follow grammatically from the stem of a question; 2) four question papers contained options that gave away the correct responses; 3) six question papers showed varying lengths of the options; and 4) two question papers contained elements in common with other options.

**f) Language and bias**

Language plays a pivotal role in the formulation of question papers. However, the language of learning and teaching (LOLT) for most learners is not their home language. Therefore examining panels must take precautions to guard against disadvantaging such candidates. While 85 question papers complied fully with this criterion, the balance were non-compliant at distinct levels, for the following reasons:

- i. The subject terminology or data in five question papers was incorrectly used. Examining panels should refer to the terminology used in their respective subject policies and the prescribed textbooks and must refrain from using regional dialects or terminology taken from elsewhere. This could hamper some candidates' performance and advantage those candidates from the same background.
- ii. The language register and the level and/or complexity of the vocabulary used in question papers must be appropriate for Grade 12 candidates. As stated above, policy documents and prescribed textbooks can guide in this matter. However, ten question papers failed to set questions that catered for appropriate language register and level of complexity.
- iii. An arrangement of words and phrases is crucial in formulating questions but such an arrangement must be as direct as possible to formulate simple sentences and avoid over-complicated syntax. Nine question papers failed in this regard. Consequently, candidates could have been lost in overly complicated syntax and could forfeit marks despite knowing the responses to those questions.
- iv. Subtleties in grammar were detected in 14 question papers. This must be avoided to avoid ambiguity, which could lead to the nullification of a question paper.
- v. Grammatically incorrect questions impinge on the standard of a question as, for instance, an addition or omission of one letter in a word can result in a word with an entirely different meaning and cause unnecessary confusion. Incorrect grammar was highlighted in 21 question papers and brought to the attention of the examining panels for correction.

- vi. There was evidence of the use of foreign names, terms and jargon in five question papers. While this is discouraged, there are instances where texts use them. In such cases, examining panels are compelled to include the terms; however, a glossary that explains these must then be included.

### **g) Predictability**

One of the guiding principles in developing a question paper is to avoid repeating questions verbatim from question papers presented in the previous three years. This is done to avoid the predictability of questions. Adherence to this criterion indicates a level of innovation. It was commendable that 121 question papers eliminated the challenge pertaining to predictability. This number translates into the predictability criterion having recorded the highest percentage of criteria compliance. Question papers that did not satisfy full compliance with the criterion were found wanting, for the following reasons:

- i. Creativity and innovation must be tapped into to create new questions based on distinct aspects of the subject. However, six question papers had questions that could have been easily spotted or predicted, given the fact that previous years' question papers are in the public domain.
- ii. Although it is known that questions must not be repeated verbatim from questions papers of the past three years, eight question papers were highlighted as having done so. This sets a bad precedent because candidates use previous years' question papers for revision. Should these anomalies be detected by learners and their teachers, teachers will teach to these aspects in the future.
- iii. Even though innovation is advocated in the development of question papers, the examining panels of five question papers could not ensure that such innovations were appropriate and did not confuse candidates.

As much as question papers are pivotal in the administration of the examination process, the marking guidelines are equally important in ensuring that the expected responses are fair, reliable and valid for all candidates. To ensure this, marking guidelines are measured against two criteria, namely, conformity with question papers; and accuracy and reliability of marking guidelines. A detailed analysis of non-compliance with these criteria is given in section h) and i) below.

### **h) Conformity with question papers**

When a question is posed, no response can be accepted other than the one responding to the posed question. As such, it is of the utmost importance for the question to have a corresponding response. During the first phases of moderation, when questions are altered, examining panels need to ensure that the correct responses accompany the revised questions. To avoid mistakes, it is crucial that the two processes run concurrently. Ninety-four marking guidelines satisfied this criterion fully; however, the balance contained responses that did not conform to the questions as they appeared on the question papers. This was a result of the following factors:

- i. Seventeen marking guidelines contained responses that did not correspond with the questions in the question papers. This could have negatively affected the validity of the assessment.
- ii. Responses in 13 marking guidelines did not match the command words in the questions. As has been noted, command or key verbs have a crucial role in determining an expected response. If the marking guideline does not adhere to this, it could set a flawed precedent for future candidate cohorts, since past question papers are used as a benchmark to gauge what is examined, as well as the expected responses.

- iii. Marking guidelines respond to the question papers and must, therefore, align with the question papers and the allotted marks for each (sub-) question. Failure to do so can be detrimental to the examination. Seven question papers did not comply with this quality indicator.

#### **I) Accuracy and reliability of marking guidelines**

Fifty-nine question papers and marking guidelines submitted for first moderation paid careful attention to ensuring that each of the answers in the marking guideline responded accurately to the questions posed. Failure to meet this criterion impinges heavily on the validity and reliability of the entire assessment. Non-compliance of the marking guidelines was due to:

- i. In 29 marking guidelines the subject matter of some responses to questions was incorrect. This is detrimental as it not only reflects on the competency of the examining panels, it also impedes the process. Some question papers had to be returned to the examining panels twice or more for changes to be effected.
- ii. Typographical errors were identified in 30 marking guidelines. This spells disaster. These checks are the least that both the examining panels and the internal moderators can do to quality-assure a marking guideline.
- iii. In addition, eight marking guidelines were not clearly laid out. This could have impacted negatively on the marking and prolonged marking guideline discussions, thus delaying marking.
- iv. Marking guidelines must indicate mark allocations and guide markers in how to distribute marks in each of the questions. However, 18 marking guidelines had instances that did not comply with this.
- v. Some responses in two marking guidelines offered such a small range of marks that the ability to discriminate between low- and high-performers would have been compromised.
- vi. There was negative awarding of marks in two marking guidelines.
- vii. Marking guidelines must offer sufficient detail to ensure reliability of marking. However, 15 of the entire complement did not satisfy this quality indicator. While in certain instances markers must apply their professional judgement, not all instances of a marking guideline should be left to the devices of a marker. Such judgements could create an assortment of problems, including introducing prejudice and bias and leaving the provincial internal moderators and chief markers in an indefensible position.
- viii. No room was made for relevant/correct alternative responses in 22 marking guidelines where some questions might have had various responses, depending on how they were posed. This must be given careful attention.
- ix. One marking guideline did not use rubrics for questions where they were deemed appropriate.

#### **j) Overall impression and general remarks**

After moderating both a question paper and its accompanying marking guideline, external moderators must make a judgement on the overall impression of the state of the examination documents. Only 62 question papers were fully compliant with the overall impression at first moderation. The balance of the question papers and marking guidelines were not approved at this stage, due to the following:

- i. Six question papers were deemed not to be in line with the current policy or guideline documents.
- ii. Forty question papers were deemed unfair, invalid and unreliable because they were found not to have assessed the objectives of the CAPS or were not framed according to the assessment frameworks. Consequently, their standard was questionable and might have led to the nullification of the examination.

- iii. The standard of 29 question papers was questionable.
- iv. Comparability between question papers administered in different years must be possible; this was not so in 20 question papers where comparability of the standards of the examination would have been impossible.
- v. Similarly, 34 marking guidelines did not satisfy the quality indicator for fairness, validity and reliability. This led to the standard of 28 of these marking guidelines being questionable, while the standard of 21 other marking guidelines could not be compared favourably with those of previous years.
- vi. It was concluded that five marking guidelines did not assess skills, knowledge, attitudes and values. As such, the marking guidelines were rejected.

#### 1.3.4 Comparison of compliance per criterion and levels of moderation: November 2018 to November 2020

Table 1C compares the compliance rates, per criterion, over three years (November 2018, November 2019 and November 2020) at first moderation level.

**Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2018, November 2019 and November 2020**

Criteria	November 2018 (% of question papers)	November 2019 (% of question papers)	November 2020 (% of question papers)
Technical details	41	54	54
Internal moderation	71	77	80
Content coverage	84	67	76
Cognitive skills	59	59	70
Text selection, types and quality of questions	28	49	41
Language and bias	59	64	60
Predictability	83	77	85
Conformity with question paper	59	65	66
Accuracy and reliability of marking guidelines	41	46	41
Overall impression	46	39	44

Based on the engagements held and interventions made during the moderation process over the years, performance levels are expected to show a positive improvement year on year. Table 1C clearly projects that most question papers complied well in six out of ten of the criteria, when compared to the November 2019 examination. However, when compared to the November 2018 examinations, of the six criteria where most question papers showed an improvement it was only in four criteria, namely internal moderation, cognitive skills, predictability and conformity with question paper, where a steady improvement, from November 2018 to November 2020, could be registered. However, there was a decline in content coverage and overall impression in 2020, compared to the November 2018 examination. Particular attention must be paid to these aspects.

Other than the six criteria where there was an improvement, the other four were variable in their levels of compliance. The criterion on technical details maintained the same percentage as in November 2019, while a decline was witnessed in text selection, types and quality of questions; language and

bias; and accuracy and reliability of marking guidelines. The decline is confirmed only when making a comparative analysis between 2019 and 2020; when tracing the compliance levels for 2020 back to 2018, an improvement is noted.

## **1.4 Areas of Improvement**

It is commendable that the DBE had the following pockets of improvement that were identified during moderation of the November 2020 NSC question papers and their marking guidelines:

- a. An increase in the number of question papers that complied fully with the following six criteria: internal moderation, content coverage, cognitive skills, predictability, conformity with question paper and overall impression.
- b. An increase in the number of question papers that were approved at first moderation from 36 (35.8%) in November 2019 to 69 (48.6%) in the November 2020 examination cycle.

## **1.5 Areas of Non-Compliance**

The following were identified as areas of non-compliance:

- a. The number of question papers that complied fully with three criteria, namely, text selection, types and quality of questions; language and bias; and accuracy and reliability of marking guidelines, declined by at least 4%. Apart from the decline in compliance levels with the three criteria, no more than 60% of question papers complied fully with each of these criteria.

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

The DBE is required to:

- a. Conduct workshops to capacitate the examining panels in the setting of question papers, placing more emphasis on the criteria where most question papers reflected a decline in compliance. These criteria were also flagged in the directives issued in the November 2019 quality assurance of assessment (QAA) report, namely:
  - i. Technical details;
  - ii. Text selection, types and quality of questions;
  - iii. Language and bias;
  - iv. Accuracy and reliability of marking guidelines; and
  - v. Overall impression.

## **1.7 Conclusion**

Major findings based on an analysis drawn from the question paper and marking guideline moderation reports for the November 2020 NSC examinations were reported on by highlighting not only areas of improvement (and good practice) but also areas of non-compliance. The DBE will, therefore, be able to draw on areas of improvement and apply the same principles that need intensified support so that these can also be improved. Considering the identified areas of non-compliance, the chapter provides directives and suggests measures to be taken to curb regression in certain areas and challenges that are recurrent in the reports. Full adherence to these directives will, no doubt, yield guaranteed improvements in years to come.

# CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

## 2.1 Introduction

Umalusi conducts the moderation of school-based assessment (SBA) and practical assessment tasks (PAT) to ensure that assessment tasks meet the required quality and standard as prescribed in the curriculum and assessment policy statement (CAPS). In addition, the learners' evidence of performance is also quality assured to ensure that marking is fair, valid and reliable. In line with the above mandate, Umalusi moderated the learner SBA and PAT administered by Department of Basic Education (DBE) through its nine provincial education departments (PED). This was done through the moderation process, which determined the validity of the SBA and PAT components of the National Senior Certificate (NSC) examinations administered.

## 2.2 Scope and Approach

Umalusi moderated the SBA in 13 selected subjects and PAT in five subjects across the nine PED to verify and report on the quality and standards of the tasks, as well as the fairness and reliability of the marks assigned by schools and endorsed by the PED. The sample of schools for SBA and PAT moderation included schools that offer the NSC outside the borders of South Africa (Annexure 2A and Annexure 2B).

The subjects were moderated using the moderation instrument, which consists of two parts, as highlighted in Table 2A. The first part focused on the moderation of teachers' files (seven criteria) and the second part on the moderation of the learners' files (three criteria).

**Table 2A: Criteria used for the moderation of SBA**

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

## 2.3 Summary of Findings

The findings of the external moderation of the SBA and PAT are summarised below, per province.

### 2.3.1 Eastern Cape

In the Eastern Cape Umalusi conducted SBA moderation in two districts of Mthatha, namely Alfred Nzo and OR Tambo Inland. The subjects selected were Geography, History and Mathematics.

**a) Teacher files**

i. Technical aspects

For Geography, all the moderated tasks had a layout that was learner friendly. The teacher files adhered to the required technical requirements, cover pages included detailed information such as the duration of the task, mark total, as well as instructions to be followed. This assisted the learners in responding to and completing the required tasks.

However, in History some of the teacher files were poorly organised with some of the documents missing, such as index, mark sheets and moderation reports (AV Plaatje Secondary School). Of the sampled schools, Nonkqubela Secondary School adhered fully to the requirements.

For the teacher files selected for Mathematics, there was compliance in most respects in terms of technical criteria. Even though the file from one school included a table of contents, the annual teaching plan (ATP) and programme of assessment (PoA) were not included in the file.

ii. Content coverage

There was evidence of compliance in terms of content coverage in Geography and History. The content tested in these tasks were as prescribed in the CAPS document for each of these subjects. Most of the tasks administered covered the Grade 12 content and the appropriate learning activities, where teachers used various forms of assessment. The following schools were compliant: AV Plaatje, Nonkqubela, Silver Oaks and Sulenkama Secondary Schools.

In Mathematics, two schools, namely AV Plaatje Secondary School and Nonkqubela Secondary School administered the assessment tasks as per the scheduled dates as stated on the programme of assessment. The programme of assessment, however, did not indicate the topics that were covered in each task.

iii. Quality of tasks

The quality of the tasks for the subjects sampled was generally good. In Geography, the questions asked were clear and free of possible ambiguity. Teachers/examiners used refreshing and interesting sources for their class-based assessment tasks and preparatory examinations, respectively. The source materials used in both Geography and Mathematics tasks were relevant and the language was simple and appropriate for a Grade 12 learner. However, it was observed that some of the source material used in the data handling task and controlled test were not acknowledged, resulting in contravention of the Copyright Act.

iv. Cognitive demand

The moderated Geography tasks catered for different cognitive levels of questioning. There was also evidence of questions ranging from easy to difficult. Some questions of the assessment tasks required learners to apply their acquired knowledge, especially the higher-order questions. Learners were expected to display their geographical knowledge, understanding and skills by answering problem-solving questions as well as responding to questions that were based on the stimulus materials. The weighting of the administered tasks correlated to the CAPS; however, the research topic was too broad for a Grade 12 learner. The research topic was on the "Impact of COVID-19 on food security". It was unclear how and where the learners would collect the data for this topic and the type of data collection methods were not specified (AV Plaatje Secondary School).

The cognitive demand of the History tasks reflected the full range of cognitive levels. However, there was little or no evidence that teachers made use of grids to analyse the cognitive demand and levels of difficulty when setting internal tasks to ensure that they were of the required standard.

In Mathematics, the tasks which were set at district or provincial level encouraged problem solving, critical thinking and reasoning skills. There was no evidence of an appropriate distribution in terms of cognitive levels because the teachers did not provide analysis grids.

v. Marking tools

The marking tools were, in most respects, appropriate. In Geography, the responses in the marking guidelines made provision for alternative answers. The marking guidelines also had mark allocations that correlated with those on the assessment tools.

The marking tools for History were acceptable as most of the schools used the national rubric prescribed in the DBE assessment document.

The marking of the essay questions at some schools was problematic: teachers did not follow the prescribed procedure and symbols in the marking. Instead, they awarded marks with no indication of the matrix being used. The teachers did not provide learners with guidance on writing an introduction and conclusion when answering an essay question. Learners had also not been given the marking rubric for the essays to indicate the criteria used to assess this task.

vi. Adherence to policy

There was general adherence to policy noted in the subjects sampled for moderation. The specified types of tasks and assessments were as prescribed in the CAPS documents for each of the subjects moderated.

It was noted that in Geography the data handling task and controlled test were set as a common test, as these tasks were similar in all three schools that were moderated. The preparatory examination was set at provincial level. The number of administered tasks were as specified in the revised programme of assessment for 2020. In History the teachers adhered to assessment policies and practices as part of the practice of assessment for learning. In Mathematics, two schools adhered to the PoA but did not indicate the topics that were covered by each task (AV Plaatje and Nonkqubela Secondary Schools). Even though the ATP was CAPS compliant, Nkosi Mvinjelwa Secondary School had not included the ATP and PoA in the Mathematics teacher file.

vii. Internal moderation

There was limited evidence that internal moderation was conducted in the subjects sampled. In Geography, there was no evidence of pre-moderation of data handling tasks but there was evidence of post-moderation at school, cluster/district and provincial levels. There was also no feedback provided at these levels of internal moderation.

In History, the lack of internal moderation was a matter of concern. The moderation noted that even though internal moderators used different colours of ink, it was unclear what levels each colour represented. It appeared that the process was merely for compliance rather than actual quality assurance of tasks at each level, an observation and concern raised also in the case of Mathematics. The internal moderation in Mathematics and History in several sampled schools did not pick up marking mistakes committed by the teachers.

## **b) Moderation of learner evidence of performance**

### **i. Learner performance**

The performance of learners varied across the subjects sampled. In Geography, the average performance in most of the moderated tasks was at 30%, although some learners performed well in the data handling task. Most learners performed poorly in the preparatory examination, a task that covers the whole syllabus content for Grade 12. It was also noted that learners struggled to score marks in higher-order questions in all the schools in the sample. Likewise, learners performed poorly in discussion and paragraph questions.

In History, there was a good spread of marks among learners at Nonkqubela Secondary School. It was evident that the school prepared their learners well for the final examinations. Most learners were able to respond appropriately, with varying degrees of success, to the different types of questions. Learner performance ranged from average to good for the preparatory examinations.

There was a major concern regarding general learner performance in Mathematics in the sample. Performance varied, with some learners having performed well while most found even Level 1 questions challenging.

### **ii. Quality of marking**

The quality of marking in Geography was generally fair, with most teachers adhering to the rubric. However, there was non-adherence to the marking guideline by some schools, which could be attributed to the fact that they may have not fully understood the context of the questions when marking, specifically Paper 1 of the preparatory examination (AV Plaatje and Nonkqubela Secondary Schools).

The assessment of tasks for History were generally consistent in most schools where teachers provided constructive feedback. In other cases, though, succinct and pertinent comments/remarks that were appropriate to the standard and quality of tasks in the learners' portfolios were not always present. The teacher did not follow the prescribed procedure and symbols in the marking of the essay questions and had, instead, awarded marks with no indication of the matrix being used. There were no comments made to substantiate a given mark for the essay. This lack of detailed feedback put the learner at a disadvantage because they did not understand where they had lost marks in the assessment.

As was the case with the other two subjects sampled, the quality of marking in Mathematics varied. Some teachers marked well while others found assessing some of the tasks challenging. The latter group marked incorrect responses as correct and vice versa. This was evidence that the teachers were using an incorrect marking rubric or were not applying the CAPS when assessing the tasks.

### **iii. Internal moderation**

While there was some evidence of internal moderation at provincial level for Geography, none was observed at any of the levels for History, and only at school level for Mathematics (Nkosi Mvinjelwa Secondary School). The main concern lies with the exercise being mainly a rubber-stamping, rather than actual feedback to the learner. As a result, recommendations were made that internal moderation be for the purpose of enriching and developing the learner, rather than for the sole purpose of reporting.

### 2.3.2 Free State

In the Free State, two districts of Lejweleputswa and Thabo Mofutsanyane were sampled for SBA moderation. The SBA moderation was conducted the following subjects: Business Studies, Economics, Life Sciences, Mathematical Literacy and Tourism.

#### a) Teacher files

##### i. Technical aspects

In Business Studies, learners were not given clear instructions for the presentation tasks. Even though the tasks were typed out neatly, there were no dates for submission and dates of issue for the presentation and project tasks. In Economics, there was general adherence to assessment policies and practices. Most of the assessment policies were provided in the teachers' files in the moderated schools, but for SBA it was only the mark sheet that was submitted. There was no evidence of raw and converted scores in the sampled teacher files. The PoA was missing from the teacher files. As a result, most centres did not comply with the submission of programmes of assessment and appropriately completed mark sheets with all necessary conversions computed.

The Life Sciences teacher files were neat and well organised and all the required documents were included. The PoA was directly aligned to the CAPS. The marks' record indicated only marks for preparatory examinations Paper 1 and preparatory examinations Paper 2 in the teacher file of Marematlou Secondary School.

The teachers' files in Mathematical Literacy included all relevant documentation. In the ten schools that Umalusi verified, the teachers' and learners' files contained most of the documents that were expected to be included, such as the annual teaching plan, programme of assessment, mark sheets, assessment tasks and marking guidelines. However, in some schools, crucial documents such as the programme of assessment (Tlotlising Secondary School); assessment tasks (Riverside Secondary Schools); marking guideline (Tlotlising, Iphondle and Riverside Secondary Schools); raw mark sheet (Iphondle Secondary School and Tshepo-Themba Finishing School); annual teaching plan (Tlotlising, Iphondle and Mookodi Secondary Schools) were not included in the teachers' files. In two schools, the totalling of marks was either incorrectly added (Diphetoho Secondary School) or altered (Tshepo-Themba Finishing School). The sampled districts administered SBA assessment tasks (Term 1 Investigation, controlled test, preliminary examinations Paper 1 and Paper 2) which were common across all sampled schools. However, the Investigation did not have a cover page, and in the marking guideline the numbering was repeated for question 1.2.2.

In Tourism, all eight schools that were verified presented teachers' and learners' files that contained most of the documents expected to be included, such as the annual teachers' plan, programme of assessment, mark lists, assessment tasks and marking guidelines. However, in all eight schools none had the current programme of assessment indicating tasks to be administered during this period of COVID-19. Some used outdated moderation tools from 2018 (Rheederpark Combined and Thotagauta Secondary Schools). All the schools in the sample had outdated examination guidelines for 2017. Marking tools/rubrics were not provided for the project and PAT (Thotagauta Secondary, Rheederpark Combined, Nkhobiso Secondary Schools). Mark lists with raw marks were not included in the teacher's files (Nkarabeng, Nkhobiso, Sasamela, Kgotso Uxolo Secondary Schools) making it difficult to verify if marks were converted and transferred correctly.

ii. Content coverage

There was full adherence to content coverage by subjects in the sample. However, the content covered in Business Studies consisted of a combination of questions from previous papers. The case study used in the presentation and project involved practical examples that relate to COVID-19, which provided learners with an opportunity to apply their critical analytical skills. The preliminary examinations were also comprised of questions from previous examinations question papers, even though the phrasing of the questions was not similar. In Tourism, the common controlled tests adequately covered the content in most of the assessment tasks. The project and PAT covered those aspects that were not set in the examination.

iii. Quality of tasks

In Tourism, the quality of assessment varied from satisfactory to good and assessed a variety of Tourism skills. In Business Studies, scaffolding of questions varied from the preparatory examinations to the project and presentation in terms of the level of difficulty. The presentation and project tasks for Terms 2 and 3, as well as case studies, were well executed in the form of short questions. This accommodated the learners as they were not expected to go out to do research regarding the COVID-19 pandemic.

iv. Cognitive demand

The cognitive demand of each of the subjects sampled varied, depending on what the tasks required of the learners. Some demanded the application of critical thinking skills, as in Business Studies. Overall, the tasks that were set in the selected subjects were of appropriate standard and were relevant to the topics covered. In Tourism, there was full compliance with the application of various cognitive levels in most of the assessment tasks in all the schools moderated. In Life Sciences, there was evidence of appropriate distribution in terms of cognitive levels for Test 2.1, as indicated by the weighting grid.

v. Marking tools

The marking guideline for the Business Studies' preparatory examinations was detailed and included a preamble on notes to markers. There was a rubric provided for the project, along with a marking guideline to be used on certain questions in the project. At Tshepo-Themba Finishing School I, the presentation tasks did not have ticks and mark allocation next to the question, as indicated in their presentation. The inclusion of possible, alternative answers on the marking guideline for the preparatory examinations catered for all learners. Unlike in Business Studies above, some of the marking guidelines in Economics were not included in sampled schools. Responses given in the marking guideline were outdated and could have impacted learner performance. The marking guidelines for Life Sciences were generally accurate, relevant and appropriate. The marking guidelines facilitated efficient marking. However, the teacher file of Riverside Finishing School contained an incorrect marking guideline for Practical Task 1.1.

In Mathematical Literacy, six of the moderated schools (Tlokola Secondary School, Mookodi High School, Ventersburg Combined, Zenzile Combined, Reabetswe and Diphetohe Secondary Schools) complied in all respects with this criterion, because the marking tools for the Term 1 and Term 2 assessment tasks were complete, with mark allocation and mark distribution within the tasks. Three schools (Tlotlison, Riverside and Iphondle Secondary Schools) had no Term 1 Investigation marking guideline in the teacher files and Tshepo-Themba Finishing School had no Paper 1 marking guideline in the teacher file. This did not facilitate marking and/moderation.

Not all Mathematical Literacy marking guidelines of the assessment tasks in the sampled schools effectively facilitated marking. For example, the marking guideline for the Term 1 Investigation did not have explanations on ticks to show the spread of marks per response, hence it was difficult to establish the distribution of marks in the learner responses. This affected the quality of marking as the spread of marks per item response was not standardised.

In Tourism not all marking guidelines of the assessment tasks in the sampled schools effectively facilitated marking. For example, at Mamello and Rheederpark Combined Secondary Schools, the marking tools did not correspond with the question in the March Test and mark allocation. The marking guideline was incomplete in some instances

vi. Internal moderation

There was evidence found of internal moderation in four of the subjects sampled in the province and non-compliance in one. There was evidence of some form of internal moderation having been conducted for Business Studies, Mathematical Literacy and Tourism. In Life Sciences, the common tasks were set by the Free State PED and, therefore, there was no clear evidence of internal moderation at school and district levels. There was no evidence of either school or district moderation in Economics. There was, however, evidence of feedback to the teacher at each level of moderation. In Life Sciences, the quality, standard and relevance of inputs from internal moderation was appropriate.

**b) Moderation of learner evidence of performance**

i) Learner performance

Learner performance varied across the different subjects sampled. In Business Studies, at Tshepo-Themba Finishing School, learner performance was good in Paper 2 and in the presentation and project tasks. In the preparatory examinations' learners' marks ranged between 53% and 77%. In Economics, overall learner performance was poor. Learners could not interpret and respond to data response questions and essays. They did not attempt all the questions in most of the tasks. Several learners demonstrated poor ability in responding to higher-order questions but performed well in questions that required them to recall information. Learners had trouble with reading and understanding the questions and their source material.

Unlike the two subjects mentioned above, in Life Sciences learners performed better. Learners had interpreted the assessment tasks correctly and their responses met the expectations and demands of the assessment tasks. The learners could respond to all the aspects at different levels of difficulty, as set in the tasks.

In all the sampled schools, learner performance in Mathematical Literacy varied from poor to good. Most learners performed well in questions that required them to recall information (Level 1 and 2 in Paper1) and demonstrated poor ability in responding to higher cognitive level questions that required them to use reasoning and reflection (Level 3 and 4 in Paper 2). Learners seemed to struggle with calculations and questions that required a higher-order level of responses, especially in Question 2 and Question 3 of the preparatory examinations Paper 2. In seven out of ten of the moderated schools, learners' performance in Paper 2 was poor. However, three of the selected schools displayed average performance.

In Tourism learner performance varied from poor to good. Most of the learners performed well in questions that required them to remember and recall knowledge and demonstrated poor

ability in responding to questions that required them to use stimulus material. Learners seemed to struggle with calculations and questions that required a higher-order level of responses.

ii) Quality of marking

The quality of marking varied among subjects. In Business Studies, marking was consistent and this was evident in the moderation done, both internally and provincially. However, the breakdown of layout, analysis, synthesis and originality (LASO) was not indicated in some learners' scripts (Ventersburg Combined School). The quality of marking in some of the Economics tasks was inconsistent and inaccurate. Feedback, when provided, was in the form of allocation of marks, with no explanations. In Life Sciences, the quality of marking was generally consistent with, and adhered to, the rubric/marketing guidelines, with constructive feedback provided. However, there were schools where there was no evidence of written, constructive feedback provided to the learners.

The quality of marking in Mathematical Literacy was poor in six of the schools moderated (Diphetoho, Riverside, Tshepo-Themba, Zenzile Combined, Reabetswe and Diphetoho Secondary Schools). For example, in Paper 1 Questions 1.4 and 3.1.4 of the preparatory examinations, the markers had not marked according to the marking guideline. A difference of five marks in some learners' scripts, which had undergone moderation, was noted. There was evidence of inaccurate and inconsistent marking. Feedback to the learners was not positive, particularly with the use of phrases such as "good work" and "keep it up". which did not provide learners with guidance on areas that needed improvement or reinforcement.

In Tourism, there was evidence of inaccurate and inconsistent marking by some teachers (Kgotso Uxolo, Thotagauta, Nkhobiso and Rheederpark Combined Secondary Schools), with mark differences that could not be picked up by internal moderation. However, some teachers were as accurate as possible (Mamello, Sasamela, Nkarabeng Secondary Schools and New Horizon College) which resulted in an acceptable tolerance range between the moderators' mark and marks given by the teacher, at different levels of moderation. At Kgotso Uxolo and Thotagauta Secondary Schools the teachers did not align ticks to correct learner responses. This resulted in a discrepancy of more than ten marks between the moderator's score and that of the teacher's (particularly in PAT).

iii) Internal moderation

Evidence of internal moderation was noted in learner tasks/files at school and provincial levels for Business Studies. This included constructive feedback and commentary. The provincial moderator for Business Studies did a good job in identifying problem areas, which had proved a challenge to the teacher. However, in Economics there was no evidence of either school or district moderation. In Life Sciences, there was evidence of internal moderation of the learners' work at school level. Marks were changed according to changes effected during internal moderation at school level. The quality and standard of internal moderation was acceptable. In Life Sciences, learners interpreted the assessment tasks correctly. The learners' responses met the expectations and demands of the assessment tasks.

Mathematical Literacy and Tourism: Four schools (Ventersburg Combined, Zenzile, Diphetoho Secondary Schools and Tshepo-Themba Finishing School) complied in most respect with this criterion. Post-moderation in learners' scripts and in the form of moderation reports at school level was evident. Pre-moderation of tasks at school level was not done, as most tasks were common tasks that would have been moderated at the provincial level. Evidence of internal

moderation in the sampled scripts was conducted at school, district, provincial and national levels.

### 2.3.3 Gauteng

In Gauteng, SBA moderation was conducted in five districts: Ekurhuleni North, Johannesburg South, Sedibeng West, Tshwane West and Sedibeng East. SBA moderation was conducted in the following subjects: Economics, Geography, Mathematical Literacy, Mathematics and South African Sign Language Home Language (SASL HL).

#### a) Teacher files

##### i. Technical aspects

The technical aspects in each of the teacher files differed from school to school and from subject to subject. In some subjects, the teachers' files included tasks that were learner friendly, with appropriate layout, time and mark allocations, the subject and instructions to learners. One such example was Mathematics, where the layout of the teachers' files was generally well presented and included all the programmes of assessment, even though the teachers' files could have been better in some schools.

In Geography, even though most schools' teacher files had user-friendly layout, none of the schools sampled for moderation included a cover page for Test 1, an assessment task set at provincial level. The mark allocation in provincially set question papers was incorrect and indicated 75 marks as a total, instead of 100 marks. This signalled poor quality of moderation of tasks at provincial level.

Of the ten schools moderated for Mathematical Literacy in this province, most generally complied with the technical requirements, with an exception in the layout of the Term 1 Investigation task marking guideline. This did not include a cover page indicating the name of the school (Phakamani and Caiphus Nyoka Secondary Schools). At the Assemblies of God College, the visual in Question 2.3.1 of the Investigation task was unclear and there was no explanation for ticks in the marking guideline.

The South African Sign Language Home Language (Philadelphia School for the Deaf and St Vincent School for the Deaf) had venues that were more conducive to watching and recording SASL HL tasks. The schools had adhered to the recommendation that learners be seated on chairs that swivel, so that observing and signing tasks could be done more easily when a teacher and/or deaf teaching assistant (DTA) signed the instructions/questions live. The learners' files were laid out on a long desk, ready for inspection. However, no learners' USBs contained the recorded tasks.

##### ii. Content coverage

All the schools covered the necessary content for each of the subjects moderated. Geography, Mathematical Literacy and Mathematics covered all the content as prescribed in the CAPS requirements. The common controlled tests adequately covered the content in all the assessment tasks in most of the schools.

At both the Philadelphia School for the Deaf and St Vincent School for the Deaf, the SASL HL assessment task(s) adequately covered the content for Grade 12 as prescribed in the CAPS documents. The assessment tasks had interesting, contemporary and grade-appropriate

topics. The question papers for the tests and examinations were newly set and of good quality and standard.

iii. Quality of tasks

The Assemblies of God College and Hoërskool Overvaal administered their own March Controlled Test, which did not adhere to the requirements for the structure of the question paper as outlined in the CAPS document for the subject. The weighting and spread of the content of their March Controlled Test was not aligned to the CAPS. The questions used were prescribed by CAPS, but the mark allocations were not CAPS aligned. At Assemblies of God College, Questions 1.1.2, 1.1.3, 1.3.1 (a) and 1.3.1 (b) had one mark allocated. This was against policy as the subject no longer allocates one mark to any response, even the Level 1 questions. At Hoërskool Overvaal, Questions 1.1, 2.1, 2.2, 2.5, 3.1 and 3.4 of the Term 1 Test had also allocated one mark to each question. Some of the questions were copied verbatim from previous question papers, with little or no innovation from the teachers. Other than these two schools in the province, the other schools complied fully in terms of the quality of tasks for Mathematical Literacy.

The quality of the Mathematics assessment tasks set was good, and the preparatory examination question papers were of good standard. Forest High School and Lancea Vale Secondary School presented internally set tasks of impeccable standard, thus culminating in their Grade 12 learners doing well, even in the preparatory examinations. However, in some schools, the tasks that were set internally were of poor quality. This was evident at Missouriiaan and Klipspruit West Secondary Schools, which resulted in Grade 12 learners performing poorly.

In Geography, the quality of the tasks was good and covered a variety of question types. The tasks were able to measure the knowledge and skills they intended to measure. Most of the questions in the set tasks were original and innovative. All five tasks were provincial common papers, except for two districts (Ekurhuleni North and Tshwane South), which wrote a different, independent standardised Test 1.

For the SASL HL, Philadelphia School for the Deaf and St Vincent School for the Deaf had better quality tasks compared to those of 2019. At Transoranje School for the Deaf, the work of the teacher was of a high standard and quality. The assessment tasks challenged learners to reach their potential. The level of tasks and questions were of good quality and were well structured for easy moderation alongside the English tasks.

iv. Cognitive demand

Assessment tasks in most of the subjects sampled complied with this criterion, as most were common tasks set at provincial level. In Mathematical Literacy, the assessment tasks included cognitive analysis grids, with questions pitched at the various cognitive levels. Assessment tasks for Geography had evidence of scaffolding between easy and difficult questions in most of the assessment tasks set. As a result, the five tasks set in Geography all complied with CAPS and the set cognitive levels.

v. Marking tools

Geography was the only subject among the ones sampled where the marking tools the teachers used were fully compliant with the requirements set. The responses to all the set tasks corresponded accordingly and the rubrics the teachers used facilitated marking/assessment of tasks.

As opposed to Geography, both the Mathematical Literacy and Mathematics marking tools proved problematic. In Mathematical Literacy, the marking guideline for the Term 1 Test at Sapphire Secondary School did not include alternative solutions and there was no explanation of the mark allocation for the graph. The Term 2 Test marking guideline at Hoërskool Overvaal had neither explanations nor ticks in the assessment tool. The assignment marking guideline at Phakamani Secondary School also did not include ticks in the responses and the marks did not correspond with the ticks that were provided in the graph. Even though most marking guidelines in Mathematics were compliant with the requirements, there were some schools where problems were encountered in adhering to the requirements of the assessment tools. For instance, at Jabulani Technical High School the marking guideline for the August Test had an incorrect solution in Question 2.2.3. In Silver Oaks Secondary School, the marking guideline for the August Test omitted the solution to Question 2.6.

SASL HL marking guidelines/rubrics were adhered to for the marking of most tasks. However, they did not indicate how marks were to be allocated.

vi. Adherence to policy

There was adherence to policy regarding content coverage in the setting of assessment tasks in all sampled subjects. There was no evidence of deviation from the CAPS. The assessment tasks were CAPS aligned, except in SASL HL where non-compliance was identified and assessment tasks were sub-standard and at odds with the CAPS requirements in most areas.

vii. Internal moderation

There was evidence of internal moderation in the three tasks the province set for Geography. There was no evidence of pre-moderation of the tasks administered in Term 1 and Term 3. The schools and district conducted post-moderation, which was of the required standard. The internal moderation at both levels provided constructive feedback to teachers.

There was evidence of internal moderation in Mathematical Literacy conducted in most schools, even though the exercise was more for compliance rather than being focused on providing feedback on the tasks teachers had set. There was a lack of district-phase moderation feedback in eight of the schools selected in the sample. Provincial moderation was, however, detailed and provided teachers with valuable feedback for developmental purposes.

All the schools sampled for Mathematics had conducted internal moderation and five of the six schools had used the appropriate moderation instruments. Klipspruit West Secondary School, however, failed to produce evidence of school-based moderation in the form of completed instruments. Provincial moderation was done through the sampling of questions within a script and a conclusion being drawn about the marking of the entire script. This method of moderation was not sufficient to draw such conclusions.

Pre- and post-moderation was done for SASL HL at school level; however, no moderation was conducted at cluster, district, province or national levels.

**b) Moderation of learner evidence of performance**

i. Learner performance

The learner performance in the subjects selected for sampling was poor, particularly in questions that demanded higher order thinking skills from the learners. It remains a challenge

for learners to respond well to reasoning and reflection tasks in all the subjects that were sampled in the province. This was evident in Geography, where learners responded poorly to all higher-order questions in the preparatory examinations Paper 1. Calculations and GIS (Geographic information Systems) in mapwork tasks remained a challenge to most of the learners.

In Mathematical Literacy most learners demonstrated poor ability in responding to higher cognitive level questions that required them to use reasoning and reflection in Paper 2. Learners struggled with calculations and questions that required higher-order levels of response, especially in the preliminary examination Paper 2. Out of the ten schools moderated, five demonstrated poor learner performance in this subject (Assemblies of God College, Buhlebemfundo, Caiphus Nyoka, Tlakula and Thuto-Lore Combined Secondary Schools). The learner performance in the remaining five schools ranged between average and good. All the learners from Missouriiaan Secondary School had failed the preliminary examinations.

ii. Quality of marking

In Geography, the overall quality of marking was good except in a few cases where there were mistakes in the calculation and awarding of marks. Otherwise, the transfer of marks was of a good standard.

Marking was poor in eight of the schools moderated for Mathematical Literacy. In the preparatory examinations Paper 1, there was no adherence to the marking guideline. However, Phakamani Secondary School and Hoërskool Overvaal adhered to the marking guidelines in the assessments. A ten-mark difference was picked up at Ratanda and Thuto-Lore Combined Secondary Schools, where the teacher had a problem counting the correct number of ticks. The teacher at Tlakula Secondary School had not awarded marks for learners choosing the correct tax bracket in an assessment. At Sapphire Secondary School, the teacher awarded 30 marks instead of 18 marks for Question 1.3.1 in Paper 2 of the preparatory examinations. Some of the teachers demonstrated inaccurate and inconsistent marking of some tasks. In addition, there was no evidence that the teachers had provided any form of positive feedback to the learners (particularly the use of phrases such "good work" and "keep it up"). Learners did not receive guidance on areas that needed improvement or reinforcement.

The overall quality of marking in Mathematics was good, with only a few cases where marks had to be adjusted. Most markers applied consistently accurate marking. The SASL HL learner performance was satisfactory at the Philadelphia and St Vincent Schools for the Deaf.

iii. Internal moderation

Although there was evidence of internal moderation in the sampled subjects, in most of these subjects this was done for the sake of compliance. In Geography, the internal moderation did not pick up marking mistakes. For instance, marks for research were entered twice on the mark sheet and marks for data handling were not captured (Letlotlo Secondary School). The moderated and corrected or changed marks after moderation were not entered in the Geography final mark sheet (Kgatoentle Secondary School). The quality of internal moderation at Fusion Secondary School was poor; the internal moderator at school level checked/ticked the "yes" or "no" boxes, without any comments. The internal moderation template did not have provision for comments or constructive feedback.

In Mathematical Literacy, there was evidence of internal moderation conducted in nine of the selected schools. However, there was no evidence of school-level moderation at Sapphire Secondary School. Moderation at Thuto-Lore Comprehensive School and Assemblies of God College was not properly conducted at school level, since it did not pick up the teacher's marking mistakes. Even though there was a lack of district moderation feedback in eight of the schools selected, there was evidence of feedback in the reports of Sapphire Secondary School and Thuto-Lore Comprehensive School. The provincial moderation was evident and provided detailed feedback to teachers.

There was evidence of the addition and recording of marks done in all the sampled schools, for Mathematics. There was also evidence of poor quality of internal moderation in some cases, where the internal moderator(s) had not identified incorrect solutions that were credited by the teacher to the Mathematics problems.

### **2.3.4 KwaZulu-Natal**

In KwaZulu-Natal, three districts: iLembe, Pinetown and Umkhanyakude, were sampled for SBA moderation. Schools from Eswatini were included in the sample of schools for SBA and PAT moderation. Eswatini schools wrote the NSC examinations under the auspices of Umkhanyakude district. The subjects sampled for moderation included Accounting, Economics, English First Additional Language, Geography, Life Sciences, Mathematical Literacy, South African Sign Language Home Language, Technical Sciences and Tourism. For Tourism, moderation included the moderation of PAT.

#### **a) Teacher files**

##### **i. Technical aspects**

The Accounting files were neat and easy to navigate. Most of the teacher files included the relevant documents, which appeared in the correct order of assessment. However, Nqabakazulu High School and Ubuhlebesizwe Secondary Schools were two exceptions, in that the teacher file of the former was disorganised and the latter school's teacher file did not include any moderation reports.

The teachers' files for SASL HL did not have the revised annual teaching plans, post-moderation reports and relevant mark sheets. Although pre-moderation reports were included, they were not SASL HL specific (Fulton School for the Deaf). Kwathintwa School for the Deaf, however, included the required documents in the teacher's file.

In Economics, there was no evidence of some assessment tasks and assessment tools in the learners' files. The annual teaching plan was not completed. The file was cluttered and not appropriately organised. The file information was not updated, and teachers' files contained several documents that were not relevant and unrelated to SBA.

In Tourism and Mathematical Literacy, the submitted teachers' files included documents such as assessment tasks, marking guidelines and mark sheets with raw and converted marks. However, crucial documents, such as the annual teaching plans were not included in the files. The programme of assessment was included in the file, but there were no dates on which tasks were expected to be administered. Even though the PAT was included in the teachers' files, the marking guideline did not correspond with the task (it was for another task). There was no marking rubric for the project and PAT.

In Life Sciences, the teacher's file moderated was neat and easy to navigate. However, the marking guidelines for the March Test and the preparatory examination Paper 1 were not included. A programme of assessment also was not available in the teacher's file. The Business Studies teachers' files contained all the documents required, including the programme of assessment.

ii. Content coverage

In Accounting, the PED set all the tasks for the year. These included the examinations and tests, written report, case study and assignment. The only exception to this was Pinetown Girls' High School, which set some of their own tasks instead of relying solely on the PED. The report/case study and assignment did not meet the criteria of the types of assessment required, but instead were merely tests taken from other sources. Once again, Pinetown Girls' High School was the only school in the sample which set its own project, based on the financials of Checkers supermarket, a realistic and authentic example. This was commendable. In the case of Technical Sciences, the assessment task(s) adequately covered the topics for the grade as prescribed in the CAPS.

The quality of assessment tasks moderated for Tourism varied from satisfactory to good. The assessment tasks assessed a variety of Tourism skills. The tasks were commonly set by the PED and adequately covered the required content in most of the assessment tasks. In Economics, there was evidence of over-assessment of specific topics, such as monopoly in the assignment for Term 2. This over-assessment of topics within the assessment task resulted in a limited spread of content. In Business Studies, there was evidence of alignment to the curriculum in most respects. All five assessment tasks covered the content well, as prescribed in CAPS for Grade 12.

In Mathematical Literacy, the preparatory examination Paper 1 and Paper 2 were common question papers set by the KwaZulu-Natal (KZN) Department of Education. The assessment tasks adequately covered the topics, as prescribed in the CAPS. The assessment tasks in Geography adequately covered the topics for the grade and term, as prescribed in the CAPS. However, the research topic used was too broad and outside of the context and community of learners. The research was on South African issues: "Urbanisation in Johannesburg", which could not be done by learners so far from this city.

iii. Quality of tasks

In Accounting all assessment tasks were centrally set, and the sources used in most cases were from previous DBE examination question papers. This meant that learners were not prejudiced by sources that were sub-standard or ambiguous.

The KwaZulu-Natal PED set and moderated the common assessment tasks for Technical Sciences. As a result, the district/school complied in all respects with the quality indicators. There was revision on the topics of Paper 2 (Organic Chemistry, Light, Sound and Waves) to improve learners' performance in the final examination. In one of the schools in the PED, the teacher administered an incorrect (not prescribed) experiment as one of the tasks.

There was pervasive non-compliance with CAPS in the SASL HL in the setting of assessment tasks that did not comply with the prescribed cognitive levels, as outlined in CAPS. Questions were not created in and focused on the SASL HL text but, rather, on English text. In Task 8, Question 1.11 signing was ambiguous and influenced the cognitive level of the question (Fulton School

for the Deaf). The assignments and case study in Economics had evidence of repetition of previous question papers, which resulted in the changing of initially typed question numbers with black pen. This was evidence of poor innovation in assessment practices.

In English First Additional Language, Eswatini schools had Task 7 internally set at school. The marking guideline included the short story "Transforming Moments" and the poem "Mid-Term Break", which were not part of the question paper.

In Geography, both the data handling and preparatory examinations question papers had a variety of questions that measured the required knowledge and skills. However, the preparatory examinations Paper 1 Question 2.5.4 demanded two responses but the question elicited only one response. The map work task in the teacher file was incomplete and the research task did not assess the expected skills.

#### iv. Cognitive demand

In Accounting, the examination guidelines and the CAPS clearly stipulate that all the tasks for Accounting must include a 30:40:30 split in cognitive skills and degree of challenge. To determine this, grids must be drawn up as per the examination guidelines. It was commendable that Vukile Secondary and Siphilwe Secondary Schools made use of the cognitive grids as required, even though they worked on a 60:40 split, which was not entirely correct as there need to be three levels. However, after years of bringing this to the attention of the PED, it was the first time that these two schools had made some effort to comply with the policy prescript on the submission of cognitive grids. Pinetown Girls' High School had its own form of analysis, where they combined the degree of challenge with the cognitive skills. Yet again, nowhere does it clearly state that, for example, there must be 10% easy, 10% medium and 10% high. This was merely a "window-dressing" exercise and it needs to be addressed by the subject advisor. Nqabakazulu High School used a version where they allocated a level to the whole question. For instance, middle-order cognitive demands were allocated to the balance sheet and higher-order cognitive demands to the cash flow. This was incorrect as each part of a question should be broken down and analysed.

The SASL HL cognitive and difficulty analysis grids were not CAPS aligned. The distribution of questions (marks) across cognitive levels and levels of difficulty were at odds with CAPS. In Technical Sciences, of the schools sampled only one (Tabhane High School) had not allocated the revised weightings for Task 1 (Controlled Test) to 35% and the weighting for both question papers in the preparatory examinations to 65% correctly in the mark sheet. The weighting and spread of the content of the preparatory examinations Paper 1 and Paper 2 of Mathematical Literacy were appropriate for the grade and aligned to the CAPS.

#### v. Marking tools

In Accounting the assessment tasks, together with their corresponding marking guidelines, were taken from alternative sources. This ensured accurate marking and fairness in the allocation of marks. Umalusi observed that Ubuhlebesizwe Secondary School attempted to use a rubric for one of the tasks that showed the number of marks in a range at each level; but then also inserted a marking guideline, with ticks, which was used for marking. For this subject, it is a requirement that assignments and case studies have a rubric, but this depends on the type of question and whether it is open-ended or not. Ubuhlebesizwe Secondary School was the only school that adhered to this requirement and used this method.

It was noted, with concern, that in Technical Sciences Paper 1 of the preparatory examinations no provision was made for alternative responses in questions with calculations. The SASL HL had marks on working mark sheets, as well as SA-SAMS mark sheets, that reflected multiple mistakes during transfer of marks. Marks on the mark sheets were much higher than the original marks allocated by the teacher on the task. For Task 2: Recording (Essay) the topics were grade appropriate. The rubric was available and facilitated fair marking. However, there was no evidence of signed instructions and topics (Fulton School for the Deaf). The alignment of the marking guideline, as well as factual errors in Paper 2 for preparatory examinations, were not picked up at school moderation level (Fulton School for the Deaf).

In English First Additional Language, non-adherence to the marking guideline in the marking of the summary (Paper 1, Question 2) was noted. The Economics marking guideline that was submitted for the March Controlled Test was incorrect and irrelevant to the question paper. There was no evidence of a case study marking tool, which resulted in non-verification of high marks awarded to learners.

In Tourism, not all marking guidelines of the assessment tasks in the sample effectively facilitated marking. For example, there was no marking guideline for PAT. There was evidence of inaccuracy and inconsistency in the marking of Tourism Question 5.1.3 of the preparatory examinations. The learner responses regarding bungee jumping and flying fish, which are not activities that can be done in the Maloti Drakensberg Park, were marked correctly and these were not in the marking guideline. The marking guidelines for the project did not have ticks to show the spread of marks per responses, hence it was difficult to establish the distribution of marks in the learner responses. This affected the quality of marking as the spread of marks per item response was not standardised. In the March Controlled Test, Question 2.1.2 was credited, whereas it was the wrong answer. In Question 3.3.1, the teacher awarded two marks instead of three and, in Question 3.4.3, the awarded mark was one instead of two marks. However, there was evidence of constructive feedback provided to learners.

vi. Adherence to policy

In Accounting, all schools adhered to policy and the revised assessment plan for 2020, with some of the tasks for SBA removed from the curriculum. For example, there was no June examination and nor was there a Term 3 Controlled Test. All schools completed the required tasks. It must be noted that the full curriculum was still taught with only non-examinable sections omitted. Economics indicated that there was no evidence of assessment tasks and tools in all learner files, nor evidence of pre-moderation reports and analysis grids. The learners' assignment scripts were not available in the learner files, but marks were recorded in the SBA mark sheet.

In Technical Sciences, schools in the sample complied with most of the assessment policies and assessment practices for the SBA, except for one school (Buhlebuyeza High School) which administered an incorrect Experiment 2 instead of prescribed Experiment 3. The two experiments assessed different skills.

According to the teacher's programme of assessment, the Business Studies assessment project was to be done in one day instead of two weeks, which was allocated for projects in the amended annual teaching plan.

According to Geography SBA policy, the contents of learners' files must be the same as those of teachers' files. However, there was no evidence of assessment tools (rubrics) in the learners' files and no evidence of pre- and post-moderation reports and analysis grids in the teachers' files. However, mark sheets that contained learners' raw marks, the converted mark and the weighting, were included.

vii. Internal moderation

Internal moderation was generally poor in the case of Accounting. There was evidence of school and cluster moderation, but this was more a verification task, with little constructive feedback provided. Provincial moderation took place just prior to Umalusi arriving in the province. Only one question per file was moderated; there was no report included; and there was no evidence of assessment of the standard of the tasks, merely the marking.

In SASL HL pre- and post-moderation were conducted at school level; however, there was no evidence of moderation conducted at cluster, district, province or national levels. In Economics there was evidence of district moderation; however, school moderation was not evident. The district report was available in the teachers' file, but no evidence of a school report.

In Technical Sciences, schools in the sample had internal moderation reports that indicated pre-moderated assessment tasks at all levels, except at Tabhane High School, which fell short of district level moderation. There were, however, concerns about the standard of internal moderation at some of the schools.

In Tourism, evidence in the learner file showed that the school and cluster moderation had been conducted but there was no written evidence of support and development to the teacher, just the appending of signatures. Moderation from district level showed an attempt to provide feedback. The administration of incorrect Business Studies project tasks was evidence that pre-assessment moderation was done for compliance purposes only and did not ensure that tasks adhered to the requirements of the policy.

In Mathematical Literacy there were no internal moderation reports that indicated that the assessment tasks had been internally pre-moderated. There was no evidence of feedback given to the teacher. There was district moderation for Geography, evidenced by the advisors' report. The recommendations given were not adhered to by the teacher. School, provincial and national moderation was lacking in the teacher file.

**b) Moderation of learner evidence of performance**

i. Learner performance

In Accounting, of the files moderated very few learners achieved high marks and there were several with low marks. There was often a large discrepancy between the preparatory examinations and March Test with the other forms of assessment.

Umalusi observed that in Technical Sciences some of the learners were unable to provide correct definitions and/or provided incomplete definitions. The learners struggled with the calculations in Paper 1 and the questions on Organic Chemistry and Lenses in Paper 2. The SASL HL learner performance continued to be poor. In Tourism, learners' performance was satisfactory, with learners demonstrating good ability in responding to different questions.

In Mathematical Literacy, learners performed well in Paper 1 of the preparatory examinations. In Paper 2, learners were not able to interpret questions that required calculations and interpretation correctly. The unavailability of marking tools (Assignment 1, March Controlled Test and case study) and learners' scripts (assignment and preparatory examinations) for Economics made it impossible to verify learner performance in most of the assessment tasks.

It was evident that in Geography most learners had a challenge with the command verbs. The "discuss" question was mostly answered with one-word answers. The research task rendered itself an assignment/essay copied word-for-word from Google websites like Wikipedia; yet candidates had signed the declaration of authenticity forms.

ii. Quality of marking

The quality of marking in Accounting was generally good, with insignificant deviations between the different levels of moderation evident in these files. The use of method marks (the carrying through of a mistake to avoid double penalisation) seemed to have now been resolved.

The quality of marking in Technical Sciences was acceptable at most schools in the sample, except at one school (Buhlebuyeza High School) where the teacher had not adhered accurately to the marking guidelines. Umalusi observed that the marker had marked many incorrect responses as correct.

In Mathematical Literacy, marking was not consistent and did not adhere to the marking guideline. There were cases where the teachers awarded marks incorrectly. The totalling of marks and transfer of marks to the mark sheet was done accordingly. Some comments were written by the teacher on learners' scripts to provide constructive feedback to learners.

The quality of marking in Geography was of a poor standard. Marks on learners' tasks during external moderation were different from those allocated by the teacher. The teacher was found to be sympathetic to learners, crediting marks learners did not deserve. The rubric was not used in the marking of the research task; ticks were used on paragraphs. Learners were allocated marks when they wrote the steps of conducting research. The marks obtained were not reliable, as this was against policy.

In Business Studies, the quality of marking was not acceptable as lenient marking was noted in all learners' files, e.g. an incomplete "Broad-based Black Economic Empowerment (BBBEE) pillar" in Question 2.2. of the controlled test was marked correct; and an incorrect answer in Question 1.6, "Evaluate the problem", was marked correct instead of "Evaluating the strategy". Full marks were awarded for incomplete answers.

iii. Internal moderation

In Accounting, the use of different shades of ink, was noted as evidence of internal moderation on the learners' evidence. Many of the files had every task re-marked/moderated, focusing on certain questions. There were also no moderation reports in the teachers' files, nor any comments or feedback provided to learners. The provincial moderation took the form of re-marking one question in each file seen, with no feedback provided.

In the case of Technical Sciences, the internal moderation was acceptable in three of the five schools sampled for moderation. The internal moderation at the two schools did not identify marking errors.

For Mathematical Literacy, the marking was satisfactory with discrepancies identified in the marking of some questions. For example, the allocation of marks in Question 3 of the September Test, based on an investigation and the drawing of a graph, for the scaling was inaccurately allocated by the marker and the moderator. An incorrect answer for the independent variable was marked correct. In Business Studies there was evidence of moderation by district for presentation, project and preparatory examinations, with valid comments in the sampled files.

The internal moderation of Geography was more an exercise of compliance. The school moderator did not use the rubric as the teacher had not used it. There was evidence of feedback to learners in the form of motivational words, but no diagnostic analysis was done.

### 2.3.5 Limpopo

In Limpopo four districts, Vhembe East, Mopani East, Mopani West and Malamulele North East, were sampled for SBA moderation. The subjects selected were Accounting, Agricultural Sciences, Business Studies, Economics, English First Additional Language, Life Sciences, Mathematics, Mathematical Literacy, Physical Sciences and Tourism.

#### a) Teacher files

##### i. Technical aspects

In Accounting, the ten sampled schools were compliant in all respects with this criterion: questions were numbered correctly; the layout of the SBA tasks was uncluttered; and the name of the school/cluster/district, subject and instructions were clearly indicated on the front page of each assessment task. The page numbering was consistent and adhered to the required format.

All files for Physical Sciences and Business Studies were immaculately presented and had the required documentation, namely question papers, marking guidelines, mark sheets and moderation reports. The preparatory examinations papers were well laid out and the numbering of questions was accurate. All instructions were clear and in accordance with the national examination papers. The question papers were reader friendly. The SBA tasks were arranged correctly, in line with the policy prescripts.

In Economics and English First Additional Language, the teachers' files were neat and contained all the required documents. In English First Additional Language, the layout of both the teachers' and the learners' files were arranged well and the question papers were neatly typed using Ariel font 12 point, as prescribed in the examination guidelines. The teachers' files contained all required documents, including annual teaching plans, tasks, marking guidelines, mark sheets and moderation reports. The programmes of assessment in the teachers' files were aligned to the COVID-19 requirements, as indicated in Circular E11 of 2020. In all the schools the learner files contained all the required tasks and rubrics. Some schools also included the corrections the learners had done (Mpandeli Secondary School and Nkatini High Schools.)

The teachers' files submitted for Mathematics were well presented. The organisation of teachers' files in all schools was quite commendable. Learners' files included all the relevant tasks and documentation. The cover page of all tasks clearly indicated whether it was set by the school, district or province. All ten schools moderated administered the common district's tasks and preparatory examinations.

All eight schools moderated for Tourism submitted the teachers' files, which contained most documents expected to be included. However, in some schools crucial documents, such as annual teaching plan and mark lists with raw marks, were not included.

ii. Content coverage

All subjects sampled for moderation were compliant with this criterion in most respects. They adequately covered the required SBA tasks and the spread of the content was appropriate for the grade and aligned to the CAPS. The tasks were representative of subject-specific teaching strategies and discovery learning in teaching, learning and assessment of the subject.

In Life Sciences, however, the common term tests for Terms 1 and 3 of the Vhembe district had no investigative question, yet this type of question is in every Life Sciences question paper. Umalusi was concerned that learners would not be adequately prepared for the final examinations related to this question type. The district did not provide the weighting grids for the common tasks set. It was only at Ratshisase Secondary School that the teacher included a weighting grid for the Term 3 Test. All Tourism assessment tasks across the two districts and schools were common and the preparatory examination was also common and adequately covered the content as outlined in the policy.

iii. Quality of tasks

The SBA tasks of the five sampled schools from Mopani district were all compliant with this criterion, while five schools from Vhembe district complied in most respects.

In Physical Sciences, the question papers included the required question types, namely multiple-choice questions as well as long questions. The instructions in these questions were clear and did not include any unnecessary words or instructions. All questions were of realistic length and were concise. The questions asked in the preparatory examination papers were set along a similar format as that of the final examinations and distributed in accordance with the required cognitive demands. While most questions were of similar nature to those of previous examination papers, there were a few new questions, for example, Questions 3.2 and 4. There was realistic mark distribution for the different questions and the source material was relevant to the questions set. These were legible and free of errors.

The Physical Sciences question paper included a topic that was supposed to have been removed from the preparatory examinations for 2020. Two questions were set on this topic, namely Question 1.10 (two marks) and Question 10 (13 marks). Most learners attempted these questions. The amended marking guideline indicated that these questions should not be marked. The Chemistry paper, on the other hand, did not include the topics that were removed as per national directive for the preparatory examinations. Instead, it requested the removal of a question that was deemed incorrect, Question 1.7 (two marks).

In Business Studies the questions were in line with the examination guidelines. The source-based questions were correct and relevant for Grade 12 learners. In Economics, the tasks were in line with the curriculum. This may be attributed to the tasks conducted being common to the whole district. Some schools printed their tasks in colour, which ensured that the stimulus material came out clearly. This was a commendable effort.

Some questions in the comprehension passage of English First Additional Language did not elicit the expected response. For example, Question 1.19 was supposed to be an open-ended

question, but it limited the learners to one answer. In addition, it was noted that different types of questions in the preparatory examinations catered for different levels of difficulty as well as the different cognitive levels.

The assessment tasks in Life Sciences were generally good and allowed for various types of questions appropriate to Life Sciences, including multiple-choice, short answer, paragraph, data/resource-based responses, real-life scenarios and real-life problem solving. The assessment tasks allowed for creative responses and the mark allocation was clearly indicated and correlated with the level of difficulty and time allocation (for each question) in each assessment task. The language and terminology used was appropriate and relevant for Grade 12 level. The assessment tasks were mostly free from factual errors, vaguely defined problems and unintentional clues to the correct answers. However, Umalusi observed the following errors in the preparatory examinations question papers: Paper 2, Question 1.1.7 had no correct answer; Paper 2, Question 2.2.3. the instruction did not indicate the type of graph learners had to draw. In some tests, the alignment of the questions and the marks was problematic: Vhembe district: Test 2 (Question 2.1); Practical Task (Question.1 and Question. 4) and in the Mopani district: Test 1 (Question. 2.2 and Question. 2.3).

In Mathematics, the preparatory examinations question papers fully met this criterion, and this was commendable. All ten schools' preparatory examination question papers were of good standard.

#### iv. Cognitive demand

In Accounting the SBA tasks administered in the sampled districts integrated problem-solving questions where the action verbs were appropriate and correlated with the mark allocation. However, the analysis grid, which would indicate the spread and distribution of cognitive levels, was not included in the teachers' files. The case study administered in Vhembe district showed no evidence of unfamiliar questions that stimulate passion for research, even though the SBA tasks administered were compliant in all respects with this criterion. The assessment tasks included real-life problem-solving scenarios, allowed for creative responses, language and terminology was appropriate for the grade and contained sufficient information to elicit appropriate responses.

In Physical Sciences, the questions were distributed in accordance with the required cognitive demands. While most questions were of a similar nature to those of previous examination question papers, there were a few new questions in the Physics paper in Questions 3.2 and 4. There was a realistic mark distribution for the different questions.

In Economics, the style of questioning was compliant with that prescribed in the CAPS and the correct cognitive spread was evident. Different types of questions in the preparatory examinations catered for different levels of difficulty, as well as the different cognitive levels in English First Additional Language. The cognitive spread aligned fully with the requirements for this subject. In Life Sciences, the assessment tasks also adhered to the required cognitive spread, as set out in the CAPS document for this subject.

In Mathematics, the preparatory examinations question papers were generally of a good standard, even though the district common tasks ranged between good and poor. For

example, the Term 2 Common Test administered at Mopani West district was of good standard, whereas Vhembe East district Term 2 Common Test was of low cognitive demand, a clear indication that the teachers had not engaged fully with the analysis grid.

v. Marking tools

In Accounting, the marking guidelines for the SBA tasks administered were compliant in most respects, even though the marking guidelines for Paper 2 in preparatory examinations had an error (the final answer for Question 2.2 was 77 790 instead of 29 950). In Question 1.1.1 of the case study (Vhembe district), the figure given in the answer sheet, 746 670, was different from the 526 080 in the marking guideline. The marking guidelines for Physical Sciences were clear in most instances.

In Business Studies, the marking guidelines were user friendly and made marking easy. In Economics, the teachers prepared the marking guidelines at the same time as they set the question papers, making the marking guidelines more reliable and accurate.

The marking guideline for English First Additional Language was limiting as it did not allow teachers to mark alternative answers correct, in Question 1.19. The response provided in the marking guideline did not match any of the features displayed in the picture provided.

In Life Sciences, the mark allocation in each of the assessment tasks was the same as that on the marking tool, rendering the marking tools accurate, relevant and appropriate for some of the set tasks. However, in Question 1.5, Paper 1 of the preparatory examinations, the alternative response (gravity) was incorrect, because the arrows clearly indicated that the stimulus was coming from the top. Furthermore, Question 1.1.7 of Paper 2 did not include the correct answer.

Even though the marking tools for Life Sciences facilitated fair marking to a certain degree, in some of the tasks the marking guidelines did not include symbols/letters to be used for the assessment of the graphs and diagrams (Practical Task of the Mopani district and Term Test 1 of the Vhembe district). The Mathematics and Business Studies marking guidelines were compliant with the CAPS requirements.

vi. Adherence to policy

All ten schools sampled for Accounting were compliant in all respect with this criterion, and the spread of the content was appropriate for the grade and aligned to the CAPS. There was such adherence also for Physical Sciences, Business Studies, Economics, English First Additional Language and Mathematics.

In Life Sciences, all the schools moderated adhered to and implemented the revised subject programme of assessment, as stipulated in Circular E11 of 2020. There were mark sheets (working mark sheets) that contained learners' raw marks, the converted marks and the weighting for each of the formal assessment tasks. All the schools moderated from the Vhembe district used the SA-SAMS programme to put together their mark sheets. The weighting of the tasks in some schools were all incorrect (Azwifarwi, Dzwaboni, Mpandeli, Nthetsheseni Secondary Schools and Khatisa High School). In some schools only the weighting of the tasks in Term 1 was incorrect (Nkatini and Peninghotsa High Schools, St Augustine Residential School, John

Mutheiwana and Ratshisase Secondary Schools). The schools moderated from the Mopani district did not use the SA-SAMS programme to generate working mark sheets and had mark sheets compiled by the district. The weightings of the tasks on these mark sheets were correct.

vii. Internal moderation

When the SBA tasks for Accounting were submitted for external moderation, there was evidence that the different clusters had conducted internal moderation. There were reports of pre-moderation conducted in Vhembe district, but in two schools moderation was unreliable. In Mphaphuli Secondary School, evidence indicated that they had conducted pre- and post-moderation on the same date (22.10.2020). This was unrealistic, because it implies that the assessment task was moderated, approved, administered and scripts marked and moderated, all on the same day. In Mphalaleni Secondary School evidence showed that they had conducted pre-moderation on 15/10/2020, and post-moderation on 19/10/2020. As a result, it was conclusive that the evidence of pre-moderation of the tasks in two schools sampled was not entirely reliable. There was evidence of internal moderation at different cluster levels in Agricultural Sciences. In Business Studies, even though there was evidence of internal moderation, there were schools that tended not to have done it appropriately, having merely ticked over existing ticks.

As was the case in the other subjects sampled from the PED, in Economics there was sufficient evidence that internal moderation was done. However, it was difficult to distinguish the levels of moderation conducted. In Tourism, there was evidence of post-moderation at school and district/cluster levels in all sampled schools. The provincial moderation of SBA was not conducted in the subject. The moderation at school and district levels in all schools was poorly conducted and feedback was not adequate to provide necessary support and development to the teacher. There was no evidence of PAT moderation at all levels.

In English First Additional Language, internal moderation took place at each required level, with different coloured pens as indicators. There was evidence of moderation conducted at different levels (i.e., school, district/provincial).

In Life Sciences, there were no internal moderation reports that indicated that the assessment tasks were internally pre-moderated at school level. There was no moderation history of the tasks available. In the Vhembe district an addendum sent for the marking guideline of the Term 3 Test suggested that thorough moderation had not taken place as so many changes had been made to the marking guideline. In the Term 1 Test, neither the teachers nor internal moderators at each of the different levels identified the glaring spelling errors: e.g., "patterns" should have been "parents" in Question 3.1. The quality, standard and relevance of the inputs from the moderators after post-moderation were appropriate, even though it would have been beneficial, at school level, to empower the teachers.

There was evidence of internal moderation in Mathematics in all the schools moderated. However, there was no evidence of national moderation conducted for this subject at the PED. The moderation instrument used in the Vhembe East district needs improvement to accommodate critical moderation criteria to render assessment tasks CAPS-compliant.

**b) Moderation of learner evidence of performance**

i. Learner performance

In seven of the ten schools moderated there was evidence that learners interpreted the

questions correctly and responded to questions across different levels of difficulty. In three of the schools (Mphaphuli, Lowveld and Khatisa Secondary Schools) learners had difficulty interpreting some questions involving calculations and struggled with some complex adjustments. The learners struggled to analyse information and provide solutions to problem-solving questions. They also demonstrated an inability to deal with topics that were less challenging.

There was an overall poor performance in Physical Sciences for all schools sampled for moderation. The teachers recorded very few passes in this subject. Some of the challenges identified were learners' inability to state simple definitions or do single-step calculations. Even though many learners were able to correctly draw free body diagrams, they were unable to do the calculations that were derived from such diagrams. In all the sampled schools for Tourism, learner performance varied from poor to good. In the preparatory examinations, most learners performed well in questions that required them to recall and remember knowledge. Learners demonstrated poor ability to respond to questions that required them to use stimulus material or data response questions. Learners struggled with calculations and questions that required a higher-order level of responses.

Another subject in which performance of learners was poor was Business Studies. Learners performed poorly in the test and the preparatory examinations, relative to the extended tasks. The learners still found the higher-order questions challenging. This was evident in their given responses in the tasks set. In Economics most learners exhibited adequate knowledge of the content assessed.

In English First Additional Language, the performance of learners ranged from poor to excellent. The performance of learners in the sampled schools was as follows: the performance in Paper 1 was fair, while in Paper 3 it was excellent. However, there was overall poor performance in the Literature Paper 2, where learners failed to respond to even lower-order questions (e.g., the naming of characters). The following questions in Paper 2 were highlighted as generally problematic for learners, as they struggled to respond to: theme questions, irony, character analysis and quoting.

The sample of learner files selected for Life Sciences represented high, moderate and low ability achievement levels. The learners interpreted the assessment tasks correctly and provided appropriate responses to these tasks. The learners' responses met the expectations and demands of the assessment tasks where they responded to all the aspects (at different levels of difficulty) as set in the tasks according to their own abilities.

An overall underperformance in Mathematics was noted in most schools moderated, except for two schools: Matimu Secondary School and Mugoidwa High School.

ii. Quality of marking

The quality of marking in Accounting was good. Marking was accurate and consistent. Generally, marking was conducted in line with the marking guidelines for this subject.

The quality of marking for Physical Sciences was poor. The marking was inconsistent and mostly not aligned to the marking guideline. In many instances, markers awarded marks for incorrect definitions. The following schools were some of the schools identified as stark evidence of poor marking: Mahwahwa and Molabosane High Schools, where the markers awarded three

marks for a definition worth only two marks, as stipulated in the marking guideline. It was noted, with concern, that the internal moderator did not pick up on this glaring inaccuracy. At Mokhapa High School learners were credited for formulae without any substitutions taking place. This practice was a contravention of the marking rules for Physical Sciences. It was only at Magoza Secondary School where the markers gave constructive feedback to their learners. The markers at this school provided clear indications of the mistakes and, in some instances, the teacher wrote down the corrections/correct responses for his/her learners to guide them.

At Sevenswana High School, the quality of marking was questionable. The quality of marking of top achievers' work was acceptable; however, the same could not be said about marking below-average learners' work. Correct answers (especially definitions) for these learners were overlooked and marked incorrect. Of concern was the marking practice in some schools, such as Lebitso High School, Modubatse Secondary School and Mokhapa High School, where the teachers had not indicated the total marks scored for each question. Instead, they recorded only the final mark on the front cover, resulting in possible inaccuracies in the totalling of learners' scores. In addition to these inaccuracies, learners would also not know how they performed in the different sections of the question paper.

Marking was generally good in Sections A and B of the Business Studies preparatory examinations. However, in Section C, some markers could not identify split marks. In Economics, the quality of marking was generally acceptable and it was only in a few instances where there were variations/discrepancies in marking between the external moderator and the marker. The quality of marking in Tourism was of good quality. There was evidence of adherence to the marking guidelines in the preparatory examinations. Feedback to candidates was limited to scores.

Some of the English First Additional Language markers failed to adhere to the marking guidelines. There were pockets of lenient marking in Paper 1. For instance, Paper 1 Question 5 was a language question and everything had to be 100% correct; however, marking was inconsistent. Question 5.1.4 was correctly marked, although the candidates left out the article "a" in the question; the markers did not adhere strictly to the instructions for marking the summary; and most markers could not distinguish between a quote and a fact. Question 1.19 was an open-ended question and teachers followed the marking guideline slavishly, marking this question wrong instead of applying discretion: this was an evaluation question and required learners to express their own opinion. Question 5.2.2: a reported speech question, where markers did not follow the correct awarding of marks; for example, they did not award the mark for correct punctuation. In Paper 2, there was inconsistency in the awarding of marks in Questions 4 and 5. These questions were open-ended and teachers failed to award marks according to the response of the learners. The markers were unsure of when to award a full mark, two marks or one mark in a three-mark question. In two learners' scripts, the responses were incorrect but were awarded full marks. In Paper 3, the markers of this question paper did not always adhere to the rubric (e.g. the moderated learners' scripts revealed a variance of between five and ten marks with the markers, which was outside the agreed tolerance range for the essay, which was three marks).

In Life Sciences marking was consistent with and adhered to the rubrics and marking guidelines. However, in some schools there were numerous errors in marking the assessment tasks set (Ratshisase Secondary School, Term 3 Test: Abscisc hormone is not the same as Abscisc Acid;

Nthetsheloseni Secondary School, Term 3 Test: the functions of ADH and adrenalin are not the same, and therefore ADH should not have been marked as an alternative for adrenalin; Nkatini High School Term 1 Test: the bond that forms between amino acids in a protein molecule in Question 1.2.3 was a peptide bond and not a polypeptide bond, and a blastocyst was not the same as a morula; and in John Mutheiwana Secondary School, Term 1 Test: Blastocyte and blastocyst is not the same thing – in this case, spelling changes the meaning of the word). Not all teachers indicated the awarding of the synthesis marks in the essay questions.

In the case of Mathematics, marking was of a good quality, except in a few instances where marks had to be adjusted. Most markers applied consistent and accurate marking in this subject.

iii. Internal moderation

There was evidence of school and district moderation in Accounting. There was also evidence of internal moderation at school and district levels in Physical Sciences. However, the moderator did not pick up marking errors committed by the teacher. There was insufficient evidence of thorough internal moderation in Economics at either school or district level. In English First Additional Language, evidence of internal moderation was noted. However, in some schools, internal moderation did not pick up marking mistakes committed by the teachers.

In Life Sciences, it was evident that the learners' work was internally moderated at school (black ink) and district (green ink) levels. The quality of the internal post-moderation was acceptable. The internal moderators picked up errors in marking, as well as errors in the transfer of marks (e.g. at Mpandeli Secondary School, the total for the Term 2 Test was 60 and not 70 as indicated in SA-SAMS and learners were penalised). There was evidence of effective internal moderation in Mathematics. There was evidence of internal moderation of learner evidence in all the schools moderated in Tourism. However, internal moderation in all sampled schools seemed to align more to monitoring rather than moderation of assessment. The quality of moderation was not good in some of the schools. For example, the moderator repeated similar mistakes as the marker, which should have been picked up during moderation (Mark Shope Secondary School).

### 2.3.6 Mpumalanga

In Mpumalanga, SBA moderation was conducted in two districts: Gert Sibande and Bohlabela. The following subjects were sampled for moderation: Accounting, Agricultural Sciences, Economics, English First Additional Language and Mathematical Literacy,

**a) Teacher files**

i. Technical aspects

There was compliance, in most respects with this criterion. The teachers' files for Agricultural Sciences were generally well organised and user friendly in some schools, especially in locating the administered assessment tasks. However, the teacher file for Gekombineerde Skool Balfour was poorly organised and learners' files were not prepared according to SBA requirements. The Economics teacher files, apart from one file, were generally well organised and easy to navigate. English First Additional Language files were neat and all the tasks were labelled correctly. In Mathematical Literacy, the layout of tasks was problematic for school-

set assessment tasks (assignments and/tests). Standing features like school name, task name, task duration, total mark, instructions and question/table/annexure/addendum numbering were not done properly and, in most cases, were missing.

ii. Content coverage

The content covered in Agricultural Sciences consisted of controlled tests and preparatory examination question papers, which were within the prescribed content for Grade 12 as outlined in the CAPS policy document. The teachers maintained the appropriate weighting of content for controlled tests, even though there was a reduction of the total marks from 150 to 100 marks. In Economics, all the assessment tasks had various types of questions appropriate for the subject, as spelled out in CAPS. The language and terminology used was appropriate and relevant to Grade 12 learners. The stimulus/source material used provided information about the context and the purpose of the tasks. The sources were relevant to the content, assessment tasks and questions asked. Content coverage in Accounting was adequately covered in the assessment tasks in most schools sampled for moderation. However, in Bohlabela district 80% of the content covered in the written report was not appropriate for the task. The CAPS stipulates that the written report in Term 1 should assess unique transactions of companies, but the district also assessed financial statements and the notes. Lack of inclusion of unfamiliar questions, which stimulates research learning, was noted.

In English First Additional Language, the type of questions set in the assessment tasks were grade appropriate. All questions were relevant and prepared learners for the final examinations.

iii. Quality of tasks

The set questions for controlled tests and preparatory examination question papers for Agricultural Sciences were appropriate for Grade 12 learners and covered a variety of question types. There was evidence of creativity in the setting of questions for the subject and the terminology was appropriate. The assessment tasks contained sufficient information to elicit appropriate responses, encouraged problem solving, critical thinking and reasoning skills. The questions were original and innovative even though some of the questions (non-test tasks) were not, since they were from previous question papers. For example, the Nghunghunyana Secondary School case study had some poorly formulated questions.

In Accounting, there was evidence of questions that encouraged critical thinking skills, such as problem solving. Many of the school-set Mathematical Literacy tasks (assignments and/or tests) had very few higher-order questions. In instances where Level 4 questions were included, they simply involved reasoning based on opinion, which did not involve critical thinking to any extent.

iv. Cognitive demand

In Agricultural Sciences the cognitive level analysis grid for the preparatory examination question papers were not included in the teacher files, as required by policy. As a result, appropriate coverage of cognitive levels of the questions set for these papers could not be determined. However, in Economics all the assessment tasks comprised of various question types, accompanied by a clear breakdown of the spread of questions (marks) across cognitive levels. In English First Additional Language, there was correct distribution of questions, according to Barret's Taxonomy. The language section (Question 5) of Paper 1 used Bloom's taxonomy. All the questions aligned to CAPS and the examination guidelines. However, there were no Level 4 and 5 questions in Task 1 (Mayflower High School). In Accounting, there was

evidence of the analysis grid to show the distribution of cognitive levels in some sampled schools, such as Siphokuhle Secondary School in Gert Sibande. However, the tasks lacked an adequate degree of innovation, such as unfamiliar questions, to stimulate research learning.

v. Marking tools

The marking guidelines for Agricultural Sciences controlled tests and preparatory examination question papers were appropriate and comprehensive with alternative responses. The mark allocations on the marking guidelines corresponded with the mark allocations on the set question papers. Unfortunately, the same could not be said about the quality of the rubrics, which most of the schools used in the PED. The marking rubrics for practical tasks and assignments/research projects were of poor quality and most teachers struggled to develop a comprehensive marking rubric/ guideline for practical investigation and research projects/ assignments.

The SBA tasks for Economics included marking guidelines which corresponded directly with the questions asked. They allowed for relevant alternative responses and facilitated marking. The exception was in Question 2.2 of the case study at Dlumana High School, where the responses in the marking guideline did not correspond with what was asked. At Holmdene High School, the marking guideline did not cover all questions for the assignment. In English First Additional Language, most schools provided the rubrics only, instead of both the rubric and the marking guidelines for the creative writing tasks.

vi. Adherence to policy

In Agricultural Sciences, in all the sampled schools, there was compliance in relation to the number of assessment tasks administered as prescribed in the CAPS policy. The schools, however, did not have a complete programme of assessment with set dates and types of assessment tasks, as prescribed by CAPS policy guidelines. The schools sampled adhered to the prescribed number of assessment tasks administered per term, even though the quality of the practical task and assignments for most of the schools were below minimum standard; and the format/structure of the question papers for preparatory examinations adhered to CAPS policy and examination guidelines. In Economics and English First Additional Language, there was adherence to the minimum number of tasks as prescribed by the assessment policy. The record sheets corresponded with the requirements, as outlined in DBE Circular E11 of 2020.

viii. Internal moderation

In Agricultural Sciences, the internal moderation by the subject head/HOD/deputy principal at school level were conducted as required by the policy. However, internal moderation reports for both pre- and post-moderation for Gekombineerde Skool Balfour were not included in the teacher file. Furthermore, no internal moderations were done by other stakeholders, as required in both teacher and learner SBA files, especially at provincial and national levels. The Gert Sibande subject/curriculum advisor had done a commendable job in carrying out internal moderation on a quarterly basis, as required by policy. Moderation reports were available in teacher files.

In Economics, there was evidence of pre- and post-moderation in most of the schools, however, in some it was just a “tick box” exercise and not actual moderation. There was evidence of moderation at school level and evidence of some of the tasks moderated at cluster and district levels because the districts wrote common tasks. This resulted in quality assessment tasks being written.

In Accounting, there was evidence of internal moderation conducted in both districts. The quality of pre- and post-moderation was exceptional in Gert Sibande district. Feedback provided to schools at different levels was acceptable, although there were instances where errors in the addition of marks were made at provincial level.

**b) Moderation of learner evidence of performance**

i. Learner performance

In Agricultural Sciences, learner performance was average in the controlled tests and preparatory examinations. The learners were able to interpret the assessment tasks correctly and provided appropriate responses. In most schools sampled, the learner performance in the practical tasks and research project/assignment was high. The performance of learners in Economics was low across all schools sampled. The performance on non-test tasks did not correlate with the performance of learners on tests and examinations. The learners were able to interpret the assessment tasks correctly and provided appropriate responses to the tasks concerned. In English First Additional Language, most learners performed well in creative writing tasks (Paper 3), but struggled with Papers 1 and 2. Even though most learners did not perform well in the English First Additional Language Paper 1, they displayed fair understanding of Question 2 (summary writing). The language question (Question 5) posed challenges for the learners and was poorly performed.

In Accounting, learners showed weaknesses in calculations and struggled with some complex adjustments, analysing information and providing solutions to problem-solving questions. In Mathematical Literacy, learner performance on school-set tasks was particularly good, but was average or even poor in district or provincially set tasks. This may be due to a high percentage of Level 1 and 2 questions (as high as 70%) in assignments/investigations in school-set tests. Average to poor learner performance was observed in the preparatory examinations (Paper 2) which contained a good percentage of higher-order questions (Levels 3 and 4). The preparatory examinations' question paper was provincially set and was of good standard. Learner performance in Paper 2 was low (some learners achieving as low as 24%) for all schools moderated.

ii. Quality of marking

There was evidence of internal moderation in Agricultural Sciences. Teachers demonstrated consistency and accuracy in marking learner tasks. There was no evidence of corrections/feedback/remedial work on the administered tasks in the learner files of most schools. In Economics, the quality of marking varied from school to school; some teachers were more accurate than others. At Nghunghunyana Secondary School, St George College, Dlumana and Siphokuhle Secondary School, there was no evidence of written constructive feedback to learners at all levels. In English First Additional Language, there were instances of non-adherence to the marking guideline. One teacher allocated a mark for "yes" in an open-ended question. For Task 10, some teachers at Gekombineerde Skool Balfour did not include the breakdown of marks but merely recorded the global mark. Some markers did not consider the word count when marking creative writing text, e.g. Section C.

In Accounting, marking was consistent in most sampled schools. The marking guidelines were adhered to in most schools; however, deviation due to inaccuracy, inconsistency and leniency in marking was visible at Warburton Secondary School (marking of open-ended questions) and at Takheni and Mahlangana Secondary Schools (inaccuracy). Marking in Mathematical

Literacy was of acceptable standard and in accordance with the marking guidelines for each task.

iii. Internal moderation

In Agricultural Sciences, there was evidence of internal moderation conducted at school level, but the pre-moderation reports of all the administered tasks were not available in teachers' files, as prescribed by policy. There was evidence of district moderation by the subject advisor at Gert Sibande district but there was no evidence of moderation at provincial and national levels, as prescribed by CAPS policy.

In Economics, internal moderation was not equally rigorous at all levels. The quality of provincial moderation was good and was able to identify any inaccuracies, content gaps and misconceptions in the assessment tasks and marking guidelines. The moderation at cluster level was authentic and accurate. The internal moderation for Gert Sibande district was of better quality, compared to Bohlabela district. In Accounting, internal moderation of learners' work at school, cluster and provincial levels was good and acceptable, with all evidence and corrective inputs included.

In English First Additional Language, all tasks that were set at school level: Tasks 1, 2, 3 and 5 did not have any evidence of pre-moderation. There was evidence of internal moderation in Mathematical Literacy but the moderation tool contained "yes" or "no" ticks and the moderators tended to have a lot of the "yes" ticks. This was deemed a compliance exercise to avoid commenting next to the "no" tick.

### 2.3.7 Northern Cape

In Northern Cape two districts, Francis Baard and John Taolo Gaetsewe, were sampled for SBA and PAT moderation. The following subjects were sampled for moderation: Business Studies, Economics and Tourism.

**a) Teacher files**

i. Technical aspects

The Tourism teachers' files of sampled schools contained the necessary documents, such as the programmes of assessment, annual teaching plans, assessment tasks, marking guidelines and mark sheets. However, many teachers used the quotation folder, which was not user friendly given the amount of documentation that needed to be filed. In these specific files (quotation folders), the documents were cluttered. In Economics, not all the teachers' files included raw mark sheets and programmes of assessment. In Business Studies, the teachers' files were arranged as required and contained all the required documents, except for Ikakanyeng Secondary School, which did not submit the marking guideline for the March Test.

ii. Content coverage

In Economics, all formal assessment tasks such as preparatory examinations, assignments and tests were set at provincial level and administered across the PED. The assessment tasks covered the content as outlined in CAPS. In Tourism and Business Studies, the content coverage criterion was well adhered to, as per policy guidelines.

iii. Quality of tasks

In Economics, the assessment tasks and assessment tools were outdated and not CAPS

aligned. The style of questioning used did not align with the current examination guideline. Incorrect questioning in questions such as “in your own opinion” was pervasive. These types of questions used in the assessment tasks were not compliant with the requirements as set out in the assessment policy. The phrasing of some of the questions was inappropriate or vague and disadvantaged the learners. The case study task was unreasonably long. In Tourism, the quality of the assessment tasks was acceptable and complied with the CAPS in distribution of questions across cognitive levels. Action verbs used correlated with the mark allocation appropriately. The types of questions were inquiring and allowed learners to come up with mitigation strategies for real-world problems. In Business Studies, the source-based questions in the preliminary examinations were correct and relevant for Grade 12 learners. The language used was fair and easy to comprehend in both the March Test and the preliminary examinations.

iv. Cognitive demand

The style of questioning used did not align with the current examination guideline for Economics. The cognitive analysis grid, indicating the different levels, did not accompany the SBA tasks set. The curriculum coverage was mostly aligned with the policy requirements. However, there were no content and cognitive grids, as required by SBA policy. In Tourism, the questioning was effective as the assessment tasks encouraged problem solving and critical and reasoning skills. Different cognitive levels were catered for. In Business Studies, the teachers did not include analysis grids for the moderated SBA tasks to show compliance with the spread of questions in line with the requirement, as stipulated in CAPS, for 30% lower-order questions, 50% middle-order questions and 20% higher-order questions.

v. Marking tools

In Economics, the marking guideline for Paper 2 of the preparatory examinations at Bankhara Bodulong High School was not included in the teacher file and as a result, the task could not be moderated. In some instances, the assessment tool did not correspond with the questions. For instance, Assignment 1, which Hoërskool Floors No. 2 administered, the assessment tool applied did not correspond with the question (Question 2.3). The marking guidelines for Tourism were neatly presented and facilitated marking. Tourism mark sheets were not detailed enough as they did not provide a thorough breakdown of marks: only the final mark was reflected. All the schools moderated adhered to policy in the provision of marking tools. The changes in the curriculum after the reopening of schools in June were also affected. In Business Studies, the marking guidelines for both the moderated tasks facilitated consistent and accurate marking; however, no marking guideline for the March Test at Ikakanyeng Secondary School was made available.

vi. Adherence to policy

In Economics, there was no evidence of pre-moderation reports and analysis grids in the teacher files. Some assessment tasks and assessment tools were outdated. There was incorrect distribution of content in the analysis grid for Question 2.5. The content that was assessed was “Protectionism” but in the grid it was indicated as “Circular Flow”. There was no evidence of assessment tools in the learners' files provided for revision in all schools verified. In Tourism, all schools adhered to the assessment policies as per the CAPS policy: they submitted the required assessment tasks and corresponding marking guidelines, which were CAPS aligned. In Business Studies, all the schools moderated made available the required assessment tasks, analysis grids and corresponding marking guidelines. The submissions adhered to the CAPS

requirements. The changes that were effected after the reopening of schools in June found expression in the submissions.

vii. Internal moderation

In Economics, the reports for district moderation were available in most teachers' files; however, there was no evidence, in the form of reports, of school-based moderation. In Tourism, only a few sampled schools adhered to the internal moderation policy. Post-moderation was more prevalent than pre-moderation. The post-moderation process took the form of re-marking of scripts. In most cases, no comments or recommendations were given to the teachers.

**b) Moderation of learner evidence of performance**

i. Learner performance

Learner performance in Economics was poor. Learners were unable to interpret and respond to data response questions and essays. Most of the learners demonstrated poor ability in responding to higher-order questions. In most instances, learners performed well in questions that required them to recall and remember knowledge. Learners encountered difficulty when they had to read and understand the question and its source material. It was a challenge for them to interpret and respond to data response questions and essays. Learners performed poorly in the Business Studies test and the preliminary examinations, relative to the extended tasks. Learners still struggled with the higher-order cognitive questions.

Learner performance in Tourism varied. As the sample comprised of low-, middle- and high-performing candidates, many learners in the sampled schools performed better in the PAT, particularly the section where learners were expected to organise an event. Candidates displayed an array of creativity skills in completing this phase of PAT.

ii. Quality of marking

In Economics, there was no marking guideline for the preparatory examinations Paper 2 at Bankhara Bodulong High School. As a result, moderation of the task could not be conducted. In Tourism, the quality of marking was acceptable in all schools. For Business Studies, it was reported that marking was generally done correctly in Sections A and B. Section C still posed a challenge. Split marking by the majority of teachers was not observed.

iii. Internal moderation

All schools offering Economics had evidence of school moderation, except Bore Secondary School. However, there was evidence of district moderation by the subject advisor, in the form of a report. There were big differences/deviations in marks between school moderation and district or provincial moderation, as some schools shadow-marked, where the green pen mirrored the red pen. The quality of internal moderation in Tourism was acceptable, although it could be strengthened by providing comments and recommendations.

### 2.3.8 North West

In North West two districts, Ngaka Modiri Molema and Dr Kenneth Kaunda, were sampled for SBA moderation in Accounting, Economics, English First Additional Language and Mathematical Literacy.

**a) Teacher files**

i. Technical aspects

There was adherence to this criterion in most subjects selected for moderation. In Accounting,

the teachers' files were neat and well organised in five out of eight schools sampled for moderation. In the remaining three, the contents of the teachers' files were not as per the index and some required documents were filed incorrectly. These contained all the required documents, including annual teaching plan (old and revised), five formal tasks undertaken, together with their marking guidelines, mark sheets with final SBA marks calculated and moderation reports (mostly post-moderation reports).

ii. Content coverage

As per the revised SBA tasks for Accounting, the assignment was on analysis and interpretation of company financial statements and case study, based on Term 2/3.

The weighting and spread of the content were appropriate for the grade and aligned to the CAPS documents. Questions asked in both the assignment and case study were taken from previous years' examination papers. In English First Additional Language, assessment tasks that were moderated were set and moderated provincially (common to all schools). As a result, there was adherence to content coverage prescriptions. Except in the comprehension passages, it was found that the provincial preparatory examinations Paper 1 had exceeded the length of passages as prescribed in the CAPS. This, in many ways, could have compromised candidates' ability to complete the question paper in the time allocated. In Mathematical Literacy there was adherence to content coverage in Papers 1 and 2 of the preparatory examinations, which were commonly set by the North West Department of Education. The assessment tasks covered the topics adequately and as prescribed in the CAPS document.

iii. Quality of tasks

Most schools sampled in Accounting had old programmes of assessment consisting of seven tasks and not the revised one, with five tasks, in both the teachers' and learners' files. Only one school, Kgosithebe Secondary School, had the revised programme with five formal tasks. Two schools, Bore and Mmajane Secondary Schools, did not have the programme of assessment in either of the files. As per the CAPS requirements, approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Accounting curriculum. The case study and preparatory examinations included problem solving that required candidates to think critically and come up with creative responses. The assignment did not have problem-solving questions, but there were questions that required learners to be creative when responding to analysis and interpretation questions. The assessment tasks allowed for various types of questions appropriate to the subject. The language and terminology used was appropriate and relevant for Grade 12 learners.

English First Additional Language questioning was of an appropriate level in the common tasks. Most questions of the provincial paper for Task 6 were taken from past examination question papers. While this assisted the PED to align and produce tasks of a good standard, it did not demonstrate the teachers' skill in setting tasks. In Mathematical Literacy, the assessment task(s) encouraged problem solving, critical thinking and reasoning skills. In Economics, the assessment tasks presented were up to the required standard with instructions clearly indicated.

iv. Cognitive demand

As per the CAPS requirements for Accounting as outlined, approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Accounting curriculum.

The moderated case study and preparatory examinations had problem-solving questions that required learners to think critically and come up with creative responses. While the assignment task did not have problem-solving questions, there were some analysis and interpretation questions that needed learners to be creative when responding. There was no evidence of analysis grids for each formal task undertaken in the teachers' file to determine if there was appropriate distribution of cognitive levels and degree of difficulty. The analysis grids were evident only in the preparatory examinations.

The weighting and spread in the Mathematical Literacy content were appropriate for the grade and aligned to the CAPS. The task was representative of subject-specific teaching strategies, project-based learning and discovery learning in the teaching, learning and assessment of Mathematical Literacy. In English First Additional Language, provincial reports for Task 6 were set at school level in most schools; at Vaaloes, Sakalengwenya and Raditshane Secondary Schools, the moderation was wanting, the mark allocation was not aligned and the cognitive levels were questionable. In Economics, all assessment tasks encouraged problem solving, critical thinking and reasoning skills. There was an appropriate level of distribution of cognitive levels, as prescribed by the CAPS policy. District tasks and provincial examinations provided cognitive grid analysis for common tasks.

v. Marking tools

In Mathematical Literacy, marking was consistent with and adhered to the marking guidelines. The marking tools for Economics facilitated marking and were relevant for the tasks. Marking tools were complete, with mark allocation. Accounting marking guidelines were accurate and relevant for the set task, facilitated marking and made moderation much easier. There was a correlation between the question paper, answer book and marking guidelines, except for case study, where errors were noted in the numbering. The English First Additional Language marking guidelines were also of a good standard. Given that these were taken from past papers, it was easy to achieve a high degree of compliance.

vi. Adherence to policy

In Accounting, all teachers adhered to and implemented the subject programme of assessment, even though it consisted of seven tasks whereas only five were required, as per the revised, updated SBA. Consequently, the programme of assessment did not correlate with the assessment tasks in either the teachers' or learners' files. The two schools that did not have the programme of assessment also implemented according to the requirements. In Mathematical Literacy, all schools adhered to the revised assessment plan, as per Circular E11 and S7 of 2020 of administering Term 3 Test and preparatory examinations in Term 3. Compliance with administrative policies for English First Additional Language and Economics was generally good in the PED.

vii. Internal moderation

In Accounting, only two schools out of the eight moderated, Bore and Onkabetse Thuto Secondary Schools, had evidence of pre-moderation reports of all assessment tasks in the teachers' file. Pre-moderation was not done for all formal tasks undertaken as there was no evidence in the teachers' file. The quality, standard and relevance of inputs from internal moderation done by PED were appropriate. Feedback reports provided were detailed and developmental. In Mathematical Literacy, it was noted that in most schools (Vaal Reef Technical High School, St Paul's, Thate Molatlhwa and Tlamelang Secondary Schools) there

was evidence of feedback at district level moderation. The quality, standard and relevance of inputs from the moderators were appropriate.

For English First Additional Language, it was reported that internal moderation at school and district level was not as good as moderation at provincial level. Several learners who needed constructive feedback were not afforded that. Sakalengwenya Secondary School had several cases where there was no evidence of moderation at school level.

## **b) Moderation of learner evidence of performance**

### **i. Learner performance**

In Mathematical Literacy, learners interpreted Paper 1 of the preparatory examinations correctly. In some cases, some learners demonstrated poor ability in responding to questions that required calculations and interpretation. In most schools, learners had trouble answering Paper 2. Learner performance in English First Additional Language varied from one school to another. In Accounting, learners performed poorly in the majority of questions on analysis and interpretation. Learner performance in Economics was good for non-test tasks but poor in test items, especially in the preparatory examinations. However, most learners from all schools struggled with middle- and higher-order questions set in the preparatory examinations, with performance ranging between 33% and 67%.

### **ii. Quality of marking**

Marking was generally acceptable, with deviation between marks being insignificant in most cases, although in some schools markers tended to mark leniently. The quality of marking varied in some cases. In English First Additional Language (FAL), marking was done according to the marking guidelines. There were some cases where the quality was not satisfactory. For example, in Raditshane Secondary School, the marking of the summary was inappropriate: learner's points and facts were not well distinguished. The feedback to learners in most schools was weak. Vaaloewer, Raditshane and Gaopalelwe Secondary Schools provided learners with good, constructive feedback, although this was not consistent across all learners. In Economics a noticeable inconsistency in marking was observed at different levels of moderation. There was evidence of the incorrect use of the marking guidelines in marking and moderation. There were some marking deviations noted between school/cluster/district and provincial moderation.

### **iii. Internal moderation**

All schools had learners' scripts moderated at different levels, as evidenced by different coloured pens in different subjects. In English First Additional Language, internal moderation of learners' work was not consistent across the schools. Some schools adhered to this practice but most did not. The quality of internal moderation was unacceptable: pre-moderation was not done in most schools and any feedback given was not of an acceptable quality, with important aspects omitted. In Economics, internal moderation was lacking in most sampled schools. There was evidence of compliance but no thorough moderation, since the moderator followed the ticks of the teacher, even where errors were made, without referring to the marking guideline. In Mathematical Literacy, internal moderation of learner evidence was evident in all schools and the quality of internal moderation was acceptable, since in most schools moderated, deviation was within the tolerance range.

### 2.3.9 Western Cape

In the Western Cape, Umalusi conducted SBA moderation in six districts: Cape West Coast, Cape Winelands, Overberg, Metro Central, Eden and Central Karoo and Metro East. The subjects selected for PAT and SBA moderation were Design, Engineering Graphics and Design, Life Sciences, Mathematics, Music, Physical Sciences, Technical Sciences and Visual Arts.

#### a) Teacher files

##### i. Technical aspects

The teacher files included all the relevant tasks and documents required for SBA for the subjects sampled in this province. All tasks and marking guidelines were neatly typed. In Physical Sciences all the tasks of the schools sampled, except for Knysna Secondary School, were technically sound. The controlled test of Knysna Secondary School had handwritten labels for drawings and the total marks for the test were incorrect. In Life Sciences, micrographs in the practical task set at Forest Heights Secondary School were too dark and illegible. Atlantis, Villiersdorp and Nuwerus High Schools did not indicate time allocation in the practical task. Most schools used appropriate fonts throughout the tasks question papers, but Mount View High School had different fonts in both its tests.

In Technical Sciences, the teachers' files of the sampled schools contained the required assessment tasks; however, the files were not organised correctly. Some of the assessment files had more than the required items, with no table of contents pages. There was no evidence in the learners' files that the PAT management and assessment plans were communicated to the learners.

Schools in the Western Cape Education Department implemented the correct revised Engineering Graphics and Design (EGD) 2020 PAT. In Music PAT, all the documents required were uploaded by each school in a file created for them. As per policy, all learners introduced themselves and showed their identity documents to the camera.

In Visual Arts, because of COVID-19 social distancing and other protocols, many schools could not host exhibitions. However, in cases where learners' work was exhibited in the classroom, the images in the slideshow provided much insight into the holistic idea/aesthetics of the artwork, which assisted in the assessment process. A link was shared with the teachers to help candidates compile their PowerPoint presentations/exhibitions. A specific drive for Visual Arts was set up on the Google drive of the PED. A link to a Google form was sent to the schools, through which each candidate's work was uploaded to the drive. The information (the link to candidates' work, and marks given to each candidate) appeared on a mark sheet available to the markers. A second, composite mark sheet, available only to the chief and internal moderator, contained the learners' names, marks awarded by the teacher and markers. It also contained a space for the moderated mark, as well as the link to each candidate's exhibition. The SBA marks also appeared on the composite marksheet. Umalusi was able to access all the relevant documents for moderation.

##### ii. Content coverage

Content was well covered by most subjects in the sample. In Life Sciences, all schools sampled adequately covered the content as prescribed in the CAPS for Terms 1 and 2. The PED set and moderated the common assessment tasks used (PAT experiments) in Technical Sciences. The assessment task(s) adequately covered the topics for the grade, as prescribed in the CAPS.

In Music, there was compliance with the CAPS and revised 2020 Music annual teaching plan in all respects. All the files moderated had evidence of curriculum coverage as per the CAPS and the revised 2020 Music annual teaching plan. The Music teachers set their own aural and sight-reading exercises for the practical examinations, which were of good quality.

The Visual Arts content was well covered. Learners created the artworks during the year based on themes provided by the teacher. In some cases, the themes were not standard and not relevant to the learners' contextual surroundings. Agricultural Sciences' Term 3 content was adequately addressed at all schools. The research task conducted by Outeniqua High School represented the research skills and methods required in agricultural subjects. The practical task on the construction a farm shed, by Calitzdorp High School, was typical of latest developments in the subject, in terms of learners designing and constructing a farm shed.

iii. Quality of tasks

The quality of tasks in Life Sciences was generally good, with the assessment tasks neatly typed and uncluttered. However, at Mount View High School the instructions to learners in some questions were not aligned with the end-of-year question paper.

In Technical Sciences, the common assessment tasks that were used (PAT) were of a good standard, considering they were set by the PED. All aspects of the Music practical examinations were assessed. None of the candidates observed presented repertoire which was below the required standard. None of the candidates observed presented indigenous African Music. All schools observed chose option one of three solos, which was good. The practical investigation, test, research task and practical project task for Agricultural Sciences allowed for a good spread of cognitive demands and subject content for the term.

The Visual Arts artworks were well combined to create an interesting final artwork, in most instances. There was creativity and thinking "out of the box". In Eersterivier Secondary School and Hoërskool Montagu, having to compile a digital exhibition presented challenges owing to a lack of computers. Worcester Secondary School learners had one idea and did not develop anything further, or other than the initial idea. The independent schools taught online throughout the lockdown and the works presented were well executed in most cases. Constantia Waldorf High School included overview images of the exhibitions, which were quite good. Concepts were well thought through. The practical themes were self-motivated; learners chose their own themes for their practical work. Herschel Girls School and Westerford High School presented strong concepts in the year's work as well as in the NSC final practical examinations.

Dr DF Malan Hoërskool placed more emphasis on skill. Themes and images were more generic and less exciting; however, solid works presented were well executed. Sourcebooks were much more conservative. Hoërskool Outeniqua was moderated by Umalusi in 2019, when PAT themes were weak. Learners chose their own themes, which resulted in a focus on flowers and landscapes, something very familiar to the learners and not at all challenging. The quality of the work was found not to be at the level of Grade 12. Further, in this centre Umalusi detected inflated marks and adjustments had been made to the Retrospective exhibition. Photography was poorly executed. These failings indicated that the Umalusi recommendations in 2019 had not been attended to, with the same challenges observed in 2020. Similarly, at Hoërskool Punt, which was also moderated by Umalusi in 2019 and received the same comments, no improvement was observed in 2020. Themes given for PAT were unoriginal.

At Hoërskool Stellenberg, due to the nature of the assessment candidates had to choose which works and conceptualisation were to be included in the digital exhibition. In some cases, poorer examples were included. Some presentations contained 108 slides of mediocre work, which was too long. Photography was taken as a soft option and was, in most cases, presented and awarded inflated marks by the teachers. In Photography the concept needs to be especially strong. The photographs had to be exhibited in a space that echoed the concept and unpacked the idea. However, the opposite was experienced in the Photography presented for the exhibition, PAT and final practical examination.

iv. Cognitive demand

For Life Sciences, all schools except Nuwerus High School did not submit the weighting grid to indicate the distribution and weighting of the cognitive levels that were assessed in the test. Most schools did not indicate the practical skills that they assessed in the practical task and they did not have the grid to indicate the distribution of these skills. Uniondale High School listed only the practical skills assessed in the practical task and had no grid to indicate their distribution. Nuwerus High School submitted the grid to indicate the distribution of the practical skills assessed in the practical task, but they did not meet the criteria of having three practical skills in the task. Waveren, Villiersdorp and Atlantis Secondary Schools had practical tasks that had theoretical questions only.

In Physical Sciences there were adequate questions covering the different skills, especially the problem-solving skills in all the tasks. However, Isilimela High School had assigned a disproportionate number of marks for Questions 2.1, 2.2 and 4.2.2 of the first controlled tests. The controlled test at Swellendam High School was of a good quality. In Technical Sciences, Umalusi reported that the cognitive demand of the tasks was in line with the CAPS for this subject. The questions were set using the cognitive analysis grid.

v. Marking tools

In most schools the mark allocation in each of the assessment tasks was the same as that in the marking tool. In Life Sciences, most responses were accurate, relevant and appropriate in the assessment tasks in all the schools, but Mount View Secondary School had some inaccuracies in marking guidelines for both Tests 1 and 2; and Test 1 had no synthesis for the essay question. Atlantis Secondary School had an incomplete marking guideline for Test 1 and Test 2 had incorrect answers. Nuwerus High School had no synthesis for the essay question in Test 1 and there were incorrect answers in the Test 2 marking guideline). Most schools had clear, uncluttered and accurate marking guidelines, which facilitated the marking of the Life Sciences' tasks.

The marking tool(s) used in Technical Sciences complied with the quality indicators. In the Physical Sciences, the marking guidelines were accurate and facilitated marking; however, they did not provide sufficient alternative solutions. In Visual Arts, a standardised marking tool, in line with policy, was consistently applied. In Agricultural Sciences, rubrics were used to mark the practical tasks. These marking tools and rubrics were accurate and relevant per task. Calitzdorp High School used professionals in Welding to assess learners.

vi. Adherence to policy

In Physical Sciences, most schools that Umalusi sampled had not used the prescribed mark allocation of 75 marks, time allocation of 1.5 hours for the controlled test and 50 marks for the

Term 1 practical. However, it was apparent from the provincial moderators' reports that the final entries on the SBA mark sheets contained the correct converted marks.

In the case of Technical Sciences, Umalusi recorded that all the schools had administered the correct tasks and used the correct revised weightings in the calculation of the SBA and PAT marks. For Technical Sciences, the SBA weighting for Task 1 (Controlled Test) was 35% and the weighting for both papers in the preparatory exam were 65%. For the PAT, the weighting of Experiment 1 was 45% and the weighting for Experiment 2 was 55%.

In Music, one of the schools presented only ensembles, with no social distancing observed. Even though the policy clearly stated that the ensemble performances were not compulsory, schools that chose to have ensembles had to do so within social distancing protocols.

vii. Internal moderation

No schools that offered Life Sciences had moderation reports for the internal moderation of the assessment tasks and learners' work, at all levels. There was no evidence of moderation at provincial level in any of the schools. Umalusi noted that in Physical Sciences, only Swellendam High School had provided internal moderation reports; these revealed a good quality of internal moderation. In Technical Sciences, the quality of moderation at school level needs to be improved. There was no evidence of moderation at district level or provincial level.

There was no evidence of final Engineering Graphics and Design moderation, as prescribed by the PAT document, at any of the levels. The comments from final moderation could have addressed most, if not all, issues regarding the lack of understanding of the various level descriptors, the purpose of the various rubrics and some of the assessment criteria. Most Music teacher files moderated had no evidence of school-based moderation.

Internal moderation was evident in the Agricultural Sciences tasks, moderated from school level to provincial level. There was acceptable mark adjustment after moderation, but in most instances there was little or no change in marks initially allocated by the teacher. Appropriate feedback was given at each moderation level. This was evident in the internal moderation report.

**B) Moderation of learner evidence of performance**

i. Learner performance

For Life Sciences, learners in all schools were able to interpret the assessment tasks and provided responses to the task, but some of the responses were not appropriate, especially for the higher-order questions. The responses to lower-order questions mostly met the expectations and demands of the assessment tasks, but learners had a challenge with higher-order questions. Learners generally performed better in the practical tasks than in the tests.

Learner performance in Physical Sciences at Swellendam and Isilimela Secondary Schools was good; and ranged from average to above average in the other schools moderated. Learner performance in Technical Sciences indicated that some learners could not give correct explanations in the experiments, while some gave incomplete explanations. Most learners struggled to draw the graphs correctly.

Learners did their utmost in Visual Arts, under the circumstances of lockdown. Umalusi observed that schools in more rural areas presented a raw and honest reflection and interpretation of the very current themes the educator gave before lockdown started. The source books, however, lacked refinement, but aesthetics was found in the raw and unpretentious works.

All learners performed to expectation in each Agricultural Sciences task. Learners responded well in tests as well as practical tasks. Calitzdorp High School gave some learners a second chance on the practical task, to bring them up to minimum level with other learners. There was marginal improvement in the learner performance.

ii. Quality of marking

In terms of consistency in assessing the SBA tasks for Life Sciences, Umalusi found that teachers were generally consistent in marking, with discrepancies of approximately four marks. Umalusi observed, however, some leniency, with discrepancies going up to eight marks in some instances. In the totalling and transfer of marks, all the schools did well. What was of concern to Umalusi, though, was the lack of constructive feedback to learners. In cases where the markers had attempted to provide feedback, it was rather minimal. The quality of marking in Physical Sciences was generally good, with no significant difference in marks between that of the teachers and the moderators. Only Knysna Secondary School had provided feedback to the learners on their incorrect responses. In Technical Sciences, the quality of marking was acceptable.

In Engineering Graphics and Design, the assessment was done according to the PAT assessment criteria and rubrics. However, there were notable differences between the teachers' marks and the Umalusi-moderated marks, indicating non-compliance with some of the assessment criteria. The Music SBA reported good quality of marking, in most cases. There was a huge improvement in the marking of harmony. However, there was still some superficial marking on essays/assignment and paragraphs, although this had also improved compared to the last moderation.

All Agricultural Sciences tasks for all learners were marked by teachers and mark sheets were generated. Scripts were given back to learners as part of the feedback process. Instructors conducted practical sessions with learners and evaluated their performance in Castration and Welding.

iii. Internal moderation

There was evidence of internal moderation in Life Sciences at school and provincial level in all the schools sampled. The quality of internal moderation at school level tended to follow red pen ticks and marks were mostly unchanged. However, provincial moderation was thorough and provided teachers and learners with some feedback. In Physical Sciences, there was evidence of internal moderation of learners' work in all the schools Umalusi sampled. Unlike in the other subjects sampled in the province, internal moderation in Technical Sciences was of poor quality. The moderators failed to identify all marking errors in the question on graphs.

In Music, teachers gave very good feedback to learners; however, in areas where there was superficial marking, no feedback was given to learners.

## 2.4 Areas of Improvement

The following areas of improvement were noted:

- a. The use of the cognitive analysis grid in Accounting (KZN PED) was an improvement from 2019;
- b. The creation of a safe ICT system with a secure drive to conduct fair, valid and reliable assessment for the Retrospective exhibition and the final NSC practical examination by the Western Cape PED (Visual Arts); and
- c. Improved quality of tasks at Philadelphia School for the Deaf, compared to 2019 (SASL HL).

## 2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Poor quality of internal moderation in Accounting, Physical Sciences, Life Sciences, Technical Sciences and English First Additional Language (Limpopo and KwaZulu-Natal);
- b. Non-compliance with the inclusion and use of the cognitive analysis grid in Accounting (Limpopo);
- c. Incorrect mark allocation in the Geography provincial question paper in Gauteng;
- d. Poor management and monitoring of the presentation and assessment requirements of the Engineering, Graphics and Design PAT (Western Cape);
- e. Failure of the schools to send the aural and sight-reading for moderation by subject advisors before the commencement of the practical examinations;
- f. Poor/lack of moderation of SASL HL tasks at all levels; and
- g. Non-adherence to policy regarding the criterion of cognitive demand in Accounting by schools administering their own tasks (KwaZulu-Natal).

## 2.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. All PED adhere fully to policy regarding the spread of cognitive demand in the administration of either common tasks or own tasks; and
- b. PED adhere to policy regarding the implementation of subjects with a practical component.

## 2.7 Conclusion

This chapter highlighted the findings of Umalusi on the teachers' files and learners' evidence of performance sampled and verified over a range of subjects from several schools administered by the DBE. The PED have made a good impression in adherence to content coverage in most subjects, considering the COVID-19 pandemic. However, inconsistencies in marking and mark allocation were concerning, as this compromises the performance of learners. Umalusi noted that most schools adhered to the requirements of SBA as well as PAT, which were appropriately completed by learners, in most respects.

# CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

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## 3.1 Introduction

Annually, Umalusi evaluates the state of readiness (SOR) of assessment bodies to conduct, administer and manage the national examinations, using a risk management-based approach.

The audit is conducted on each of the pre-determined focus areas earmarked for monitoring the SOR process.

The administration of the self-evaluation instruments, which capture the key indicators of readiness to deliver credible examinations, remains the most critical tool Umalusi uses to audit and make a fair determination on the state of readiness of an assessment body to conduct, administer and manage the national examinations.

The Department of Basic Education (DBE) conduct the National Senior Certificate (NSC) examinations through the provincial education departments (PED). The audit of the DBE to conduct, administer and manage the November 2020 (merged June 2020 and November 2020) NSC examinations was conducted to, among others:

- i. Evaluate the DBE level of preparedness to conduct the November 2020 examinations;
- ii. Evaluate the systems in place to deliver credible examinations; and
- iii. Track the progress made in addressing the directives for compliance and improvement issued after the November 2019 NSC examinations.

## 3.2 Scope and Approach

The risk management approach was used to timeously identify areas with the potential to impact negatively on the delivery of credible examinations and to advise the DBE/PED accordingly.

Considering the disruptions brought about by the unprecedented global outbreak of the COVID-19 pandemic, the DBE reviewed its approach used to audit the SOR of the nine PED to conduct the November 2020 examinations. The audit of the PED was conducted using online platforms. Umalusi conducted the SOR verification of the DBE to conduct the examinations by adopting a two-pronged approach:

- i. Conducting a desktop evaluation of the self-evaluation reports submitted by the PED; and
- ii. Participating in online meetings arranged by the DBE, in which the PED reported on their SOR.

Unlike in previous years, Umalusi did not conduct on-site audits to evaluate the supporting evidence presented in the self-evaluation report. This shift was necessitated by the outbreak of the COVID-19 pandemic earlier in the year. The DBE evidence was evaluated remotely, online.

The two processes provided critical information that was instrumental in Umalusi deciding on the DBE's state of readiness to conduct, administer and manage the November 2020 examinations.

The findings gathered from the desktop audit and the evaluation of the information gathered at the online meetings are provided in detail below.

### 3.3 Summary of Findings

#### 3.3.1 Compliance Status on the Readiness Levels to Conduct, Administer and Manage Examinations

##### a) Management: capacity to carry out the quality assurance of the examination and assessment processes by the assessment body

The nine PED presented their staffing capacities, which were satisfactory. However, in two PED the human resources required to carry out examination-related deliverables did not match the workload. Umalusi noted with concern the presented shortages of staff in the assessment and examination sections/directorates of the Free State PED; where there was an existing high vacancy rate, and the KwaZulu-Natal PED, a result of an imposed provincial moratorium on filling vacant positions.

The shortage of human capacity to perform national examinations-related processes is a systemic risk that threatens the effective delivery of examinations. It is worth noting that as a temporary solution the PED developed and presented their detailed risk mitigating strategies to address the shortages in the short term.

##### b) Registration of candidates and centres

###### i. Candidates' registration

Registration of candidates in all nine PED was completed late. The late finalisation and completion of candidates' registration was as a result of the hard lockdown restrictions, which directly impacted on the verification of candidate information at schools across the PED. Notably, for the November 2020 NSC and Senior Certificate (amended) (SC(a) examinations, 1 055 529 candidates were registered, compared to 790 405 in 2019.

Umalusi was satisfied that the challenges experienced by the DBE and the PED in this regard were managed appropriately immediately after the easing of the lockdown restrictions and schools and district operations were normalised.

Table 3A provides national candidates' registration data, as received from the DBE.

**Table 3A: National candidate registration data (received from the DBE)**

NSC (Nov)	
Full-time candidates	610 484
Part-time candidates	115 851
<b>Total</b>	<b>726 335</b>
NSC (June)	
Full-time candidates	70 552
Part-time candidates	4 998
Multiple examination opportunity (MEO) candidates	726 335
<b>Total</b>	<b>161 106</b>

SC (a)	
Part-time	168 088
<b>Grand Total</b>	<b>1 055 529</b>

All PED complied with national registration procedures and processes outlined for registration of immigrant candidates. The management of examination concessions and accommodations, which is granted for candidates with learning disabilities, though implemented, was not managed well so as to see deserving learners being granted the accommodations. The PED were unable to provide adequate and full accounts, supported by clear evidence on how the accommodations were managed, except for the Western Cape PED, whose systems captured the detail on the management of accommodation. The low number of accommodations granted by some PED demonstrated to an extent a dysfunctional system; moreover, that PED serve a clientele representative of diverse demographics.

ii. Examination centres

All nine PED finalised the audit of examination centres in line with DBE requirements. PED managed to put risk management strategies in place to manage the independent schools. Umalusi's accreditation requirements and procedures were extended to cover all established, designated examination centres. PED put in place strategies to ensure that districts deployed resident monitors to oversee administration of examinations in centres with a history of irregularities.

Table 3B details the number of designated centres and independent centres per PED.

**Table 3B: Number of designated and independent centres**

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	EC	Total
Designated centres	147	5	22	7	312	5	25	3	44	147	570
Independent centres	53	20	250	67	312	40	6	20	68	53	836

**c) Printing, packing and distribution**

The DBE put measures in place to monitor the collection of consignments of question papers. In addition, the PED put in place adequate security measures across their printing facilities, such as, improved access control to printing areas, closed circuit television (CCTV) cameras and confidentiality declarations by all staff assigned to work in the printing and packaging space.

Security at all storage facilities across the printing facilities was reinforced with non-negotiable double-locking systems of the strong rooms. Clear security procedures to be followed by the PED in managing the storage points were in place. Above that, all storage facilities were to be subject to health and safety restriction protocols.

As highlighted at the PED SOR online evaluation sessions, all PED had plans for the management of nodal and distribution points, in accordance with the DBE criteria as outlined in the norms and standards for storage and security of examination material. By the time of the audit, all the PED had completed the audit of their storage and nodal points and had submitted the audit reports to the DBE for ratification and approval. PED presented the risk adjustment strategies to demonstrate the level of preparedness of securing the question papers. Umalusi noted significant improvement by the PED in this focus area. The shortfall references made in the 2019 SOR report, especially on the double-locking requirement, was satisfactorily addressed by the PED.

**d) Management of internal assessment/school-based assessment (SBA) and practical assessment tasks (PAT)**

PED, in collaboration with the DBE, put measures in place to manage SBA and PAT. Due to COVID-19 challenges, the initial management plans were amended to align with the amended school calendar and the amended DBE plans.

The DBE issued guidelines for the management of SBA/PAT to standardise the procedures and approach to be applied by the PED in dealing with the moderation of SBA and PAT for the current year.

**e) Monitoring of examinations**

PED developed monitoring strategies to ensure the conduct, administration and management of credible examinations in line with the national guidelines on the conduct of national examinations, as outlined in DBE Circular E21 of 2020. Based on the audits conducted, the examination centres were profiled according to their risk level, based as high-, medium- or low-risk centres. In line with the national approach, administration of examinations in all the high-risk centres would be closely monitored by the PED, by deploying resident monitors to manage examinations.

All the PED targeted 100% coverage of monitoring across all examination sessions during the writing of examinations. All nine PED adopted a three-tier monitoring model, namely provincial, district and circuit level monitoring.

PED adopted a mixed modality approach (face-to-face and online) for the training of chief invigilators and provincial monitors.

Owing to the COVID-19 pandemic, PED had increased examination rooms, aiming to address the social distance compliance restrictions. The PED detailed in their management plans relevant information and timelines for all examination centres to appoint an adequate number of invigilators. Each PED presented different recruitment strategies to meet the demand. These strategies included the use of an increased number of full-time educators and the recruitment of private invigilators to be used at centres established for the writing of the SC(a) examination.

**f) Management of examination irregularities**

The DBE has an established National Examinations Irregularities Committee (NEIC) and the PED structures responsible for managing irregularities were in place. The reports confirmed that the PED structures, as well as the national structure, were fully functional.

**g) Marker audit and appointments**

All PED completed the selection and appointment of marker strategies, based on provisions in the Personnel Administrative Measures (PAM) and DBE Circular E13 of 2020. PED also established additional criteria of their own to enhance the PAM and the DBE requirements to ensure that standards were not compromised. PED increased the number of markers and marking centres, informed by social distancing protocols of COVID-19. Table 3C details the marking-related statistics.

**Table 3C: Number of marking centres and markers appointed**

Criteria	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC
No. of marking centres	2019	19	17	10	29	23	16	3	16	10
	2020	23	23	30	30	28	19	4	18	10
No. of markers appointed	2 020	5 915	2 171	12 148	7 880	7 150	4 082	1 491	2 625	2 533

Marker shortages were noted in some PED in certain subjects. The affected PED put in place mitigating strategies to address the challenge, through instituting additional recruitment drives, planning staggered marking sessions and extending marking periods. A national protocol on marking was developed for use at all marking centres.

#### **h) Systems for capturing of examination and assessment marks**

Mark capturing plans were developed by all nine PED, based on the expected number of mark sheets to be captured. PED plans were to be verified by DBE and Umalusi by November 2020. The appointment of capturers was completed, and the number of appointees was informed by the number of candidate entries per subject. The mark capturing venues were identified and audits of sites/venues were under way at the time of the Umalusi audit.

#### **i) Accreditation of examination centres**

All PED acknowledged Umalusi reports on the accreditation of independent schools, and applied the measures as required by Umalusi. PED received correspondence from Umalusi confirming the outcome of the accreditation status of all their independent examination centres. Each of the nine PED ensured that they applied for Umalusi concessions for the centres with "Red Accreditation Status", to enable candidates in those centres to write examinations.

### **3.3.2 Areas with Potential Risk to Compromise the Credibility of the Examinations**

Umalusi noted the following potential risks which, if they were not addressed prior to the commencement of the examinations, could compromise the credibility of the November 2020 examinations.

#### **a) Management: capacity to carry out the quality assurance of examination and assessment process by assessment body**

Shortages of staff at the provincial examination head office in the Free State and in KwaZulu-Natal were identified as an area of concern that could compromise the ability of the two PED to manage the examinations efficiently. Both PED managed to put measures in place to deal with the shortages in the short term; the matter needs to be addressed for a sustainable solution.

#### **b) Registration**

Eight of the nine PED experienced challenges with downloading candidates' registration data from the South African School Administration Management System (SA-SAMS). The exception was the Western Cape PED, since they used the Centralised Education Management Information System (CEMIS) in place of SA-SAMS. The challenges experienced with SA-SAMS must be resolved to assist the PED to manage candidate registration smoothly.

#### **c) Printing, packaging and distribution**

The following risks were identified in this focus area:

- i. Partial compliance with the DBE criteria by some storage points in Limpopo and some storage points where schools were utilised in North West;
- ii. Outsourcing of the printing of question papers to private providers without clearly defined and legally binding oaths of secrecy, accountability and consequence management outlined and signed for, as included in the printing contract between assessment body and service provider; and
- iii. Increased number of distribution points in Limpopo.

**d) Marker audit and appointments: staff shortages**

A shortage of markers was reported at the PED listed in Table 3D.

**Table 3D: Shortages of markers**

<b>PED</b>	<b>Implicated subjects</b>	<b>Mitigation strategy</b>
Eastern Cape	Afrikaans Home Language Paper 2 and Paper 3 English Home Language Paper 2 and Paper 3	Second phase marker recruitment
Gauteng	Afrikaans Home Language Paper 2 and Paper 3 English Home Language and First Additional Language Paper 2 and Paper 3 IsiXhosa Home Language and First Additional Language Paper 2 and Paper 3 Setswana Home Language and First Additional Language Paper 2 and Paper 3 Sesotho Home Language and First Additional Language Paper 2 and Paper 3 Civil Technology Design History Paper 1 and Paper 2 Life Sciences Paper 2 Mathematics Paper 2 Mathematical Literacy Paper 2 Physical Sciences Paper 2 Religion Studies Paper 1 and Paper 2	Second phase marker recruitment Staggered marking
Northern Cape	Afrikaans Home Language Paper 2 and Paper 3 English First Additional Language Paper 2 Mathematical Literacy Paper 2	Second phase marker recruitment
Western Cape	Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 IsiXhosa Home Language Paper 2 & Paper 3 Life Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Religion Studies Paper 1 and Paper 2	Second round of nominations and marker recruitment

### **3.4 Areas of Improvement**

Umalusi noted the following areas of improvement:

- a. Mitigating strategies employed by PED to address anticipated shortcomings, with special reference to challenges related to the COVID-19 pandemic;
- b. Improvement of security features at the storage points, e.g., double-locking system; and
- c. PED taking cognisance of issues related to the accreditation of private centres and measures put in place to manage unaccredited centres.

### **3.5 Areas of Non-Compliance**

Umalusi noted the following areas of non-compliance:

- a. Recurring shortage of staff experienced by examinations directorates because of unfilled vacancies; and
- b. Shortage of markers in subjects with high enrolment

### **3.6 Directives for Compliance and Improvement**

The DBE is required to ensure that:

- a. Sustainable strategies are in place to address:
  - i. High vacancy rate of examination-related staff across PED; and
  - ii. Marker shortages in subjects likely to attract high enrolments; and
- b. The SA-SAMS challenges are addressed.

### **3.7 Conclusion**

Umalusi evaluated the SOR of the DBE by engaging with the nine PED on their preparedness to conduct the November 2020 examinations and was satisfied with the collaborative effort displayed by the DBE and PED in ensuring that all SOR focus areas received attention. This was done despite the disruptions brought by the COVID-19 outbreak.

Umalusi commended the DBE and PED for the acceptable levels of readiness and related measures in place to ensure a credible conducting of the November 2020 NSC and SC(a) examinations.

# CHAPTER 4 AUDIT OF APPOINTED MARKERS

## 4.1 Introduction

Umalusi conducts the audit of appointed markers to ensure that the assessment bodies' internal controls, processes, guidelines, and policies for appointment of markers for the National Senior Certificate (NSC) examinations are adhered to and in compliance with Personnel Administrative Measures (PAM) and any relevant circulars issued by the assessment body. The PAM provide assessment bodies with requirements to adhere to in appointing personnel to the various NSC examination-related positions. This ensures that only personnel with the requisite qualifications, skills and experience are appointed.

This chapter presents the audit report on the appointment of the marking personnel for the Department of Basic Education (DBE) merged June 2020 and November 2020 NSC and SC(a) examinations.

## 4.2 Scope and Approach

Umalusi audited the marker appointment process of the DBE in all nine provincial education departments (PED) in the subjects listed in Annexure 4A. The audit was aimed at verifying the compliance of the PED to Section D.4 of PAM and DBE Circular E13 of 2020 in the appointment of markers for the November 2020 NSC examinations.

Owing to restrictions resulting from the COVID-19 pandemic, Umalusi adopted an approach different from that of conventional physical visits to assessment bodies. The new approach included desktop audits of appointed marking personnel in all nine PED. In two provinces (KwaZulu-Natal and Eastern Cape), the desktop audit was followed up with visits to the PED to conduct physical verification of the submitted documents in selected subjects. A subset of markers, from a subset of the NSC subjects across provinces, was sampled.

Table 4A provides the criteria used for the audit of the selection and appointment of markers at various levels.

**Table 4A: Criteria used for the audit of the selection and appointment of markers**

Marking personnel	Criteria
Markers	Compliance to notional marking time
Senior markers	Qualifications and subject specialisation
Deputy chief markers	Teaching experience
Chief marker	Marking experience
Internal moderators	

## 4.3 Summary of Findings

The findings of the Umalusi audit, based on the criteria in Table 4A, are detailed hereunder.

### 4.3.1 Compliance to Notional Marking Time

The notional marking times for the Accounting and Business Studies examinations were reviewed to accommodate the legislated change in their subject structures. As a result, new notional marking times were set for the two subjects. The new notional marking times for Accounting (Paper 1 and Paper 2) and Business Studies (Paper 1 and Paper 2) were set to 22 minutes and 25 minutes per paper, respectively. For the rest of the subjects, the 2019 NSC notional marking times were applicable for the marking of the November 2020 examinations. Notional time was used as a determining factor for the number of marking personnel that had to be appointed.

#### a) Markers

All nine PED used the approved notional time per subject and number of candidates writing the examination to determine the number of markers to be appointed. Therefore there was no evidence of marker shortages in all subjects audited, except in the Western Cape where shortages were reported in the following subjects: History, Mathematical Literacy, Economics and Computer Applications Technology. The Western Cape Department of Education indicated that they were in the process of recruiting more markers to address the shortage in those subjects.

#### b) Senior markers

In all PED the number of senior markers was determined by the number of markers appointed at a 1:5 senior marker to marker ratio. PED compliance with this criterion was noted, except in the following cases:

In North West, the allocation of senior markers in two subjects did not comply with the stipulated ratio. In Economics Paper 2, one senior marker was appointed for eight markers and in Accounting Paper 1 and Paper 2, one senior marker was appointed for seven markers.

In Limpopo, the allocation of senior markers did not comply with the ratio of 1 (senior marker): five (markers) in History Paper 1 and Paper 2: one senior marker was appointed for seven and ten markers, respectively.

The Umalusi audit could not establish whether prior permission was sought from the DBE for this deviation, as required by Circular E13 of 2020. No provision for contingency plans regarding senior markers was made in any of the above-mentioned PED.

#### c) Deputy chief markers

There was full compliance with the ratio of 1 (deputy chief marker): 5 (senior markers) for all PED; however, exceptions were noted in the following cases:

In the Western Cape, in Electrical Technology: Electronics and Electrical Technology: Power Systems, Economics Paper 2, South African Sign Language Home Language (SASL HL) and Technical Mathematics Paper 1 and Paper 2, no deputy chief markers were appointed given the relatively low numbers of scripts to be marked in these subjects. Even though the SASL HL was marked centrally, PED were responsible for the recruitment and appointment of markers.

#### d) Chief markers and internal moderators

All PED adhered to the regulations for the appointment of chief markers and internal moderators, except in the following cases:

The Western Cape Education Department did not provide information about the appointed chief markers for Technical Mathematics Paper 1 and Paper 2.

#### **4.3.2 Qualifications and Subject Specialisation**

A recognised three-year post-school qualification, which must include the subject concerned at second- or third-year level, or other appropriate post-Grade 12 qualification, was set as the minimum qualification for appointment as a marker, as per PAM. However, due to COVID-19 circumstances provincial heads of department were given permission to relax the requirement without compromising the requirements for appointing marking personnel.

##### **a) Markers**

Although appointed markers needed to comply with a minimum recognised three-year post-school qualification, which must include the subject appointed for, at second- or third-year level, such compliance was found lacking in the following provinces:

In the Western Cape, North West and Mpumalanga the level of compliance of markers appointed could not be verified as the PED did not provide the necessary data, such as proof of qualifications and transcripts, for auditing.

In the Western Cape, no endorsed document was available for a marker with a foreign qualification. The second round of nominations was to take place in the Western Cape due to a shortage of markers in subjects such as History, Mathematical Literacy, Economics and Computer Applications Technology. A provincial document indicated that the criteria for selection in subjects sampled for the audit were to be relaxed. However, the relaxed requirements were not available for scrutinising.

In KwaZulu-Natal, in History Paper 1 and Paper 2 and Mathematical Literacy Paper 1 and Paper 2, information regarding the qualifications of markers was not available for audit. Two markers appointed for Agricultural Sciences did not have this subject specialisation. In History, not all appointed markers provided qualifications.

##### **b) Senior markers**

The requirements for appointment in the position of a senior marker included the following:

A recognised three-year post-school qualification, which must include the subject concerned at second or third-year level, or other appropriate post-Grade 12 qualifications.

In Western Cape and North West, the qualifications of senior markers were available for audit. The two PED fully complied with the qualification and subject specialisation criterion of a recognised three-year post-Grade 12 qualification, which must include the subject concerned at second- or third-year level, in all subjects audited.

The compliance with requiring a minimum of a recognised three-year post-school qualification, which must include the subject concerned at second- or third-year level for all senior markers, could not be audited in the following provinces:

In Mpumalanga, a senior marker for Physical Sciences Paper 1 was appointed without any information captured regarding qualifications. In the Free State, no information on qualifications of senior markers was provided.

### **c) Deputy chief markers**

The requirements for appointment in the position as a senior marker included following:

A recognised three-year post-school qualification, which must include the subject concerned at second- or third-year level, or other appropriate post-Grade 12 qualifications.

Although appointed deputy chief markers needed to comply with a minimum recognised three-year post-Grade 12 qualification, which must include the subject concerned at second- or third-year level, such compliance was found lacking in the following provinces:

In Gauteng, the subject specialisation level of a deputy chief marker for History Paper 1 and English First Additional Language Paper 1 was not indicated. In the Free State, no data on qualifications of deputy chief markers was provided.

### **d) Chief markers and internal moderators**

In the following PED there was no evidence to indicate compliance with the requirement of a minimum recognised three-year post-Grade 12 qualification, which must include the subject concerned at second- or third-year level, for chief markers and internal moderators:

In Gauteng, all chief markers met the qualification criteria stipulated, except in Computer Applications Technology Paper 1 where the chief marker obtained only Level 1 in Computer Applications Technology. In the Free State, no data on qualifications of chief markers was provided. In the Northern Cape, no indication of teaching qualifications of the chief marker for Physical Sciences Paper 1 was provided.

### **4.3.3 Teaching Experience**

The PAM require appropriate teaching experience, including teaching experience at the appropriate level in the subject concerned, to be appointed as a marker.

The PED were given permission, in the case of shortages of markers due to the novel COVID-19 implications, to relax the selection criteria by the DBE Director-General. The criterion on teaching experience was relaxed as follows:

- i. Consider for appointment, teachers who were currently teaching Grade 11, provided that they have taught the subject in Grade 12 for a minimum of two years in the last five years, for marking. However, in the case of Languages, Paper 2 (Literature), the applicants must have taught the Grade 12 genres being examined in 2020.
- ii. Exceed the allowed 10% quota of novice markers that can be appointed per subject, per paper. A maximum of 15% of novice markers in a subject, per paper, could be appointed. In exceptional circumstances where the required number of markers for a subject cannot be achieved, the criteria for the appointment of markers as outlined in the PAM may be relaxed by the Head of Department, provided it does not compromise the quality of marking.

### **a) Markers**

Applicants must have a minimum of two years' experience in teaching the subject concerned at Grade 12 level. They must also have taught the subject in Grade 12 for a minimum of two years in the last five years.

The teaching experience of markers met the stipulated requirements, except for the following:

In Gauteng, some markers in History Paper 1 were appointed without the required teaching experience in History. In the Western Cape, the appointed marker for SASL HL had only one year's teaching experience.

In North West, no information regarding markers was submitted for Electrical Technology: Electronics and Power Systems. In Limpopo, the teaching experience of markers in Xitsonga Paper 1, Paper 2 and Paper 3, as well as Tourism, could not be verified as no evidence documentation was provided.

The Northern Cape indicated one marker for Agricultural Science Paper 2 had never taught the subject but marked for the first time in 2019. In English First Additional Language, six markers did not have the required teaching experience, while in History Paper 2, four markers did not have the required teaching experience. In Economics Paper 1, two markers did not indicate their teaching experience.

#### **b) Senior markers**

The applicants for the position of senior marker must have a minimum of eight years' teaching experience and five years' experience in teaching the subject concerned at Grade 12 to be considered for appointment.

The teaching experience of senior markers met the stipulated requirements, except for the following:

In Gauteng, there were senior markers for History Paper 1 who were appointed without the required teaching experience in History. In North West, for Electrical Technology: Electronics and Power Systems, no evidence regarding senior markers' teaching experience was submitted.

In Limpopo, the teaching experience of senior markers in Xitsonga Paper 1, Paper 2 and Paper 3, as well as Tourism, could not be verified as no relevant documentation was provided. In Mpumalanga, for Physical Sciences Paper 1 information regarding teaching experience for a senior marker was not provided.

In the Free State, the teaching experience of senior markers was not specified in the spreadsheet provided. In the Northern Cape, one senior marker in Agricultural Science Paper 2 lacked Grade 12 teaching experience but had marked the subject in previous years.

#### **c) Deputy chief markers**

The applicants for the position of the deputy chief marker must have a minimum of eight years' teaching experience and five years' experience in teaching the concerned subject at Grade 12 to be considered for appointment.

The teaching experience of deputy chief markers met the stipulated requirements, except for the following:

In North West, for Electrical Technology: Electronics and Power Systems, no information regarding deputy chief markers' teaching experience was submitted.

In Limpopo, the teaching experience of deputy chief markers in Xitsonga Paper 1, Paper 2 and Paper 3, as well as Tourism, could not be verified as no evidentiary documentation was provided. In the Free State, the teaching experience of deputy chief markers was not specified in the spreadsheet provided.

#### **d) Chief markers and internal moderators**

The applicants for the position of chief marker and internal moderator must have a minimum of eight years' teaching experience and five years' experience in teaching the concerned subject at Grade 12 to be considered for appointment.

The chief markers appointed met the stipulated teaching experience requirements, except for the following:

In North West, for Electrical Technology: Electronics and Power Systems, no information about chief markers' experience was submitted. In Mpumalanga, in Agricultural Science Paper 1, a chief marker was appointed without any information captured regarding teaching experience. In Limpopo, the teaching experience of chief markers could not be verified as no evidentiary documentation was provided.

In the Free State, the teaching experience of chief markers was not specified in the spreadsheet provided. In the Northern Cape, the chief marker for English First Additional Language did not have the required teaching experience in the subject. The teaching experience of the chief marker for Physical Science was not indicated.

#### **4.3.4 Marking Experience**

Except for the provision of 10% to 15% of novice markers per province, as per DBE Circular E 13 of 2020, the PAM does not stipulate years of marking experience required for appointment as a marker at different levels. The PED had their own directives/requirements in this regard.

#### **a) Markers**

Even though marking experience to be appointed as a marker is not stipulated in the PAM, marking experience of markers was indicated generally, except for the following:

In North West and Free State, the names of appointed markers did not indicate the marking experience of the markers. In Limpopo, the marking experience of markers in Xitsonga Paper 1, Paper 2 and Paper 3, as well as Tourism could not be verified as no evidence was provided.

In the Western Cape, for Mathematical Literacy Paper 2 the marking experience of some markers was more than their teaching experience, which was contradictory and anomalous.

#### **b) Senior markers**

The requirements for appointment in the position as a senior marker included the following (all the requirements were common across PED):

Two years' marking experience at Grade 12 level in the subject applying for: In the Western Cape, the minimum requirement for appointment as a senior marker was three years' experience as a marker and a minimum pass percentage of 60% in a competency test, which is an enhancement of PAM.

The following was noted as per the marking experience of the senior markers appointed:

In North West, no marking experience of senior markers was provided. In Mpumalanga, for Physical Science Paper 1 the marking experience of a senior marker could not be verified. In the Free State, insufficient data was provided to verify the marking experience of senior markers.

In the Western Cape, in History Paper 1, not all the senior markers stipulated their marking experience. In Physical Sciences Paper 1, Mathematical Literacy Paper 2 and Economics Paper 2, some senior markers indicated more marking experience than they had years of teaching experience. In Mathematical Literacy Paper 1, one senior marker did not meet the criterion of marking experience of three years to be appointed. In Technical Mathematics Paper 1 and Economics Paper 2, a senior marker appointed for each subject had no marking experience in the subject concerned.

In Limpopo, the marking experience of senior markers in Xitsonga Paper 1, Paper 2 and Paper 3, as well as Tourism, could not be verified as no related documentation was provided.

### **c) Deputy chief markers**

The requirements for appointment in the position as a deputy chief marker included the following: at least five years' experience as a marker and a minimum of two years' experience as a senior marker in the subject for which the application is made.

All appointed deputy chief markers across the nine PED met the requirements of marking experience, except for the following:

In North West, no marking experience of any deputy chief marker was provided. In the Free State, insufficient data was provided to verify the marking experience of deputy chief markers.

In Gauteng, in English First Additional Language Paper 1, a deputy chief marker was appointed without the required marking experience. In the Western Cape, in Mathematical Literacy Paper 1, the two appointed deputy chief markers had no marking experience and in Paper 2, one deputy chief marker had one year's marking experience. In Accounting Paper 1, the appointed deputy chief marker had three years' marking experience as senior marker, but no indication of experience as a marker.

In Limpopo, the marking experience of deputy chief markers in Xitsonga Paper 1, Paper 2 and Paper 3, as well as Tourism, could not be verified. In History Paper 1, an appointed deputy chief marker had no experience as either a marker or senior marker.

### **d) Chief markers and internal moderators**

The requirements for appointment in the position as a chief marker and internal moderator included the following: experience as a moderator, chief marker or deputy chief marker in previous years.

The marking experience of chief markers appointed in North West and Limpopo was not provided during the Umalusi audit. In the Free State, insufficient data was provided to verify the marking experience of chief markers. In Northern Cape, the chief marker for Agricultural Sciences Paper 2 had the required experience in teaching the subject but lacked marking experience in the past three years.

In the Western Cape, in Physical Sciences Paper 1, the appointed chief marker had the required marking experience. However, he had only nine years' Grade 12 teaching experience, but 16 years' experience as a chief marker, which is contradictory. In Electrical Technology: Electronics Paper 1 and Electrical Technology: Power Systems Paper 1, the appointed chief marker had no previous marking experience. In Mathematical Literacy Paper 1, the appointed chief marker had no marking experience and for Paper 2, the appointed chief marker only had three years' marking experience. No information was received regarding chief markers for SASL HL Paper 1 and Technical Mathematics Paper 1 and Paper 2.

#### **4.3.5 Enhancements to PAM**

Only two PED, Eastern Cape and Western Cape, enhanced the PAM requirements in their recruitment, selection and appointment criteria for the marking personnel.

The following requirements were included by the Eastern Cape and Western Cape, adding to the criteria as stipulated in the PAM:

Western Cape: Attainment of a minimum of a 60% mark in the competency test.

Eastern Cape: Marking evaluation scores and marking and re-marking reports of the previous marking session were considered in the appointment of marking personnel; and preference was given to teachers whose learners obtained a better pass rate in the previous examination, compared to those of their peers in the subject applied for.

#### **4.4 Areas of Improvement**

Umalusi noted the following areas of improvement:

- a. In the Eastern Cape, foreign qualifications of the appointed marking personnel were endorsed by the South African Qualifications Authority (SAQA) and/or the Eastern Cape Department of Education;
- b. Submission of Annexure C: Declaration by marking personnel, by Western Cape PED indicating if the appointed marking personnel had a child/children/relative in Grade 12; and
- c. Provision of a contingency plan for the appointment of markers by the Western Cape PED.

#### **4.5 Areas of Non-Compliance**

The DBE must attend to the following areas of non-compliance:

- a. Submission of inadequate and incomplete verification data by PED for auditing purposes; and
- b. Inaccurate information regarding teaching experience versus marking experience.

#### **4.6 Directives for Compliance and Improvement**

The DBE must ensure that:

- a. PED submit the necessary information data and provide access to the online administration system for auditing purposes;
- b. PED verify the teaching experience versus marking experience information provided by applicants and all evidence is be made available for audit purposes; and
- c. The PED confirms compliance of each applicant, as per the PAM requirements.

#### **4.7 Conclusion**

All PED complied satisfactorily with the requirements for the appointment of marking personnel, as set out in PAM for the 2020 NSC examinations. However, the DBE must attend to the areas of non-compliance outlined in this report to strengthen their internal processes and controls for the future.

# CHAPTER 5 MONITORING THE WRITING OF EXAMINATIONS

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## 5.1 Introduction

The conduct, administration and management of the National Senior Certificate (NSC) examinations draws large enrolments, comprised of full-time and part-time candidates, during the annual November examination cycle. In 2020, the enrolment was even larger than normal, owing to the merging of the June 2020 and the November 2020 examinations. The June 2020 examinations were postponed due to the global outbreak of COVID-19. In this report the merged examinations will be referred to as the November 2020 examination.

The COVID-19 pandemic required that the Department of Basic Education (DBE) develop health and safety protocols during the examinations.

The DBE conducted the November 2020 examinations from 19 October 2020 to 15 December 2020. The examinations were written later than usual, owing to the outbreak of COVID-19, which interrupted the school calendar. The Life Orientation common assessment task (CAT) and computer-based practical examinations in the two subjects: Information Technology and Computer Applications Technology (CAT), were administered between 19 October 2020 and 23 October 2020. The full-scale examination, when the other subjects were written, was administered from 5 November 2020 to 15 December 2020.

Umalusi monitored the writing of examination sessions at sampled centres from the population of centres established by the DBE across the nine provincial education departments (PED). The findings outlined in this chapter cover the quality assurance processes undertaken on the monitoring of the writing of the examination.

The chapter provides a summary of findings of the monitoring conducted and, further, gives an account of areas of improvement and areas of non-compliance. It also highlights directives for compliance and improvement, which the DBE is required to address and report on.

## 5.2 Scope and Approach

The DBE established more than 6 800 examination centres nationally. Umalusi monitored 466 examination centres, compared to 311 monitored in 2019.

In line with the Umalusi quality assurance approach, data was collected using the instrument for monitoring the writing of examinations and related methodologies (observations and interviews).

The details of the centres monitored are captured in Annexure 5A.

## 5.3 Summary of Findings

The information and conclusions on the findings in this chapter were limited to:

- a. The sample of examination centres monitored; and
- b. The availability of evidence and data at the examination centres at the time of Umalusi visit.

### 5.3.1 General Administration

#### a) Management of examination question papers

Examination question papers were collected and returned daily by designated examination centre-based officials, however there were instances where the office-based examination officials had to deliver the question papers daily to some centres. The procedure in both modes of distribution of question papers required the scripts to be returned to the identified nodal points in eight provinces. The exception was the Western Cape, where the question papers were delivered, stored in strong rooms and the scripts returned using a contracted courier service, as per the PED collection schedule.

#### b) Appointment records of invigilators

The appointment records of invigilation personnel, including chief invigilators, were available for verification at the examination centres. Principals at the schools where the examinations were administered were appointed by the respective district directors to serve as chief invigilators. The school-based educators and/or selected community members were appointed as invigilators by the chief invigilators. It was noted that a differentiated approach was adopted for training invigilating teams. There was evidence that some training was conducted face-to-face, while some training was conducted online. The training was well managed and met all required and set standards.

#### c) Management of invigilators' attendance

At monitored examination centres the invigilators attendance was well managed and strict controls were in place. These were evidenced as a high level of adherence to the signing of attendance registers by the invigilators. However, attendance registers were not available for verification at four examination centres.

#### d) Examination document management

The evidence from the examination centres revealed that examination files with relevant examination-related documents for the current examination cycle were well kept and the files were available for verification. Six examination centres experienced challenges, where it was noted that up-to-date records were not kept. At 18 centres, there were no records of dispatch documents used as a control measure in tracking dispatched documents. Overall, the chief invigilators prepared and managed examination-related documentation well. The level at which records of important and relevant documents were filed was satisfactory.

### 5.3.2 Credibility of the Writing of Examinations

The credibility of the writing of examinations hinges on compliance with Regulations pertaining to the conduct, administration and management of National Senior Certificate examinations (2014), regulation 33 (1) and 33 (2).

This sub-section details the findings of the criteria which Umalusi use to determine the extent to which the examination centres complied with the critical procedures as regulated; and whether the examination may have been compromised or not.

The criteria, among others, report on the following: security of question papers before administration by the examination centre, the procedure and activities taking place when an examination is in progress and the handling of answer scripts by invigilators at the end of the writing sessions.

The following were noted:

**a) Security and supply of question papers**

The question papers were securely stored at nodal/nerve points across districts in PED. The question papers were collected daily by examination centre chief invigilators from distribution points established in the districts. There were also instances where question papers were stored for more than a week in schools, as was the practice in the Western Cape. In both practices, chief invigilators ensured that the national norms and standard for security and distribution of question papers were adhered to.

In addition, it was clear that examination materials, including questions papers, were safely kept in lockable facilities, including strong rooms and lockable steel cabinets, on arrival at examination centres; except at seven centres where question papers were not stored in lockable facilities. However, where examination material was stored overnight at the examination centres, there was adequate security available, as per DBE norms and standard requirements.

It was noted that chief invigilators at all the monitored venues had exclusive access to the strong room where the question papers were stored. Chief invigilators unlocked the black bags on examination days and opened the sealed plastic bags containing the question papers in front of the candidates.

**b) Admission of candidates in the examination venue**

The question papers were securely stored at nodal/nerve points across districts in PED. The question papers were collected daily by examination centre chief invigilators from distribution points established in the districts. There were also instances where question papers were stored for more than a week in schools, as was the practice in the Western Cape. In both practices, chief invigilators ensured that the national norms and standard for security and distribution of question papers were adhered to.

In addition, it was clear that examination materials, including questions papers, were safely kept in lockable facilities, including strong rooms and lockable steel cabinets, on arrival at examination centres; except at seven centres where question papers were not stored in lockable facilities. However, where examination material was stored overnight at the examination centres, there was adequate security available, as per DBE norms and standard requirements.

**c) Conduciveness of the examination venue**

Notably, the examination centres were well prepared to administer the examinations. There was no evidence of unauthorised material found or displayed in the examination rooms. There was adequate lighting in the examination rooms. Unacceptable noise levels were experienced at 13 centres when an examination was in progress and caused a disturbance. The chief invigilators were required, from time to time, to request the assistance of educators to disperse, or monitor the situation and call noisemakers to order.

Social distancing of 1,5-metres between rows and a 1-metre space between candidates sitting in a line was strictly managed and adhered to at monitored examination centres.

**d) Administration of the writing session**

Overall the administrative-related examination activities were of acceptable standard, as demonstrated below:

- i. Examination rules were read out before the distribution of answer scripts;

- ii. Question papers were distributed timeously, allowing for concurrent activities to take place on time;
- iii. Question papers were verified for technical accuracy; and
- iv. Candidates were given reading time before writing commenced as prescribed, except at seven centres where the reading time was insignificantly exceeded, within the range of two to three minutes. However, examinations started at the prescribed time and ended within the stipulated time, except at six examination centres where the examination centres did not adhere to regulated times.

**e) Compliance with examination procedures**

The invigilation teams across the sampled examination centres adhered to the regulated procedures by exercising their roles when examinations were in progress, except in some cases where the following pockets of deviation were noted:

- i. At five examination centres candidates could leave the examination room temporarily without being escorted;
- ii. At one examination centre candidates were released during the last 15 minutes of the examination; and
- iii. At one examination centre candidates were assisted with signing they were not familiar with; this was allowed in the national guideline to standardise dialect differences. In this instance, the exercise was not irregular as this was common practice in the South African Sign Language Home Language (SASL HL) sessions.

**f) Handling of answer scripts**

An acceptable level of adherence with the criterion on the handling of answer scripts was demonstrated across monitored examination centres. Examination answer scripts were collected by the invigilators on completion of writing and were packed in secure areas, in the examination rooms in most cases. Answer scripts were arranged in sequence aligned with the mark sheets and were sealed into satchels provided by PED. No discrepancies were discovered when the scripts were reconciled after the writing sessions. All scripts were packaged in accordance with the script packaging prescripts and all were sealed in departmental security bags. At the end of the packing processes, answer scripts were transported to the distribution points for submission, or stored in the strong rooms as per provincial arrangements.

**g) Incidents/occurrences with possible impact on credibility of the examination session**

The evidence revealed that there were pockets of incidents that were likely to compromise the credibility of examinations. The following cases were noted:

- i. Administrative errors or omissions involving unregistered candidates who turned out at the centres for writing. These candidates were allowed to write;
- ii. There were candidates with wrongly registered subjects, but in all cases the candidates were provided with the correct subject papers;
- iii. At one centre one candidate was caught using a cell phone that contained incriminating material; and in another case, a candidate was found in possession of a cell phone, but this was not used; and
- iv. At another centre, a serious behavioural offence involving a candidate found to be under the influence of alcohol in the examination room was reported.

In all such cases the chief invigilators handled the incidents within the regulated procedure, with irregularity forms completed and the PEIC informed.

Although there was leakage of Mathematics Paper 2 and Physical Sciences Paper 2 reported, the monitoring did not reveal any evidence of leakage at the centres monitored.

## **5.4 Areas of Improvement**

The following areas of improvement were noted:

- a. Effective implementation of the DBE-published health and safety protocol for conduct of examinations was adhered to by examination centres across districts in the nine PED; and
- b. Notable monitoring visits during the writing of Life Orientation (CAT) by the district officials from the sampled centres.

## **5.5 Areas of Non-Compliance**

The following areas of non-compliance were noted:

- a. Lack of evidence to confirm that invigilators were trained at 18 examination centres;
- b. Invigilator to candidate ratio of 1:30 was not adhered to at three centres;
- c. No evidence of invigilator attendance registers was available at four centres;
- d. Examination materials, including question papers, were not kept in lockable and safe locations at seven centres;
- e. Late admission of candidates at three centres;
- f. Candidates found in possession of cell phone at two centres;
- g. High noise levels around examination venues when examinations were in progress was reported at 14 examination centres;
- h. Candidates' reading time was not observed at seven centres;
- i. Examination starting time was not observed at six examination centres;
- j. Candidates left the examination room without escort at five centres;
- k. A candidate was admitted in the examination room at one centre and was later found to have been under the influence of alcohol.

## **5.6 Directives for Compliance and Improvement**

The DBE is required to ensure that:

- a. Systems are in place for monitoring and evaluating invigilators' performance.

## **5.7 Conclusion**

The measures the DBE put in place to mitigate unforeseen challenges posed by the COVID-19 pandemic during the conduct of examinations were notable and the sample of centres monitored were found adequately prepared in ensuring that all examination protocols were managed under strict health and safety precautionary measures. Umalusi acknowledged the Ministerial concession granted that allowed candidates who tested positive for COVID-19 and were deemed fit to write examinations in a different examination venue under secured conditions.

In the main, the DBE November 2020 NSC examinations were monitored sufficiently well to ensure that the requirements set out for the conduct, administration and management of the examinations, despite the cases where examination papers were leaked and examinations compromised, were adhered to. The DBE is, further, required to address the highlighted directive for compliance and improvement and to report on measurable mitigation strategies to curb the observed deviation.

# CHAPTER 6 MARKING GUIDELINE DISCUSSION MEETINGS

## 6.1 Introduction

Umalusi participates in the marking guideline discussion meetings to ensure that the marking panels, including external moderators, engage in a process of finalising the marking guidelines by discussing and agreeing on all possible and alternative responses.

The marking guideline discussion meetings are designed to achieve the following objectives:

- i. Revise and amend original marking guidelines by incorporating into them all alternative responses presented by the provincial delegates, including those arising from discussions held among delegates;
- ii. Achieve a common understanding of the final marking guidelines;
- iii. Determine the appropriate tolerance range for each question paper; and
- iv. Authorise the provincial delegates to train and supervise markers at marking centres in their provinces.

Umalusi participated in the marking guideline discussion meetings for all question papers for the November 2020 (merged June and November 2020) National Senior Certificate (NSC) examinations to achieve all the objectives listed above and subsequently approve and sign off the marking guidelines.

## 6.2 Scope and Approach

The Department of Basic Education (DBE) conducted the November 2020 marking guideline discussion meetings for 133 question papers, inclusive of 37 identified for centralised marking as listed in Annexures 6A and 6B. The marking guideline discussion meetings across all subjects were attended by the provincial education departments (PED) delegates (internal moderators and chief markers), the DBE examination panels and officials, and Umalusi (external moderators and verifiers).

The marking guideline discussion meetings were analysed and evaluated in three parts using the criteria listed in Table 6A.

**Table 6A: Subjects/question papers sampled for marking guideline discussions**

Part A	Part B	Part C
Pre-marking guideline discussion meetings	Processes and procedures	Training at marking guideline discussion meeting
Preparation by chief markers and internal moderators		Quality of final marking guidelines

Part A focused on the pre-marking guideline discussion meetings held by the examination panels, as well as Umalusi external moderators and verifiers, for each question paper. This enquired into the level of preparedness of the chief markers and internal moderators as participants in the marking guideline discussions. Part B dealt with processes and procedures followed during the marking guideline discussions, while Part C explored the quality of the training of markers and the quality of the final marking guidelines.

## 6.3 Summary of Findings

The findings of the marking guideline discussion meetings are detailed hereunder.

### 6.3.1 Pre-marking Guideline Discussion Meetings and Preparations by Chief Markers and Internal Moderators

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

This criterion inquired into whether pre-marking discussion meetings took place between the DBE examination panel and Umalusi in preparation for the forthcoming marking guideline discussion meetings with provincial panels.

There was full compliance with this criterion for all question papers, except Design and Religion Studies Paper 2. Pre-marking guideline meetings were not held for all centrally marked subjects' question papers, except for Dance Studies; Music Paper 1 and Paper 2; Setswana First Additional Language (FAL) Paper 1, Paper 2 and Paper 3; and South African Sign Language HL (SASL HL) Paper 3.

The examination panels and Umalusi, for all question papers that held the pre-marking discussions, scrutinised each of the answers contained in the marking guidelines and, where necessary, effected amendments based on consensus. Alternative responses from provincial panels were incorporated into the marking guidelines. These amended guidelines formed the basis for discussion on the first day of the marking guidelines.

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

All the examination panels and provincial senior marking personnel came to the marking guideline meetings well prepared. The provincial delegates marked a sample of candidates' scripts, which helped them to identify possible alternative answers or interpretations of the questions.

The DBE required provincial chief markers and internal moderators to pre-mark a minimum of 20 scripts each, prior to the marking guideline discussion meetings. The objective is to ensure that these senior marking personnel arrive at the marking guideline discussion meetings well prepared and equipped to participate and make meaningful contributions to the discussions.

Provinces, to a large extent, did not comply with this requirement for a number of question papers, as illustrated in Table 6B.

**Table 6B: Levels of compliance of pre-marking per province**

Province	Question papers monitored	Met requirement	
		2019	2020
Eastern Cape	56	72%	77%
Free State	72	59%	82%
Gauteng	83	56%	69%
KwaZulu-Natal	74	61%	74%
Limpopo	68	67%	78%
Mpumalanga	78	69%	82%
Northern Cape	55	36%	58%
North West	66	52%	67%
Western Cape	65	76%	63%

Notwithstanding the lack of total compliance with the 20 scripts pre-marking requirement in all provinces, an increase in the level of compliance of between 5% and 23%, was noted in eight of the nine provinces in 2020, compared to 2019. The Free State recorded the highest increase of 23%. A decline of 13% was, however, noted in the Western Cape in 2020 compared to 2019.

The Northern Cape continued to record the lowest level of non-compliance (42%) with the pre-marking requirement. The trend previously noted of making available only ten scripts to the provincial senior marking personnel, across a number of question papers, continued unabated. The DBE must address this issue with the PED. However, pockets of compliance with the 20 scripts' pre-marking requirement were observed. Question papers in the latter category included History Paper 2; Tourism; Accounting Paper 1 and Paper 2; Physical Sciences Paper 1 and Paper 2; and Technical Sciences Paper 1 and Paper 2.

### **6.3.2 Processes and Procedures**

Umalusi observed that the marking guideline discussion meetings were well attended by examination panels and provincial delegates for all question papers. Exceptions were noted in provinces that had low enrolments in some subjects. These included the following:

- i. Northern Cape – Technical Sciences and Technical Mathematics scripts were outsourced to the Free State;
- ii. Eastern Cape – Information Technology and Hospitality Studies were outsourced to KwaZulu-Natal for marking;
- iii. Eastern Cape and Northern Cape – Mechanical Technology and Civil Technology scripts were marked in the Free State; and
- iv. Limpopo, North West and Mpumalanga – Dramatic Arts scripts were outsourced to Gauteng for marking.

In all the above instances, the PED were not represented at the marking guideline discussion meetings.

The COVID-19 pandemic and the protocols that the Department of Health put in place to limit the spread of infections significantly altered the way in which these meetings were held in 2020, compared to previous years. While it was possible to hold contact meetings for some of the subjects that have small enrolments, various modalities were adopted for the marking guideline discussion meetings of the other papers. One modality was a combination of contact and virtual meetings. The examination panels and Umalusi employed the contact session approach and the provincial delegates joined via a virtual platform at PED venues selected for the purpose. The other modality entailed virtual meetings for all participants in the marking guideline discussion meetings.

This new organisational and logistical arrangement presented the marking guideline discussion meetings with numerous challenges, which included the following:

- i. The setting up of the online platform, in some instances, took time and delayed the start of meetings. Marking guideline discussion meetings that experienced this problem included isiXhosa First Additional Language (FAL) Paper 1 and Afrikaans FAL Paper 1.
- ii. Connectivity issues cropped up throughout the two days of marking guideline discussions. Participants were intermittently logged on and off, disrupting their participation in the discussions and interrupting both the flow of discussions and marker training. Examples of these issues included Life Orientation, isiZulu Home Language (HL) Paper 1 and Economics Paper 2.

- iii. Dummy scripts for training purposes were emailed to PED. These had to be printed and made available to participants for training and authorisation. The process took time and led to delays in the commencement of training. This problem was experienced by, among others, Consumer Studies, Sepedi HL Paper 2 and Xitsonga HL Paper 3.
- iv. Electrical disconnections as a result of power failures or load rotation were experienced in some instances. Mathematics Paper 1 in North West and Xitsonga HL Paper 3 were cases in point.

For Umalusi delegates, the marking guideline discussion meetings attended on the online platform worked without a hitch. The marking guideline discussion meetings between the examination panel, provincial panels and Umalusi were held over two days. The meetings were coordinated by DBE internal moderators.

The first day was devoted to presentations by PED of their findings on the quality and standard of the examination papers, including the performance of candidates, in the sample scripts they had pre-marked. This was followed by a question-by-question interrogation of the marking guidelines, as amended by the examination panels and Umalusi in the pre-marking guideline discussion meetings. The delegates made comments about each of the questions and contributed towards the refinement of the marking guidelines. Following the completion of this process, delegates were given the first set of dummy scripts to mark. For most question papers, the marking of the dummy scripts overlapped into the second day. Following the marking of each question in each script, further discussions took place based on the mark allocations of the delegates to eliminate any significant variances between them.

The second day entailed the marking of the second set of three dummy scripts, individually and without any discussion. These were then used to authorise the provincial chief markers and internal moderators. The delegates contributed meaningfully and constructively to deliberations during marking guideline discussions. This helped to refine the marking guidelines, which were used in marking training scripts.

The question-by-question interrogation of the marking guidelines was done in all the question papers. Possible and alternative responses were carefully considered, yielding refined marking guidelines. For essays and/or transactional writing questions in IsiNdebele Home Language Paper 3 and History Paper 1 and 2, discussions focused on the appropriate use of rubrics rather than alternative candidate responses.

Changes and/or additions made to the marking guidelines did not have an impact on the cognitive levels of answers/responses required in all but one question paper. The responses included for Question 3.3.4 in Geography Paper 1 reduced the cognitive demand of the question from middle order (application) to recall.

Umalusi provided guidance as marking guideline discussions unfolded, as it is responsible for the approval of amendments and/or additions to the marking guidelines. Umalusi ensured the fairness, reliability and validity of final marking guidelines, which were subsequently signed off for use by markers across all PED at marking centres. It was observed that there was complete compliance with these criteria for all marking guideline discussion meetings.

### 6.3.3 Training at Marking Guideline Discussion Meetings and Quality of Final Marking Guidelines

#### a) Training at marking guideline discussion meetings

The DBE made available dummy scripts for training purposes for all the question papers. For meetings that were held via the virtual platform, these were emailed to PED on the days of training for printing and distribution to the delegates. Three scripts were used for training purposes and three for authorising the delegates.

For SiSwati FAL Paper 1, the training did not materialise because of the relocation of the marking guideline discussion from Waterkloof High School to Lowveld High School in Mpumalanga. The meeting was disrupted by a COVID-19 case. For Sepedi FAL Paper 1, no provision was made by the DBE for the training of marking personnel.

The training of provincial chief markers and internal moderators complied fully with this criterion. During the marking guideline discussions, the participants were able to identify alternative responses to questions which, after consensus, were integrated into the final marking guidelines.

During the marking of training scripts, small variations in marking occurred but were within the agreed tolerance ranges developed for each of the marking guidelines. The delegates had the benefit of using the enhanced marking guidelines to mark the training and authorisation scripts.

The quality of training at the marking guideline discussions for all question papers was of an acceptable standard.

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

All final marking guidelines approved and signed off by Umalusi were of an acceptable standard, which would facilitate fairness and consistency in marking the November 2020 NSC examination scripts.

## 6.4 Areas of Improvement

Umalusi noted the following areas of improvement:

- a. The DBE was able to mitigate COVID-19 challenges through virtual meetings to augment face-to-face meetings; and
- b. There was a significant increase in the level of compliance with the 20 scripts' pre-marking requirement in 2020, as compared to 2019.

## 6.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Late start and poor logistical arrangements of virtual meetings;
- b. Late provision of training scripts to PED for training and authorisation purposes; and
- c. Across all the provinces, there was still non-compliance with the 20 scripts' pre-marking requirement stipulated in the DBE directive.

## **6.6 Directives for Compliance and Improvement**

The DBE must attend to the following directives:

- a. Ensure that the PED comply with the 20 scripts' pre-marking requirement stipulated in DBE Circular E13 of 2020; and
- b. Improve on the logistical arrangements for the setting up of virtual meetings and emailing of training scripts to PED as a basis for supporting the promotion of the digital approach as a new normal for the future.

## **6.7 Conclusion**

Umalusi participated in and monitored marking guideline discussion meetings held under the auspices of the DBE for November 2020 NSC examinations. The findings confirmed that the examination panels and provincial delegates, after a thorough process of engagement at the meetings, were able to produce comprehensive marking guidelines that would ensure a successful, fair, reliable and valid marking process across all nine PED.

# CHAPTER 7 MONITORING THE MARKING OF EXAMINATIONS

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## 7.1 Introduction

The COVID-19 pandemic disrupted the plans of the Department of Basic Education (DBE) for marking the November 2020 National Senior Certification (NSC) examinations. The marking sessions were, in the main, postponed to January 2021, a consequence of the late conclusion of the examination session in December 2020.

The different provincial education departments (PED) followed their own schedule for marking and different start dates were implemented. The marking in Limpopo and Gauteng commenced in December 2020, while national marking began on 4 January 2021 and ended on 22 January 2021.

Umalusi monitored the marking sessions at sampled centres from the population of centres established by the nine PED.

This chapter provides a summary of the findings of the monitoring conducted and provides an account of areas of improvement and areas of non-compliance. It, further, highlights directives for compliance and improvement, which the assessment body is required to address and report on.

## 7.2 Scope and Approach

The DBE, through the nine PED, conducted and managed the marking of the November 2020 examination at 177 marking centres nationally. Umalusi monitored 32 of the established marking centres across the nine PED. The data was collected using the Umalusi instrument for monitoring the writing of examinations and marking centres, and related methodologies (observations and interviews).

Table 7A provides details of the marking centres monitored in each province.

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

No.	Province	Names of centres monitored	Date of monitoring
1.	Eastern Cape	Khanyisa School for the Blind	08 January 2021
2.		Collegiate Girls' High School	08 January 2021
3.	Free State	Moroka High School	08 January 2021
4.		Hoërskool Sentraal	08 January 2021
5.		Parys High School	11 January 2021
6.		Kroonstad High School	12 January 2021
7.		Unitas Secondary School	12 January 2021
8.	Gauteng	Allen Glen High School	11 January 2021
9.		Florida Park High School	11 January 2021
10.		Alberton High School	11 January 2021
11.		Bracken High School	11 January 2021
12.	KwaZulu-Natal	Maritzburg College	13 January 2021
13.		Pietermaritzburg Girls' High	13 January 2021
14.	Limpopo	Ben Viljoen High School	08 January 2021
15.		SJ van der Merwe Tech	08 January 2021
16.		Ben Vorster High School	12 January 2021
17.		Merensky High School	12 January 2021
18.	Mpumalanga	Izimbali Boarding School	11 January 2021
19.		Hoërskool Ermelo	11 January 2021
20.		Hoërskool Hoogenhout	12 January 2021
21.		Jim van Tonder School	12 January 2021
22.	Northern Cape	Hoërskool Diamantveld	07 January 2021
23.		Northern Cape High School	07 January 2021
24.	North West	Potchefstroom Gimnasium	08 January 2021
25.		HTS Potchefstroom	08 January 2021
26.		Hoërskool Klerksdorp	11 January 2021
27.		Vryburg High School	12 January 2021
28.		Schweizer Reineke High School	12 January 2021
29.	Western Cape	Hoërskool Brackenfell	09 January 2021
30.		Hoërskool Durbanville	09 January 2021
31.		Rondebosch Boys' High	13 January 2021
32.		Wynberg Boys' High School	13 January 2021

### 7.3 Summary of Findings

The information and conclusion on the findings in this chapter were limited to:

- i. The sample of examination centres monitored; and
- ii. The availability of evidence and data at the examination centres at the time of the visit by Umalusi.

The findings on the monitoring of the marking centres are presented in accordance with the criteria prescribed by the monitoring of marking instrument. Marking centres that were found non-compliant with the criteria are listed in Annexure 7A.

### 7.3.1 Planning and Preparation

This sub-section is aimed at determining the level of planning and the degree of preparation made by the assessment body for conducting and managing the marking processes.

#### a) Arrival of appointed marking personnel

The marking centre management teams in North West and Western Cape arrived at the centres on 02 and 03 January 2021, while the management teams of the other seven provinces started between 04 and 06 January 2021. The senior marking teams arrived at each centre a day later and training for markers took place timeously, so that marking could start as scheduled.

The marking centre managers were able to provide the lists of appointed personnel for verification. The signed attendance registers of marking personnel were available and were also verified.

There was evidence of markers withdrawing from participating in the marking across all centres monitored. The withdrawals happened both before marking commenced and while marking was under way. The reports, as presented by the respective marking centre managers, show that the withdrawals did not cause any disruption to the marking process, since markers on reserve lists replaced those who had withdrawn.

#### b) Availability of marking management plans

The different PED conducted the marking process in line with their developed marking plans. It was pleasing to note that centres developed their management plans timeously, highlighting dates and times of marking activities. At one centre in the Free State, this plan was not available for verification by Umalusi.

Overall, the planning for marking at each centre monitored was well structured and executed as planned.

#### c) Availability of scripts and marking guidelines

As was the case in 2019, marking guidelines were delivered timeously to all the marking centres. As a result, the training of markers at all centres started on time and no marking was compromised as a result of a late start, as in years prior to 2019. However, at one centre the marking guidelines could not be distributed to markers on time as the marking centre management team could not access the printer.

The scripts were delivered on time and checking of scripts by the script control officers was not delayed.

#### d) Distribution, storage and safekeeping of scripts

The transportation of scripts to and from the marking centres was managed by the PED under strict security measures, which were adhered to in all marking centres monitored. Either private service providers or courier services were responsible for the transportation of all scripts.

In all cases, security guards accompanied the vehicles transporting the scripts, as observed and highlighted below:

- i. In the Western Cape, officials from the local PED also accompanied the scripts in unmarked vehicles;
- ii. In Mpumalanga, official department vehicles escorted by security personnel transported scripts to and from the marking centre and to safe and secure storage facilities;
- iii. At a centre in North West, delivery trucks transporting scripts were escorted by the South

- African Police Services and officials from the PED head office; and
- iv. In Gauteng, scripts were transported in trucks with identifiable tags, escorted by security personnel. The sealing of the truck implied that at the point where scripts were loaded, the container was locked using a unique key that was to be opened on arrival at the destination using a special tool.

At all the marking centres secure storage of scripts was prioritised. The script control managers ensured that scripts were safe and secured during the marking process. At the end of each day, each marking room was locked by the senior marker responsible for the room and unlocked by the same senior marker the following day. Tight security ensured that no unauthorised persons could enter the marking venue/rooms and premises after marking was concluded for the day.

All centres had sufficient security features, such as alarm systems, burglar-proof bars, surveillance cameras, access control and security guards stationed at the front entrance and throughout the premises, to ensure the safekeeping of scripts on the premises.

It was clear that great care was taken at all marking centres to ensure that scripts were always safe and secure. Throughout the marking process across monitored centres, all scripts could be accounted for until they were archived.

#### **e) Management and control of scripts**

The movement of scripts was controlled and managed by the appointed script control managers and checked and stored in the script control room under the guard of security personnel.

On the first day of delivery of scripts to the marking centres, the centre managers and deputy centre managers received the scripts from the script control managers; and manually verified all the script boxes before signing off script control forms for each consignment. Strict procedures were followed, as highlighted below:

- i. Scripts were kept in a lockable room with security officers stationed at the entrance to the rooms;
- ii. When marking personnel arrived, chief markers were handed the received boxes together with the delivery notes;
- iii. All script boxes were manually verified again, using the control lists. In the marking rooms, scripts were counted as per the mark sheets before marking commenced; and
- iv. After marking, the scripts were verified by the responsible officials with the help of examination assistants.

Although the different centres in each province used different terminology to describe the titles for each responsible official, it was clear that great care was taken to ensure that at all times the scripts at each centre were safe and secure on arrival, during marking and before dispatch to the capturing centres.

### **7.3.2 Resources (Physical and Human)**

#### **a) Suitability of the infrastructure and equipment required for facilitation of marking**

All except one of the marking centres monitored were found to be suitable for the conduct of marking and met the requirements for the establishment of marking centres. The following were noted at 30 of the 32 centres:

- i. Centres had adequate space to accommodate the marking of allocated subjects;
- ii. Furniture and telecommunication infrastructure for the effective management of marking centres were suitable;
- iii. COVID-19 screening and sanitising stations were available at every entrance to the marking centre;
- iv. Marking rooms were large enough to accommodate the marking teams, in line with the social distancing requirement, i.e., limiting the number of markers in classrooms to 15-20 persons (maximum 50% of the size of the room);
- v. Tea/coffee stations for distributing refreshments and snacks were available and arranged in accordance with social distancing protocols, except at one centre;
- vi. Sufficiently large venues for examination assistants were arranged;
- vii. The centres had sufficient, clean bathroom facilities;
- viii. Sufficient and safe parking for all marking personnel was available; and
- ix. Prayer rooms, if requested by religious groups, were made available.

At one marking centre it was noted that the facility was not suitable and ready for the commencement of marking. The following were submitted as challenges at the centre:

- i. Only one cleaner had been appointed. The marking centre manager reported that the cleaner had "to start from scratch" to prepare the facility for the marking session;
- ii. Fewer than the prescribed number of security staff were hired by the principal. There was only one security officer on duty at the entrance gate and he left his post during the change of shift at 17:00, while the night shift security officer only reported at 18:00;
- iii. Marking rooms were found to have broken windows when the management team arrived. Room changes meant that the security plan had to be adapted;
- iv. Toner, paper and a code to open and use the printer were unavailable. The printer only became available after the centre manager's request; and
- v. Extra ablution facilities were only available after three days of marking, when they were cleaned and repaired.

The notably poor preparations by the hosting school at this centre resulted in the centre manager improvising and instituting measures to secure the marking process. She should be commended for the extra hours she spent arranging and preparing the marking centre before the arrival of the chief markers, internal moderators, markers and examination assistants.

#### **b) Capacity and availability of marking personnel**

More than 45 000 marking personnel were appointed; however, some withdrew from the marking processes, either before marking started or while marking was in progress, mainly because of the COVID-19 pandemic. No centre reported that marking would be compromised by the withdrawal of marking personnel, since such withdrawals were anticipated. The PED had drawn up comprehensive lists of reserve markers before marking started. These lists were used to substitute markers who withdrew from the process.

Overall, the marking proceedings were well planned and there was sufficient human capacity to undertake the marking processes.

#### **c) Conduciveness of the marking centre and marking rooms (including accommodation for markers)**

All the marking centres had adequate space to accommodate the marking of allocated subjects. At 31 centres, classrooms were identified for marking scripts, while halls were mainly used as script

control rooms: at one centre a spacious hall that could accommodate 800 people was used to accommodate 84 marking personnel.

Marking venues were clean, spacious and sanitised and screening took place in compliance with COVID-19 protocols.

In Gauteng, no overnight accommodation was provided. In the Western Cape, markers not residing permanently in the city where the marking took place were requested to find personal accommodation near the respective marking centres. This resulted in a considerable decline in the number of markers accommodated in the boarding and hostel facilities at the centres. This contributed immensely to the maintenance of social distancing protocols that had to be observed. Only markers residing in the hostels received meals. All non-residing markers were required to provide their own meals and submit claims for a daily allowance.

Markers were mostly satisfied with the accommodation provided and found the accommodation of an acceptable standard. Dietary requirements were catered for and accommodated markers with special needs.

**d) Quality of food provided to the markers**

The quality of the prepared food was found to be good at the centres where meals were provided. Provision was made for three different menus at each meal and special meal preferences were available. At centres with many marking personnel, staggered meal breaks were followed so that social distancing could be observed. This meant that up to nine meal sittings had to be prepared each day, resulting in considerable strain on kitchen staff.

It was pleasing to note that no reports were received of negative remarks or complaints regarding the quality and quantity of food provided.

**e) Compliance with occupational health and safety requirements**

All but two centres had valid occupational health and safety certificates. While there was no evidence available at these two centres, all marking centres were compliant with occupational health and safety (OHS) requirements.

The following were noted:

- i. Clean, functional ablution facilities were available for males and females;
- ii. Water for consumption was clean and readily available;
- iii. Electricity connections were safe;
- iv. Fire extinguishers had been serviced; and
- v. Kitchen facilities from which meals were served were clean.

The DBE marking centre protocols required that every marking centre (school) appoint a designated COVID-19 compliance officer. The appointed persons were deployed, on-site, for the duration of the marking period to oversee compliance with COVID-19 regulations and, further, were required to monitor any suspected or confirmed COVID-19 cases. Social distancing, the wearing of masks and limiting contact between groups of markers were mandatory at all marking centres monitored and were strictly adhered to.

At one centre in the Eastern Cape, a marker developed COVID-19 symptoms. A health worker immediately attended to the marker and the marker was eventually referred to hospital.

The safety of all marking personnel and visitors to each centre was given top priority. Adequate evidence indicated that the PED invested enormous effort in assuring compliance measures. Even though there was emphasis on the health and safety of marking personnel, this did not affect the required rigour and quality of marking.

### **7.3.3 Provision of Security Measures**

#### **a) Access control at the marking centre**

There were stringent access control measures at all centres. The following were noted:

- i. Identity documents and vehicles were checked;
- ii. Screening and temperature checks, and recording thereof, took place at all the entrances; and
- iii. All visitors arriving at the centres were issued with visitors' cards and escorted by security to the centre manager's office.

The vast difference in the number of security personnel at the different centres was observed, varying between three and 24 security officers on duty during the day.

#### **b) Movement of scripts within the centres: script control and marking rooms**

The flow of scripts differed slightly from one centre to another but followed a uniform procedure, as noted below:

- i. After delivery all scripts were checked, scanned and stored in script control rooms;
- ii. The scripts were dispatched from the script control rooms to the marking rooms/venues where they were to be marked;
- iii. Marked scripts were sent to a separate quality assurance room for quality control by examinations assistants, who verified the accuracy of the marked scripts; and
- iv. Final batches of scripts were booked back to the control room, where they were recorded and scanned on receipt.

In the Western Cape the building script supervisor was the only person authorised to move scripts around in the centre, with the help of examinations assistants if necessary.

At one centre in the Northern Cape, a camera system was used to capture the movement of scripts. After marking and checking, the scripts were scanned again, placed in numbered boxes and sealed. A summary of the contents of all the boxes accompanied the shipment back to the script archive libraries across the PED.

### **7.3.4 Training of Marking Personnel**

#### **a) Quality and standard of the training sessions across subjects**

Training at all centres started as per the PED management plans. Marking guideline discussions commenced on the day the markers arrived. It was noted that PED made use of pre-printed and authorised (dummy) scripts for training markers. In some provinces, markers marked and circulated a batch of scripts for standardisation purposes after training, before the actual marking started.

Since this aspect is so important for consistent and accurate marking during the marking process,

it was pleasing to note that the standard of training was high and markers were not rushed into the actual marking of scripts before training was completed.

**b) Adherence to norm times**

The norm time for daily starting of marking at the different centres was strictly adhered to at each centre and varied between 06:30 and 08:00 to 19:00 and 20:00, with an average of ten hours per day. To ensure that the norm time was managed appropriately, attendance registers for marking personnel were used to calculate daily norm times.

### **7.3.5 Management and Handling of Detected Irregularities**

The responsibility of chief markers to alert markers to the procedure to follow when alleged examination-related irregularities were identified during marking was notable across marking centres. The Western Cape developed a guideline document that was used during training, for reference purposes. At one centre in the Free State, follow-up training was done during daily meetings with the chief markers to ensure compliance.

Although PED used slightly different procedures to deal with alleged irregularities that were detected, the basic reporting protocols to be followed when there was adequate evidence of a suspected irregularity in a script being marked, remained the same. All identified alleged irregularities were reported to the chief marker through the senior marker in each subject being marked. Each alleged irregularity would then be discussed and assessed and a decision taken by the senior marking team, headed by the chief marker, of the subject. All identified alleged irregularities were registered and a record was kept by the centre manager.

The process thus began with the identification of an alleged irregularity by the marker, verification by the chief marker, reporting to the centre manager, completion of the relevant forms and information of the alleged irregularity to the PED irregularity official, either on the premises or at provincial level.

In Gauteng and the Western Cape no specific structures were set up at the marking centres. The handling of all irregularities was centralised. The assessment management officials at head office investigated and reported detected cases to the Provincial Examinations Irregularities Committee (PEIC).

In all other PED, structures for handling irregularities were in place. All examination centres monitored had in place clear procedures to manage lost script situations at the marking centre. The script control officials in the script control rooms were responsible for confirming the loss of scripts. A lost script report was submitted to the Director of Examinations and the PEIC. No lost scripts were reported at the centres Umalusi monitored. At the time of monitoring, only two suspected cases of irregularities were reported, at a centre in the Western Cape. These cases were handed over to the PEIC to investigate further.

In the Eastern Cape and Limpopo, daily reports on irregularities were emailed to the PED Examination and Assessment Directorate, for submission to the PEIC.

From Umalusi's findings it was clear that all structures and processes were in place to ensure that alleged irregularities detected were dealt with effectively, as per the regulations pertaining to the conduct, administration and management of the NSC.

## **7.4 Areas of Improvement**

The following areas of improvement were noted:

- a. The role the DBE played in ensuring that acceptable levels of readiness in preparing for the quality assurance of marking processes, across PED, was commendable;
- b. All PED managed marking processes that were free from disruptions;
- c. All PED ensured that there were implementable strategies in place to mitigate any possible risks relating to marking. Of note were the strategies each PED developed to mitigate possible marker shortages, which Umalusi verified during the monitoring at sampled marking centres; and
- d. Remarkable levels of compliance with the DBE health and safety protocols for managing marking centres under COVID-19 conditions were evidenced across monitored marking centres.

## **7.5 Areas of Non-Compliance**

The following areas of non-compliance were noted:

- a. One marking centre was not ready and suitable for marking. The centre manager had to arrange, on arrival, for the centre to meet the required standard (e.g., the facility was not clean and there was no furniture in some marking venues);
- b. At another centre, lists of appointed markers were not available for verification;
- c. Two centres could not produce valid OHS certificates since these had not been made available to the centre manager, as required, by the school management team;
- d. Inconsistent security standards were evidenced at a few centres; and
- e. At one centre, the marking management plan could not be verified as it was not available at the time of Umalusi's monitoring visit.

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

The DBE must ensure that:

- a. All centres are audited before they can be allocated as marking centres;
- b. Each PED provides centre managers with audited lists of appointed markers for verification purposes;
- c. Uniform security arrangements and responsibilities are issued to all security companies; and
- d. Necessary marking-related documentation, including marking management plans and right of occupation documents, be available and accessible for monitors to verify.

## **7.7 Conclusion**

The presented evidence indicates that despite the additional measures put in place to mitigate the effects of the COVID-19 pandemic, the 32 marking centres that Umalusi monitored represented acceptable levels of compliance with the criteria for administration of a marking centre.

# CHAPTER 8 VERIFICATION OF MARKING

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## 8.1 Introduction

Umalusi conducts verification of marking to verify the marking process of all assessment bodies offering the National Senior Certificate (NSC). The rationale is to ensure that the marking of examination scripts is of acceptable standard and that signed-off marking guidelines for all subjects are used during the marking. During the first two weeks of January 2021, Umalusi conducted verification of marking for the November 2020 NSC examinations of the Department of Basic Education (DBE).

The specific objectives for verifying the marking were to:

- i. Ensure that the Umalusi-approved marking guidelines were adhered to and consistently applied across PED;
- ii. Establish that if changes were made to the marking guidelines, due process was followed;
- iii. Determine whether mark allocations and calculations were accurate and consistent;
- iv. Verify whether internal moderation was conducted during the marking; and
- v. Confirm that marking was fair, reliable and valid.

This chapter reports on the verification of marking of the November 2020 (merged June and November 2020) examinations of the DBE.

## 8.2 Scope and Approach

Umalusi sampled 34 subjects totalling 70 question papers for the NSC, and 21 subjects with a total of 50 question papers for the Senior Certificate (amended) (SC(a)), for verification of marking. The sample included gateway subjects, home languages and subjects with a practical component.

Apart from Music and South African Sign Language Home Language (SASL HL), where on-site verification took place at national level, Umalusi conducted on-site verification of marking for all other subjects for the DBE at provincial marking centres. On-site verification provided an opportunity for Umalusi moderators to intervene timeously during marking and provide support to marking personnel, where necessary, while the marking process was under way.

External moderators were required to moderate a sample of scripts at each of the marking centres visited, as part of the verification process. The number of scripts sampled by external moderators was dependent on the total number of scripts marked and time spent at each marking centre. Annexure 8A and Annexure 8B present lists of subjects for which the verification of marking was conducted for both the NSC and the SC(a) qualifications respectively.

The verification of marking process was analysed and evaluated using four criteria with a number of quality indicators, as listed in Table 8A.

**Table 8A: Criteria for verification of marking**

<b>Criterion 1: Policy matters</b>	<b>Criterion 2: Adherence to the marking guideline (MG)</b>	<b>Criterion 3: Quality and standard of marking and internal moderation</b>	<b>Criterion 4: Candidates' performance</b>
Statistics	Application of the approved marking guidelines	Quality and standard of marking	Candidates' performance for the NSC qualification
Official appointment of markers	Evidence of changes and/or additions to the marking guideline and process followed	Internal	Candidates' performance for the SC(a) qualification
		Addition and transfer of marks	

Criterion 1 of the criteria for verification of marking, comprised of two quality indicators, focused on statistics and policy matters. Criterion 2, comprised of two quality indicators, focused on adherence to the marking guideline. Criterion 3 is comprised of three quality indicators and focused on the quality and standard of marking, internal moderation and the addition and transfer of marks. Lastly, Criterion 4 of the instrument focused on candidates' performance.

### 8.3 Summary of Findings

The criteria listed in Table 8A was used as a framework for the analysis of the findings for the verification of marking conducted for the 34 NSC subjects and 21 SC(a) subjects selected for verification.

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

#### 8.3.1 Policy Matters

##### a) Statistics

This section reports on the appointment of deputy chief markers, senior markers and markers according to the ratio of 1:5.

Numerous markers and senior markers did not accept their appointment due to COVID-19 and/or other personal reasons. In many instances marking personnel from the reserve lists were appointed as substitute markers. This influenced the ratios at the different levels of marking personnel. However, the 1:5 ratio was met, except in the following instances:

In North-West, the 1:5 ratio of senior markers to markers in Accounting Paper 1 and Paper 2 was not adhered to as two senior markers were appointed instead of three.

In KwaZulu-Natal, the ratio of deputy chief markers to senior markers for Agricultural Sciences Paper 1 and Paper 2, as well as Mathematics Paper 1, was 1:8.

In the Eastern Cape, the ratio of senior markers to markers for Computer Applications Technology Paper 2 was 1:7.

In Gauteng, the ratio of senior markers to markers was not adhered to in IsiXhosa Home Language Paper 1, Paper 2 and Paper 3. In English First Additional Language Paper 3, a marker with incorrect qualifications was requested to leave the venue after numerous marking discrepancies were picked up. The marker indicated that she was an Adult Education and Training (AET) teacher teaching AET Level 4.

For Music Paper 1, which was marked nationally, the ratio of senior markers to markers was 1:9.

In Limpopo, the ratio of deputy chief markers to senior markers for Xitsonga Home Language Paper 1 and Paper 2 was 1:9.

In all the cases mentioned above, there was gross non-compliance with the 1:5 ratio requirement of appointment of deputy chief markers to senior markers and senior markers to markers. The non-compliance has a serious bearing on the quality and quantity of internal moderation at each level.

#### **b) Official appointment of markers**

Markers at all levels were officially appointed and in possession of appointment letters, with a few exceptions noted as follows:

In the Western Cape, one marker for Afrikaans Home Language Paper 3 was incorrectly appointed as a senior marker and commenced with duties as a marker, while her corrected appointment letter (as marker) was processed. In Afrikaans Home Language Paper 1, two personnel originally appointed as markers withdrew from the marking session and were replaced by two markers drawn from the reserve list. The two replacement markers had not received appointment letters by the end of the verification period.

In Gauteng, during the verification of marking the chief marker for Civil Technology: Woodworking, indicated that appointment letters were received; however, no evidence of such letters was provided. For Civil Technology: Construction, too, the appointment letters could not be verified. For English First Additional Language Paper 1 and Paper 2, not all markers had appointment letters as those letters were apparently released to schools after the schools had closed. In SASL HL Paper 1, Paper 2 and Paper 3, the markers could not produce their appointment letters.

The Eastern Cape SASL HL Paper 1, Paper 2 and Paper 3 markers did not have evidence of their appointment.

In Limpopo, several senior markers and markers for Sepedi Paper 1 were replaced as they did not turn up at the marking centre. The appointment letters of the substitute markers had not been received for the duration of verification of marking.

The unavailability of appointment letters presented a challenge to the moderator as their lack impeded moderators from ascertaining if all replacements were drawn from the list of reserve markers that may have been audited.

### **8.3.2 Adherence to the Marking Guidelines**

#### **a) Application of the approved marking guidelines**

All marking centres complied, as they applied the approved marking guidelines in the marking. In

various subjects, minor deviations regarding the application of the approved marking guidelines were detected at the onset of marking. After such cases of minor inconsistencies were detected, they were dealt with by the chief markers and internal moderators at the various sites of marking.

The following incidents were, however, notable:

**Afrikaans Home Language Paper 3:** In the Free State, the chief marker and internal moderator were not able to submit an official, signed-off marking guideline at the onset of marking. The chief marker provided three different rubrics (from 2014, 2017 and 2018) to the external moderator and indicated that the rubric was the same each year and therefore those rubrics were used at the onset of marking. The external moderator indicated that the official, signed and approved marking guideline (2020) was the only accepted marking guideline to be used. Markers in the Free State therefore did not use the approved marking guidelines at the onset of marking but used the marking guidelines of the chief marker (which the internal moderator brought back from the virtual marking guideline discussion). The approved, signed-off marking guideline was only used later during marking. A delegate from the Assessment Directorate of the PED visited the marking centre to ensure the use of only the approved marking guideline. All affected scripts were re-marked and after verification of 50 scripts, the external moderator declared that the quality of the marking was not affected by the use of the unapproved marking guideline. However, this need to be noted by the PED. In future the PED must ensure that only approved marking guidelines are used from the onset of the marking.

**SASL HL (Paper 1, Paper 2 and Paper 3):** The marking guidelines were available in English only. This presented a challenge for some markers as they struggled to understand the formal English terminology. This problem has persisted, from previous years. Vigorous discussions regarding the approved marking guidelines for all three papers took place to enable consistency.

**b) Evidence of changes and/or additions to the marking guideline and process followed**

The approved marking guidelines at the marking guideline discussions were applied at the marking centres. Some changes and/or additions were observed. Due process was followed with the changes of and/or additions to the respective marking guidelines. In all instances where changes and/or additions were made to the marking guideline, approval was obtained from the internal and external moderators. All changes/additions were communicated to all marking centres. The following were noted:

**Accounting Paper 1 and Paper 2:** Additions were made to the original marking guideline. These were merely alternative methods that had been picked up at the marking centres.

**Geography Paper 2:** Three alternative answers were added to the marking guideline. In Question 2.3.3 vertical exaggeration, the other method of converting the horizontal scale to the same unit as the vertical scale that is in metres was accepted. Also in 2.3.2 "obstruction" as an alternative answer was accepted. In Question 4.1.1. B, the concept "personnel" was also accepted.

**History Paper 1:** The answer for Question 3.1.2 "What could be achieved if you were organised?" appeared in the English version of the paper and not in the Afrikaans version. It was included in the Afrikaans version of the marking guideline.

**Mathematical Literacy Paper 1 and Paper 2:** A few minor changes were communicated through the WhatsApp group of provincial chief markers and internal moderators. Each paper had its own WhatsApp group platform.

**Physical Sciences Paper 1 and Paper 2:** There were additions made to the marking guideline during the marking session. The additions came up as the scripts were being marked in all the provinces. The amendments to the marking guideline were not peculiar to any one centre but were applicable to all centres simultaneously. Such amendments included alternative approaches to answering the questions that were not captured during the marking guideline standardisation meeting.

It is, however, strongly recommended that to effect recommended changes to an already approved marking guideline, the strict protocols put in place by Umalusi must be followed at all times.

### 8.3.3 Quality and Standard of Marking and Internal Moderation

#### a) Quality and standard of marking

Overall, marks were appropriately allocated. During the early phases of marking, inconsistencies in mark allocation occurred. Most inconsistencies were within the agreed tolerance range. All inconsistencies were addressed at different levels of moderation and resolved through discussions and retraining of affected markers. Inconsistencies encompassed: interpretation of open-ended questions; lenient marking with higher-order questions; and marking without consistent reference to the marking guidelines. The following were noted during the verification process:

**Dramatic Arts:** One marker from KwaZulu-Natal struggled to maintain consistency and the chief marker intervened. The decision was taken to redeploy the marker to an area of minimal marking and more administrative work to ensure mark standardisation and to regulate the marking pace.

**English Home Language Paper 1, Paper 2 and Paper 3:** In both the Free State and Western Cape, at the onset of the marking, some markers were lenient and as a result, the internal moderator and chief marker conducted daily refresher training for the inconsistent markers and senior markers, to improve and ensure consistency in marking.

**Life Sciences Paper 1 and Paper 2:** Some markers initially had a challenge to apply the rubric in Question 4 of both papers. This was resolved as chief markers and internal moderators closely monitored the affected markers.

**Music Paper 1:** Some inconsistencies occurred early in Question 1 and Question 5. The marker was assisted and the already marked scripts were revisited to ensure correctness.

**SASL HL Paper 1, Paper 2 and Paper 3:** Differences in mark allocation at the different levels of marking might be linked to dialect differences, as well as to lack of marking experience of markers and senior markers. While rigorous marking guideline discussions led to consistent marking and moderation, there were still inconsistencies experienced. One inconsistency noted across the three papers was that learners could sign the same fact/answer/alternative in different ways and not all markers and moderators picked up such alternatives as a valid answer.

**SiSwati Paper 1:** The marks were awarded inconsistently, as outlined in the approved marking guideline document. In 18 of the sampled scripts, marks allocated were adjusted upwards by the senior marker/deputy chief marker/chief marker/ internal moderator. The anomaly was brought to the attention of the chief marker by the external moderator, who insisted that the affected markers be retrained. The affected markers were retrained.

In most of the papers marked and moderated, the tolerance range was achieved. Due diligence was exercised to ensure that tolerance ranges set for subjects were not exceeded. In papers where tolerance ranges were exceeded during the early stages of marking, internal moderators' and chief markers' interventions ensured that tolerance ranges were adhered to.

**SASL HL Paper 2 and Paper 3:** A large percentage of the moderated scripts were found to be outside the tolerance range of 5%. Both Paper 2 and Paper 3 marking was unreliable, possibly because the two papers did not have internal moderators.

Tourism: In the Northern Cape, there were notable differences in the making of most of the open-ended questions in most of the sampled scripts. The markers, senior markers, chief marker and internal moderator worked together to minimise those differences by conducting further moderation on the batches from which the scripts with major discrepancies were taken. As a result marking improved as it progressed.

**SiSwati Paper 1:** In Mpumalanga, deviations of up to 11.4% were found in moderated scripts. Marks were adjusted upwards by the senior marker/deputy chief marker/chief marker/internal moderator and strict markers were identified and retrained to improve consistency of marking and accuracy in mark allocation.

#### **b) Internal moderation of marking**

For all verified subjects, evidence of internal moderation at all levels was apparent. Full script internal moderation with different colour pens at different levels occurred. The quality of internal moderation was maintained throughout.

**English First Additional Language Paper 3:** Two markers in the Western Cape had to leave the marking centre because they had been in close contact with a COVID-19 positive person. The two markers were replaced by markers from the reserve list.

**English Home Language Paper 1, Paper 2 and Paper 3:** In the Western Cape, although there was evidence of moderation for all three papers, moderation at different levels on full scripts was lacking. Full script moderation was conducted by the chief marker and internal moderator, but no whole scripts were moderated by other levels of moderation. In Paper 1, only 10% of many packs of scripts were moderated by the senior markers. The external moderator was informed that their practice was to moderate 10% of the total number of scripts and not 10% of every pack of scripts. While evidence of internal moderation was found, the rigour of whole script moderation was lacking.

**Mathematical Literacy Paper 1 and Paper 2:** In North West, some senior markers and the internal moderator did not record their deviations in the designated columns but corrected the scores of the markers. After discussions with relevant moderators, this was resolved.

**SASL HL Paper 2:** The chief marker picked up on marker and senior marker discrepancies. Senior markers in some instances agreed with the incorrect interpretations by markers, who tended to keep to the English wording on the marking guideline, thus missing out on the finer nuances and dialects of South African Sign Language Home Language. This can be attributed to lack of moderation experience as the internal moderator for Paper 2 was not present for the marking session due to COVID-19 concerns. Multiple batches of scripts had to be returned for moderation and added to the already strained marking load of the chief marker. In Paper 3, the availability of only one chief marker and no internal moderator was raised as a serious concern to address inconsistencies in moderation.

### c) Addition and transfer of marks

The verification of marking revealed that most question papers were fully compliant.

**English Home Language Paper 2:** In the Western Cape, some markers did not add and transfer their marks to the cover page of scripts, with the last marker expected to calculate the total on the cover page of a script. Some markers did not add the total mark on their scripts, which made the selection of scripts for moderation difficult for the external moderator on arrival at the marking centre. This was brought to the attention of the internal moderator who resolved the transfer to and totalling of marks on the cover page of scripts.

The marking of the various subjects and question papers in the different provinces was fair, valid and reliable. However, minor deviations occurred in a few instances as captured below:

**SASL HL Paper 2 and Paper 3:** Given that a large percentage of the moderated scripts were found to be outside the tolerance range of 5%, the marking of these two papers could not be considered reliable.

**SiSwati Paper 1 and Paper 2:** In Mpumalanga, the marking of Paper 1 was not considered to be fair, valid and reliable. Marks of many scripts were adjusted upwards by the chief marker and internal moderator. That compromised the candidates whose scripts were not moderated by the chief marker and internal moderator. In Paper 2, the marking was not considered to be fair, valid and reliable. That was due to the poor marking of Questions 10, 11, 14 and 15, which might compromise the performance of candidates in these questions. Some candidates could have been disadvantaged during the marking process by markers of essay-type questions in Paper 2 who, on repeated occasions, allocated a lower mark for responses that deserved higher marks. However, the chief examiner and the affected markers met continuously to ensure consistent adherence to the marking guideline and accuracy in mark allocation as the marking progressed.

### 8.3.4 Candidates' Performance

An analysis of the question paper reports found that candidates' overall performance varied from average to low, with only a few candidates achieving good to outstanding performance for the NSC, except for IsiNdebele Paper 3, where 50 from 52 candidates whose scripts were verified achieved a distinction. For the SC(a) qualification, an analysis of the question paper reports found that the overall performance of candidates ranged from average to poor, with only a few candidates achieving good to excellent performance.

The section below presents candidates' performance for both NSC and SC(a) qualifications.

#### a) Candidates' performance for the NSC qualification

**Accounting Paper 1 and Paper 2:** Based on the 186 scripts verified, an overall average of 51,7% was obtained with the individual questions ranging from 47% to 56%. It was noted that the averages and range in Paper 1 and Paper 2 were similar. There was also a strong correlation between those averages and those achieved in the three individual provinces verified. A good spread of marks was noticed across the verified papers. Candidates generally scored better in the traditional Accounting type questions in Paper 2, but did not fare as well in the analysis and interpretation type of questions. This is more prevalent in Paper 2 than Paper 1. However, this picture is no different to what was presented over the past few years.

**Afrikaans Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, Question 4 mainly applied theoretical knowledge and understanding, which revealed lack of critical language awareness among candidates. In Paper 2, candidates who selected Question 4 experienced difficulty in answering the question, as it was based on quite a difficult poem. In the Western Cape, Question 13 (which is the contextual set of question on the prescribed novel) resulted in a lower performance compared to the rest of the question paper. In the Free State, Question 7 displayed low performance. All the topics in Paper 3 provided ample opportunity for candidates to demonstrate their creative writing skills.

**Agricultural Sciences Paper 1 and Paper 2:** In Paper 1, candidates did not perform well in Question 1 dealing with subject terminology. The average mark for this question in the scripts verified was 40%. The total pass performance in scripts verified for Paper 1 was 60.31%. On average, the performance in Paper 1 was better than in 2019. In Paper 2, candidates performed the lowest, at 40% average in Question 4 dealing with Basic Agricultural Genetics. This has been a trend, in 2018 and 2019. Candidates were not familiar with the basic concepts in genetics. The total pass performance in scripts verified for Paper 2 was 61.5%.

**Business Studies Paper 1 and Paper 2:** Candidates' performance in Paper 1 was satisfactory. Candidates in all three provinces verified struggled mostly with sections of Questions 2, 4 and 5. In Paper 1, 70% of candidates verified achieved a pass percentage. In Paper 2, candidates experienced difficulty with sections of Questions 2, 3 and 4. In Paper 2, 80% of candidates verified achieved a pass percentage.

**Computer Applications Technology Paper 1 and Paper 2:** For Paper 1, the average mark was 43.6%. This average for a similar sized sample was 1.3% below the average for the 2019 verified sample. Candidates performed worse in Question 4 (a spreadsheet question) and Question 7 (integration of applications). For Paper 2, the average mark for the paper was 34.2%. This average for a similar sized sample is well below the average for the 2019 verified sample, which was 45.3%. In general, the marks obtained were poor. Candidates performed worst in Question 8, which tests the theoretical underpinnings of the application packages.

**Civil Technology:** Civil Services, Construction, and Woodworking: In Civil Services, from the sampled scripts for the two provinces verified, almost 43.5% of the candidates failed. In Construction, 51.3 % of the candidates verified failed the paper. In Woodworking, 41% of the candidates failed the paper.

**Consumer Studies:** A total of 143 candidates' scripts were verified in four provinces. There were no questions that were specifically problematic. Candidates performed worst in Questions 4 and 5, where candidates generally lacked knowledge and insight.

**Dramatic Arts:** A balanced distribution of candidates across the various levels and across the provinces was found. However, there was a decline in the overall quality of performance, particularly in KwaZulu-Natal, with many candidates leaving blanks to their answers across sections of work. Of the 63 scripts verified, 50 candidates scored more than 30%, with eight candidates at Level 7.

**Economics Paper 1 and Paper 2:** The total number of candidates sampled for verification was 47. The average pass rate of this sample was 36%.

**English First Additional Language Paper 1, Paper 2 and Paper 3:** Paper 1 is a comprehension and language-based paper. Questions 1 and 5 had the lowest averages. These questions test candidates' ability to manipulate language meaning and use in different contexts. Paper 2 covers literary genres. The overall performance was good in most questions. The performance indicated that apart from

Question 3, with an average performance of 66%, the average performance in all other questions was below 50%. In Paper 3, the overall performance was very good. The average performance for the three questions in this paper ranged from 66%-68%.

**English Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, the overall average mark was 54.5% from the 74 scripts that were verified. From the average performance of the sample verified, it was evident that candidates were not taught or forgot the necessary skills needed to answer the higher-order questions. In Paper 2, the overall average mark of the 92 scripts verified was 53.02%. From the responses provided in the essays, it was evident that many candidates relied on their knowledge obtained from a film version of the novel/drama, or relied heavily on study guides. From the average performance of the sample verified, it was also evident that candidates lacked the necessary skills and knowledge required to answer the higher-order questions. In Paper 3, the overall average mark was 59.6% of the 85 scripts that were verified. From the average performance from the sample verified, it was evident that candidates were not taught or did not study the necessary formats, structures, tone, style, rhetorical devices and register to answer the questions more creatively and accurately.

**Geography Paper 1 and Paper 2:** In Paper 1, the overall performance of candidates was 41.1%, which indicated performance at a moderate level of achievement. Candidates generally performed well in short objective questions that were on a low order cognitive level. The average for Questions 1, 2 and 4 was below 40%. In Paper 2, the overall performance of candidates was 41%. The middle and high order questions, such as Calculations and Geographic Information Systems, were a challenge to most candidates. Only one of the four questions had a performance of above 50%.

**History Paper 1 and Paper 2:** In Paper 1, Question 4 was the best answered with an average of 65%, with the lowest average of 29% obtained for Question 5. The average for the scripts verified in Paper 1 was 54.7%. In Paper 2, the best answered question was Question 6, with a 70% average, and the lowest average, of 33%, was achieved for Question 5. The average for Paper 2 was 51.9%.

**Hospitality Studies:** Of the 70 scripts verified, most candidates (53) achieved less than 50%. Question 2 achieved the highest average (51.1%), while Question 3 was answered the worst, with an average of 31%.

**IsiNdebele Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, from 58 scripts verified a total of 44 candidates scored above 60%. No questions posed any problem to candidates. In Paper 2, candidates performed exceptionally well, as from 64 scripts verified a total of 43 candidates scored above 60%. In Paper 3, the performance of candidates was extraordinary, as 50 from 52 candidates verified obtained above 80%, while the other two scored above 70%.

**IsiXhosa Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, a total of 158 scripts were verified. An even performance spread across the levels was observed. In Paper 2, a total of 153 scripts were verified. An even performance spread across the levels was observed, with 22 candidates who achieved Level 7. In Paper 3, a total of 115 scripts were verified, with 69 candidate who achieved above 70%.

**IsiZulu Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, the combined pass rate of candidates was 72% based on scripts verified in two provinces. Candidates performed the worst in Question 5 (average of 26%) and Questions 4 where candidates struggled to interpret the cartoon. For Paper 2, the pass rate was 71%. Candidates struggled with the unseen poem in Question 5, with an average performance of 19%. In Paper 3, candidates performed very well with a pass rate for this paper of 98%.

**Life Sciences Paper 1 and Paper 2:** In Paper 1, a total of 234 scripts were sampled for verification. The largest number of candidates were on Level 1 (29.5%), with 4.7% at Level 7. In total, 70.5% of candidates passed Paper 1. In Paper 2, 230 scripts were sampled for verification. Candidates on Level 1 was at 21% with 6.5% of candidates at Level 7. In total, 78.7% of candidates passed Paper 2.

**Mathematical Literacy Paper 1 and Paper 2:** For Paper 1, the pass rate achieved for the verified scripts was 53,5%. There was an even spread of marks across the levels of performance, with most candidates between Level 3 and Level 5. For Paper 2, the pass rate for the verified scripts was 37,2%; and 209 of 346 candidates verified scored less than 40% for Paper 2. It was evident that candidates were not fully prepared for Paper 2.

**Mathematics Paper 1 and Paper 2:** For Paper 1, the average of the 259 scripts verified across eight provinces was 49.5%. Verified scripts indicated that candidates performed best in Questions 1, 2 and 7 on Algebra, the Quadratic Pattern and basic Differential Calculus respectively. This was as expected, as the greater part of these questions are routine in nature and at cognitive Levels 1 and 2. Candidates performed poorly in questions dealing with Probability, with an average of 21%. The distribution of candidates indicated that 46 candidates were at Level 1, with 27 candidates at Level 7. For Paper 2, the average of the 233 scripts moderated across eight provinces was 45.1%. Verified scripts indicated that candidates performed best in Questions 1 and 2 on Statistics. The worst answered questions dealt with Euclidean Geometry and Trigonometry. The distribution of candidates indicated that 74 candidates were at Level 1 with 24 candidates at Level 7.

**Mechanical Technology: Automotive, Fitting and Machining, Welding and Metalwork:** In the Automotive paper, 45 scripts were verified with 21 candidates at Level 1 and no candidate at Level 7. In the Fitting and Machining paper, 45 scripts were verified, with 19 candidates at Level 1 and 2 candidates at Level 7. In the Welding and Metalwork paper, 45 scripts were verified, with 20 candidates at Level 1 and 1 candidate at Level 7.

**Music Paper 1 and Paper 2:** For the 88 Paper 1 scripts verified nationally, the distribution indicated that 21 candidates were at Level 1 and 18 at Level 7. The pass rate for the verified scripts of Paper 1 was 54%. For the 144 Paper 2 scripts verified nationally, the distribution indicated that 37 candidates were at Level 1 and 17 at Level 7. The pass rate for the verified scripts of Paper 2 was 48.6%.

**Physical Sciences Paper 1 and Paper 2:** In Paper 1 (Physics) and Paper 2 (Chemistry), there was an overall satisfactory performance by the candidates in the sample verified. In Paper 1, verified scripts indicated that candidates performed worse in Question 1 (multiple-choice questions) and best in Question 4 (Momentum). The average for verified Paper 1 scripts was 50%. In Paper 2, verified scripts indicated that candidates performed worse in Question 7 (Acids and Bases) and best in Question 2 (Organic Chemistry). The average for verified Paper 2 scripts was 47.4%.

**Sepedi Home Language Paper 1, Paper 2 and Paper 3:** Paper 1 dealt with the application of language structures and conventions. The distribution of the 135 verified candidates indicated an even spread across Level 1 to Level 6. No candidate verified achieved Level 7. In Paper 2, the distribution of the 92 verified candidates indicated an even spread across Level 1 to Level 7, with 38 candidates at Level 1 and 2 at Level 7. The number of candidates on Level 1 (0-29%) was problematic. In Paper 3, the distribution of the 111 verified candidates indicated an even spread across Level 1 to Level 7, with 15 candidates at Level 1 and 14 at Level 7.

**Sesotho Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, the average achieved for the verified scripts was 61%. In Paper 2, verified candidates performed poorly as they struggled with essay-type questions (Questions 1, 12 and 20). In Paper 3, the average achieved for the verified scripts was 69.1%.

**Setswana Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, the verified candidates' overall average performance was 44.2%. Verified scripts indicated that Question 2 was best answered, with an average mark of 58%, while Question 5 had the lowest average at 32.8%. In Paper 2, the verified candidates' overall performance in the paper averaged at 45.5%. Verified scripts indicated that Question 13 was best answered, with an average mark of 65.5%, while the average of Question 7 was 16%. In Paper 3, the candidates' overall performance in the paper indicated an average of 71.4%. Candidates performed best in Question 2, with an average of 72.5%.

**SiSwati Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, a good performance spread was found across all performance levels for the 30 papers verified. In Paper 2, the overall performance of verified candidates in this paper was not good and 13 candidates achieved less than 40%. In Paper 3, the performance in verified scripts was better and 19 candidates achieved Level 6, with six candidates on Level 7.

**SASL HL Paper 1, Paper 2 and Paper 3:** In total, 60 Paper 1 scripts were moderated. No candidate received marks above 69% for Paper 1. Compared to 2019, this indicated a 4.5% improvement in pass rate. In Paper 2, 65% of the 75 candidates who were moderated failed. This indicated a 10% increase in the number of failures, compared to 2019. In Paper 3, of 87 of the scripts verified, 10.3% failed and 89.6% passed. There was a 4.8% improvement in pass rate in the scripts verified for Paper 3 from 2019 to 2020.

**Technical Mathematics Paper 1 and Paper 2:** Based on the sample of 40 scripts verified, the average achieved for Paper 1 was 32%. For Paper 2, based on the sample of 40 scripts verified, the average was 23.6%.

**Technical Sciences Paper 1 and Paper 2:** In Paper 1, there was a slight decline in the overall performance compared to the previous year. The average of the sample of candidates moderated was 34.5%. The candidates performed best in Question 9 (49%) but struggled with Question 8 (15%). In Paper 2, there was a slight decline in the overall performance compared to the previous year. The average of the sample of candidates moderated was 35.6%. The candidates performed best in Question 8 (53%) but struggled with Question 3 (16%).

**Tourism:** The performance of the candidates in the scripts verified was spread across all levels. Of the 110 scripts sampled for verification, only 7% achieved at Level 1 while 93% achieved between Level 2 and Level 7. This is an indication of a satisfactory performance.

**Tshivenda Home Language Paper 1, Paper 2 and Paper 3:** Of the 120 scripts verified in Paper 1, 71 candidates scored more than 70%, with 18 candidates who obtained 80% or above. Candidates performed the best in Question 2 (82%) and worst in Question 3 (63%). Of the 120 scripts verified in Paper 2, 53 scored more than 70%, with 26 candidates who obtained 80% or above. Candidates performed the best in Question 11 (72%) and worst in Question 4 (27%). In Paper 3, 89 of the 120 candidates verified scored 70% or above.

**Xitsonga Home Language Paper 1, Paper 2 and Paper 3:** Based on the levels of distribution, performance in Paper 1 can generally be regarded as average. The distribution of levels of performance of 180 sampled scripts outlined the majority performing at Levels 4, 5 and 6. The performance was, however, better than in 2019. The average performance of sampled scripts was 51.8%. Only four candidates performed at Level 7. In Paper 2, the distribution of levels of performance of 148 sampled scripts outlined the majority performing at Levels 3, 4, 5 and 6. The average performance of sampled scripts was 52.6%. Only four candidates performed at Level 7. In Paper 3, the distribution of levels of performance of 170 sampled scripts outlined the majority performing at Levels 5, 6 and 7. The average performance of sampled scripts was 64.1%. A total of 21 of the verified candidates performed at Level 7 (12.3%).

## **b) Candidates' performance for the SC(a) qualification**

**Accounting Paper 1:** Unlike the NSC, the Accounting question paper for SC(a) was made up of one paper. Based on the sample of scripts verified in the three provinces the marks were very poor. The average for all six questions was a fail. The distribution of the marks indicates that only 14 out of the 122 scripts verified achieved a pass.

**Afrikaans Home Language Paper 1, Paper 2 and Paper 3:** Candidates performed significantly poorly. Sixteen of the 21 candidates performed under 40% and no outstanding performances were achieved in Paper 1. Five candidates performed under 40% and there were no outstanding achievers (Level 7). In Paper 2, 12 candidates achieved less than 40% (Level 1 and 2) and only two candidates achieved more than 40% (Level 3 and 4).

**Agricultural Sciences Paper 1 and Paper 2:** In Paper 1, candidates performed very poorly in all the set questions. The candidates achieved 18.5% average for the question paper, based on the 30 verified scripts. In Paper 2, candidates performed very poorly in all the set questions. The candidates achieved 26.1% average for the question paper, based on the 30 verified scripts.

**Business Studies:** Unlike that of the NSC, the Business Studies question paper for SC(a) was just one paper. Candidates' performance was generally poor. From 52 candidates verified, 30 achieved at Level 1. Only one candidate achieved at Level 7.

**Economics:** A total of 49 scripts were verified. The performance spread indicated that 41 of these candidates scored at Level 1.

**English First Additional Language Paper 1, Paper 2 and Paper 3:** Candidates generally did not perform well in this subject. In Paper 1, the performance distribution spread indicated that nine of 20 candidates verified achieved below 40%. In Paper 2, the performance distribution spread indicated that 12 of 14 candidates verified achieved below 40%. In Paper 3, the performance distribution spread from the 22 candidates verified, indicated that most candidates achieved at Level 3, 4 and 5. It was also noted that one candidate achieved at Level 7. Only one candidate failed this paper.

**English Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, there was a very poor range of marks across the levels. From the 33 scripts verified, 21 candidates did not achieve 40%. The overall average for this paper was 37.4%. In Paper 2, there was a very poor range of marks across the levels. From the 39 scripts verified, 21 candidates did not achieve 40%. The overall average of the 39 scripts verified was 33.26%. In Paper 3, candidates fared better compared to their performance in Paper 1 and Paper 2, with many verified scripts at Levels 4 and 5. The overall average mark for the 32 scripts verified for this paper was 50.98%.

**Geography Paper 1 and Paper 2:** In Paper 1, verification was conducted on 63 scripts. The overall performance of candidates in this paper was 27%. Candidates generally performed well in short objective questions that were at low cognitive level. In Paper 2, the overall performance of candidates in this paper was 22.3%. The best performance was in Question 1 (multiple-choice) where the average was 46%.

**History Paper 1 and Paper 2:** In Paper 1, from the 40 scripts verified 35 candidates scored at Level 1. The performance was considered very poor. Question 3 was answered the best, with an average of 32%. In Paper 2, from 64 candidates verified, 41 scored at Level 1. One candidate scored at Level 7.

**IsiXhosa Home Language Paper 1, Paper 2 and Paper 3:** SC(a) Paper 1 scripts were not verified in the Western Cape. By the time marking verification for Paper 1 was done in the Western Cape, marking of SC(a) papers had not been done as the marking personnel were instructed to start with NSC papers and finish SC(a) papers. In Paper 2, a total of 16 scripts were verified, with ten candidates who scored under 40%. In Paper 3, a total of nine scripts were verified, with five candidates who scored 70% or above.

**IsiZulu Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, a total of 36 scripts were verified. Of these, 21 candidates scored less than 40%. In Paper 2, a total of 34 scripts were verified and 25 of these candidates scored below 40%. In Paper 3, a total of 30 scripts were verified. An even performance spread was observed, with two candidates who achieved Level 7.

**Life Sciences Paper 1 and Paper 2:** In Paper 1, a total of 54 scripts were verified. The pass rate for the verified scripts of this paper was 26.4%. No candidate in the selected sample performed above 60%. In Paper 2, a total of 47 scripts were verified. 68% of the verified candidates passed. A total of 15 candidates scored at Level 1.

**Mathematical Literacy Paper 1 and Paper 2:** For Paper 1, the average performance for the 40 scripts verified was 51.5%. One candidate achieved at Level 7. In Paper 2, a total of 30 scripts were verified, with the average performance at 41.9%. No candidate performed at either Level 6 or Level 7.

**Mathematics Paper 1 and Paper 2:** In Paper 1, a total of 98 scripts were verified across seven provinces: 71 of these candidates scored less than 40%. The average for this paper was 29%. In Paper 2, a total of 85 scripts were verified across six provinces: 62 candidates scored less than 40% and one candidate scored at Level 7. The average of the scripts moderated was 27.8%.

**Physical Sciences Paper 1 and Paper 2:** In Paper 1 (Physics), a total of 44 scripts were verified: 38 scored less than 40%. In Paper 2 (Chemistry), a total of 30 scripts were verified and reflected a pass rate of 16.6%.

**Sepedi Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, a total of 13 scripts were verified. The overall performance of candidates was poor. All candidates scored less than 40%.

**Sesotho Home Language Paper 1, Paper 2 and Paper 3:** Candidates did not perform well in Paper 1 and Paper 2. Candidates performed better in Paper 3, which was a creative writing paper.

**Setswana Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, the performance of candidates was fair. Of the 22 scripts verified, 27% of candidates achieved 40% and above. In Paper 2, only three scripts were verified. Two of these candidates scored less than 40%.

**Tourism:** Of the ten scripts sampled for verification, the candidates' achievement ranged between Levels 1 and 3. Only 20% achieved at Level 3.

**Tshivenda Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, for the 20 candidates verified, an even performance spread was found across the levels, with two candidates at Level 1 and one candidate at Level 7. In Paper 2, for the 20 candidates verified, 12 candidates scored less than 40%. In Paper 3, for the 20 candidates verified, 10 candidates scored above 70%.

**Xitsonga Home Language Paper 1, Paper 2 and Paper 3:** In Paper 1, a total of 40 scripts were verified. Of these, 20 candidates scored less than 40%. In Paper 2, a total of 77 were verified across three provinces. Candidates performed poorly, with 56 candidates who scored below 40%. In Paper 3, a total of 75 scripts were verified. A more even performance spread was observed, with 70 candidates who scored between 40%-79%.

External moderators provided the following possible reasons for candidates' unsatisfactory performance:

- i. A lack of content knowledge and inadequate/gaps in understanding of subject-specific terminology (Agricultural Sciences, Business Studies, Consumer Studies, Dramatic Arts, Life Sciences, English Home Language, Geography, Mathematical Literacy, Mathematics, Physical Sciences and Technical Sciences);
- ii. An inability to respond adequately in opinion-based questions and higher-order questions (English Home Language; Hospitality Studies and South African Sign Language – Home Language);
- iii. Inadequate responses related to a lack of insight and depth (Business Studies, Consumer Studies; Geography and Tourism);
- iv. Inability to execute calculations, make comparisons and value judgements (Mathematical Literacy, Mathematics; Physical Sciences and Technical Sciences);
- v. Poor interpretation of texts and an inability to think in creative ways (Dramatic Arts and English First Additional Language).

Overall, the unsatisfactory results might, however, be an improvement on the results of 2019. This could still be attributed to a lack of development of cognitive academic language proficiency skills. The impact of the COVID-19 pandemic on the performance of candidates, which resulted in most candidates not being able to engage in face-to-face contact with teachers, can also not be discarded.

## **8.4 Areas of Improvement**

The following areas of improvement regarding the process of verification of marking were noted:

- a. The seating arrangements in adherence to the social distancing protocol made it easier for marking personnel to maintain a high level of concentration during the marking process;
- b. There was less evidence of "shadow marking" reported from the marking centres;
- c. In the Western Cape, daily constructive feedback sessions were implemented for Afrikaans Home Language by the internal moderator and chief marker to ensure consistent and focused marking procedures.
- d. The marking process for South African Sign Language Home Language (Paper 1, Paper 2 and Paper 3) was executed much more smoothly than in previous years. Two aspects that contributed to this could be that only Grade 12 South African Sign Language teachers marked

the literature and deaf teaching assistants assisted with dialect variations during the marking process.

- e. The quality of the internal moderation had improved in KwaZulu-Natal for Physical Sciences (Paper 2).
- f. The marking of the creative answers for Music (Paper 1) indicated a marked improvement from previous years. The reasons for this are more experienced marking personnel and excellent on-site training.
- g. The placement of the examination assistants in the marking venue for Mechanical Technology: Automotive, Fitting, Welding was a definite improvement regarding the addition of marks of scripts near moderators. In addition, the marking personnel were more experienced, which positively affected the marking process; and
- h. Marking errors identified for Mathematical Literacy (Paper 1 and Paper 2) in the Western Cape were communicated to the markers to avoid recurrence of similar errors. This type of moderation was both informative and developmental for all marking personnel.

## 8.5 Areas of Non-Compliance

The following areas of non-compliance regarding the process of verification of marking were noted:

- a. Non-compliance with the 1:5 ratio requirement for appointment of senior markers and deputy chief markers, due to unavailability and withdrawal of markers from the marking process;
- b. Late issuance and distribution of appointment letters to schools in Gauteng. As a result, most of the marking personnel from Gauteng were not in possession of appointment letters at the onset of marking;
- c. Appointment of markers for SASL HL who had never taught the subject at Grade 12 level;
- d. Poor internal quality of internal moderation. In some of the sampled batches for English Home Language (Paper 1) and Mathematical Literacy (Paper 1 and Paper 2) in the Western Cape, Consumer Studies (Paper 1) in North West and Gauteng, whole script moderation was not done from deputy chief marker upwards. As a result, all marking errors were not noticed immediately;
- e. Poor quality of marking in Mechanical Technology: Automotive and Fitting and Machining. The markers appointed for Mechanical Technology: Automotive, Fitting and Welding were not all specialists in one specific specialisation. This led to incorrect marking in an unfamiliar specialisation; and
- f. Non-compliance to COVID-19 protocols. Not all venues at some marking centres were sanitised daily as per COVID-19 protocols.

## 8.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. There is a sufficiently large pool of markers to draw from in case of withdrawals or shortages due to unforeseen circumstances;
- b. Appointment letters are issued and distributed to all marking personnel prior to the commencement of marking;
- c. Additional personnel are appointed for administration duties and the welfare of markers. This will release the chief markers and internal moderators from these duties to concentrate and add value to the marking/moderation process;
- d. Marking personnel with requisite subject content knowledge and teaching experience at Grade 12 level are appointed. In English First Additional Language such markers must be conversant with the different genres applicable to Paper 2;

- e. Whole script moderation of 10% of all scripts is completed by deputy chief markers, chief markers and internal moderators;
- f. Appropriately qualified markers for Mechanical Technology: Automotive, and Fitting and Welding (specialists in one specific specialisation) are appointed to mark, in line with their area of specialisation; and
- g. COVID-19 protocols are adhered to at all marking centres.

## **8.7 Conclusion**

During the marking guideline standardisation meetings, the intensive marker training conducted by the DBE and cascaded to all provinces added a great deal of value to the consistency of the marking. In the main, there was adherence to the marking guidelines across all provinces in the question papers for subjects sampled for verification of marking by Umalusi. This added to the fairness, validity and reliability of results for the November 2020 examinations.

# CHAPTER 9 STANDARDISATION AND RESULTING

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## 9.1 Introduction

The quality assurance processes conducted by Umalusi starts with the moderation of question papers and extends through to the standardisation of results. Standardisation is done to control for variability in the performance of candidates from one examination sitting to the next. The process is informed by evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation of candidate mark distribution is to achieve an optimum degree of uniformity, by considering possible sources of variability other than candidates' ability and knowledge in the subject. Variability in performance may occur as a result of possible errors in examination papers, changes in the levels of difficulty in the examination papers from one year to another, as well as inconsistencies in marking across different provinces. Therefore, the standardisation process is done to ensure that no candidates are unfairly advantaged or disadvantaged.

As articulated in section 17A (4) of the GENFETQA Act of 2001, as amended in 2008, the Council may adjust raw marks during the standardisation process. The process of standardisation commences with the checking of candidates' registration data, verification of subject structures and capturing of marks by an assessment body. It also involves the development and verification of norms, as well as standardisation booklets in preparation for the meetings. During standardisation, Umalusi considers qualitative inputs such as the external and internal moderators' reports, monitoring reports, post-examination analysis reports in selected subjects and intervention reports presented by assessment bodies, in association with the principles of standardisation. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

## 9.2 Scope and Approach

The Department of Basic Education (DBE) presented 65 subjects for the standardisation of the National Senior Certificate (NSC) and 35 subjects for the Senior Certificate (amended) (SC(a)) examinations. In turn, Umalusi developed the historical averages, conducted monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

### 9.2.1 Development of Historical Averages

Historical averages for both the NSC and SC(a) examinations are developed using the five previous examination sittings. Once that is done, as per policy requirements, the DBE submits to Umalusi historical averages, or norms, for verification purposes. Where a distribution contains outliers, the historical average is calculated with the exclusion of data from the outlying examination sitting. Finally, historical averages are considered during the standardisation process.

### 9.2.2 Capturing of Marks

Umalusi followed a four-phased procedure during the verification of capturing mark process. The first phase involved all provincial departments filing a self-evaluation questionnaire from Umalusi on their preparedness and procedures in place for capturing marks, on which a desktop analysis was instituted. The second phase involved the verification of the transfer of marks from the script to the mark sheets

at the marking centres across the country. This was done by collecting copies of sampled mark sheets and recording marks on the Umalusi template, to be verified with standardisation data. The third phase involved monitoring the capturing of marks at provincial capturing centres and collection of copies of mark sheets. The final phase involved the verification of marks recorded on candidates' scripts against the DBE standardisation data. The verification of mark capturing was monitored across capturing centres in all nine provincial education departments (PED).

### **9.2.3 Verification of Datasets and Standardisation Booklets**

The standardisation datasets and electronic booklets submitted by the DBE for verification purposes were found to be accurate. The datasets were verified and approved timeously.

### **9.2.4 Pre-standardisation and Standardisation**

The virtual meetings for pre-standardisation and standardisation for the NSC and SC(a) examinations were held from 01-03 February 2021. Both qualitative and quantitative evidence presented was considered by the Assessment Standards Committee (ASC) of Umalusi, to assist in making evidence-based decisions. Qualitative inputs included evidence-based reports presented by the DBE, research findings from Umalusi's post-examination analyses in selected subjects and reports by Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis, in connection with standardisation principles.

### **9.2.5 Post-Standardisation**

Beyond standardisation meetings, the DBE submits, to Umalusi, the final adjusted marks and candidates' resulting files for verification and eventual approval.

## **9.3 Summary of Findings**

### **9.3.1 Standardisation and Resulting**

#### **a) Development of historical averages**

The historical averages for all NSC and SC(a) subjects were developed using the previous five years' examination sittings (2015-2019), with the exceptions of the technology subjects and the South African Sign Language Home Language (SASL HL), since these were introduced only in 2018. As such, the subjects did not have any historical data from which to calculate their norms. For the rest of the subjects, the assessment body submitted historical averages for the purposes of verification, in accordance with the management plan developed by Umalusi. It was found that there were no subjects with outliers for the November 2020 examinations. In the case of the 12 new subjects that were introduced in 2018, a fictitious norm was developed by Umalusi and submitted to the assessment body.

#### **b) Capturing of marks**

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management, and administration of the capturing process. All the PED's submitted self-evaluation tools with the exception of KZN and EC to Umalusi for evaluation before the commencement of the capturing process. Umalusi analysed the self-evaluation tools and submitted feedback with recommendations on possible risks identified. However, Umalusi commends GP for submitting an outstanding comprehensive pre-capturing self-evaluation tool with all supporting documents and no major risks identified.

The process to capture marks was monitored to establish whether it was conducted accurately and credibly. The verification of the capturing of the NSC examination marks looked at, among other things, the verification of systems, the appointment and training of capturers and the management of capturing centres and security systems for the examination materials. This process provides an opportunity for Umalusi to identify best practices and challenges encountered during the capturing of marks. The verification of marks for the external examination was conducted in all nine provinces.

All the provinces had measures in place to verify the authenticity of incoming mark sheets delivered from the marking centres. All mark sheets were generated by the system with unique bar codes. In the same connection, the mark sheets were checked for the different signatories to ensure that they went through all the verification stages. The capturing centres encountered no major challenges pertaining to the authenticity of mark sheets. There were adequate personnel appointed. Extra mark capturers were on standby to assist at all capturing centres, to be deployed when COVID-19 cases were reported. All PED considered the number of mark sheets to be received, the number of marks to be captured as well as the number of days available for capturing, to determine the number of capturers and verifiers needed to complete the capturing process in time to meet the target set in the DBE management plan.

The provinces used a combination of permanent and temporary staff to capture marks. The permanent staff members are officials that are stationed in the provincial examination sections during the year; while for temporary staff, university Education students in their third- and fourth-year studies are preferred. The temporary capturers were trained by the provincial system administrators and allocated a unique user ID. All appointed capturers had appointment letters that clearly outlined their key performance areas, signed by the Head of Examinations. Attendance registers were provided to Umalusi as evidence of the personnel having attended training. All provinces provided training manuals or PowerPoint presentations, over and above attendance registers as evidence of training. All personnel in charge of capturing had signed declarations of secrecy before assuming their duties. There were adequate resources available in these provinces for the capturing of marks.

In all the provinces there was online monitoring of the capturing of marks. The principle of double-capturing was adhered to in provinces, to ensure accuracy. The system used by the PED had different access functions for capturing and verification of marks. This measure was put in place to ensure that no mark sheets were captured and verified by the same person. Where there were unclear marks on the mark sheets, the capturers discussed the issue with the senior data capturer to resolve the matter. Where challenges could not be resolved, the mark sheet was submitted to the chief marker for further investigation.

Mark sheets were transported by departmental officials from the marking centre to the capturing centre and were tracked and monitored using control sheets. A manual system was used to record delivery of the mark sheets to the capturing centre in most provinces. On delivery, the batches of mark sheets were verified against control lists at the capturing centre. In Gauteng, in addition to the scanning of the barcodes, both the mark sheets and candidates' answer books were image-scanned in real time for digital storage. Designated personnel were appointed to collect the mark sheets from the respective marking centres daily. All the capturing centres were under 24-hour security surveillance. There was access control at all capturing centres that were monitored. All provinces had satisfactory security measures in place for the storage of examination material.

All the provincial capturing centres had contingency plans in place, such as backup computers, daily backing up of captured data and standby generators to guard against unplanned power failures.

Umalusi also visited and recorded candidates' scripts as they appeared on the scripts and the mark sheet. Umalusi is grateful that all the marking centers and capturing visited allowed the officials to record the marks without any challenges. During the verification of the collected scripts and mark sheets against the standardisation data no major deviations were observed.

The COVID-19 pandemic posed the biggest risk this year. However, all marking centres and PED managed this extremely well, with all protocols in place. Only a few markers reported ill with COVID-19 at the marking centre. There were some positive cases of COVID-19 reported, but there were no outbreaks of COVID-19 at marking or capturing centres that disturbed the processes.

### **c) Electronic datasets and standardisation booklets**

In preparation for the standardisation processes, Umalusi, in conjunction with the DBE, embarked on a process to verify its systems through dry runs. These were done to ensure that the mainframe was ready for the end-of-year data processing. The process also checked for compatibility of data and formulae used for data processing. The DBE participated in all processes to ensure correct resulting of candidates. The submitted standardisation datasets and electronic booklets for the NSC and SC(a) examinations conformed with the requirements prescribed by Umalusi.

#### **9.3.2 Pre-standardisation and Standardisation**

During the pre-standardisation meetings, both qualitative and quantitative inputs were used to provide evidence about factors that might have positively or negatively affected candidate performance. The qualitative input included issues around irregularities emanating from the moderation of questions papers, marking guideline discussions and the marking process. These issues might have unfairly advantaged or disadvantaged candidates. The assessment body also presented interventions, or challenges, that might have had an impact on candidate performance, through evidence-based report presentations. Quantitative inputs included pairs analysis and the performance of candidates in the previous five years. All this information was considered in relation to the standardisation principles.

During the NSC pre-standardisation meeting the Assessment Standards Committee noted the following concerns: Firstly, a general upward trend in IsiNdebele Home Language as well as the highest number of decisions than the previous languages. Furthermore ASC also noted IsiNdebele Home Language appears to be the easiest of all the home languages.

Secondly, ASC also noted the following concerns with South African Sign Language (HL): the lack of internal moderators; poor examination management; poor marking and the need for capacity building for the teachers. ASC raised concern with continued poor performance in Technical Mathematics compared to other technical and technology subject. Furthermore ASC expressed major concern with the inclusion of irregular candidates in the NSC standardisation booklet. Lastly, ASC noted that the use of two papers in Accounting and Business languages might have advantaged the 2020 NSC cohort over the previous cohorts.

#### **9.3.3 Standardisation Decisions**

The ASC and the DBE agreed on the standardisation decisions for the 61 subjects presented for the NSC qualification and parked four decisions discussions. After further consultations on both sides, consensus was reached on the four parked subjects.

Table 9A and 9B present a summary of how the NSC and SC(a) subjects were standardised.

**Table 9A: List of standardisation decisions for the NSC November 2020**

Description	Total
Number of subjects presented	65
Raw marks	48
Adjusted (mainly upwards)	09
Adjusted (downwards)	08
<b>Number of subjects standardised:</b>	<b>67</b>

**Table 9B: List of standardisation decisions for the SC(a) November 2020**

Description	Total
Number of subjects presented	35
Raw marks	33
Adjusted (mainly upwards)	02
Adjusted (downwards)	00
<b>Number of subjects standardised:</b>	<b>35</b>

#### 9.3.4 Post-standardisation

The standardisation decisions were submitted to the assessment body and approved on first submission for both qualifications.

### 9.4 Areas of Improvement

The following areas of improvement and good practice were observed:

- a. The DBE submitted the Evidence Based Reports and all standardisation and resulting datasets as well as the standardisation booklet within specified timeframe.
- b. The acceptable compliance levels in the capturing of examinations marks in all provinces is highly commendable.
- c. The improvement in the performance of the 2020 SC is commendable
- d. The DBE's ability to produce the e standardisation booklet for both ASC and SC within a short period is highly commendable.

### 9.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. The continued poor performance in NSC technical mathematics and SASL HL is worrisome.
- b. The inclusion of irregular candidates in the standardisation data needs to be addressed.

### 9.6 Directives for Compliance and Improvement

The DBE should ensure:

- a. that irregular candidates are excluded on standardisation data and the number of irregular candidates should be reflected in the standardisation booklet.

## 9.7 Conclusion

Although the process of standardisation was conducted on virtual platforms, there was no deviation in terms of the process being systematic, objective and transparent. The decisions taken on whether to accept raw marks or to perform upward or downward adjustments were based on sound educational reasoning. It was observed that most of the proposals by the DBE corresponded with those of Umalusi, even though four subjects were parked for further engagements. This would imply that the examination system is maturing.

# CHAPTER 10 CERTIFICATION

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## 10.1 Introduction

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

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister of Basic Education for the National Senior Certificate (NSC): a qualification at Level 4 on the NQF.

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

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

This chapter will focus on the overall certification processes and the compliance of assessment bodies to the directives for certification, as specified in the regulations for certification.

## 10.2 Scope and Approach

The period covered in this report is 01 December 2019 to 30 November 2020. All the requests for certification received during this period that were finalised, in other words, had feedback provided to the assessment body by Umalusi, are included and addressed in this report. The main examination covered in this report is the November 2019 examination.

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

To ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification and a specific type of certificate.

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

In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received, with an indication of the percentage rejections in the applications owing to non-compliance with the directives. The number and type of certificates issued over this period is also provided.

During the processing of the requests for certification in the period of reporting, several findings were made that have been highlighted and expanded on. These findings should not be regarded as a comprehensive list of findings, but should be seen as key points that need to be addressed.

### **10.3 Summary of Findings**

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

Therefore, the first aspect to focus on is the submission of the subject structures for approval and alignment of the IT systems. Any changes in the subject structures and/ or new subjects must be applied for at least 18 months in advance to Umalusi. With the submission of the subject structures, the DBE must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi. Umalusi received the first submission of the structure, with no changes. The second dataset of the subject structure was submitted on Monday, 30 November 2020, and was uploaded onto the Umalusi IT system with no changes.

Two submissions of the registration data are required, one three months after registration and the final dataset at the end of October. The first is regarded as preliminary registration, while the second as the final set of registrations. The first submission of learner registration data was received very late in the year due to COVID-19. Umalusi adapted the system to be able to check this data. The final datasets for all nine PED were submitted on Monday, 30 November 2020. This, however, did not make any impact as candidates were about to finish their final examinations.

During the SOR visits it was noted that at least two to three preliminary schedules of entries were generated and issued to schools to verify the correctness of registration data, despite COVID-19 challenges. All the corrections were also effected on the IT systems, as reported in the final round of the SOR visit.

It was discovered that some candidates with special educational needs were not correctly marked on the PED examination systems, which resulted in these candidates being rejected at certification. The major challenge was that some provinces had not finalised their special needs education (SNE) requests with their inclusive Education Units in their respective provinces.

After an assessment body has conducted the end-of-year examination, all results are submitted to Umalusi for standardisation, statistical moderation and resulting of the candidate achievements. All learner records must be submitted to Umalusi for approval before the results can be released. Umalusi approves the results for release to candidates after several quality assurance processes.

During the processing of the certification datasets it was discovered that a small percentage of learner records requested to be certified were not approved during the resulting process. This caused a delay in the certification and the issuing of certificates to the candidates. Umalusi will issue letters to Heads of Examinations, indicating those candidates who were never submitted for certification. Secondly, the letter will indicate the report on candidates who were submitted for certification but were rejected for various reasons and never resubmitted to Umalusi for certification.

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

Requests for the cancellation of certificates were received in order to effect changes, either in personal details or in marks. The re-issue policy states clearly that for a change in personal details, a re-issue must be requested.

The recording and finalisation of irregularities are important so as to ensure that certificates are issued correctly to deserving candidates. Assessment bodies must continuously inform Umalusi of all irregularities so Umalusi can record such instances on their IT system. It is of utmost importance that Umalusi be updated on the status of irregularities (pending, guilty, not guilty) before the requests for certification are submitted. If this is not done, the possibility exists that candidates might not receive their certificates and the issuing of certificates could be delayed if irregularities have not been finalised. Umalusi will continue to issue all outstanding irregularity cases. Assessment bodies must send an updated list to Umalusi to ensure the IT system is updated.

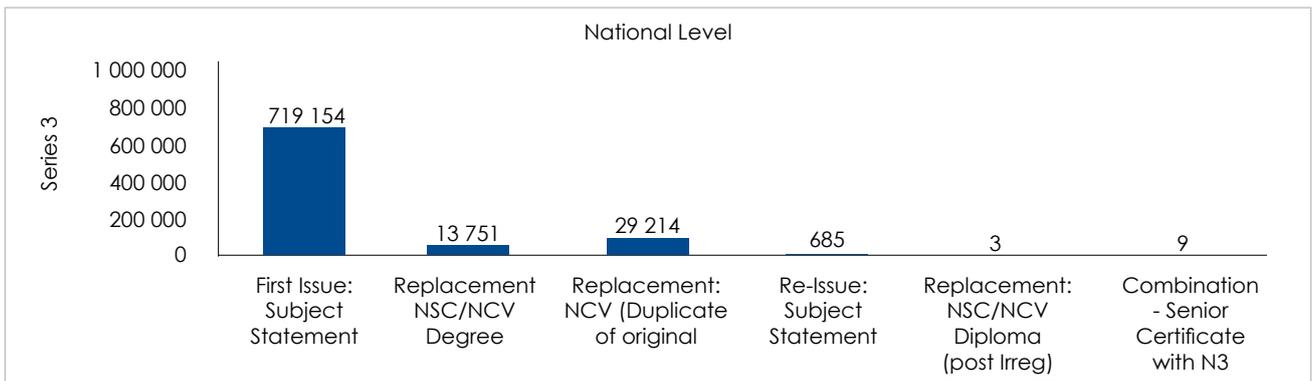
The submission of datasets for certification was done within three months after the release of results for some PED, despite COVID-19 challenges, whereas others submitted after three months, and understandably so. However, the declaration forms required did not accompany all the requests and Umalusi had to request these again, despite this issue having been raised in the last report.

Because of the unforeseen circumstances around COVID-19, the 2020 examinations were postponed to November 2020. This would potentially place strain on both DBE and Umalusi systems and, therefore, the certification of candidates. Umalusi did, however, ensure that certification (background) paper was sufficient for all candidates who would be certified in early 2021.

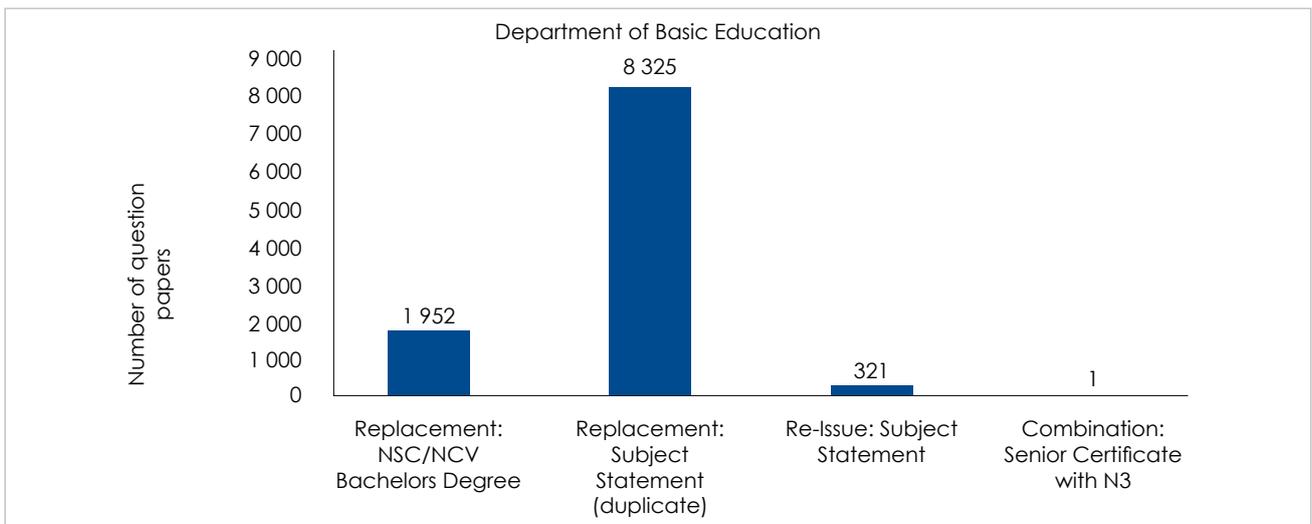
Umalusi also found that candidate records that were rejected due to non-compliance with the directives for certification were submitted again for certification, without the error having been corrected. The re-submission of learner's records without correcting the error delays the issuing of certificates to candidates. In some cases, rejected records are not resubmitted for certification.

In some applications for re-issues of certificates already issued, it was found that the cancellation reason did not match the request for change. Any change to correct personal details on the national population register must be requested as a legal change; and certified documents from the Department of Home Affairs must be provided as evidence.

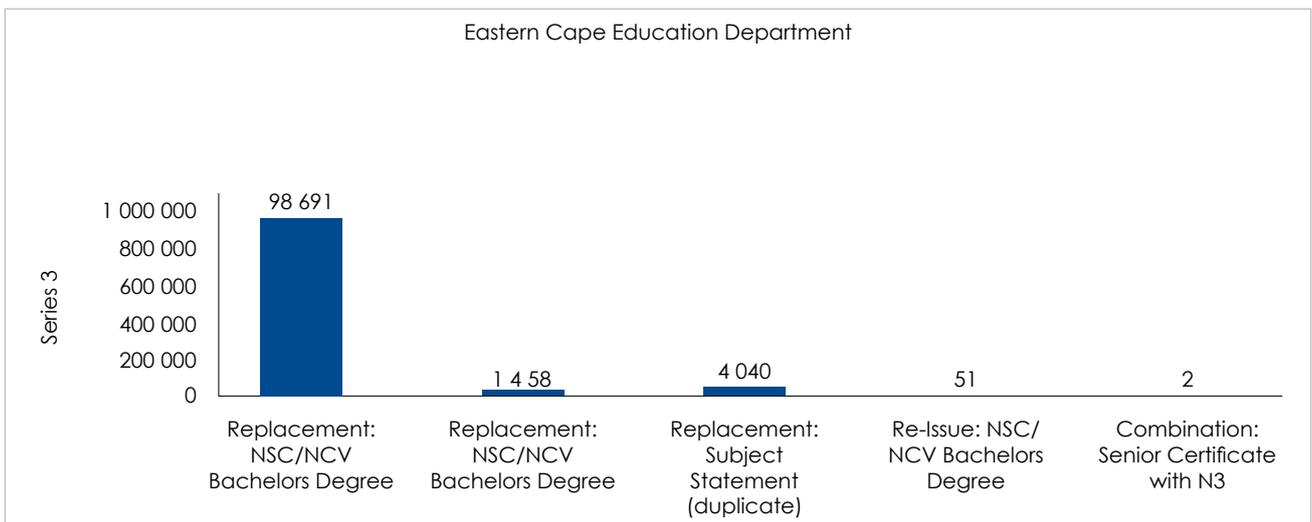
Below is a summary of certificates issued for the period 01 December 2019 to 30 November 2020, per PED and DBE.



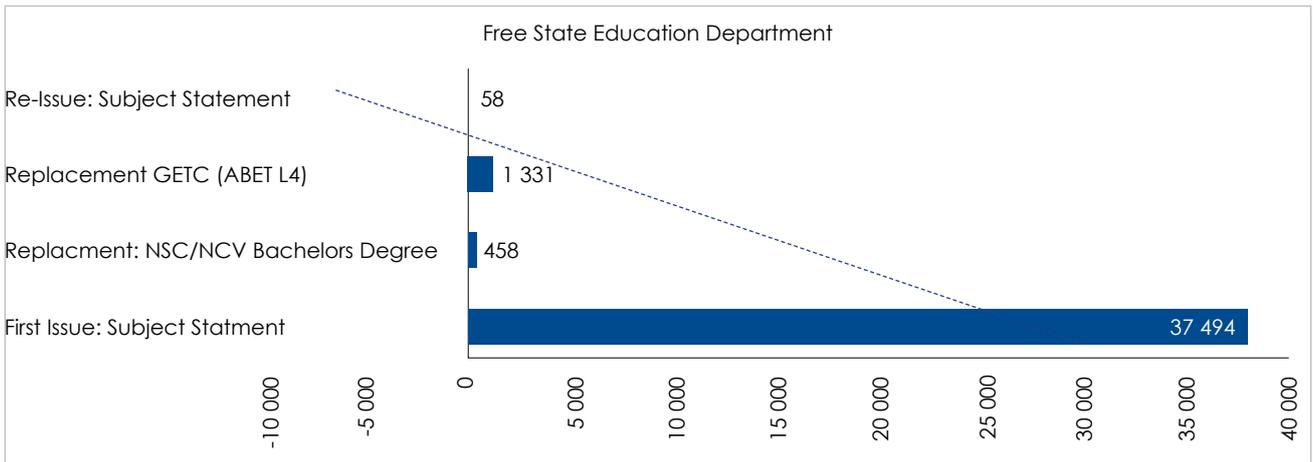
**Figure 10A: Certificates issued during the period 01 December 2019 to 30 November 2020 for all provinces and national DBE**



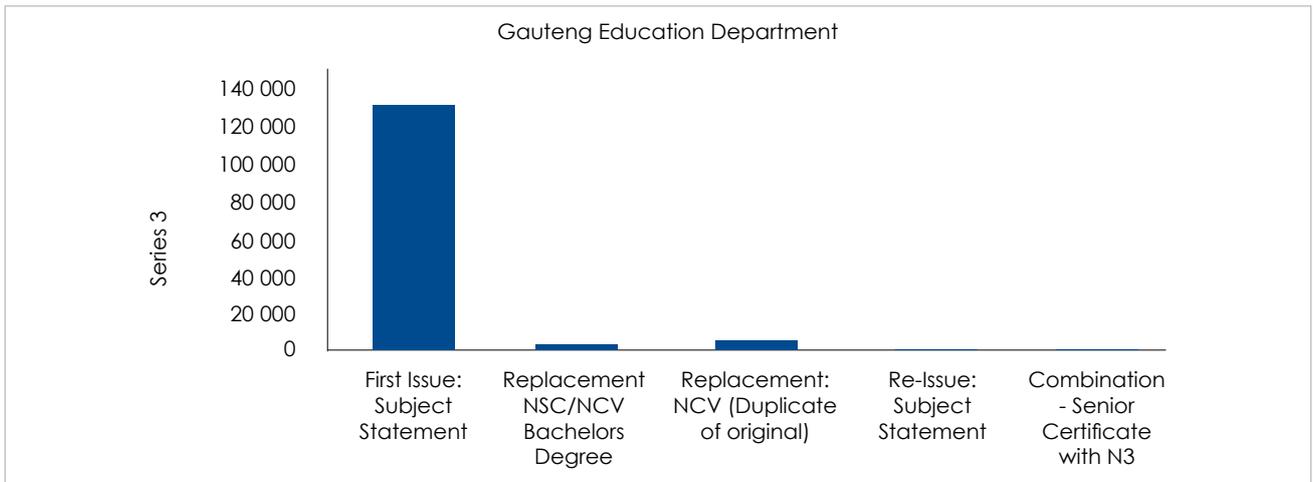
**Figure 10B: Department of Basic Education**



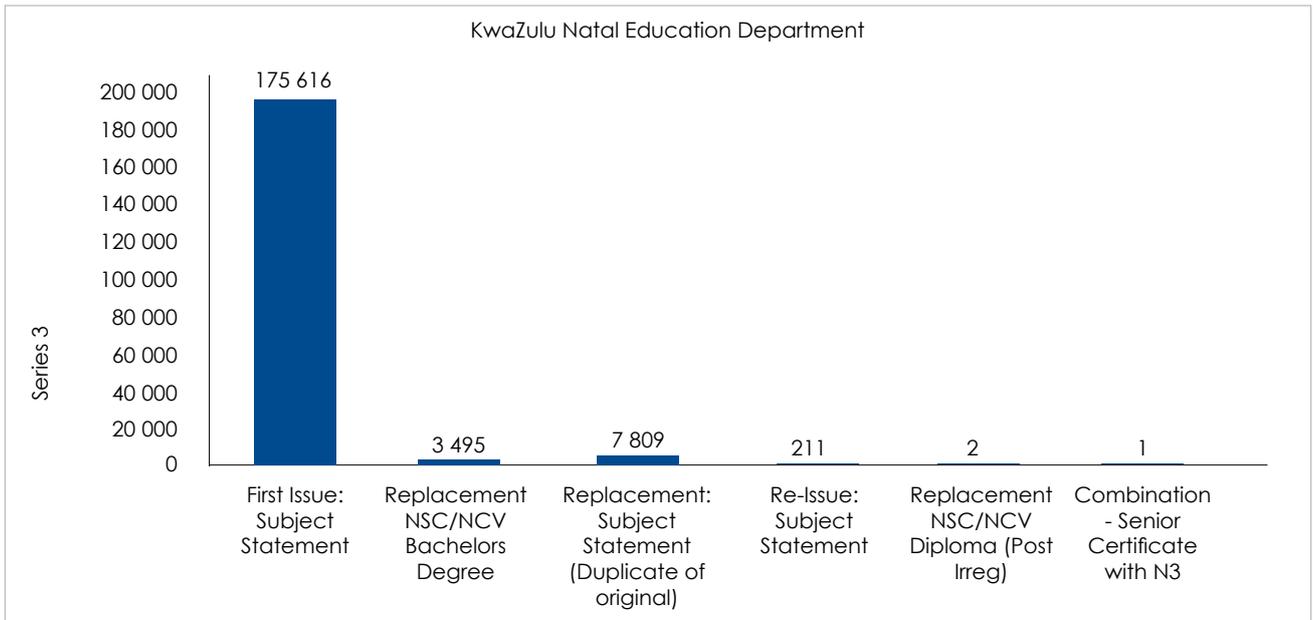
**Figure 10C: Eastern Cape Education Department**



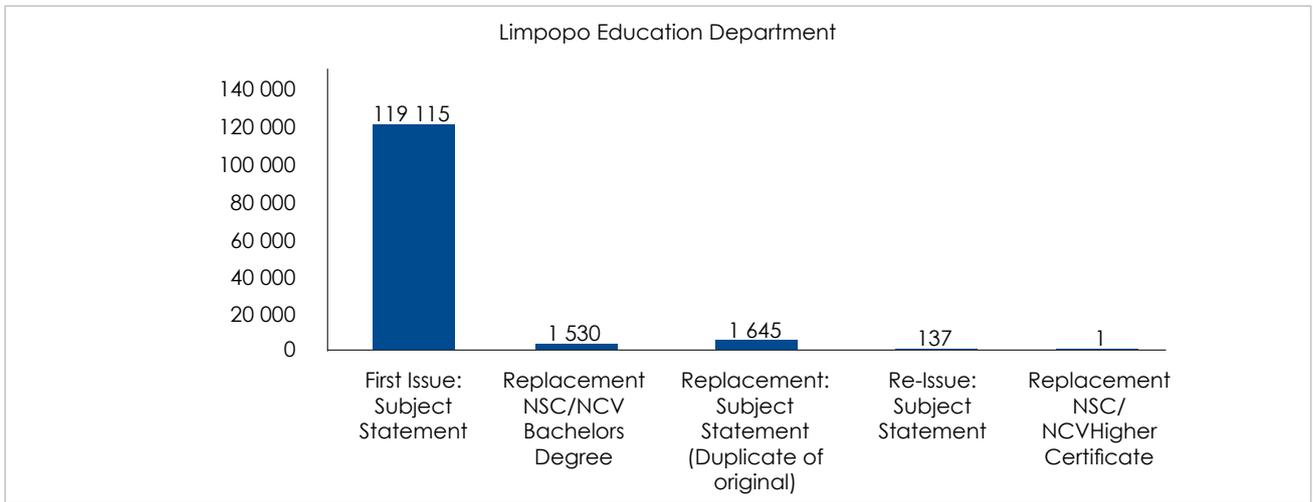
**Figure 10D: Free State Education Department**



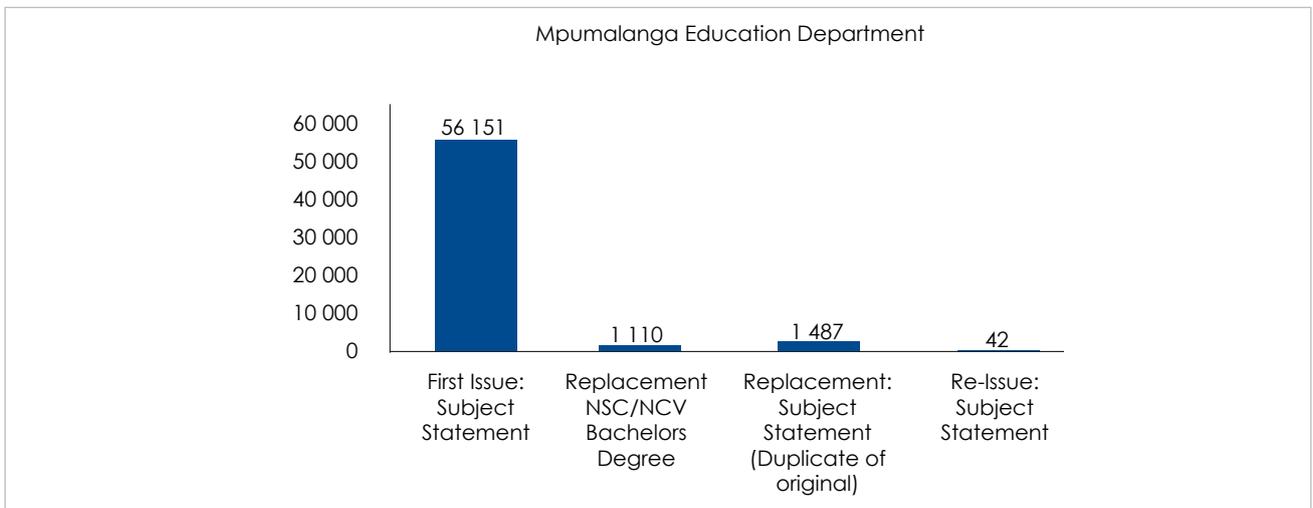
**Figure 10E: Gauteng Education Department**



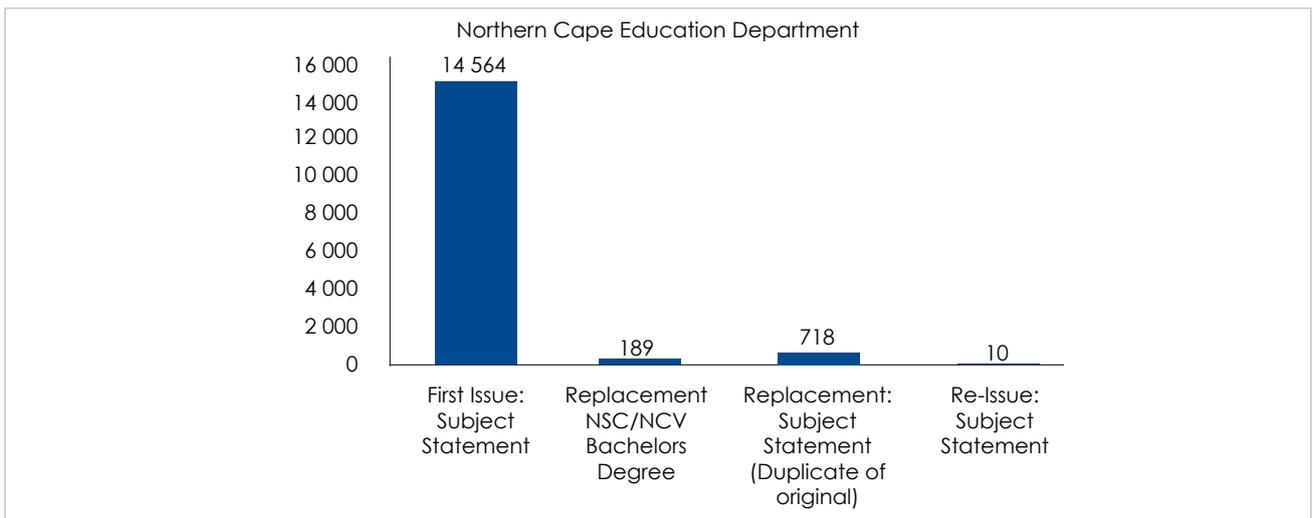
**Figure 10F: KwaZulu-Natal Education Department**



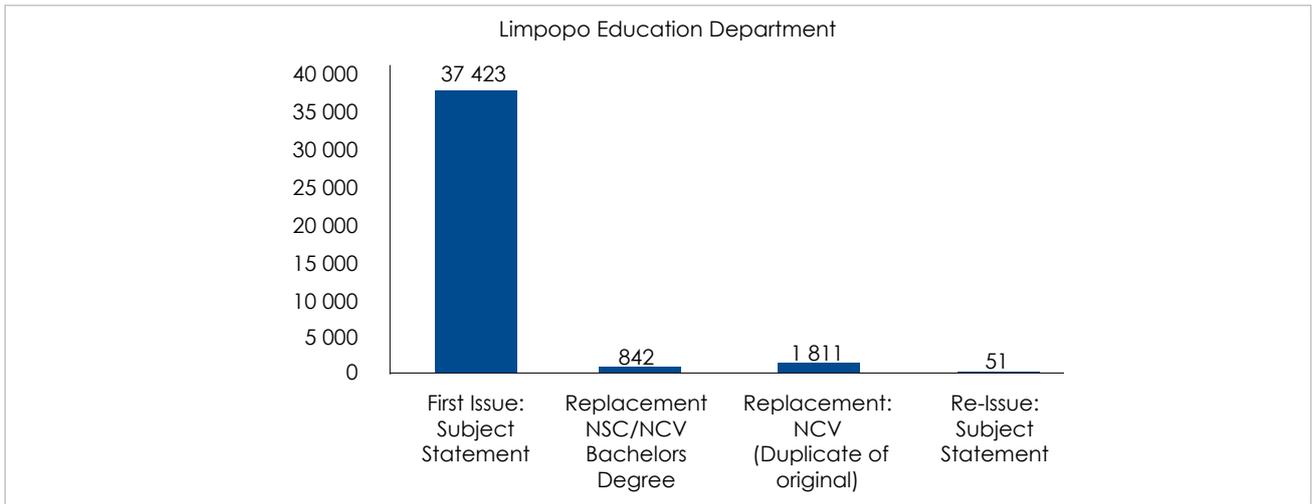
**Figure 10G: Limpopo Education Department**



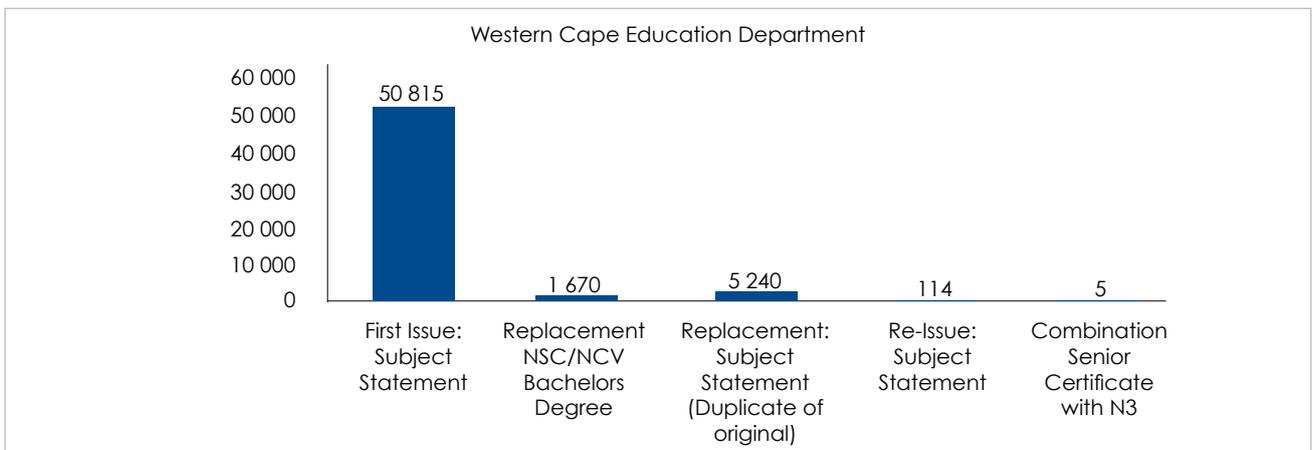
**Figure 10H: Mpumalanga Education Department**



**Figure 10I: Northern Cape Education Department**



**Figure 10J: North West Education Department**



**Figure 10K: Western Cape Education Department**

**Table 10A: Number of datasets and transactions received in the period 01 December 2019 to 30 November 2020 – NSC**

National Senior Certificate							
Province	No. of datasets	No. of datasets accepted	% accepted	No. of records submitted	No. of records accepted	% accepted	Number rejected
Eastern Cape	81	75	92.59	116 027	96 337	83.03	4 362
Free State	128	117	91.41	40 243	36 813	91.48	2 699
Gauteng	262	250	95.42	188 385	154 829	82.19	15 267
KwaZulu-Natal	191	172	90.05	391 889	195 870	49.98	36 155
Mpumulanga	119	115	96.64	66 082	61 924	93.71	4 149
Northern Cape	38	36	94.74	14 482	13 941	96.26	540
Limpopo	250	226	90.40	142 021	12 2042	85.93	4 641
NorthWest	76	75	98.68	46 879	42 524	90.71	4 355
Western Cape	67	66	98.51	71 747	58 830	82.00	12 917
DBE	208	204	98.08	6 218	6 167	99.18	51
<b>Totals</b>	<b>1 420</b>	<b>1 336</b>	<b>94.08</b>	<b>1 083 973</b>	<b>789 277</b>	<b>72.81</b>	<b>85 136</b>

**Table 10B: Number of datasets and transactions received in the period 01 December 2019 to 30 November 2020 – Senior Certificate (amended)**

Senior Certificate (amended)							
Province	No. of datasets	No. of datasets accepted	% accepted	No. of records submitted	No. of records accepted	% accepted	Number rejected
Eastern Cape	10	10	100.00	111	93	83.78	18
Free State	48	44	91.67	13 153	12 930	98.30	223
Gauteng	107	101	94.39	5 174	4 492	86.82	682
KwaZulu-Natal	73	71	97.26	3 561	2 716	76.27	845
Mpumulanga	30	30	100.00	1 201	1 036	86.26	165
Northern Cape	15	15	100.00	1 116	1 090	97.67	26
Limpopo	73	67	91.78	6 422	6 271	97.65	151
NorthWest	33	32	96.97	1 038	940	90.56	97
Western Cape	51	47	92.16	3 703	3 043	82.18	660
DBE	109	105	96.33	490	389	79.39	101
<b>Totals</b>	<b>1 420</b>	<b>1 336</b>	<b>94.08</b>	<b>1 083 973</b>	<b>789 277</b>	<b>72.81</b>	<b>85 136</b>

**Table 10C: Number of datasets and transactions received in the period 01 December 2019 to 30 November 2020 – Senior Certificate**

Senior Certificate							
Province	No. of datasets	No. of datasets accepted	% accepted	No. of records submitted	No. of records accepted	% accepted	Number rejected
Eastern Cape	62	58	93.55	1 237	1 154	93.29	83
Free State	65	60	92.31	551	454	82.40	97
Gauteng	345	322	93.33	2 504	2 266	90.50	238
KwaZulu-Natal	124	112	90.32	3 366	2 955	87.79	411
Mpumulanga	56	53	94.64	621	572	92.11	49
Northern Cape	8	8	100.00	215	204	94.88	11
Limpopo	125	118	94.40	664	590	88.86	74
NorthWest	85	83	97.65	772	734	95.08	38
Western Cape	77	72	93.51	2 700	2 566	95.04	134
DBE	375	319	85.07	4 017	3 781	94.12	236
<b>Totals</b>	<b>1 419</b>	<b>1 205</b>	<b>84.92</b>	<b>16 647</b>	<b>15 276</b>	<b>91.76</b>	<b>1 371</b>

## 10.4 Areas of Improvement

The decision to implement SA-SAMS as the IT administration system in all schools for all the provinces increased the effectiveness of the registration process, especially with the capturing of registration details on the mainframe. The integration between the two systems can improve, although not all provinces are utilising SA-SAMS yet. This action directly leads to the DBE being able to provide the registration data at the earliest stage to Umalusi. One PED reported that their SA-SAMS crashed during

the first SOR visit and the IT system had to be used to capture entries. This was, however, an example of a disaster recovery plan in place.

There was also an improvement in the number of rejection certifications. There were fewer rejections caused by differences between the approved results and requests for certification.

The directive to certify within three months of the release of results was adhered to, with re-marks completed and outstanding marks captured as per the management plan.

## **10.5 Areas of Non-Compliance**

Umalusi requested that PED submit two sets of registration data. The first submission should be submitted not later than three months after closing of registration, which was complied with. However, the final registration data, before the writing of the main examination commences, was not submitted as per Umalusi directive. The final data was received on Monday, 30 November 2020, which did not serve the purpose for requesting the data.

The biggest area of non-compliance was that not all candidate records that had been approved and whose results were released by the PED on statements of results were submitted for certification.

Requests for certification were received where the results had not been approved for release. The results requested to be certified are different from the results approved and, therefore, the certification requests were rejected. This applied to all nine PED.

The re-submission of candidate records for certification without correcting errors, as identified, causes delays in the certification process. To comply with this requirement, the PED and DBE must investigate and correct any errors before re-submission to Umalusi for certification.

The PED must also ensure that learners with special education needs are registered correctly on the system, with the correct indicator to the barrier of learning. The absence of this indicator on the learner records leads to rejection, because the concession cannot be applied correctly.

The finalisation and completion of irregularities is another area of non-compliance. Where irregularities have been identified and reported to Umalusi, the status of the irregularities must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated report on the irregularities must also be submitted to Umalusi before bulk certification is requested. The absence of these updated reports causes unnecessary delays and rejections.

The PED and the DBE are not able to request a re-issue of a certificate where results have been combined for a learner who has passed subjects in multiple examinations.

## **10.6 Directives for Compliance and Improvement**

The PED must ensure that the second and final set of registration data is submitted to Umalusi. This submission will confirm that all registrations have been verified and correctly captured on the system. By doing this, the possibility of re-issues of certificates owing to incorrect personal details of a candidate is prevented.

The PED must ensure that all candidate records are approved by Umalusi prior to extracting certification datasets. This is to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates have had a re-mark or where marks have changed.

The PED must ensure that they submit information during the approval meeting concerning all candidates involved in irregularities. Information must be submitted on the Umalusi-prescribed spreadsheet. This information must be uploaded onto the Umalusi resulting and certification system, to prevent the issuing of incorrect certificates. All pending irregularities from previous examinations must be finalised.

The PED must ensure that correct indicators are used to identify candidates with special educational needs.

The IT system(s) must be updated to allow for the re-issue of a certificate where results have been combined across examinations. Linked to this, the PED and the DBE must ensure that it is possible to request certificates in bulk for candidates who have passed subjects across multiple examinations. Provision must also be made for combining learner records where a learner has passed subjects with a private assessment body. This is important for the issuing of the SC(a), since private assessment bodies do not offer this qualification.

## **10.7 Conclusion**

The DBE, as the assessment body, is compliant and executes the directives for certification in most aspects. The PED also adhere to the requirements and follow the directives. The deviations from the directives in terms of procedures and business rules are minimal. The non-compliance is a result mainly of the limitations and challenges experienced with the IT system.

Many candidates are resulted and certified without any problems. It remains a challenge to get the certification rate to 100% and to certify without any problems. Considering the scope of the examination and the complexity of the system, the status of the system can be viewed as acceptable, with acknowledgment that there is room for improvement.

# ANNEXURES

## Annexure 1A: Compliance per criteria at first moderation of each question paper

No	Subject (question paper)	Subject (question paper)										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
1.	Accounting (SC)	M <sup>2</sup>	A	A	L <sup>2</sup>	A	A	A	A	^	M <sup>5</sup>	2
2.	Accounting Paper 1	M <sup>1</sup>	A	A	A	A	A	A	A	A	M <sup>1</sup>	2
3.	Accounting Paper 2	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	2
4.	Afrikaans FAL Paper 1	A	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>4</sup>	2
5.	Afrikaans FAL Paper 2	A	A	A	A	M <sup>3</sup>	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>4</sup>	2
6.	Afrikaans FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
7.	Afrikaans HL Paper 1	M <sup>4</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>4</sup>	A	M <sup>2</sup>	M <sup>4</sup>	M <sup>6</sup>	2
8.	Afrikaans HL Paper 2	M <sup>4</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>5</sup>	M <sup>6</sup>	2
9.	Afrikaans HL Paper 3	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	A	A	M <sup>2</sup>	M <sup>5</sup>	1
10.	Afrikaans Second Additional Language (SAL) Paper 1	A	A	A	A	M <sup>3</sup>	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>4</sup>	1
11.	Afrikaans SAL Paper 2	A	A	A	A	M <sup>3</sup>	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>4</sup>	2
12.	Agricultural Management Practices	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	2
13.	Agricultural Sciences Paper 1	M <sup>2</sup>	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	2
14.	Agricultural Sciences Paper 2	M <sup>2</sup>	A	A	A	A	M <sup>1</sup>	A	A	A	A	2
15.	Agricultural Technology	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	2
16.	Business Studies SC(a)	A	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	2
17.	Business Studies Paper 1	A	A	A	A	A	A	A	A	M <sup>1</sup>	M <sup>2</sup>	2
18.	Business Studies Paper 2	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
19.	Civil Technology: Civil Services	M <sup>5</sup>	M <sup>1</sup>	A	A	M <sup>5</sup>	A	L <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	2
20.	Civil Technology: Construction	M <sup>3</sup>	L <sup>2</sup>	A	A	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	2
21.	Civil Technology: Woodworking	M <sup>2</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	2
22.	Computer Applications Technology Paper 1	A	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	2
23.	Computer Applications Technology Paper 2	A	A	A	A	A	A	A	A	A	A	1
24.	Computer Applications Technology Paper 1 Backup	A	A	A	A	A	A	A	A	A	A	2

No	Subject (question paper)	Subject (question paper)										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
25.	Consumer Studies	M <sup>4</sup>	A	M <sup>2</sup>	M <sup>1</sup>	A	2					
26.	Dance Studies	M <sup>1</sup>	A	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	A	A	1
27.	Design Paper 1	A	A	A	A	A	A	A	A	A	A	1
28.	Design Paper 2	A	A	A	A	A	A	A	A	A	A	1
29.	Dramatic Arts	A	A	A	A	A	A	A	A	A	A	1
30.	Economics Paper 1	M <sup>3</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>4</sup>	M <sup>4</sup>	2				
31.	Economics Paper 2	M <sup>2</sup>	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>4</sup>	M <sup>2</sup>	A	N <sup>3</sup>	M <sup>3</sup>	L <sup>6</sup>	3
32.	Electrical Technology: Digital Systems	M <sup>4</sup>	A	A	A	M <sup>2</sup>	A	A	A	A	A	2
33.	Electrical Technology: Power Systems	M <sup>3</sup>	A	M	L <sup>3</sup>	L <sup>4</sup>	L <sup>4</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	L <sup>5</sup>	2
34.	Electrical Technology: Electronics	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	2
35.	Engineering Graphics and Design Paper 1	L <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	2
36.	Engineering Graphics and Design Paper 2	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	2
37.	English FAL Paper 1	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	L <sup>2</sup>	L <sup>2</sup>	A	M <sup>3</sup>	2
38.	English FAL Paper 2	M <sup>1</sup>	A	A	A	L <sup>4</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	A	2
39.	English FAL Paper 3	M <sup>1</sup>	A	A	A	M <sup>2</sup>	A	A	A	A	A	2
40.	English HL Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>7</sup>	M <sup>1</sup>	A	A	M <sup>4</sup>	L <sup>7</sup>	3
41.	English HL Paper 2	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>4</sup>	L <sup>8</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	L <sup>7</sup>	2
42.	English HL Paper 3	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>3</sup>	M <sup>7</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	L <sup>6</sup>	3
43.	English SAL Paper 1	A	A	A	A	A	M <sup>1</sup>	A	M <sup>2</sup>	A	A	2
44.	English SAL Paper 2	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	A	2
45.	Geography Paper 1	M <sup>3</sup>	M <sup>1</sup>	M <sup>2</sup>	L <sup>4</sup>	M <sup>4</sup>	M <sup>3</sup>	A	L <sup>2</sup>	M <sup>2</sup>	M <sup>3</sup>	2
46.	Geography Paper 2	M <sup>3</sup>	A	A	A	M <sup>2</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
47.	History Paper 1	A	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M	2
48.	History Paper 12	A	A	A	A	A	A	A	A	A	A	1
49.	Hospitality Studies	A	A	A	A	N <sup>3</sup>	A	M <sup>1</sup>	A	A	A	2
50.	Information Technology Paper 1	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	A	A	A	A	A	2
51.	Information Technology Paper 2	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	A	A	M <sup>1</sup>	A	1
52.	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
53.	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
54.	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
55.	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
56.	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A	A	1

No	Subject (question paper)	Subject (question paper)										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
57.	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
58.	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
59.	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
60.	IsiXhosa FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
61.	IsiXhosa FAL Paper 2	A	A	A	M <sup>1</sup>	M <sup>5</sup>	A	A	N <sup>3</sup>	L <sup>5</sup>	M <sup>3</sup>	2
62.	IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
63.	IsiXhosa HL Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	L <sup>4</sup>	L <sup>10</sup>	M <sup>3</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	L <sup>7</sup>	2
64.	IsiXhosa HL Paper 2	A	A	M <sup>3</sup>	L <sup>4</sup>	M <sup>5</sup>	M <sup>4</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	N <sup>7</sup>	2
65.	IsiXhosa HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
66.	IsiZulu FAL Paper 1	A	A	A	A	M <sup>2</sup>	M <sup>2</sup>	A	A	L <sup>3</sup>	L <sup>6</sup>	2
67.	IsiZulu FAL Paper 2	M <sup>1</sup>	A	A	A	M <sup>3</sup>	A	A	M <sup>1</sup>	L <sup>3</sup>	M <sup>3</sup>	1
68.	IsiZulu FAL Paper 3	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	1
69.	IsiZulu HL Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	A	M <sup>3</sup>	2
70.	IsiZulu HL Paper 2	A	A	A	A	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>5</sup>	M <sup>2</sup>	2
71.	IsiZulu HL Paper 3	A	A	A	A	A	A	A	A	A	A	2
72.	Life Orientation CAT	A	A	A	A	A	A	A	A	A	A	1
73.	Life Orientation CAT backup	A	A	M <sup>1</sup>	M <sup>1</sup>	L <sup>5</sup>	M <sup>2</sup>	A	M <sup>1</sup>	A	L <sup>4</sup>	1
74.	Life Sciences Paper 1	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	A	M <sup>4</sup>	M <sup>2</sup>	2
75.	Life Sciences Paper 2	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>3</sup>	2
76.	Mathematical Literacy Paper 1	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	L <sup>5</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>4</sup>	2
77.	Mathematical Literacy Paper 2	M <sup>4</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>7</sup>	2
78.	Mathematics Paper 1	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	2
79.	Mathematics Paper 2	M <sup>1</sup>	A	A	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
80.	Mechanical Technology: Automotive	A	A	A	A	A	A	A	A	A	A	1
81.	Mechanical Technology: Fitting & Machining	A	A	A	A	A	A	A	A	A	A	1
82.	Mechanical Technology: Welding & Metalwork	A	A	A	A	A	A	A	A	A	A	1
83.	Music Paper 1	M <sup>4</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>4</sup>	2
84.	Music Paper 2	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>2</sup>	A	A	M <sup>4</sup>	A	2
85.	Physical Sciences Paper 1	A	A	A	A	M <sup>1</sup>	A	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>2</sup>	1
86.	Physical Sciences Paper 2	A	A	A	A	M <sup>1</sup>	A	L <sup>3</sup>	A	M <sup>2</sup>	M <sup>2</sup>	2

No	Subject (question paper)	Subject (question paper)										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
87.	Religion Studies Paper 1 SC (a)	A	A	A	A	A	A	A	A	A	A	1
88.	Religion Studies Paper 1 SC (a)	A	A	A	A	A	A	A	A	A	A	1
89.	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
90.	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
91.	Sepedi FAL Paper 1	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	M <sup>2</sup>	A	A	M <sup>4</sup>	M <sup>6</sup>	2
92.	Sepedi FAL Paper 2	A	A	M <sup>1</sup>	L <sup>2</sup>	M <sup>4</sup>	A	L <sup>2</sup>	A	M <sup>2</sup>	M <sup>3</sup>	2
93.	Sepedi FAL Paper 3	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	A	A	A	M <sup>3</sup>	L <sup>6</sup>	2
94.	Sepedi HL Paper 1	M <sup>1</sup>	A	A	A	A	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	2
95.	Sepedi HL Paper 2	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	M <sup>2</sup>	2
96.	Sepedi HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
97.	Sepedi SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
98.	Sepedi SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
99.	Sesotho FAL Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	L <sup>7</sup>	2
100.	Sesotho FAL Paper 2	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>5</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>7</sup>	2
101.	Sesotho FAL Paper 3	A	A	A	A	A	A	A	A	M <sup>1</sup>	A	1
102.	Sesotho HL Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	L <sup>5</sup>	A	A	A	M <sup>2</sup>	L <sup>7</sup>	2
103.	Sesotho HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
104.	Sesotho HL Paper 3	M <sup>1</sup>	A	A	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	1
105.	Sesotho SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
106.	Sesotho SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
107.	Setswana FAL Paper 1	L <sup>5</sup>	A	A	A	A	A	A	A	M <sup>2</sup>	L <sup>5</sup>	2
108.	Setswana FAL Paper 2	A	A	A	A	A	A	A	A	A	M <sup>1</sup>	2
109.	Setswana FAL Paper 3	L <sup>6</sup>	M <sup>1</sup>	A	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	L <sup>5</sup>	2
110.	Setswana HL Paper 1	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>3</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	2
111.	Setswana HL Paper 2	A	A	A	A	A	A	A	A	A	A	2
112.	Setswana HL Paper 3	M <sup>2</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>2</sup>	L <sup>4</sup>	M <sup>1</sup>	A	A	A	M <sup>2</sup>	2
113.	Setswana SAL Paper 1	M <sup>1</sup>	A	A	A	A	A	A	A	M <sup>1</sup>	M <sup>2</sup>	2
114.	SiSwati FAL Paper 1	A	A	A	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>2</sup>	2
115.	SiSwati FAL Paper 2	A	A	A	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
116.	SiSwati FAL Paper 3	A	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>2</sup>	2
117.	SiSwati HL Paper 1	A	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	2
118.	SiSwati HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
119.	SiSwati HL Paper 3	A	A	A	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>2</sup>	2
120.	SiSwati SAL Paper 1	M <sup>2</sup>	A	A	A	A	M <sup>6</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	2
121.	SiSwati SAL Paper 2	A	A	A	A	A	A	A	A	A	A	2

No	Technical Mathematics Paper 1	Subject (question paper)										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
122	Technical Mathematics Paper 1	M <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>3</sup>	3
123	Technical Mathematics Paper 2	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	L <sup>5</sup>	2
124	Technical Sciences Paper 1	A	A	A	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	2
125	Technical Sciences Paper 2	M <sup>2</sup>	A	A	A	A	A	A	A	M <sup>1</sup>	A	2
126	Tourism	A	A	A	A	A	A	A	A	A	A	1
127	Tshivenda FAL Paper 1	A	A	A	A	M <sup>2</sup>	A	A	A	M <sup>1</sup>	A	1
128	Tshivenda FAL Paper 2	A	A	A	A	M <sup>2</sup>	A	A	A	A	A	2
129	Tshivenda FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
130	Tshivenda HL Paper 1	A	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	A	A	2
131	Tshivenda HL Paper 2	A	A	A	A	M <sup>2</sup>	A	A	A	A	A	2
132	Tshivenda HL Paper 3	A	A	A	A	M <sup>2</sup>	A	A	A	A	A	2
133	Tshivenda SAL Paper 1	A	A	A	A	M	A	A	A	A	A	1
134	Tshivenda SAL Paper 2	A	A	A	A	M	A	A	A	A	A	1
135	Visual Arts Paper 1	M <sup>1</sup>	A	A	L <sup>4</sup>	M <sup>5</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>4</sup>	2
136	Visual Arts Paper 2	M <sup>1</sup>	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	A	A	A	1
137	Xitsonga FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
138	Xitsonga FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
139	Xitsonga FAL Paper 3	A	A	A	A	A	A	A	A	A	A	2
140	Xitsonga HL Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>4</sup>	M <sup>4</sup>	2
141	Xitsonga HL Paper 2	A	A	A	M <sup>1</sup>	M <sup>5</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	2
142	Xitsonga HL Paper 3	M <sup>2</sup>	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	A	A	M <sup>4</sup>	2

KEY:

TD = Technical Details; IM = Internal Moderation; CC = Content Coverage; CL = Cognitive Levels; TS = Text Selection, Types and Quality of Questions; LB = Language and Bias; Pre = Predictability; Con = Conformity with Question Paper; ARM = Accuracy and Reliability of Marking Guideline; Overall Impression

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance; N = NO compliance

M<sup>x</sup>, L<sup>x</sup>, N<sup>x</sup>: x = number of quality indicators not complied with

## Annexure 2A: Subjects moderated for SBA per PED:

Province	Sampled districts	Subject
Eastern Cape	<ol style="list-style-type: none"> <li>1. Alfred Nzo</li> <li>2. OR Tambo Inland</li> </ol>	<ol style="list-style-type: none"> <li>1. Geography</li> <li>2. History</li> <li>3. Mathematics</li> </ol>
Free State	<ol style="list-style-type: none"> <li>1. Lejweleputswa</li> <li>2. Thabo Mofutsanyane</li> </ol>	<ol style="list-style-type: none"> <li>1. Business Studies</li> <li>2. Economics</li> <li>3. Life Sciences</li> <li>4. Mathematical Literacy</li> </ol>
Gauteng	<ol style="list-style-type: none"> <li>1. Ekurhuleni North</li> <li>2. Johannesburg South</li> <li>3. Sedibeng West</li> <li>4. Sedibeng East</li> <li>5. Tshwane West</li> </ol>	<ol style="list-style-type: none"> <li>1. Economics</li> <li>2. Geography</li> <li>3. Mathematical Literacy</li> <li>4. Mathematics</li> <li>5. South African Sign Language Home Language</li> </ol>
KwaZulu-Natal	<ol style="list-style-type: none"> <li>1. Pinetown</li> <li>2. ILembe</li> <li>3. Umkhanyakude</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Economics</li> <li>3. English First Additional Language</li> <li>4. Geography</li> <li>5. Life Sciences</li> <li>6. Mathematical Literacy</li> <li>7. Technical Sciences</li> <li>8. South African Sign Language Home Language</li> </ol>
Limpopo	<ol style="list-style-type: none"> <li>1. Vhembe East</li> <li>2. Mopani East</li> <li>3. Mopani West</li> <li>4. Malamulele North East</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Agricultural Sciences</li> <li>3. Business Studies</li> <li>4. Economics</li> <li>5. English First Additional Language</li> <li>6. Life Sciences</li> <li>7. Mathematics</li> <li>8. Mathematical Literacy</li> <li>9. Physical Sciences</li> </ol>
Mpumalanga	<ol style="list-style-type: none"> <li>1. Gert Sibande</li> <li>2. Bohlabela</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Agricultural Sciences</li> <li>3. Economics</li> <li>4. English First Additional Language</li> <li>5. Mathematical Literacy</li> </ol>
Northern Cape	<ol style="list-style-type: none"> <li>1. Francis Baard</li> <li>2. John Taolo Gaetsewe</li> </ol>	<ol style="list-style-type: none"> <li>1. Business Studies</li> <li>2. Economics</li> <li>3. Tourism</li> </ol>
North West	<ol style="list-style-type: none"> <li>1. Ngaka Modiri Molema</li> <li>2. Dr Kenneth Kaunda</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Economics</li> <li>3. English First Additional Language</li> <li>4. Mathematical Literacy</li> </ol>
Western Cape	<ol style="list-style-type: none"> <li>1. Cape West Coast</li> <li>2. Cape Winelands</li> <li>3. Metro East</li> <li>4. Overberg</li> <li>5. Metro Central</li> <li>6. Eden and Central Karoo</li> </ol>	<ol style="list-style-type: none"> <li>1. Life Sciences</li> <li>2. Mathematics</li> <li>3. Physical Sciences</li> </ol>

## Annexure 2B: Subjects with a practical component moderated per PED

Province	Sampled districts	Subject
Free State	1. Lejweleputswa 2. Thabo Mofutsanyane	1. Tourism
KwaZulu-Natal	1. Umkhanyakude	
Limpopo	1. Vhembe East 2. Mopani West 3. Mopani West	
Northern Cape	1. Francis Baard 2. John Taolo Gaetsewe	
Western Cape	1. Cape West Coast 2. Metro East 3. Metro Central	1. Engineering Graphics and Design 2. Music 3. Technical Sciences 4. Visual Arts

## Annexure 4A: Subjects audited for selection and appointment of markers per PED

Province	Sampled districts Desktop audit of appointed markers	Subject Physical audit of appointed markers
Eastern Cape	Engineering Graphics and Design Paper 1, Paper 2 and Paper 3 Geography Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Physical Science Paper 1 and Paper 2 South African Sign Language Home Language Paper 1, Paper 2 and Paper 3 Tourism Xhosa First Additional Language Paper 1, Paper 2 and Paper 3 Xhosa Home Language Paper 1, Paper 2 and Paper 3	Accounting Paper 1 and Paper 2 Computer Application Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 History Paper 1 Mathematical Literacy Paper 1 and Paper 2 Physical Science Paper 2 Technical Mathematics Paper 1 and Paper 2
Free State	Business Studies Paper 1 and Paper 2 Consumer Studies Economics Paper 1 and Paper 2 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2	
Gauteng	Accounting Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 English First Additional Language Paper 1 and Paper 2 History Paper 1 and Paper 2 Mathematical Literacy Paper 1 Mathematics Paper 1 and Paper 2 South African Sign Language Home Language Paper 1 Technical Sciences Paper 1 and Paper 2 Tourism	

Province	Sampled districts Desktop audit of appointed markers	Subject Physical audit of appointed markers
KwaZulu-Natal	Accounting Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 Electrical Technology: Digital, Electronics and Power Systems History Paper 1 and Paper 2 isiZulu Home Language Paper 1, Paper 2 and Paper 3 Mathematical Literacy Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 Technical Mathematics Paper 1 and Paper 2	Accounting Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 Electrical Technology: Digital, Electronics and Power Systems History Paper 1 and Paper 2 isiZulu Home Language Paper 1, Paper 2 and Paper 3 Mathematical Literacy Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2
Limpopo	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 and Paper 2 Consumer Studies History Paper 2 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 Tourism Xitsonga Home Language Paper 1, Paper 2 and Paper 3	
Mpumalanga	Agricultural Sciences P1 and Paper 2 Business Studies Paper 1 and Paper 2 Economics Paper 1 and Paper 2 Geography Paper 1 and Paper 2 IsiNdebele Home Language Paper 1 Physical Sciences Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2	
Northern Cape	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 English First Additional Language Paper 1, Paper 2 and Paper 3 History Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2	

Province	Sampled districts Desktop audit of appointed markers	Subject Physical audit of appointed markers
North West	Accounting paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 Electrical Technology: Digital, Electronics and Power Systems History Paper 1 and Paper 2 IsiZulu HL Paper 1, Paper 2 and Paper 3 Mathematical Literacy Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 South African Sign Language Home Language Paper 1, Paper 2 and Paper 3 Technical Mathematics Paper 1 and Paper 2	
Western Cape	Accounting Paper 1 Computer Applications Technology Paper 2 Economics Paper 2 Electrical Technology: Electronics Paper 1 Electrical Technology: Power Systems Paper 1 History Paper 1 Mathematical Literacy Paper 1 and 2 Physical Sciences Paper 1 South African Sign Language Home Language Paper 3 Technical Mathematics Paper 1 and 2	

### Annexure 5A: Centres found not compliant during the monitoring of the writing of the November 2020 NSC examination.

No.	Province	Examination centre	Date	Subject written
1	Eastern Cape	Abambo Secondary School	19-10-2020	Life Orientation CAT
2		Alexander Road Secondary School	22-10-2020	Information Technology Paper 1
3		Arthur Mfebe Secondary School	12-11-2020	Agricultural Management
4		Attwell Madala High School	04-12-2020	Accounting Paper
5		Cacadu Secondary School	26-11-2020	History Paper 2
6		Chief Dumile Secondary School	30-11-2020	Life Sciences Paper 2
7		Cibeni Secondary School	26-11-2020	isiXhosa Home Language Paper 2
8		DZ Dumezweni Secondary School	30-11-2020	Life Sciences Paper 2
9		Daniel Pienaar Technical High	23-11-2020	Technical Sciences Paper 2
10		East London Science College	25-11-2020	Business Studies Paper 2
11		Ebenezer Majombozi High School	05-11-2020	English First Additional Language Paper 1
12		Efata Secondary School	19-11-2020	South African Sign Language Home Language Paper 2
13		Enoch Sontonga Senior Secondary School	10-12-2020	Consumer Studies

No.	Province	Examination centre	Date	Subject written
14	Eastern Cape	Executive Academy	07-12-2020	Accounting Paper 2
15		Gompo Adult Centre	04-12-2020	Accounting Paper 1
16		Grey High School	22-10-2020	Information Technology Paper 1
17		Gumzana Secondary School	12-11-2020	Mathematical Literacy Paper 1
18		Hoërskool Framesby	01-12-2020	Engineering Graphics and Design Paper 1
19		Hudson Park Secondary School	21-10-2020	Computer Application Technology Paper 1
20		Idutywa School of Excellence	08-12-2020	isiXhosa Home Language Paper 3
21		Inkwenkwezi Secondary School	09-12-2020	English First Additional Language Paper 3
22		Jojo Senior Secondary School	26-11-2020	isiXhosa Home Language Paper 2
23		Jongilanga High School	16-11-2020	Mathematics Paper 2
24		Jongintaba Secondary School	03-12-2020	Geography Paper 1
25		Khanyisa Secondary School	19-11-2020	Economics Paper 2
26		Khulangophondo Senior Secondary School	27-11-2020	Life Sciences Paper 1
27		Kwa-Shushu Secondary School	23-11-2020	Physical Sciences Paper 2
28		Lungiso Public High School	05-11-2020	English First Additional Language Paper 1
29		Lusikisiki College	12-11-2020	Mathematics Paper 1
30		Makukhanye Secondary School	04-12-2020	Accounting Paper 1
31		Masikhuthale Secondary School	30-11-2020	Life Sciences Paper 2
32		Mbekweni High School	30-11-2020	Life Sciences Paper 2
33		McCarthy Comprehensive Secondary School	20-11-2020	Technical Sciences Paper 1
34		Mdeni Secondary School	09-11-2020	Agricultural Sciences Paper 1
35		Menziwa Secondary School	07-12-2020	Accounting Paper 2
36		Molteno Secondary School	09-12-2020	English Home Language Paper 3
37		Mount Frere Town Hall	05-11-2020	English First Additional Language Paper 1
38		Mtengwana Senior Secondary School	26-11-2020	History Paper 1
39		Newton Technical High School	10-12-2020	Engineering Graphics and Design Paper 2
40		Ntsonkotha Secondary School	23-11-2020	Physical Sciences Paper 2
41		Nyathi Secondary School	08-12-2020	Tourism
42		Osborne Secondary School	19-10-2020	Life Orientation CAT
43		Palmerton High School	09-11-2020	Agricultural Sciences Paper 1
44		Phumlani Secondary School	16-11-2020	Technical Mathematics Paper 2
45		Qumbu Village Secondary School	08-12-2020	Tourism
46		Royal Academy	03-12-2020	Geography Paper 1
47		Sehushe Commercial School	07-12-2020	Accounting Paper 2

No.	Province	Examination centre	Date	Subject written
48	Eastern Cape	Sive Special School	10-11-2020	South African Sign Language Home Language Paper 1
49		Siyakhula Finishing School	19-11-2020	Economics Paper 2
50		St. Thomas Special School	10-11-2020	South African Sign Language Home Language Paper 1
51		Sukude Secondary School	04-12-2020	Accounting Paper 1
52		Toli High School	03-12-2020	Geography Paper 1
53		Umtata College	23-11-2020	Physical Sciences Paper 2
54		Upper Mpako Senior Secondary School	23-11-2020	Physical Sciences Paper 2
55		Uviwe Secondary School	19-10-2020	Life Orientation CAT
56		Zanokhanyo Senior Secondary School	25-11-2020	Business Studies Paper 2
57		Zwelakhe Secondary School	24-11-2020	Agricultural Sciences Paper 2
58		Akademia Secondary School	16-11-2020	Mathematical Literacy Paper 2
59		Albert Moroka	04-12-2020	Accounting Paper 1
60		Albert Moroka	22-10-2020	Information Technology Practical Paper 1
61		Atlehang Secondary School	01-12-2020	History Paper 2
62		Bahale Secondary School	12-11-2020	Mathematical Literacy Paper 1
63		Bartimea School for the Deaf	10-11-2020	South African Sign Language Home Language Paper 1
64		Dr Reginald Cingo	11-11-2020	Economics Paper 1
65		Falesizwe Secondary School	19-10-2020	Life Orientation CAT
66		Greenside Secondary School	21-10-2020	Information Technology Paper 1
67		Iketsetseng Secondary School	21-10-2020	Computer Applications Technology Paper 1
68		Iketsetseng Comprehensive School	05-11-2020	English First Additional Language Paper 1
69		Intuthuko-Katleho Secondary School	19-10-2020	Life Orientation CAT
70		Ipokelleng Secondary School	27-11-2020	Life Sciences Paper 1
71		Kagisho Comprehensive School	01-12-2020	Engineering Graphics and Design Paper 1
72		Kopanong Secondary School	08-12-2020	Tourism
73		LaWesi Secondary School	02-12-2020	Sesotho Home Language Paper 3
74		Lejweleputswa Designated Centre	18-11-2020	Business Studies Paper 1
75		Leseding Technical School	20-11-2020	Physical Sciences Paper 1
76		Metsimaphodi Secondary School	17-11-2020	English First Additional Language Paper 2
77		Moemedi High School	06-11-2020	Afrikaans Second Additional Language Paper 1
78		Mohokare Finishing School	16-11-2020	Mathematical Literacy Paper 2
79		Nthabiseng Secondary School	10-11-2020	Sesotho Home Language Paper 1
80	Phehellang Secondary School	20-11-2020	Physical Sciences Paper 1	

No.	Province	Examination centre	Date	Subject written
81	Eastern Cape	Rantsane Secondary School	25-11-2020	Business Studies Paper 2
82		Selokisa Finishing School	05-11-2020	English First Additional Language Paper 1
83		Thabang Secondary School	30-11-2020	Life Sciences Paper 2
84		Thabo Thokoza Secondary school	05-11-2020	English First Additional Language Paper 1
85	Free State	Thabo Vuyo Secondary School	05-11-2020	English First Additional Language Paper 1
86		Thabo Vuyo Secondary School	20-11-2020	Physical Sciences Paper 1
87		Thiboloha Special School	19-11-2020	South African Sign Language Home Language Paper 2
88		Thlorong Secondary School	10-11-2020	Sesotho Home Language Paper 1
89		Tlokola Secondary School	03-12-2020	Geography Paper 1
90	Gauteng	Ahmed Timol Secondary School	04-12-2020	Accounting Paper 1
91		Amogelang Secondary School	26-11-2020	History Paper 1
92		Asser Maloka Secondary School	30-11-2020	Life Sciences Paper 2
93		Beverly Hills Secondary School	18-11-2020	Business Studies Paper 1
94		Boitumelong Secondary	04-12-2020	Accounting Paper 1
95		Bokgoni Technical School	05-11-2020	English First Additional Language Paper 1
96		Bona Comprehensive School	09-11-2020	IsiXhosa Home Language Paper 1
97		Bracken High School	21-10-2020	Computer Applications Technology Paper 1
98		Chipa-Tabane Secondary School	20-11-2020	Physical Sciences Paper 1
99		Curtis Nkondo Secondary School	20-11-2020	Physical Sciences Paper 1
100		Diepsloot Combined Secondary School	02-12-2020	Computer Applications Technology Paper 2
101		East Bank High School	01-12-2020	History Paper 2
102		Edenglen High School	24-11-2020	Afrikaans First Additional Language Paper 2
103		Edward Phatudi Secondary School	16-11-2020	Mathematics Paper 2
104		Ekgangala Secondary School	12-11-2020	Mathematics Paper 1
105		Emshukantambo Secondary School	30-11-2020	Life Sciences Paper 2
106		Erasmus Monareng Secondary	10-12-2020	Consumer Studies
107		Esokwazi Secondary School	12-11-2020	Mathematical Literacy Paper 1
108		Filadelfia Secondary LSEN School	19-11-2020	South African Sign Language home Language Paper 2
109		Finetown Designated Centre	30-11-2020	Life Sciences Paper 2
110	Forte Secondary School	09-12-2020	English First Additional Language Paper 3	
111	Franciscan Matric Project	01-12-2020	History Paper 2	
112	Gaerobe Adult centre	04-12-2020	Accounting Paper 1	
113	Gatang Secondary School	16-11-2020	Mathematical Literacy paper 2	

No.	Province	Examination centre	Date	Subject written
114	Gauteng	Gauteng Central College	16-11-2020	Mathematics Paper 2
115		Geluksdal Secondary School	08-12-2020	Tourism
116		Gibson Pillay Learning Centre	04-12-2020	Accounting Paper 1
117		Glenvista High School	23-11-2020	Physical Sciences Paper 2
118		Greenfields Secondary	09-11-2020	Agricultural Sciences Paper 1
119		Hoërskool Pretoria-Wes	05-11-2020	English Home Language Paper 1
120		Hillview High school	09-12-2020	English Home Language Paper 3
121		Hoërskool Tegnologiese Skool John Vorster	01-12-2020	Engineering Graphics and Design Paper 1
122		Hoërskool Birchleigh	06-11-2020	Afrikaans First Additional Language Paper 1
123		Hoërskool Eldoraigine	18-11-2020	Business Studies Paper 1
124		Hoërskool Johan Jurgens	06-11-2020	Afrikaans First Additional Language Paper 1
125		Hoërskool Montana Park	07-12-2020	Accounting Paper 2
126		Hulwazi Secondary School	05-11-2020	English First Additional Language Paper 1
127		Jabulile Secondary School	07-12-2020	Accounting Paper 2
128		JE Malepe Secondary	09-11-2020	IsiZulu Home Language Paper 1
129		Jeppe Girls High School	27-11-2020	Life Sciences Paper 1
130		Johannesburg Muslim School	12-11-2020	Mathematics Paper 1
131		Kagiso Adult Education Centre	20-11-2020	Physical Sciences Paper 1
132		Kgadime Matsepe Secondary	19-11-2020	Sepedi Home Language Paper 2
133		Kungwini ABET Centre	18-11-2020	Business Studies Paper 1
134		Kwadukathole Comprehensive High School	11-11-2020	Economics Paper 1
135		Kwazini Adult Centre	27-11-2020	Life Sciences Paper 1
136		Lethulwazi Comprehensive School	19-11-2020	Economics Paper 2
137		Lodirile Secondary School	07-12-2020	Accounting Paper 2
138		Loreto Convent School	14-12-2020	Dramatic Arts
139		Lyttelton Manor High	24-11-2020	Afrikaans First Additional Language Paper 2
140		Madiba Comprehensive School	08-12-2020	Tourism
141		Madisong Secondary School	09-12-2020	English First Additional Language Paper 3
142		Mamellong Comprehensive School	09-12-2020	English First Additional Language Paper 3
143		Marlboro Secondary School	11-12-2020	Afrikaans First Additional Language Paper 3
144		MH Baloyi Secondary School	20-11-2020	Technical Sciences Paper 1
145		Moses Maren Mission	12-11-2020	Technical Mathematics Paper 1
146		Nimrod Ndebele Secondary	07-12-2020	Accounting Paper 2
147		Northcliff High School	26-11-2020	History Paper 1
148	PQ Vundla Adult Centre	03-12-2020	Geography Paper 1	

No.	Province	Examination centre	Date	Subject written	
149	Gauteng	Pelotona Secondary School	10-12-2020	Consumer Studies	
150		Phahama Secondary School	20-11-2020	Physical Sciences Paper 1	
151		Phomolong Secondary School	03-12-2020	Geography Paper 1	
152		Pro Arte Alphen Park	14-12-2020	Dramatic Arts	
153		Rand Park High School	21-10-2020	Computer Application Technology Paper 1	
154		Rantailane Secondary School	03-12-2020	Geography Paper 1	
155		Royal School Alberton	21-10-2020	Computer Application Technology Paper 1	
156		Sapphire Secondary School	20-11-2020	Physical Sciences Paper 1	
157		School of Achievers	10-12-2020	Hospitality Studies	
158		Soshanguve Technical	01-12-2020	Engineering Graphics and Design Paper 1	
159		St Vincent School for the Deaf	10-11-2020	South African Sign Language Home Language Paper 1	
160		Star School High	12-11-2020	Mathematics Paper 1	
161		Sunward Park High School	27-11-2020	Religion Studies Paper 1	
162		Tembisa Secondary School	05-11-2020	English First Additional Language Paper 1	
163		Tembisa West Secondary	27-11-2020	Life Sciences Paper 1	
164		Tetelo Secondary School	07-12-2020	Mechanical Technology	
165		The Torah Academy Private School	27-11-2020	Life Sciences Paper 1	
166		The Vaal High School	19-11-2020	Economics paper 2	
167		Thuto Bohlale Secondary School	12-11-2020	Mathematics Paper 1	
168		Tipfuxeni Secondary	26-11-2020	History Paper 1	
169		Transoranje School for the Deaf	10-11-2020	South African Sign Language Home Language Paper 1	
170		Tshwane College	12-11-2020	Mathematics Paper 1	
171		UJ Metropolitan Academy	12-11-2020	Mathematics Paper 1	
172		Villa Liza Secondary	20-11-2020	Physical Sciences Paper 1	
173		Vukani Mawethu Secondary School	04-12-2020	Accounting Paper 1	
174		Wedela Technical High	23-11-2020	Technical Sciences Paper 2	
175		Wendywood High School	26-11-2020	History Paper 1	
176		Wiseman Cele Secondary	09-12-2020	English First Additional Language Paper 3	
177		Zithobeni Secondary School	19-10-2020	Life Orientation CAT	
178		Zonkizwe Secondary	23-11-2020	Physical Sciences Paper 2	
179		KwaZulu Natal	A J Mwelase Secondary School	18-11-2020	Business Studies Paper 1
180			Adams College	11-11-2020	Economics Paper 1
181			Albini High School	7-12-2020	Accounting Paper 2
182			Al-Falaah College	12-11-2020	Mathematics Paper 1
183			Amadada High School	10-12-2020	Consumer Studies
184			Amajuba High School	21-10-2020	Computer Applications Technology Paper 1
185	Amakholwa High School		19-10-2020	Life Orientation CAT	

No.	Province	Examination centre	Date	Subject written
186	KwaZulu Natal	Amakholwa Secondary School	12-11-2020	Mathematical Literacy Paper 1
187		Amaphuthu High School	20-11-2020	Physical Sciences Paper 1
188		Amatigulu High School	30-11-2020	Life Sciences Paper 2
189		Amazabeko High School	10-12-2020	Consumer Studies
190		Apollo Secondary School	30-11-2020	Life Sciences Paper 1
191		Avoca Secondary School	21-10-2020	Computer Applications Technology Paper 1
192		Bangani Secondary School	08-12-2020	Tourism Paper 1
192		Belverton Secondary School	23-11-2020	Physical Sciences Paper 2
194		Bethamoya High School	16-11-2020	Mathematics Paper 2
195		Bhanoyi High School	16-11-2020	Mathematical Literacy Paper 2
196		Bhekabantu High School	07-12-2020	Accounting Paper 2
197		Cacamezela High School	01-12-2020	History Paper 2
198		Carl Malcomess Senior Secondary School	04-12-2020	Accounting Paper 1
199		Chibelihle Combined School	26-11-2020	History Paper 1
200		Clairwood Secondary School	01-12-2020	Engineering Graphics and Design Paper 1
201		Cool Air Secondary School	03-12-2020	Geography Paper 1
202		Crossmoor Secondary School	09-12-2020	English Home Language Paper 3
203		Cwakeme High School	01-12-2020	History Paper 2
204		Dannhauser Secondary School	20-11-2020	Physical Sciences Paper 1
205		Deutsche Schule Hermannsburg	04-12-2020	Accounting Paper 1
206		Dr S J Baloyi Secondary School	03-12-2020	Geography Paper 1
207		Ekukhuleni High School	17-11-2020	English First Additional Language Paper 2
208		Empangeni High School	22-10-2020	Information Technology Paper 1
209		Enhlanhleni Combined School	23-11-2020	Physical Sciences Paper 2
210		Enkomokazi Technical High School	11-12-2020	Electrical Technology
211		Enqabeni Secondary School	07-12-2020	Accounting Paper 2
212		Entonjeni Secondary School	30-11-2020	Life Sciences Paper 2
213		Ezibukweni High School	10-12-2020	Hospitality Studies
214		Ezithabeni Secondary School	07-11-2020	Accounting Paper 2
215		Ezulwini Combined School	12-11-2020	Mathematics Paper 1
216		Fulton School for the Deaf	10-11-2020	South African Sign Language Home Language Paper 1
217		Ganges Secondary School	08-12-2020	IsiZulu Home Language Paper 3
218	Golozela Secondary School	20-11-2020	Physical Sciences Paper 1	
219	Greytown Secondary School	27-11-2020	Life Sciences Paper 1	
220	Heshe Secondary School	12-11-2020	Mathematics Paper 1	
221	Hlalanathi High School	27-11-2020	Life Sciences Paper 1	

No.	Province	Examination centre	Date	Subject written
222	KwaZulu Natal	Hoye Secondary School	30-11-2020	Life Sciences Paper 2
223		Ibisi Senior Secondary School	03-12-2020	Geography Paper 1
224		Indonsa Technical High School	09-12-2020	English First Additional Language Paper 3
225		Isinyabusi High School	26-11-2020	History Paper 1
226		Isolomuzi Senior Secondary School	23-11-2020	Physical Sciences Paper 2
227		Itshobhane High School	14-12-2020	Dramatic Arts Paper 1
228		Itshobhane High School	19-10-2020	Life Orientation CAT
229		Jalile Secondary School	01-12-2020	History Paper 2
230		Klwana Combined School	12-11-2020	Mathematics Paper 1
231		Kwathintwa School for the Deaf	10-11-2020	South African Sign Language Home Language Paper 1
232		Ladysmith Secondary School	03-12-2020	Geography Paper 1
233		Ladysmith High School	12-11-2020	Mathematics Paper 1
234		Mayville Secondary School	08-12-2020	Tourism
235		Mconjwana High School	08-12-2020	Tourism
236		Mhlambansila Secondary School	07-12-2020	Accounting Paper 2
237		Mhlanganyelwa Secondary School	30-11-2020	Life Sciences Paper 2
238		Mlonde High School	11-11-2020	Economics Paper 1
239		Mondlo Secondary School	23-11-2020	Physical Sciences Paper 2
240		Mount Currie Secondary School	03-12-2020	Geography Paper 1
241		Msiyane Secondary School	08-12-2020	Tourism
242		Nkodibe High School	22-10-2020	Computer Applications Technology Paper 1
243		Nkosibomvu Secondary School	08-12-2020	Tourism
244		Nonhlevu High School	08-12-2020	Tourism
245		Nsikayendlu High School	04-12-2020	Accounting Paper 1
246		Orient Islamic School	11-12-2020	Afrikaans First Additional Language Paper 3
247		Phendukani Secondary School	03-12-2020	Geography Paper 1
248		Phezulu High School	27-11-2020	Life Sciences Paper 1
249		Phumanyova Secondary School	12-11-2020	Mathematical Literacy Paper 1
250		Pinetown Girls' High School	26-11-2020	IsiZulu Home Language Paper 2
251		Qinisani Secondary School	14-12-2020	Dramatic Arts
252		Sabuyaze Secondary School	27-11-2020	Life Sciences Paper 1
253		Sibusisiwe Secondary School	12-11-2020	Mathematics Paper 1
254	Sishosonke High School	30-11-2020	Life Sciences Paper 2	
255	Sithokozile High School	08-12-2020	IsiZulu Home Language Paper 3	
256	St Martin de Porres	19-11-2020	South African Sign Language Home Language Paper 2	
257	Star College	09-12-2020	English First Additional Language Paper 3	
258	Umkhumbane Secondary School	21-10-2020	Computer Applications Technology Paper 1	

No.	Province	Examination centre	Date	Subject written
259	KwaZulu Natal	Umqhele High School	27-11-2020	Religious Studies Paper 1
260		Ukukhanyakwezwe Secondary School	05-11-2020	English First Additional language Paper 1
261		VN Naik School for the Deaf	10-11-2020	South African Sign Language Home Language Paper 1
262		Vuleka School for the Deaf	19-11-2020	South African Sign Language Home Language Paper 2
263		Zama High School	27-11-2020	Life Sciences Paper 1
264		Zama High School	30-11-2020	Life Sciences Paper 2
265		Limpopo	Abel Secondary school	10-11-2020
266	All Saints College		09-11-2020	English First Additional Language Paper 3
267	AM Mashego Secondary School		12-11-2020	Mathematics Paper 1
268	B Mkhabela Junior Secondary School		19-10-2020	Life Orientation CAT
269	BK Mkhabela Junior Secondary School		19-10-2020	Life Orientation CAT
270	Ben Vorster Secondary School		09-12-2020	English First Additional Language Paper 3
271	Boetse Secondary School		27-11-2020	Life Sciences Paper 1
272	Boleu High School		20-11-2020	Physical Sciences Paper 1
273	Calvin College		12-11-2020	Mathematics Paper 1
274	Capricorn High School		22-10-2020	Information Technology Paper 1
275	Capricorn High School		18-11-2020	Business Studies Paper 1
276	DG Tsebe High School		07-12-2020	Accounting Paper 2
277	DZJ Mtebule Junior Secondary School		21-10-2020	Computer Applications Technology Paper 1
278	Dendron Secondary School		04-12-2020	Accounting Paper 1
279	Dimani Agricultural School		09-11-2020	Agricultural Science Paper 1
280	Fetakgomo Secondary School		02-12-2020	Sepedi Home Language Paper 3
281	Frank Mashile Secondary School		18-11-2020	Business Studies Paper 1
282	Gole Secondary School		03-12-2020	Geography Paper 1
283	Happy Day Combined School		05-11-2020	English Home Language Paper 1
284	Harry Oppenheimer Agricultural School		09-11-2020	Agricultural Science Paper 1
285	Hoërskool Noorderland (Bahlaloga Secondary School)		21-10-2020	Computer Applications Technology Paper 1
286	Hoërskool Nylstroom		12-11-2020	Technical Mathematics Paper 1
287	Kabelo Secondary School		11-12-2020	Electrical Technology
288	Kopano Secondary School	03-12-2020	Geography Paper 2	
289	Kgagatlou Secondary School	16-11-2020	Mathematics Paper 2	
290	LTT Murunwa School of Excellence	01-12-2020	History Paper 2	
291	Mabushe High School	10-12-2020	Consumer Studies	
292	Makhutjisa Secondary School	30-11-2020	Life Sciences Paper 2	
293	Makula Secondary School	12-11-2020	Mathematical Literacy Paper 1	

No.	Province	Examination centre	Date	Subject written
294	Limpopo	Marobathotha Secondary School	23-11-2020	Physical Sciences Paper 2
295		Masalanabo High School	10-11-2020	Sepedi Home language Paper 1
296		Masereni Secondary School	04-12-2020	Accounting Paper 1
297		Matladi Project High School	03-12-2020	Geography Paper 1
298		Mbhekwana High School	19-11-2020	Xitsonga Paper 2
299		Mokopole II Secondary School	04-12-2020	Accounting Paper 1
300		Motsheudi Secondary School	30-11-2020	Life Sciences Paper 2
301		Mukula Integrated School	03-12-2020	Geography Paper 1
302		New Generation Girls School	30-11-2020	Life Sciences Paper 2
303		Nngweni Secondary School	30-11-2020	Life Sciences Paper 2
304		Northern Academy Secondary School	11-11-2020	Economics Paper 1
305		Obang Secondary School	18-11-2020	Business Studies Paper 1
306		OR Tambo Comprehensive High School	23-11-2020	Technical Sciences Paper 2
307		Phasoane High School	09-11-2020	Agricultural Sciences Paper 1
308		Phusela High School	04-12-2020	Accounting Paper 1
309		Poo Secondary School	20-11-2020	Physical Sciences Paper 1
310		Raeleng Secondary School	03-12-2020	Geography Paper 1
311		Ramoba High School	27-11-2020	Life Sciences Paper 1
312		Relebogile High School	05-11-2020	English First Additional Language Paper 1
313		Sebitja Secondary School	16-11-2020	Mathematical Literacy Paper 2
314		Sekgopetjana Secondary School	03-12-2020	Geography Paper 1
315		Seripa Secondary School	27-11-2020	Life Sciences Paper 1
316		St George College	04-12-2020	Accounting Paper 1
317		St Mark's Comprehensive School	27-11-2020	Life Sciences Paper 1
318	St Peters Combined School	07-12-2020	English First Additional Language Paper 3	
319	Sumbana Secondary School	19-11-2020	Tshivenda Home Language Paper 2	
320	Thabamooop Multipurpose Centre	20-11-2020	Physical Sciences Paper 1	
321	Thengwe High School	27-11-2020	Life Sciences Paper 1	
322	Tshebela Repeat Part-Time School	26-11-2020	History Paper 1	
323	Vele Secondary School	16-11-2020	Technical Mathematics Paper 2	
324	Hoërskool Warmbad	12-11-2020	Mathematics Paper 1	
325	Mpumalanga	ACEK Academy	03-12-2020	Geography Paper 1
326		Acorn-Oaks Comprehensive	04-12-2020	Accounting Paper 1
327		Bongumusa Secondary School	16-11-2020	Mathematical Literacy Paper 2
328		Bunny Khosa High School	27-11-2020	Religion Studies Paper 1
329		Chief Funwako Secondary School	17-11-2020	English First additional Language Paper 2

No.	Province	Examination centre	Date	Subject written
330	Mpumalanga	Chief SW Nhlapho Secondary School	06-11-2020	Afrikaans Second Additional Language Paper 1
331		DM Motsaosele Secondary School	18-11-2020	Business Studies Paper 1
332		Dumphries Combined School	11-11-2020	Economics Paper 1
333		Elangwane Secondary School	21-10-2020	Computer Application Technology Paper 1
334		F H Mkhabela Secondary School	20-11-2020	Physical Sciences Paper 1
335		Godide High School	19-11-2020	Economics Paper 2
336		Hlalakahle Secondary School	23-11-2020	Physical Sciences Paper 2
337		HTS Witbank	01-12-2020	Engineering Graphics and Design Paper 1
338		Jandrell Secondary School	18-11-2020	Business Studies Paper 1
339		Khanyisani Secondary School	24-11-2020	Agricultural Sciences Paper 2
340		KI Twala Secondary School	24-11-2020	Afrikaans Second Additional Language Paper 2
341		Kwazamokuhle Secondary School	05-11-2020	English First additional language Paper 1
342		Lindile Secondary School	16-11-2020	Mathematics Paper 2
343		Maakere High School	30-11-2020	Religion Studies Paper 2
344		Madlayedwa Secondary School	11-11-2020	Economics Paper 1
345		Mahushe Secondary School	09-11-2020	Agricultural Sciences Paper 1
346		Mehlwana Secondary School	10-12-2020	Consumer Studies
347		Mntungwa Secondary School	27-11-2020	Life Sciences Paper 1
348		Monaredira Private School	01-12-2020	History Paper 2
349		Ndlela Secondary School	12-11-2020	Mathematics Paper 1
350		Nelspruit Private	27-11-2020	Religion Studies Paper 1
351		Nhanyane Secondary School	09-11-2020	SiSwati Home Language Paper 1
352		Njeyeza Secondary School	09-11-2020	Agricultural Sciences Paper 1
353		Sizwakele Secondary School	09-11-2020	IsiZulu Home Language Paper 1
354		Vukuqhakaze High School	04-12-2020	Accounting Paper 1
355		Vukuzenzele Combined School	19-10-2020	Life Orientation CAT
356		Wem Mkhuhlu School	10-12-2020	Consumer Studies
357		Witbank High School	27-11-2020	Life Sciences Paper 1
358		Xhantia High School	19-10-2020	Life Orientation CAT
359		Zach Malaza Secondary	21-10-2020	Computer Application Technology Paper 1
360		Banksdrift High School	16-11-2020	Mathematics P 2 (20)
361		Dibotswa High School	19-11-2020	Setswana Home Language Paper 2
362		Emmanuel Secondary School	27-11-2020	Life Sciences Paper 1
363		Galaletsang High School	27-11-2020	Life Sciences Paper 1
364		Hoërskool Garies	06-11-2020	Afrikaans Home Language Paper 1
365		Hoërskool Vaalharts	08-12-2020	Tourism

No.	Province	Examination centre	Date	Subject written	
366	Mpumalanga	Hoërskool Boresetse	17-11-2020	English First Additional Language Paper 2	
367		Moshaweng High School	20-11-2020	Physical Sciences Paper 1	
368		Thabane High School	09-12-2020	English First additional Language Paper 3	
369		Vuyolwethu High School	16-11-2020	Mathematical Literacy Paper 2	
370		Hoërskool Alexanderbaai	27-11-2020	Life Sciences Paper 1	
371		Hoërskool Kharkhams	03-12-2020	Geography Paper 1	
372		Hoërskool Floors No.2	06-11-2020	Afrikaans Home Language Paper 1	
373		Hoër Landbouskool Noord-Kaapland	25-11-2020	Agricultural Technology	
374		Hoërskool Aggeneys	12-11-2020	Mathematical Literacy Paper1	
375		Hoërskool Delportshoop	06-11-2020	Afrikaans Home Language Paper 1	
376		Hoërskool Hartswater	06-11-2020	Afrikaans Home Language Paper 1	
377		Hoërskool Loeriesfontein	06-11-2020	Afrikaans Home Language Paper 1	
378		Hoërskool Nababeep	11-11-2020	Economics Paper 1	
379		Hoërskool St Boniface	12-11-2020	Mathematical Literacy Paper1	
380		Hoërskool Vaalharts	10-12-2020	Consumer Studies	
381		Itlotleng High School	01-12-2020	History Paper 2	
382		KP Toto Technical High	11-11-2020	Economics Paper 1	
383		Lesedi High School	03-12-2020	Geography Paper 1	
384		Olebogeng Secondary School	09-11-2020	Agricultural Sciences Paper 1	
385		Pescodia High School (Part-time)	12-11-2020	Mathematical Literacy Paper1	
386		Pitso Jantjie High School	19-10-2020	Life orientation CAT	
387		St Anna Privaatskool	12-11-2020	Mathematical Literacy Paper1	
388		Tlhwahalang Secondary School (Part-time)	30-12-2020	Life Sciences Paper 2	
389		Valspan High School	03-12-2020	Geography Paper 1	
390		North West	Alabama Secondary School	19-10-2020	Life Orientation CAT
391			BA Seobi Secondary School	05-11-2020	English First Additional Language Paper 1
392			Batswana Commercial Secondary School	11-11-2020	Economics Paper 1
393			Bogosing Secondary School	19-10-2020	Life Orientation CAT
394			Boikagong Secondary School	05-11-2020	English First Additional Language Paper 1
395	Bophirima Secondary School		27-11-2020	Life Sciences Paper 1	
396	Borakanelo Secondary School		12-11-2020	Mathematical Literacy Paper 1	
397	Botoka Secondary School		10-11-2020	Civil Technology	
398	Eletsa Secondary School		05-11-2020	English First Additional Language Paper 1	
399	Gakhunwana High School		03-12-2020	Geography Paper 1	
400	Huhudi High School		20-11-2020	Physical Sciences Paper 1	
401	Hoërskool Grenswag		21-10-2020	Computer Applications Technology Paper 1	
402	Hoër Volksskool Potchefstroom		06-11-2020	Afrikaans Home Language Paper 1	
403	Ikatsong Secondary School		16-11-2020	Mathematical Literacy Paper 2	
404	Itshupeng Secondary School		22-10-2020	Computer Applications Technology Paper 1	

No.	Province	Examination centre	Date	Subject written	
405	North West	Kebinelang Secondary School	10-12-2020	Hospitality Studies	
406		Khubudi Secondary School	01-12-2020	History Paper 2	
407		Malatsa Motsepe Secondary School	21-10-2020	Computer Applications Technology Paper 1	
408		Milner High School	18-11-2020	Business Studies Paper 1	
409		Mmajane Secondary School	20-11-2020	Physical Sciences Paper 1	
410		Mococe Secondary School	09-11-2020	Agricultural Sciences Paper 1	
411		Mokgareng Secondary School	05-11-2020	English First Additional Language Paper 1	
412		Noto Secondary School	24-11-2020	Agricultural Sciences Paper 2	
413		Ntebogang Secondary School	27-11-2020	Life Sciences Paper 1	
414		Obang Secondary School	18-11-2020	Business Studies Paper 1	
415		Ramotshere High School	10-11-2020	Setswana Home Language Paper 1	
416		Reabetswe Secondary School	10-11-2020	Setswana Home Language Paper 1	
417		Realeka Secondary School	16-11-2020	Mathematical Literacy Paper 2	
418		Setswakgosing Secondary School	12-11-2020	Mathematics Paper 1	
419		Thuto Boswa Secondary School	26-11-2020	History Paper 1	
420		Thuto Boswa Secondary School	03-12-2020	Geography Paper 1	
421		Thutopele High School	10-11-2020	Setswana Home Language Paper 1	
422		Tidimane Secondary School	11-11-2020	Economics Paper 1	
423		Tshebedisano Secondary School	24-11-2020	Afrikaans Second Additional Language Paper 2	
424		Promosa High School	26-11-2020	History Paper 1	
425		Vaalower Combined School	12-11-2020	Mathematical Literacy Paper 1	
426		Tau-Rapulana High School	27-11-2020	Life Sciences Paper 1	
427		Zakharia Mankgatleng School	30-11-2020	Life Sciences Paper 2	
428		Western Cape	Ashton Secondary School	12-11-2020	Mathematical Literacy Paper 1
429			Bridgton Secondary School	05-11-2020	English First Additional language Paper 1
430			Calitzdorp High School	18-11-2020	Business Studies Paper 1
431			Ceres Secondary School	03-12-2020	Geography Paper 1
432	Chris Hani Secondary School		03-12-2020	Geography Paper 1	
433	Claremont High School		20-11-2020	Physical Sciences Paper 1	
434	COSAT		23-11-2020	Physical Sciences Paper 2	
435	De La Bat School		10-11-2020	SA Sign Language Paper 1	
436	Dominican School for the Deaf		19-11-2020	South African Sign Language Home Language Paper 1	
437	Dr Nelson Mandela High School		19-10-2020	Life Orientation CAT	
438	Fezeka Secondary School		03-12-2020	Geography Paper 1	
439	Gerrit du Plessis Secondary School		06-11-2020	Afrikaans Home Language Paper 1	

No.	Province	Examination centre	Date	Subject written
440	Western Cape	Groenberg Senior Secondary School	12-11-2020	Mathematical Literature Paper 1
441		Herzlia Secondary School	22-10-2020	Information Technology Paper 1
442		HTS Drostyd School	01-12-2020	Engineering Graphics and Design Paper 1
443		Imizamo Yethu Secondary School	12-11-2020	Mathematics Paper 1
444		Inkwenkwezi Secondary School	09-11-2020	IsiXhosa Home Language Paper 1
445		Kairos Secondary School	16-11-2020	Mathematical Literacy Paper 2
446		Kasselvlei Secondary School	10-12-2020	Consumer Studies
447		Khanyolwethu Secondary School	11-11-2020	Economics Paper 1
448		Ladismith High School	16-11-2020	Mathematical Literacy Paper 2
449		Langenhoven High School	17-11-2020	English First Additional Language Paper 2
450		Leadership College	09-12-2020	English Home Language Paper 3
451		Leap Science & Maths School	30-11-2020	Life Sciences Paper 2
452		Mondale High School	04-12-2020	Accounting Paper 1
453		Monument Park High School	22-10-2020	Information Technology Paper 1
454		Morester Secondary School	10-11-2020	Civil Technology Paper 1
455		Murray High School	18-11-2020	Business Studies Paper 1
456		Hoër Landbouskool Oakdale	19-11-2020	Economics Paper 2
457		Oval North High School	01-12-2020	Engineering Graphics and Design Paper 1
458		Overberg Secondary School	21-10-2020	Computer Applications Technology Paper 1
459		Parkdene Secondary School	10-12-2020	Consumer Studies
460		Qhayiya Secondary School	09-11-2020	IsiXhosa Home Language Paper 1
461		Sophumelela Secondary School	04-12-2020	Accounting Paper 1
462		Swartberg Secondary School	27-11-2020	Life Sciences Paper 1
463		Swellendam Secondary School	18-11-2020	Business Studies Paper 1
464		The Settlers High School	19-11-2020	Economics Paper 2
465		Umyezo Wama Apile High School	25-11-2020	Business Studies Paper 2
466		Westerford High School	23-11-2020	Physical Sciences Paper 2

## Annexure 5B: Details of centres relating to non-compliance

Criteria	Nature of non-compliance	Centre implicated
Administration of the writing session	Invigilators not trained or invigilator training record not available	Arthur Mfebe Secondary School Mount Frere Town Hall Abambo High School Gompo Adult Centre Dr Nelson Mandela High School Vukuqhakaze Secondary School Amogelang Secondary School Banksdrift High School Valspan High School Pitso Jantjie Secondary School Vuyolwethu High School Dumphries Combined School Madlayedwa Secondary School Zachs Malaza Secondary School Bona Comprehensive Moses Maren Mission Villa Liza Secondary School Glenvista High School
	Invigilator-candidate ratio not maintained	Hoërskool Floors No. 2 Edward Phatudi Secondary School Franciscan Matric Project
	Invigilator attendances register not available	Lejweleputswa Secondary School Dumphries Combined School Edward Phatudi Secondary School Tipfuxeni Secondary School
Credibility of the writing of examinations	Examination material not kept in the strongroom	Lejweleputswa Secondary School Madlayedwa Secondary Diepsloot Combined School Moshaweng High School Amogelang Secondary School The Torah Academy Kagiso Adult Centre
	Candidates admitted later than required 30 minutes before the examination	Lejweleputswa Secondary School Madlayedwa Secondary Diepsloot Combined School Moshaweng High School Amogelang Secondary School The Torah Academy Kagiso Adult Centre
	Candidates not in possession of ID document	Abambo High School
	Candidate found in possession of cell phone	DZ Dumezweni Secondary School Bangani Secondary School

Criteria	Nature of non-compliance	Centre implicated
Credibility of the writing of examinations	Too much noise around the examination room	Gompo Adult Centre Mohokare Finishing School Leadership College Khubudi Secondary School Dannhauser Secondary School Banksdrift Secondary School Moses Maren Mission Hoërskool Floors No. 2 Boresetse High School Valspan High School FH Mkhabela Secondary School Sizwakele Secondary School Lindile Secondary School Tshwane College
	Reading time not observed	Mbekweni High School Ladysmith Secondary School Botoka Secondary School Cacamezela High School HM Baloyi Secondary School Tetelo Secondary School Philadelphia Secondary School
	Examination starting time not observed	Arthur Mfebe, Mohokare Finishing School St Anna Privaatskool Vukuzenzele Combined School Malboro Gardens Secondary School Tetelo Secondary School Nsikayendlu High School
	Candidates allowed to leave the room without escort	Nyathi High School Royal academy Leadership College Malboro Gardens Secondary School Tipfuxeni Secondary School
	Candidates released during the last 15 minutes	Khantia Secondary School
	Drunk candidate in the examination room	Qumbu Village Secondary School

## Annexure 6A: Subjects and papers for marking guideline discussions

Subjects/question papers		
Accounting Paper 1	Accounting Paper 2	
Afrikaans First Additional Language (FAL) Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans Home Language (HL) Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans Second Additional Language (SAL) Paper 1	Afrikaans SAL Paper 2	
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	
Business Studies Paper 1	Business Studies Paper 2	
Civil Technology (Civil Services)		
Civil Technology (Construction)		
Civil Technology (Woodworking)		
Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	
Consumer Studies		
Design		
Dramatic Arts		

Subjects/question papers		
Economics Paper 1	Economics Paper 2	
Electrical Technology (Digital)		
Electrical Technology (Electronics)		
Electrical Technology (Power Systems)		
Engineering Graphics and Design Paper 1	Engineering Graphics and Design Paper 2	
English FAL Paper 1	English FAL Paper 2	English FAL Paper 3
English HL Paper 1	English HL Paper 2	English HL Paper 3
Geography Paper 1	Geography Paper 2	
History Paper 1	History Paper 2	
Hospitality Studies		
Information Technology Paper 1	Information Technology	
Paper 2		
IsiNdebele HL Paper 1	IsiNdebele HL Paper 2	IsiNdebele HL Paper 3
IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 1	IsiXhosa HL Paper 1	IsiXhosa HL Paper 1
IsiZulu FAL Paper 1	IsiZulu FAL Paper 2	IsiZulu FAL Paper 3
IsiZulu HL Paper 1	IsiZulu HL Paper 1	IsiZulu HL Paper 3
Life Orientation		
Life Sciences Paper 1	Life Sciences Paper 2	
Mathematical Literacy paper 1	Mathematical Literacy	
Paper 2		
Mathematics Paper 1	Mathematics Paper 2	
Mechanical Technology (Automotive)		
Mechanical Technology (Fitting and Machining)		
Mechanical Technology (Welding and Metalwork)		
Physical Sciences Paper 1	Physical Sciences Paper 2	
Religion Studies Paper 1	Religion Studies Paper 2	
Sepedi HL Paper 1	Sepedi HL Paper 2	Sepedi HL Paper 3
Sesotho HL Paper 1	Sesotho HL Paper 2	Sesotho HL Paper 3
Setswana HL Paper 1	Setswana HL Paper 2	Setswana HL Paper 3
SiSwati HL Paper 1	SiSwati HL Paper 2	SiSwati Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2	
Technical Sciences Paper 1	Technical Sciences Paper 2	
Tourism		
Tshivenda HL Paper 1	Tshivenda HL Paper 2	Tshivenda HL Paper 3
Visual Arts		
Xitsonga HL Paper 1	Xitsonga HL Paper 2	Xitsonga HL Paper 3

## Annexure 6B: Centralised marking subjects for marking guideline discussions

Subjects/question papers		
Agricultural Management Practices		
Agricultural Technology		
Dance Studies		
IsiNdebele First Additional Language (FAL) Paper 1	IsiNdebele FAL Paper 2	IsiNdebele FAL Paper 3
IsiNdebele Second Additional Language (SAL) Paper 1	IsiNdebele SAL Paper 2	
IsiXhosa SAL Paper 1	IsiXhosa SAL Paper 2	
Music Paper 1	Music Paper 2	
Sepedi FAL Paper 1	Sepedi FAL Paper 2	Sepedi FAL Paper 3
Sepedi SAL Paper 1	Sepedi SAL Paper 2	
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho FAL Paper 3
Setswana FAL Paper 1	Setswana FAL Paper 2	Setswana FAL Paper 3
Siswati FAL Paper 1	Siswati FAL Paper 2	Siswati FAL Paper 3
Siswati SAL Paper 1	Siswati SAL Paper 2	
South African Sign Language Home Language (SASL HL) Paper 1	SASL HL Paper 2	SASL HL Paper 3
Tshivenda FAL Paper 1	Tshivenda FAL Paper 2	Tshivenda FAL Paper 3
Xitsonga FAL Paper 1	Xitsonga FAL Paper 2	Xitsonga FAL Paper 3

## Annexure 7A: Summarised areas of non-compliance

Criteria	Nature of non-compliance	Marking centres implicated
Planning for marking	Centre management plan not available for verification	Unitas Secondary School
Marking centre	No telephone available in office of centre manager	Moroka High School
	Evaluation of the state of readiness of the centre was not finalised timeously	Unitas Secondary School
	OHS certificate not available	Florida Park High School; Unitas Secondary School
	Poor preparations/dirty rooms and ablutions	Unitas Secondary School
	Audited list of appointment of markers not available for verification	Moroka High School; Hoërskool Sentraal; Allen Glen High School; Florida Park High School; Schweizer Reineke High School
Security	Security control of movement needs to be improved/vehicles not thoroughly searched	Schweizer Reineke High School
COVID-19	Temperatures not recorded	Maritzburg College
	No social distancing during taking of meals	Moroka High School; Hoërskool Sentraal

## Annexure 8A: List of subjects included in the verification of marking for the NSC qualification

Subjects	Subjects
<b>Gateway subjects</b>	<b>Languages</b>
Accounting Paper 1 and Paper 2	Afrikaans Home Language Paper 1, Paper 2 and Paper 3
Business Studies Paper 1 and Paper 2	English First Additional Language Paper 1, Paper 2 and Paper 3
Economics Paper 1 and Paper 2	English Home Language Paper 1, Paper 2 and Paper 3
English First Additional Language Paper 1, Paper 2 and Paper 3	IsiNdebele Home Language Paper 1, Paper 2 and Paper 3
Geography Paper 1 and Paper 2	IsiXhosa Home Language Paper 1, Paper 2 and Paper 3
History Paper 1 and Paper 2	IsiZulu Home Language Paper 1, Paper 2 and Paper 3
Life Sciences Paper 1 and Paper 2	Sepedi Home Language Paper 1, Paper 2 and Paper 3
Mathematical Literacy Paper 1 and Paper 2	Sesotho Home Language Paper 1, Paper 2 and Paper 3
Mathematics Paper 1 and Paper 2	Setswana Home Language Paper 1, Paper 2 and Paper 3
Physical Sciences Paper 1 and Paper 2	SiSwati Home Language Paper 1, Paper 2 and Paper 3
<b>Subjects with practical componen</b>	South African Sign Language Paper 1, Paper 2 and Paper 3
Agricultural Sciences Paper 1 and Paper 2	Tshivenda Home Language Paper 1, Paper 2 and Paper 3
Civil Technology Civil Services, Construction, Woodwork	Xitsonga Home Language Paper 1, Paper 2 and Paper 3
Computer Applications Technology Paper 1 and Paper 2	Afrikaans Home Language Paper 1, Paper 2 and Paper 3
Consumer studies	English Home Language Paper 1, Paper 2 and Paper 3
Dramatic Arts	IsiNdebele Home Language Paper 1, Paper 2 and Paper 3
Electrical Technology Digital, Electronics and Power Systems	<b>Other subjects</b>
Hospitality Studies	Technical Mathematics Paper 1 and Paper 2
Mechanical Technology (Fitting and Machining, Welding and Metal Work, Automotive)	Technical Sciences Paper 1 and Paper 2
Music	Tourism

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