

QUALITY ASSURANCE OF  
THE JUNE 2021 SENIOR  
CERTIFICATE (AMENDED)  
EXAMINATION OF THE  
DEPARTMENT OF BASIC  
EDUCATION (DBE)



UMALUSI



Quality Council for General and Further  
Education and Training

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# FOREWORD

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The first reconfigured Senior Certificate (amended) [SC(a)] examination was conducted in June 2019. This reconfiguration set the standard of SC(a) at the same level as the National Senior Certificate (NSC). The question papers for the two qualifications are set according to the same standards and on content that is aligned to the Curriculum and Assessment Policy Statements (CAPS). The reconfigured June examinations allow learners to retain their qualification status for either the NSC or SC(a) but these examinations can be taken in June or in November.

Umalusi has made great strides in setting, upholding and improving standards in the quality assurance of both the NSC and SC(a) examinations. Umalusi has achieved this success by establishing and implementing an effective and rigorous system of quality assurance of assessment with a set of quality assurance processes that cover the examinations for the SC(a) qualification. The system and processes are constantly revised and refined.

Umalusi judges the quality and standard of examinations by determining:

- a. the level of adherence to policy in the implementation of examination processes;
- b. the quality and standard of examination question papers and marking guidelines;
- c. the efficiency and effectiveness of examination processes and procedures for the monitoring of the conduct, administration and management of examinations; and
- d. the quality of marking, as well as the quality and standard of quality assurance processes established by the assessment body.

Umalusi continues to collaborate with the Department of Basic Education (DBE) to improve the credibility of the NSC and SC(a) and, by extension, the standard of education in the country as a whole. This collaboration has brought about improvements in the conduct, administration and management of the NSC and SC(a) examinations over time. The June examination for SC(a) candidates also catered for candidates who had sat for the November 2020 NSC examination but who were unsuccessful or who wanted to improve their results. For this reason, this report also reflects on the latter cohort of candidates. There is ample evidence to confirm that the DBE continues to strive to improve systems and processes related to the NSC and SC(a) examinations. However, despite several improvement initiatives, some critical aspects such as behavioural offences, acts of dishonesty, administrative errors and omissions constituting examination irregularities remain. These are of great concern and require the DBE's urgent attention.

Umalusi applauds the Northern Cape Provincial Education Department (PED) for conducting the June 2021 SC(a) examination without any instances of behavioural offences or acts of dishonesty. In the case of the NSC, there were no behavioural offences, acts of dishonesty, administrative errors or omissions in the Western Cape or in the Northern Cape. Umalusi is very concerned about community protests that frequently disrupt examinations sessions and prevent candidates from writing these examinations. All the stakeholders are therefore urged to join Umalusi in condemning these acts that rob our learners of the opportunity to advance and achieve their educational ambitions.

The SC(a) examinations provide an opportunity for adult candidates to write an examination to achieve a Level 4 qualification, which will, like the NSC, grant them access to other opportunities such as admission to post-school education and university and will serve as an entry point to the world of work. It is for this reason that all stakeholders in education must share the responsibility for ensuring that the quality and integrity of this important qualification is not compromised.

The Assessment Standards Committee (ASC), a committee of Council, met on 6 August 2021 to scrutinise the results of the candidates who sat for the June 2021 SC(a) examinations, and the Executive Committee of Council (EXCO) met on 12 August 2021 to scrutinise evidence presented on the conduct of the administration and management of the June 2021 examinations.

Having studied all this evidence, the EXCO noted that despite some instances of alleged irregularities during the monitoring of the writing and marking of the examinations, it was satisfied that no systemic irregularities that might have compromised the credibility and integrity of the June 2021 NSC and SC(a) examinations administered by the DBE had been reported.

The EXCO approves the release of the DBE June 2021 examination results based on the evidence that the examinations were administered in accordance with examination policies and regulations.

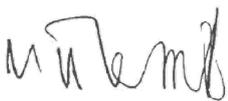
The DBE is required to:

- Use the June 2021 SC(a) standardisation decisions to result the candidates who wrote the June 2021 SC(a) examination.
- Use the November 2020 National Senior Certificate (NSC) standardisation decisions when resulting candidates who wrote the June 2021 NSC examination.
- Block and investigate the results of candidates implicated in examination irregularities.
- Report the outcome of these investigations to Umalusi.
- Address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report.
- Develop and submit an improvement plan to Umalusi by 13 September 2021.

The EXCO commends the DBE for conducting a successful examination despite the challenges, including those presented by the COVID-19 pandemic.

Umalusi will continue to ensure that the quality, integrity and credibility of the NSC and SC(a) examinations are maintained. Umalusi will also continue in its endeavours to ensure that it has an assessment system that is internationally comparable by engaging in research, benchmarking, reviewing and improving its systems and processes.

Umalusi would like to thank all stakeholders who worked tirelessly to ensure the credibility of the June 2021 examinations.



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**Dr Mafu S Rakometsi**  
CHIEF EXECUTIVE OFFICER

## EXECUTIVE SUMMARY

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

Umalusi, as part of its mandate to ensure credibility of the June 2021 National Senior Certificate (NSC)/Senior Certificate (amended) [SC(a)] examinations, conducted the following quality assurance processes:

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

In 2019 the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination were amended, withdrawing the Supplementary Examination. The amended regulations resulted into the amalgamation of the supplementary examination with the June Senior Certificate examination. This policy change provided two examination opportunities, one in June and another in November. From 2019 onwards, all candidates who wrote the November examination were able to rewrite in June. The June 2021 examination catered for candidates who had written the merged National Senior Certificate (NSC) and Senior Certificate (amended) [SC(a)] November 2020 examinations and for those who had registered to write the June 2021 SC(a) examinations. The Umalusi quality assurance processes conducted for the June examination also covered the two qualifications. This report covers both examinations and highlights findings where they relate to only one of the qualifications where necessary.

A total of 249 851 candidates were registered to write this examination. Of these, 106 711 were NSC candidates and 143 140 were SC(a) candidates. There was a decline in enrolment figures of 168 088 for the November 2020 SC(a) to 143 140 candidates for the SC(a) examination in June 2021.

Umalusi Council used the findings from all the quality assured processes to pronounce on whether it was justified in ratifying and approving the release of the results of the June 2020 SC(a) examinations. Candidates who sat for the June 2021 NSC were resultated using the November 2020 NSC standardisation decisions.

In total, 136 question papers were moderated and approved by Umalusi for the June 2021 NSC and SC(a) examinations. Question papers and their accompanying marking guidelines are externally moderated to ensure that the standards for the national examinations are upheld. The DBE is commended for a noticeable improvement in compliance with the internal moderation and cognitive skills criteria for question paper moderation. Notwithstanding these improvements, areas of non-compliance in question papers and their marking guidelines with criteria for technical details, text selection, types and quality of questions and accuracy and reliability of the marking guidelines remain a concern for Umalusi and these must be attended to.

Monitoring of the conduct of examinations was conducted across all nine PED. The writing of examinations and the marking of marking centres were monitored to ensure that the Department of Basic Education deliver credible examinations. Umalusi monitored a sample of 82 examination centres from the nine PED. Although no obvious improvements were observed during the

monitoring of the writing of examinations, findings from this monitoring demonstrated a strict adherence to the regulations stipulated for the conduct, administration and management of the NSC examinations.

The DBE is required to take note of the frequent instances of non-adherence to regulations and failure by some invigilators to fulfil basic responsibilities or comply with instructions related to the management of the writing of the examination stipulated in the Regulation Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination. The DBE is commended for establishing good systems to detect irregularities. However, Umalusi is concerned about the number of imposter candidates, the use of cell phones to copy during the examination, and the possession of crib notes. These acts of dishonesty must be eradicated as they have the potential to undermine the credibility of these examinations.

Prior to the marking of scripts, the assessment body engaged in a process of standardisation of marking guidelines. Umalusi participated in the marking guideline discussion meetings for 118 question papers from 57 subjects to ensure that standardisation of marking across the PED was maintained. The purpose was to revise and amend the marking guidelines where necessary to improve consistency in marking across the provinces. Despite efforts by the DBE to comply with policy prescripts, instances of non-compliance were noted, especially in the discrepancies in the number of scripts marked by internal moderators and chief markers before the marking session commenced. The DBE is commended for continuing to strive for improved standards in the conduct and management of the marking guideline discussion meetings. The introduction of electronic marking of scripts in the training of markers for some subjects during the marking guideline discussion meetings did not go unnoticed. This innovation improved the training and authorisation of chief markers and provincial internal moderators.

The DBE selected marking centres for the marking of the June 2021 examinations and these were monitored to ensure that they met the norms and standards as stipulated in the Regulation Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination. The purpose of monitoring the marking of examinations is to confirm that marking centres are able to accommodate and conduct the marking of the examinations. Umalusi monitored 18 of the 54 marking centres across the nine PED between 8 and 18 July 2021.

All the norms and standards pertaining to the establishment of the marking centres across the nine PED were sufficiently adhered to: this included aspects such as adequate space in which to mark; security; control centre; Information Communication Technology (ICT) facility; availability of water; electricity; and occupation, health and safety requirements. Each PED had clearly formulated marking procedures as recommended in Annexure L of the Regulations Pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate. During the monitoring of marking, Umalusi noted the following challenges: the late delivery of marking guidelines in the Free State PED and the absence of standard operating procedures for security personnel at all PED. The latter led to inconsistencies in the way security personnel discharged of their duties at marking centres.

Umalusi conducted the verification of marking for 21 subjects, comprising 49 question papers from all PED except KwaZulu-Natal; verification of marking was not conducted in here because of civil unrest at the time of the marking of the June 2021 examinations. The verification of marking of examination scripts was conducted for both qualifications, namely NSC and SC(a). This process took place to ensure that approved marking guidelines and the respective marking principles were applied consistently in the marking of the June 2021 examinations. The marking of scripts from all subjects was of an appropriate standard. Strict adherence to the marking guidelines for all subjects was ascribed to improved internal moderation. Notwithstanding these improvements, the failure to appoint markers who were proficient in Afrikaans remains a challenge and one that the DBE should address to ensure the upholding of educational standards. The lack of Afrikaans speaking markers has the potential to damage the credibility of the marking and should therefore be prioritised.

The DBE presented a total of 35 subjects for the June 2020 SC(a) examination to Umalusi for standardisation. The decisions were informed by the norm, the standardisation decisions of the 201706, 201806, 201906 and 202006 (202011) examinations, the pairs analysis, and by internal and external moderator reports. Raw marks were accepted for 28 subjects, while seven subjects were adjusted upwards. The standardisation booklets submitted by the DBE for the standardisation process were accurate.

It was troubling to note the continued high failure and absenteeism rates in all the subjects presented for standardisation. Umalusi noted a downward trend in performance in Religion Studies and most of the Home Languages.

The reports on the quality assurance processes conducted by Umalusi for the June 2021 examinations indicated that the examinations were conducted in a credible manner. Only a few areas of non-compliance were identified. The DBE is required to attend to these to these forthwith.

# ACRONYMS AND ABBREVIATIONS

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ASC	Assessment Standards Committee
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
DBE	Department of Basic Education
GENFETQA	General and Further Education and Training Quality Assurance
FAL	First Additional Language
HL	Home Language
ICT	Information Communication Technology
IT	Information Technology
LoLT	Language of Learning and Teaching
MG	Marking Guideline(s)
NSC	National Senior Certificate
PED	Provincial Education Department
PEIC	Provincial Examination Irregularities Committees
SAL	Second Additional Language
SBA	School-Based Assessment
SC(a)	Senior Certificate (amended)
Umalusi	Council for Quality Assurance in General and Further Education and Training

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# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

The external moderation of question papers is the responsibility of Umalusi as the quality assurance council. This report summarises the main findings of the external moderation of the Department of Basic Education (DBE) question papers and their marking guidelines for the June 2021 Senior Certificate (amended) [SC(a)] and National Senior Certificate (NSC) examinations. The DBE is solely responsible for the development and internal moderation of the question papers and their marking guidelines. Umalusi conducts the external moderation of question papers and marking guidelines to ensure that they are fair, valid and reliable. In doing so, assessment standards are checked to ensure that they are comparable to those of previous years.

It is against this background that this chapter reports on the findings of the external moderation of the DBE question papers and their marking guidelines. The external moderation process was conducted according to the prescripts of the curriculum and assessment policy statement (CAPS) and the examination guidelines to determine the extent to which question papers and marking guidelines adhered to the set criteria, as reflected in Table 1A.

## 1.2 Scope and Approach

One hundred and thirty-six question papers and their marking guidelines were presented by the DBE to Umalusi for external moderation and were approved at various levels of moderation. Annexure 1A lists all 136 question papers moderated for the June 2021 SC(a) and NSC examinations.

The approval of a question paper and its marking guideline requires evaluation against a set of three overarching criteria: moderation of the question paper, moderation of the marking guideline and overall impression.

Each of these criteria comprises a number of quality indicators, as indicated in Table 1A. These quality indicators ensure that the examining panels and the external moderators use the same tools to develop and moderate the question papers. Thus, a question paper and its marking guideline must comply fully with these quality indicators if they are to be approved.

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

Part A		Part B		Part C	
Moderation of question paper		Moderation of marking guideline		Overall impression	
1	Technical details (12) <sup>a</sup>	8	Conformity with question paper (3) <sup>a</sup>	10	Overall impression (9) <sup>a</sup>
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, type 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

Once a question paper and its marking guideline have been developed, they are moderated internally. This is a process conducted by the assessment body to ensure that the question paper and its marking guideline fulfil the requirements before they are presented to Umalusi for external moderation. The same moderation tool is used for both moderation processes; when the two processes do not yield the same results, the question of non-compliance arises.

As mentioned above, Table 1A shows the criteria against which question papers and their marking guidelines are evaluated. Each criterion comprises quality indicators that the question paper and its marking guideline must satisfy to be declared fully compliant. The external moderator uses these quality indicators to determine whether the question paper and its marking guideline comply 1) in all respects, 2) in most respects, 3) show limited compliance, or 4) are not compliant with the quality indicators. If a question paper and its marking guideline do not comply fully with the set criteria the external moderator declares that the question paper and the marking guideline require further moderation.

### 1.3 Summary of Findings

This section provides a discussion of the issues preventing the approval of question papers and marking guidelines at the first external moderation level; question papers used in examinations must be approved by Umalusi before they are administered. This summary highlights instances of non-compliance with criteria to alert the assessment body to aspects that need attention to improve the standard of the question papers and their marking guidelines.

#### 1.3.1 Status of Question Papers Moderated

The objective is to approve all the question papers and their marking guidelines at first moderation. However, most moderated question papers and their marking guidelines required revisions and or amendments before they were deemed to be fully compliant in the next round of moderation. Figure 1A provides a graph of the status of papers at first moderation.

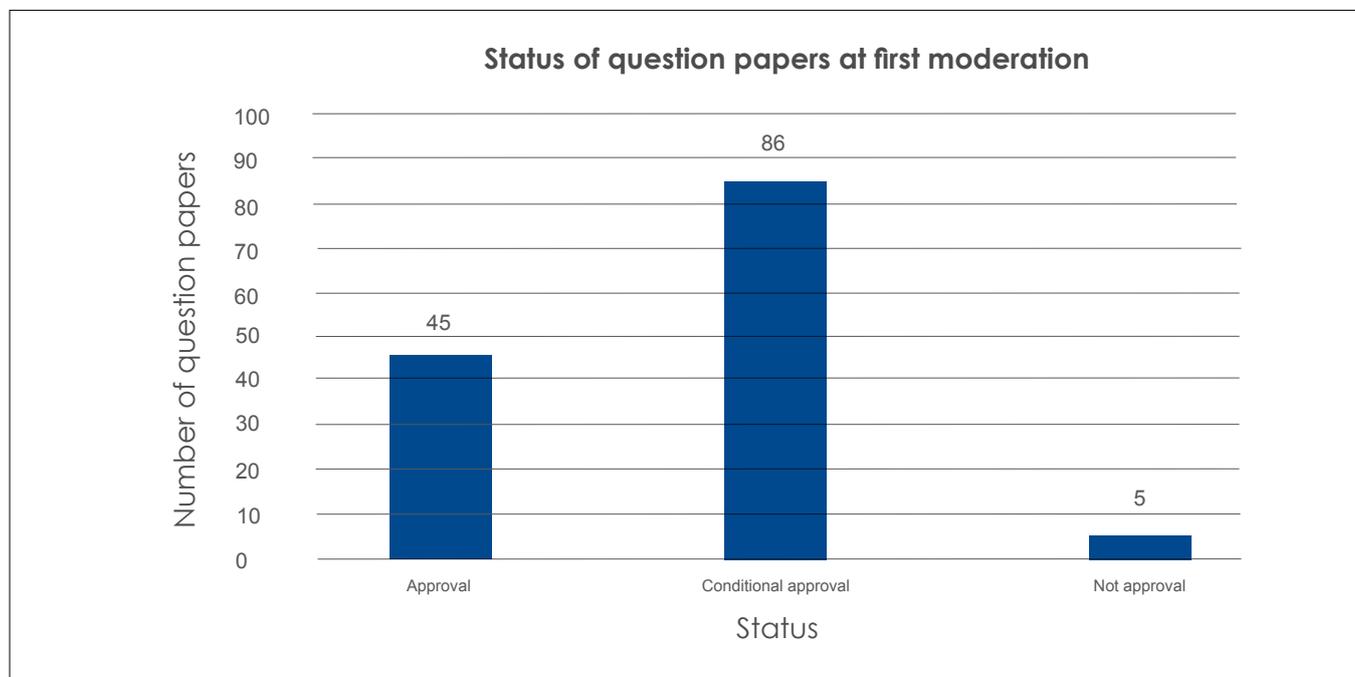
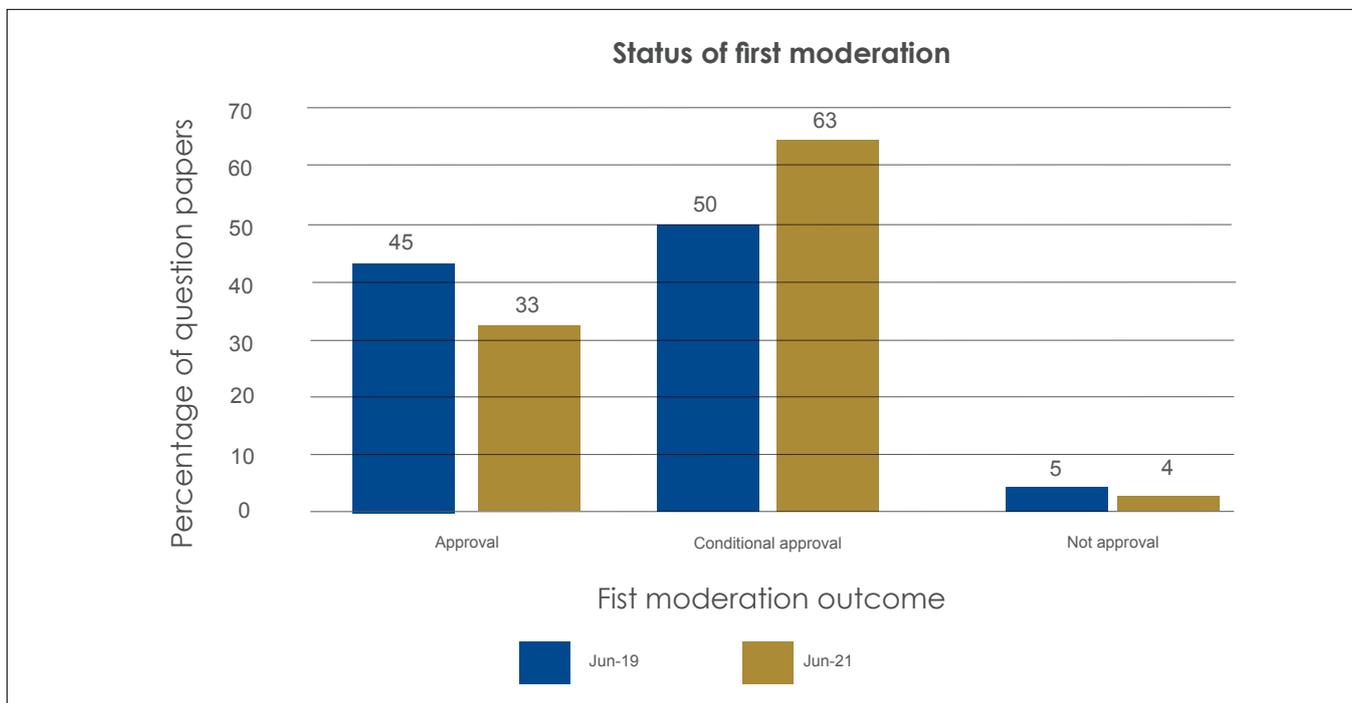


Figure 1A: Status of question papers at first moderation

<sup>1</sup> The comparison of the June 2019 and June 2021 examinations was necessary because the June 2020 examination was cancelled as a result of the COVID-19 pandemic and its restrictions and merged with the November 2020 examination.

As is evident from Figure 1A, 45 question papers and their marking guidelines were approved at first moderation, 86 conditionally approved and five not approved.

Figure 1B provides a graph indicating the comparison of the approval status of question papers and marking guidelines in the June 2019 and June 2021 examinations.



**Figure 1B: Comparison of the status at first moderation of question papers for the June 2019 and June 2021 examinations**

Figure 1B indicates a 12 percent decline in the number of question papers and their marking guidelines approved at first moderation. This resulted in an increase in the number of question papers and marking guidelines that required further moderation and a corresponding increase in the number that were conditionally approved. However, the percentage of question papers and marking guidelines that were rejected (not approved) declined.

Factors responsible for this downward trend are discussed in the next section.

### 1.3.2 Compliance levels per criterion

This section focuses on the compliance of question papers and their marking guidelines with the ten criteria listed in Table 1B (no compliance, limited compliance, compliance in most respects and compliance in all respects).

If a question paper and its marking guideline complies with all quality indicators in a particular criterion, it is rated as 100% compliant. Compliance 60% – 99% with the quality indicators in a particular criterion is rated as being compliant in most respects, while compliance 30% – 59% with the quality indicators in a criterion is regarded as limited compliance. A question paper complying with fewer than 30% of the quality indicators in a criterion is judged as non-compliant.

**Table 1B: 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	56	43	1	0
Internal moderation	85	11	4	0
Content coverage	76	21	3	0
Cognitive skills	69	24	7	0
Text selection, types and quality of questions	40	53	7	0
Language and bias	63	35	2	0
Predictability	88	10	2	0
Conformity with question paper	69	24	6	1
Accuracy and reliability of marking guidelines	45	53	2	0
Overall impression	52	39	8	1

The criteria for internal moderation, content coverage, cognitive skills, language and bias, predictability and conformity of marking guidelines with question paper all had a compliance rate of above 60%. This is commendable as some of these criteria have posed a challenge in past years. This is particularly the case with cognitive skills. On the other hand, question papers' compliance with criteria for technical details, text selection, types and quality of questions, and accuracy and reliability of marking guidelines showed little improvement and the rate remained below 60%. As a result, compliance with the criterion of overall impression also saw a decline at 52%.

### 1.3.3 Question paper and marking guideline moderation criteria

In the following sub-sections all areas of non-compliance with the criteria listed in Table 1A identified in question papers and their marking guidelines are discussed. Annexure 1A reflects the extent to which each question paper and its marking guideline complied with each criterion.

#### a) Technical details

Compliance with technical details is evaluated in the monitoring instrument by 12 quality indicators. Fifty-six percent of the question papers complied fully with this criterion while the remainder failed as indicated below:

- i) Two question papers and their marking guidelines were submitted without marking grids, answer sheets and or formula sheets.
- ii) Six question papers lacked essential information such as time allocation, name of the subject, number of pages and instructions.
- iii) In 21 question papers instructions to candidates were not clear and/or unambiguous.
- iv) The layout of six question papers was disordered and not reader friendly. This may have disadvantaged candidates.
- v) Some questions in seven question papers were incorrectly numbered.
- vi) In one question paper, the pages were incorrectly numbered.
- vii) Headers and footers in 13 question papers and/or their marking guidelines were not consistent and did not adhere to the required format.
- viii) Non-standard fonts were used in 14 question papers.
- ix) Mark allocations were missing in four question papers. These indicate how much each question is worth and are a guide to candidates as to the length and detail of their responses.
- x) One question paper was judged to be too long and candidates would have had difficulty completing it in the time allocated.

- xi) In 34 question papers, the quality of drawings, illustrations, graphs, tables, and figures was poor or not clear, while some contained errors and were therefore not print-ready.
- xii) The prescribed format had not been adhered to in one question paper.

#### b) Internal moderation

Eighty-five percent of the question papers and marking guidelines complied fully with the quality indicators for internal moderation. Internal moderation ensures that the question paper and its marking guideline meet the required standard before submission for approval by Umalusi. The remaining question papers (15%) did not comply fully with these indicators:

- i) One question paper was presented for external moderation without evidence of internal moderation.
- ii) Internal moderation plays a pivotal role in ensuring that question papers are print-ready before they are submitted for external moderation. However, in 18 question papers, the quality, standard and input from internal moderators were questionable.
- iii) In three question papers, there was little evidence that the internal moderators' recommendations had been addressed.

#### c) Content coverage

Seventy-six percent of the question papers were fully compliant with the requirements for content coverage at first moderation. The remainder did not satisfy the requirements as indicated below:

- i) Analysis grids for six question papers did not show clearly how each question was linked to a topic. This indicates how the question paper complies with the requirements of the CAPS.
- ii) Five question papers did not cover the content required by CAPS adequately.
- iii) Six question papers did not reflect the latest developments in the subject.
- iv) In 11 question papers, more than three questions contained content, examples, text or illustrations that were judged inappropriate, irrelevant or incorrect/inaccurate.

#### d) Cognitive skills

Sixty-nine percent of the question papers complied fully with the quality indicators for the criterion. There should be strict adherence to the prescribed cognitive skills when setting a question paper and its marking guideline. All levels of candidates must be catered for to ensure that high performing and under-performing candidates are differentiated; 31% of the question papers failed to comply as indicated below:

- i) Analysis grids for nine question papers did not clearly indicate the cognitive level of each question.
- ii) In those question papers with grids that did indicate the cognitive skill levels, 27 reflected an inappropriate distribution of cognitive skills. Of these, five were deemed too challenging and the remainder (22) too easy.
- iii) Optional questions in six question papers were not equivalent in difficulty. This might have disadvantaged candidates.
- iv) Five question papers did not provide enough opportunities to assess candidates' ability to reason, communicate, translate the verbal to the symbolic, interpret visual evidence in a written response, compare and contrast, understand causal relationships, express an argument clearly or provide creative responses.
- v) Eleven question papers included irrelevant information, and this unintentionally increased the degree of difficulty.
- vi) Allocation of marks indicates the level of cognitive skill required to answer each question and the length and complexity of the answer. Therefore, great consideration must be taken to ensure that there is a correlation between the three aspects to avoid any misalignment as witnessed in three question papers.

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

It is vital that question papers fulfil the criterion encompassing text selection, types and quality of questions. In this case, 40% of the question papers complied fully with this criterion; the examples of non-compliance were identified in the remaining 60%:

- i) One question paper contained types of questions that were beyond the scope of the subject.
- ii) Selected source materials in three question papers were judged to be inappropriate as they were not subject specific, or they were too lengthy or too short.
- iii) Source materials used in 14 question papers did not serve the purpose or were irrelevant or inappropriate.
- iv) Some source materials in four question papers did not enable the testing of relevant skills and were thus replaced by more suitable sources.
- v) Source materials should allow the examining panels to generate questions requiring a range of cognitive skills. In four question papers source materials contained too little information to formulate such questions.
- vi) Questions should cover what is pertinent in every subject. Questions in six in six papers contained questions that were beyond the scope of the CAPS.
- vii) Some questions in 58 question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.
- viii) Several questions in 26 question papers did not provide clear instructional key words/verbs.
- ix) Some question in 36 question papers did not provide enough information for candidates to provide appropriate responses.
- x) Thirty-six question papers contained questions with factual errors or misleading information which could mislead and disadvantage the candidates.
- xi) There were double negatives in one question paper.
- xii) References to prose texts, visuals, drawings, illustrations, examples, tables, or graphs in 11 question papers were deemed irrelevant or incorrect.
- xiii) Some questions in 16 question papers provided information on the answers to other questions.
- xiv) There was an overlap between questions in nine question papers.
- xv) There were issues of non-compliance in the formulation of multiple-choice questions in several question papers. These included options in two question papers that did not follow grammatically from the stem and clues to answers in nine question papers, questions in six question papers with options of varying length, options in one question paper where a word or phrase in the stem of a question was repeated in the correct answer, thereby indicating the correct response. Lastly, four question papers contained multiple-choice questions in which the correct answer included elements from other options.

## f) Language and bias

Language plays a pivotal role in the formulation of question papers. Examining panels must guard against disadvantaging candidates whose home language is different from the Language of Learning and Teaching (LoLT). Sixty-three percent of the question papers fully complied with this criterion while the rest did not. Examples of non-compliance were as follows:

- i) Subject terminology or data were used incorrectly in seven question papers and did not reflect the language and terminology used in the subject policies or prescribed textbooks.
- ii) The language register and the level and/or complexity of the vocabulary used in ten question papers was inappropriate for the level of Grade 12 candidates.
- iii) Complicated grammar and sentence structure were used in 21 question papers. This may have confused candidates.
- iv) The language used in 23 question papers was not grammatically correct.
- v) Foreign names or terms used in one question paper might not have been familiar to the candidates. This was rectified in the subsequent moderation(s).

- vi) There was evidence of bias or stereotyping with regard to culture, gender, language, politics, race, religion, province, region, etc. in ten question papers.
- vii) Five question papers did not cater for candidates with special needs by ensuring that questions allow for appropriate adaptation.

#### g) Predictability

Predictability of questions must be avoided to protect the integrity of an examination. Predictability showed the highest compliance rate of 88%. The question papers that were non-compliant included those that:

- i) Contained questions taken from previous years' question papers that could have been easily spotted or predicted by candidates (six question papers).
- ii) Contained questions that were repeated verbatim from the past three years' question papers (four question papers).
- iii) Reflected little innovation in their questions (four question papers).

#### h) Conformity of the marking guidelines with question papers

The marking guidelines should be set together with the corresponding question papers to ensure that the two correspond in all respects. However, only 69% of the marking guidelines satisfied this criterion fully. Examples of non-compliance in the remaining marking guidelines included:

- i) Some responses in 32 marking guidelines did not correspond to the questions in the question papers.
- ii) Fifteen marking guidelines contained answers that did not match the instruction or key words in the questions. These key verbs determine the cognitive skill level of a question.
- iii) Marks in ten marking guidelines did not match the marks on the corresponding question paper.

#### i) Accuracy and reliability of marking guidelines

It is important that suggested responses correspond to the questions. This presented a challenge as this criterion had the second lowest compliance rate of all criteria, 45%. Reasons for non-compliance included the following:

- i) Thirty-five marking guidelines contained responses based on incorrect or inaccurate subject matter. Some question papers had to be returned to the examining panels more than twice to ensure that changes were correctly made.
- ii) Thirty-two marking guidelines contained typographical errors.
- iii) The layout of 19 marking guidelines was disorganised. This might have had a detrimental effect on the marking process.
- iv) Seven marking guidelines were incomplete, lacking mark allocation or not indicating clearly how marks were distributed within each question.
- v) Four marking guidelines did not indicate how marks were allocated in individual questions.
- vi) Two marking guidelines contained responses with a small range of marks. This would have made it difficult to discriminate between low and high performers.
- vii) Two marking guidelines indicated negative marking.
- viii) Although markers are expected to apply their professional judgement when marking, it is crucial that sufficient detail is provided in the marking guidelines to guide them in arriving at the same result, especially in cases of open-ended questions. However, 28 marking guidelines failed in this regard.
- ix) In 13 marking guidelines, no room was made for relevant/correct alternative responses; the fact that some questions could have elicited more than one correct response was ignored.

## j) Overall impression

After moderating a question paper and its marking guideline, the external moderator provides an overall impression of their compliance rate. Fifty-two percent of the question papers and their marking guidelines were judged as generally acceptable. The remaining question papers and marking guidelines did not comply for the following reasons:

- i) Six question papers were judged not to be in line with the CAPS document or the examination guidelines as the objectives of the CAPS had not been covered completely.
- ii) The standard of ten question papers was unsatisfactory as they did not compare favourably with previous years' question papers.
- iii) Issues of non-compliance in 47 question papers affected their fairness, validity and reliability.
- iv) Forty-six question papers were not of the appropriate standard.
- v) The standard of 20 question papers could not be compared to that of previous years.
- vi) Fifty-one marking guidelines were not fair, valid or reliable.
- vii) The standard of 17 marking guidelines was not comparable to that of previous years.
- viii) One marking guideline did not provide answers that demonstrated the assessment of skills, knowledge, attitudes and values.

### 1.3.4 Comparison of compliance per criterion: June 2018, June 2019 and June 2021

Table 1C compares the compliance levels, per criterion, over three years (June 2018, June 2019 and June 2021) at first moderation level.

**Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in June 2018, June 2019 and June 2021**

Criteria	June 2018 (% of papers)	June 2019 (% of papers)	June 2021 (% of papers)
Technical details	59	48	56
Internal moderation	83	77	85
Content coverage	86	91	76
Cognitive skills	53	34	69
Text selection, types and quality of questions	72	67	40
Language and bias	75	64	63
Predictability	92	87	88
Conformity with question paper	88	88	69
Accuracy and reliability of marking guidelines	67	67	45
Overall impression	51	38	52

When comparing the findings of the moderation of question papers for the June 2021 examinations to that of the past two examinations sessions (June 2018 and June 2019) it is clear that compliance levels varied across the three years. For instance, the percentage of question papers and marking guidelines complying with criteria for cognitive skills and internal moderation fluctuated. On the other hand, there was a decline in the percentage of question papers and marking guidelines complying with the criteria for text selection, types and quality of questions and language and bias. It is worrying that there was no improvement as these aspects are important in the development of question papers. The DBE is requested to address these shortcomings to ensure that question papers are approved at first moderation.

Despite these fluctuations in compliance over the last three years, there was a marked decline in compliance in June 2021 compared to levels that in some cases were lower than those recorded for the June 2018 examinations papers.

## 1.4 Areas of Improvement

The following areas of improvement were identified during moderation of the June 2021 SC(a) and NSC question papers and their marking guidelines:

- a) It is commendable that, although there was a decrease in compliance with several criteria, compliance with the indicators for internal moderation and cognitive skills did reflect an improvement.
- b) The criteria for internal moderation and predictability showed high levels of compliance although there was a slight decline in compliance with the criteria for predictability compared to the June 2018 examinations.

## 1.5 Areas of Non-Compliance

Umalusi would once again like to highlight the following issues as areas of non-compliance:

- a) The non-compliance of question papers and their marking guidelines with the criteria for technical details, text selection, types and quality of questions and accuracy and reliability of the marking guidelines posed a challenge and levels of compliance have been consistently low in the last three years in both the November and the June examinations.

## 1.6 Directives for Compliance and Improvement

As the recurring failure to reach full compliance in the criteria highlighted below persisted this year, the DBE is urged to:

- a) Intensify the training of examining panels to ensure there is a clear understanding of the criteria below, as was advised in the June 2019 report:
  - Technical details;
  - Text selection, types and quality of questions; and
  - Accuracy and reliability of marking guidelines.

## 1.7 Conclusion

This chapter summarised the major findings from an analysis of the individual question paper moderation reports for the June 2021 SC(a) and NSC examinations. Areas of improvement and areas of non-compliance were highlighted. The report provides insight into areas that the DBE should focus on to improve the quality of question paper and marking guideline development. The chapter also highlights areas of non-compliance that should be addressed by the DBE to avoid their recurrence in future.

# CHAPTER 2 MONITORING OF THE WRITING OF THE EXAMINATIONS

## 2.1 Introduction

Umalusi's oversight role and responsibility is expressed in the monitoring of the sampled examination centres. The findings from the monitoring of selected examination centres are reported to the Executive Committee of Council (EXCO) prior the approval of the release of the examination results. This report will assist EXCO to determine the credibility of the administration of the examination.

The Department of Basic Education (DBE) conducted the combined June 2021 National Senior Certificate (NSC) and June 2021 Senior Certificate amended (SC(a)) examinations. These examinations commenced on 26 May 2021 and were concluded on 7 July 2021. Umalusi monitored the writing of these examinations.

This chapter provides a summary of findings from the monitoring and highlights areas of improvement and areas of non-compliance identified during the monitoring. It also provides directives for compliance and improvement, which the DBE is required to address and report on.

## 2.2 Scope and Approach

The DBE registered a total of 248 824 candidates to write the 2021 examinations at 7 224 examination centres. Umalusi monitored 82 examination centres from nine Provincial Education Departments (PED). Most of the monitored examination centres were combined centres established by the respective education districts. (See Annexure 2A for details of the monitored examination centres.)

Table 2A below provides a breakdown of registered candidates per PED per qualification.

**Table 2A: Number of candidates registered for the June 2021 Examination**

Province Name	NSC FT	NSC PT	SC(a)	TOTAL
Eastern Cape	12 804	422	22 755	35 981
Free State	2 775	204	6 401	9 380
Gauteng	16 459	994	31 980	49 433
KwaZulu-Natal	13 857	245	23 451	37 553
Limpopo	17 398	6 691	13 287	37 376
Mpumalanga	9 935	1 424	12 368	23 727
North West	6 992	103	13 317	20 412
Northern Cape	3 389	154	3 913	7 456
Western Cape	11 481	1 123	14 902	27 506
<b>NATIONAL</b>	<b>95 090</b>	<b>11 360</b>	<b>142 374</b>	<b>248 824</b>

FT: Full-time, PT: Part-time

Data were collected from observations, verification, and interviews conducted at the monitored examination centres.

As the COVID-19 pandemic was ongoing, the examination centres were obliged to adhere to health and safety protocols established by the DBE.

## 2.3 Summary of Findings

The findings of the monitoring are summarised below. The information and conclusions drawn from the findings in this chapter are limited to data collected from the sample of examination centres monitored and the availability of evidence at the examination centres at the time of Umalusi's visit.

### 2.3.1 General administration

#### a) Management of examination question papers

Examination centre officials collected the question papers and related material from the distribution points on the day of the examination. There were instances where district officials delivered examination material to the examination centres daily. This was the practice in eight provinces while in the Western Cape the examination material was delivered weekly by courier service. In each case, the correctness of the material received was verified by designated officials. Examination centres were required to send the examination scripts back using the same method of delivery.

Copies of dispatch forms tracking for the movement and number of examination materials received were not available at seven examination centres.

#### b) Appointment records of invigilators

All monitored examination centres were in possession of appointment records for invigilators, including the chief invigilators. At 24 designated examination centres, employees other than principals were appointed as chief invigilators to oversee the conduct, administration and management of the examinations. This was partly because the centres were combined examination centres and community learning centres used by the districts for the writing of the examinations. All appointed chief invigilators were trained by the PED.

Chief invigilators appointed invigilators in writing. They were teachers or community members. Evidence of training of invigilators was available for verification at all except nine of the 82 examination centres monitored.

#### c) Management of invigilators' attendance

The invigilators' attendance registers were professionally monitored and the records were available in the examination files for verification at all but eight examination centres. Examination centres adhered to the required 1:30 ratio of invigilator to candidates except at one centre where only two invigilators had been appointed to invigilate a session comprising 111 candidates.

#### d) Examination document management

While examination centres kept the record of examinations in examination files that were readily available for verification, six examination centres had difficulties maintaining the files as many records were missing.

### 2.3.2 Credibility of the writing of examinations

This section reports on the credibility of the conduct of the examinations at the sampled examination centres and adherence to the DBE's regulations for the conduct, administration and management of the NSC examinations. Umalusi used the criteria discussed below to assess adherence by examination centres to these regulations.

### a) Security of question papers

Question papers were stored in strong rooms or steel cabinets when they were received except at seven examination centres where they were taken straight to the examination room. This occurred mainly at established designated examination centres because of a lack of storage facilities. All question papers received at monitored examination centres arrived in sealed bags and were only opened inside the examination room prior to the commencement of the writing of the examinations.

### b) Admission of candidates to the examination venue

Candidates were admitted to the examination room at least 30 minutes before the start of the examination at all but six examination centres. Most examination centres managed the screening of candidates and insisted on their wearing of face masks as part of the COVID-19 health and safety requirements. At six examination centres candidates' identity was not verified against their admission letters and ID documents. This is a serious issue as most examination centres were combined centres and there was thus the possibility of imposter candidates, as observed at two examination centres. It is also a breach of Annexure I 9 (2) of the DBE regulations.

Fourteen examination centres did not draw up a seating plan and candidates were seated randomly. Several examination centres drew up a seating plan after candidates were seated. This practice was adopted because of large numbers of absentees (52.4% at the monitored examination centres) compared to the number of candidates registered (see Annexure 2A) for the June 2021 examinations. All candidates, including latecomers, who arrived within the stipulated one-hour time after start of the session were allowed to write the examinations.

### c) Suitability of the examination venue

Monitored examination centres had space available to accommodate all candidates registered at the centre; three examination centres did have difficulty spacing desks 1.5 metres apart in the examination rooms as required by Covid-19 protocols, however. Examination rooms were conducive to the writing of examinations and there were adequate amenities available. However, two examination centres had no toilet or water facilities and there were high levels of noise outside the examination venues at three centres.

### d) Administration of the writing session

All examination centres displayed the time in examination venues; clocks or display boards indicated the progress of the examinations at all but six examination centres, where the time remaining to candidates was not indicated. None of the monitored examination centres had anything displayed in the examination venues that could have assisted candidates.

Unregistered candidates posed challenges at ten examination centres. All such candidates who presented themselves at the examination centres were allowed to write the examination and chief invigilators completed the necessary irregularity forms. Although adequate measures were taken by the invigilators to prevent the possession and use of cell phones and other forbidden material by candidates, there were infringements of these rules involving candidates (see section (g) below). Where calculators were required, these were checked for compliance; this verification could not be confirmed at 13 examination centres, however.

Only four of the 82 monitored examination centres had candidates who had been granted special concessions for writing.

### e) Compliance with examination procedures

There was no evidence of centre pre-verification by the assessment body at 27 examination centres.

The invigilation of examinations was satisfactory at most examination centres, although there were some shortcomings:

- i. Poor time management led to late distribution of question papers at eight examination centres;
- ii. Technical accuracy of the question paper was not verified at five examination centres;
- iii. Regulated reading time was not observed at eight examination centres;
- iv. Examination rules were not read to candidates at 12 examination centres;
- v. The examination started later than the stipulated time at eight examination centres. This led to the examination ending later than the stipulated time at six examination centres; and
- vi. Candidates at five examination centres were allowed to leave the examination room during the last 15 minutes.

#### f) Handling of answer scripts

The handling of answer scripts at the end of the examinations was managed according to DBE regulations at most examination centres. The invigilators collected the answer scripts from the candidates at the end of the examination. Answer scripts were then counted and packed in the examination rooms in the presence of invigilation teams. Those packing the scripts made sure that the numbers scripts tallied with the number of candidates present. One examination centre did not have mark sheets and there was a shortage of satchels at two examination centres with the result that scripts were not sealed at the examination centre. Chief invigilators at 14 examination centres did not write a situational report.

Answer scripts were transported to the distribution points within the stipulated time or locked into the strong room, as prescribed by the PED.

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

The following incidents that may have compromised the credibility of the examinations were noted:

- i. Unregistered candidates arriving at examination centres;
- ii. Candidates registered for the wrong subjects;
- iii. One case of an imposter candidate writing the examination in the place of the genuine candidate, and an attempted case;
- iv. Three candidates from different subjects at two examination centres were caught with crib notes; and
- v. One instance of a cell phone being used to copy and another of a candidate's cell phone ringing during the examination.

In all these cases the chief invigilators dealt with the incidents according to the regulated procedure, completing irregularity forms and reporting the cases to the Provincial Examinations Irregularities Committee (PEIC).

### **2.3.3 Monitoring by assessment body**

Fifty-five of the 82 examination centres had been monitored by the assessment body by the time of Umalusi's visit. Thirteen of these 55 examination centres had not received reports on the findings of the monitoring by the time of Umalusi's visit.

### **2.3.4 COVID-19 compliance**

The DBE established protocols to be followed by the examination centres; however, instances of non-compliance with these protocols were observed at some examination centres. While

there were minor violations of the protocol at many examination centres, there were serious violations at ten examination centres: seven in the Eastern Cape, two in KwaZulu-Natal, and one in Gauteng. Major infringements included failure to screen candidates and record their temperature, no plans to deal with candidates who showed COVID-19 symptoms, and no markings to indicate the 1.5 metre social distancing regulation. Twelve examination centres had not appointed a COVID-19 committee. All but three examination centres enforced social distancing regulations among candidates. Umalusi commends 45 monitored examination centres for their full compliance with COVID-19 protocols.

## 2.4 Areas of Improvement

No improvements from the previous reporting period were found. The following directive stipulated in the last report had not been addressed and this remained a problem in the current examination session.

- systems must be in place for monitoring and evaluating invigilators' performance.

## 2.5 Areas of Non-Compliance

The following examples of non-compliance were noted (see Annexure 2B for a list of non-compliant examination centres):

- No dispatch forms at seven examination centres;
- No evidence of training of invigilators at nine examination centres;
- Stipulated invigilator to candidate ratio not adhered to at one examination centre;
- No invigilator attendance register at eight examination centres;
- Late admission of candidates to the examination rooms at six examination centres;
- Candidate identity not verified on entry at six examination centres;
- Poor time management leading to late start of examination at eight examination centres;
- Social distance between candidates' desks not observed at three examination centres;
- Regulated reading time not observed at eight examination centres;
- Candidates left the examination room during the last 15 minutes of the session at five examination centres;
- Two instances of imposter candidates;
- One candidate used a cell phone to copy and another was found in possession of cell phone in the examination room;
- Crib notes found on three candidates from two examination centres;
- One candidate had completed an answer book within 30 minutes of the start of the examination, a suspected irregularity; and
- Significant failures to comply with COVID-19 protocols.

## 2.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

- When appointing invigilators, the performance evaluation of invigilators in the execution of their roles and responsibilities as outlined in the regulations is considered to mitigate the risk of compromising the credibility of examinations;
- Strategies are established to reduce the rate of irregularities that are recurrently reported every examination cycle; and
- Controls are put in place to deal with infringements that could interfere with the implementation of the departmental protocols issued for the conduct, administration and management of examinations.

## 2.7 Conclusion

Overall, the findings from the monitoring of the 82 sampled examination centres demonstrate that adherence to the regulations set out for the conduct, administration and management of the National Senior Certificate examinations was adequate during the June 2021 NSC/SC(a) combined examinations. While Umalusi commends the DBE for its efforts to ensure that the examinations are never compromised, it is essential that the directives for compliance and improvement are addressed and that steps are taken to curb the recurrence of observed infractions.

# CHAPTER 3 MARKING GUIDELINE DISCUSSION MEETINGS

## 3.1 Introduction

Umalusi participates in the marking guideline discussion meetings to ensure that the process of finalising the marking guidelines is undertaken and that they are approved and signed off once an agreement on changes and amendments has been reached. The approved marking guidelines are used in the marking of the candidates' scripts.

Umalusi quality assured the marking guideline discussion meetings for the June 2021 National Senior Certificate (NSC) and Senior Certificate (amended) [SC(a)] question papers developed by the Department of Basic Education (DBE). These meetings were attended by the panels responsible for setting the question papers, the provincial delegates (chief markers and internal moderators) and the Umalusi moderators.

Each of the marking guideline discussion meetings was required to achieve the following objectives:

- revise and amend the original marking guidelines by incorporating alternative responses presented by the Provincial Education Departments (PED), including those resulting from discussions among the delegates;
- approve and sign off the marking guidelines;
- achieve a common understanding of the final marking guidelines;
- determine the appropriate tolerance range for each question paper; and
- authorise provincial chief markers and internal moderators to train and supervise markers at marking centres in their PED.

This chapter reports on the marking guideline discussions for the DBE June 2021 NSC/SC(a) examinations.

## 3.2 Scope and Approach

The DBE held the June 2021 marking guideline discussion meetings for 118 question papers from 57 subjects (Annexure A), including 24 question papers that were identified for centralised marking. In 2021, the DBE adopted an online modality and approach to the hosting of all marking guideline discussion meetings, using the Microsoft Teams application and platform. This approach was adopted to mitigate the impact of the third wave of COVID-19 infections in the country.

The criteria reflected in Table 3A were used to evaluate the marking guideline discussion meetings.

**Table 3A: Criteria for the quality assurance of the marking guideline discussions**

Part A:	Part B:	Part C:
<b>Pre-marking guideline discussion meeting and preparation of chief markers and internal moderators</b>	<b>Processes and procedures</b>	<b>Training at marking guideline discussion meetings and quality of the final marking guidelines</b>
Pre-marking guideline discussion meetings		Quality of training of chief markers and internal moderators
Preparation of chief markers and internal moderators		Quality of the final marking guidelines

Part A focused on the pre-marking guideline discussion meetings held for each question paper and determined the level of preparedness of the participants in the marking guideline discussions. Part B dealt with the processes and procedures followed during the marking guideline discussions, while Part C explored the quality of training of chief markers and internal moderators and the quality of the final marking guidelines.

### 3.3 Summary of Findings

This part of the chapter presents the findings of the marking guideline discussion meetings according to the criteria and quality indicators outlined in Table 3A.

#### 3.3.1 Part A: Pre-marking guideline discussions and preparation of chief markers and internal moderators

##### a) Pre-marking Guideline Discussion Meetings

This criterion determines whether the pre-marking guideline discussions for each question paper took place with the DBE examination panels and Umalusi to interrogate and amend marking guidelines in preparation for the marking guideline discussions.

Eighty-two question papers were fully compliant with this criterion. No meetings were held for the following subjects: IsiXhosa Home Language Paper 3; IsiZulu Home Language Paper 3; English Home Language Paper 3; English First Additional Language Paper 3; Tshivenda Home Language Paper 3; Xitsonga Home Language Paper 3; IsiXhosa First Additional Language Paper 3; IsiZulu First Additional Language Paper 3; Sepedi Home Language Paper 3; Setswana Home Language Paper 3; SiSwati Home Language Paper 3; Sesotho Home Language Paper 3; IsiNdebele Home Language Paper 3; Afrikaans Home Language Paper 3; Afrikaans First Additional Language Paper 3; Geography Paper 2; Agricultural Sciences Paper 1 and Paper 2; Economics Paper 2; and Tourism.

These question papers were affected by the early closure of schools for the winter school recess and the government's decision to move the country to Risk Alert Level 4 on 27 June 2021 to mitigate the impact of the third wave of Covid-19 infections in the country. As a result, the DBE revised the marking guideline discussion meeting schedule for the subjects listed above. The dates for marking guideline discussions for the remaining subjects were brought forward. The revised schedule resulted in the cancellation of pre-marking guideline discussion meetings. Instead, PED internal moderators and chief markers were advised to mark ten dummy scripts per question paper and generate a report in preparation for the two-day marking guideline discussion meetings planned for each of the affected subjects. The adjusted marking guideline standardisation schedule did not compromise the quality of the meetings although pre-marking of 20 live scripts per subject did not occur. The marking of fewer scripts limited the possibility of exploring all alternative responses to questions.

The DBE Examination Instruction 24 of 2021 indicated that in preparation for the centralised marking guideline discussion meetings, the internal moderators and chief markers for small subjects should pre-mark at least five scripts and use their findings to complete the pre-marking report for the marking guideline discussion meetings. As a result, no pre-marking guideline discussion meetings were held with Umalusi for any question papers identified for centralised marking. Nonetheless, this did not affect the quality of the marking guideline discussion meetings as the consolidated pre-marking reports from the PED were used to facilitate the discussions in these meetings, which were attended by Umalusi representatives.

The pre-marking guideline discussion meetings resulted in amended marking guidelines based on consensus reached by the participants. These guidelines formed the starting point for discussions with PED delegates on the first day of the marking guideline discussion meetings.

## b) Preparations by Chief Markers and Internal Moderators

The chief markers and internal moderators were well prepared for the marking guideline discussion meetings as they had pre-marked a sample of scripts provided by the PED.

The DBE required PED internal moderators and chief markers to pre-mark a minimum of 20 scripts each to ensure that they were prepared to make meaningful contributions to the marking guideline discussion meetings. This requirement was partially adhered to by all PED as some instances of non-compliance were noted in many question papers. In the Eastern Cape, 22 of the 56 questions papers for which marking guidelines were standardised complied with the requirement; in the Free State, 28 of 69 subjects complied; in Gauteng, 25 of 84 subjects complied with the requirement; in KwaZulu-Natal 28 of 64 subjects adhered to this requirement; in Limpopo, 31 of 71 question papers complied with the requirement; in Mpumalanga, 39 question papers of a total of 74 adhered to the requirement; in the Northern Cape 11 out of 44 complied; in the North West 17 out of 63 question papers complied with the requirement; and lastly, in the Western Cape, 25 out of 67 question papers complied with the pre-marking of a minimum of 20 scripts.

Although this requirement applied to all question papers, it did not apply to question papers granted concessions by the DBE. The first concession was granted because of the adjusted marking guideline discussion meeting schedule that affected 23 question papers. As a result, all PED internal moderators and chief markers were required to mark a minimum of ten dummy scripts in preparation for the marking guideline discussion meetings. Pre-planning meetings were cancelled for all 23 question papers and all meetings were scheduled to be held over two rather than three. The second concession was granted to 11 question papers identified for centralised marking and for which the DBE internal moderators and chief markers would pre-mark at least five scripts in preparation for the marking guideline discussion meetings. As a result of these concessions, the marking of 20 scripts did not apply to these question papers. However, compliance could only be measured in terms of the requirements stipulated in the concessions; all affected question papers complied with the requirements of the concessions.

The partial adherence to the required minimum pre-marking of 20 scripts per PED can be attributed to the following:

- i. The PED did not provide the marking panels with the required number of scripts. Northern Cape chief markers and internal moderators were provided with ten scripts each from several question papers.
- ii. There were a few scripts available for pre-marking from some question papers. Question papers for Mechanical Technology (Automotive, Fitting and Machining and Welding and Metalwork) and Civil Technology (Civil Services, Construction and Woodworking) fell into this category.
- iii. For subjects written on 5, 6 and 7 July 2021, the normal 4 – 5 days allowed for pre-marking was waived so that the marking guideline discussion meetings could start the day after the examination was written.

Notwithstanding the limited compliance with the pre-marking requirements, complete compliance with this criterion was observed in History Paper 1 and Paper 2; Business Studies Paper 1 and Paper 2; Tshivenda Home Language Paper 1 and Paper 2; and Sepedi Home Language Paper 1, Paper 2, and Paper 3.

Although there was partial adherence to the pre-marking of a minimum of 20 scripts, the quality of the marking guidelines was not compromised. These marking guidelines were satisfactory and sufficiently credible to enable consistent and reliable marking at all marking centres.

### **3.3.2 Part B: Processes and procedures**

The marking guideline discussion meetings were well attended by the setting panels, PED delegates and Umalusi. Attendance was, however, affected by various factors in the following subjects: in

KwaZulu-Natal PED, Afrikaans Home Language Paper 1, Paper 2, and Paper 3; Northern Cape PED, Engineering Graphics and Design Paper 1 and Paper 2, Information Technology Paper 1 and Paper 2, Consumer Studies, Technical Mathematics, and Agricultural Sciences Paper 1 and Paper 2; and Eastern Cape PED, Information Technology Paper 1 and Paper 2, Mechanical Technology (Automotive), Mechanical Technology (Fitting and Machining), and Mechanical Technology (Welding and Metalwork) because of low numbers of scripts. No candidates were registered to write Civil Technology (Civil Services, Construction and Woodworking) in the Eastern Cape, Northern Cape, North West, or Free State PED. In some of the subjects listed above, for example, the marking of scripts was outsourced to other PED. For instance, the Northern Cape PED's Agricultural Sciences scripts were marked by the Free State PED.

The DBE was responsible for all technical matters related to logging onto the Microsoft Teams platform. Invitations to the meetings were sent to all participants well ahead of time and the links to join the meetings were sent a day before the meeting. All documents necessary for participation in the meetings were emailed to participants. These included question papers and marking guidelines. Copies of training and authorisation scripts were emailed to the PED and Umalusi moderators. Apart from minor glitches, the MS Teams modality for marking guidelines discussion meetings worked well. However, some difficulties were caused by connectivity issues and delays in logging onto MS Teams.

In the case of the question papers marked at centralised venues, face-to-face meetings were held. The marking guideline discussion meetings for Sepedi First Additional Language Paper 1, Paper 2, and Paper 3, and Tshivenda First Additional Language were held at the DBE offices. Sesotho First Additional Language Paper 1, Paper 2, and Paper 3 meetings were held at Hoër Tegiese Skool Louis Botha in the Free State. Siswati First Additional Language Paper 1, Paper 2, and Paper 3 marking guideline discussion meetings were held in Middelburg in Mpumalanga. Setswana First Additional Language Paper 1, Paper 2 and Paper 3 meetings were held at Mondeor High School in Gauteng, and the marking guideline discussion meetings for Agricultural Management Practice, Agricultural Technology, and Music Paper 1 and Paper 2 were held online on the MS Teams platform.

The marking guideline discussion meetings for most question papers were held over two days, with a few exceptions. DBE internal moderators presided over the proceedings of the discussions. The procedure entailed on-screen sharing of the amended marking guidelines. The participants discussed each question and the corresponding response/s. All suggestions were carefully considered and debated and, where necessary, the marking guidelines were amended accordingly. Further amendments or clarifications were made where necessary after discussions following the marking of each of the three training scripts. Consensus was reached on the tolerance range of question papers after the marking of the training scripts. This process ensured that the PED delegates could use the refined marking guidelines when they started marking the authorisation scripts.

All additions and changes made to the marking guidelines during the discussions were approved by Umalusi. Some question papers made no changes or additions to their marking guidelines. These included creative writing papers that used rubrics for marking some questions. In this case the focus of the discussions was on the correct application of the rubrics. Examples from this category include Afrikaans Home Language Paper 3; IsiXhosa Home Language Paper 3; Siswati Home Language Paper 3; and History Paper 1 and Paper 2.

The question papers and marking guidelines used at the marking guideline discussion meetings for Sepedi First Additional Language Paper 1, Paper 2, and Paper 3 had not been signed by the external moderators. The question papers and corresponding marking guidelines were not the final approved versions that had been signed off by the external moderators. The external moderator raised her concerns about this with the DBE's internal moderators; however, the setting panel and the external moderator had to work with what they had and made changes and additions as and when necessary. All changes made to these marking guidelines were approved by the external moderator.

After the finalisation and approval of the Physical Sciences Paper 1 marking guideline, the curriculum section of the DBE and delegates from Mpumalanga and the Eastern Cape PED lodged a complaint to the DBE about the way in which sub-question 3.5 had been finalised. They asserted that the question had several interpretations and proposed that all possible interpretations should be included in the marking guideline. Subsequently, the sub-question, worth 6 marks, was referred to three Physical Sciences experts appointed by the DBE for a second opinion. Their responses were subjected to scrutiny by the DBE setting panel and Umalusi moderators in a meeting chaired by the DBE in the presence of Umalusi. To ensure that no candidate was unfairly advantaged or disadvantaged, the DBE and Umalusi agreed to exclude this question from the question paper. Sub-question 3.5, which carried a sub-total of 17 marks, was marked out of 11 marks and scaled up to 17 marks by the markers.

### **3.3.3 Part C: Training during marking guideline discussion meetings**

#### **a) Training of Chief Markers and Internal Moderators**

Training and authorisation were done electronically for all question papers. Training scripts were shared and marked electronically. On the second day of the meeting, individual marking of the second set of three authorisation scripts was completed and these scripts were used to authorise the provincial delegates.

Exceptions did occur in this process, however. For Hospitality Studies, one script per marker was used for training and authorisation as opposed to three scripts because of the low numbers of available scripts. Only one day was used for the marking guideline discussion meeting.

For Civil Technology in all three specialisations, the marking guideline discussion meetings were limited to one day. Training was conducted using one script and there was no authorisation because all scripts were to be marked by the setting panel and the few chief markers who attended the marking guideline discussion meeting. A good practice was introduced in the training of participants in the three specialisations of Civil Technology where the training script was marked electronically. Hospitality Studies adopted a similar approach.

Subjects with small enrolments such as Sesotho Second Additional Language Paper 1 and Paper 2, Siswati, Tshivenda, and Sepedi First Additional Language Paper 1, Paper 2, and Paper 3, and Music Paper 1 and Paper 2 did not conduct training or authorisation of marking personnel as the scripts were marked by the officials who were responsible for the standardisation of the marking guidelines.

In all instances where training and authorisation of marking personnel was practically possible and required, the DBE complied with the requirements. The marking of training scripts enhanced the quality of the training of chief markers and internal moderators. Discussions of individual scores of chief markers and internal moderators following the marking of each of the training scripts, resulted in limited variation in marking. Participants were able to recognise alternatives and readily credit them. While variations in marking were still evident in the marking of authorisation scripts, these fell within the acceptable tolerance ranges determined during the marking of the training scripts.

The quality of training for all question papers was of an acceptable standard.

#### **b) Quality of the Final Marking Guidelines**

The marking guidelines for all the question papers were of an acceptable standard and designed to ensure fairness and consistency in marking. They were unambiguous, clearly laid out and provided enough detail to ensure reliable marking. All approved marking guidelines included clear general instructions on marking to ensure consistent marking.

### **3.4 Areas of Improvement**

The following area of improvement was noted:

- a) The introduction of electronic marking of training scripts in Civil Technology and Hospitality Studies during the marking guideline discussion meetings.

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

The following areas of non-compliance were noted:

- a) Failure to comply with the pre-marking of 20 scripts as required of the PED was once again observed; and
- b) The use of marking guidelines that had not been signed or approved by the external moderators for marking guideline discussion meetings for Sepedi First Additional Language Paper 1, Paper 2, and Paper 3.

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

The DBE is requested to:

- a) Ensure compliance by all PED with the 20 scripts pre-marking requirement; and
- b) Ensure that only marking guidelines that have been approved and signed by external moderators are used for discussions during the marking guideline discussion meetings.

### **3.7 Conclusion**

Umalusi attended and participated in all the marking guideline discussion meetings for all the June 2021 NSC/SC(a) question papers approved by Umalusi. The findings on the June 2021 marking guideline discussion meetings indicated that the meetings complied in most respects with the prescribed criteria. The examination panels and provincial delegates succeeded in producing amended, refined, and comprehensive marking guidelines that would ensure a fair, reliable, and valid marking process in all nine PED.

# CHAPTER 4 MONITORING OF THE MARKING OF EXAMINATIONS

## 4.1 Introduction

As part of its oversight role, Umalusi undertook the monitoring of marking centres to establish preparedness of the Department of Basic Education (DBE) to accommodate and conduct the marking of the June examination answer scripts. The combined 2021 June Senior Certificate (amended) [SC(a)] and National Senior Certificate (NSC) examination scripts were marked nationally at provincial marking centres.

The marking of the June 2021 examinations answer scripts took place between 8 and 18 July 2021. Umalusi monitored a sample of marking centres in all nine Provincial Education Departments (PED).

This chapter provides a summary of the findings from the monitoring of the marking centres, and highlights directives for compliance and improvement that the DBE is required to address and report on.

## 4.2 Scope and Approach

The DBE, through the nine PED, established 54 marking centres where the marking of the June 2021 combined SC(a) and NSC answer scripts took place. Umalusi monitored 18 of these marking centres. Data were collected from observations, verification, and interviews conducted at the marking centres.

Table 4A provides details of the monitored marking centres in each province.

**Table 4A: Marking centres monitored by Umalusi**

No.	Province	Name of Centres Monitored	Date of Monitoring
1	EASTERN CAPE	Khanyisa School for the Blind	15 /07/2021
2		Strelitzia High School	15 /07/2021
3		Daniel Pienaar Technical High School	15 /07/2021
4	FREE STATE	Welkom High School	15 /07/2021
5		Kroonstad High School	15 /07/2021
6	GAUTENG	Mondeor High School	15 /07/2021
7		High School President	15 /07/2021
8	KWAZULU NATAL	Anton Lembede MST Academy	14 /07/2021
9		Glenwood High School	14 /07/2021
10	LIMPOPO	Makhado CPD Centre	15 /07/2021
11		Mastec CPD 1	15 /07/2021
12	MPUMALANGA	Witbank High School	14 /07/2021
13		Hoërskool General Hertzog	14 /07/2021
14	NORTHERN CAPE	Kimberley Boys' High School	14 /07/2021
15	NORTH WEST	Hoër Volksskool Potchefstroom	13 /07/2021
16		Hoërskool Ferdinand Postma	13 /07/2021
17	WESTERN CAPE	Groote Schuur High School	14 /07/2021
18		Wynberg Boys' High School	14/07/2021

## 4.3 Summary of Findings

The findings from the monitoring process are summarised hereunder. The information and conclusions drawn in this chapter are limited to data collected from the sample of marking centres monitored by Umalusi and evidence on verification provided by the marking centre managers at the time of Umalusi's visits.

### 4.3.1 Planning and preparations

#### a) Appointment of marking personnel

All the PED appointed marking personnel in good time, and the marking centre managers were able to provide lists of appointed markers for verification. The attendance registers signed by marking personnel could also be verified onsite.

#### b) Availability of marking management plans

All selected marking centres established management plans prior to the commencement of marking, and these were available for verification. These met the requirements for the establishment of marking centres.

Overall, the management plans provided a clear indication of how the marking was conducted at marking centres.

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

Marking guideline discussions took place as indicated in management plans, other than in the Free State where marking guidelines arrived two days later than scheduled. As a result, the training of Free State markers was delayed. The impact of this was noted at two centres in the Free State, where marking ended a day later than scheduled.

#### d) Storage and safekeeping of scripts

The secure storage of scripts was prioritised by all marking centres. Script control managers had been appointed and they ensured that scripts were safe and securely stored at all times during the marking process.

Umalusi monitors observed that all marking centres had measures in place to account for all scripts until the point at which they were archived. All centres had alarm systems, burglar bars on windows and doors of marking venues and administrative offices. Some centres also had surveillance cameras. These measures strengthened the safekeeping of scripts while marking was in progress.

The moving of scripts in and out of the marking centres was managed by officials appointed by the PED and they monitored this closely. All nine PEDs adopted various methods to secure the transport of scripts between marking centres and the script storage points to limit risks. It was clear that great care was being taken at all marking centres to ensure that scripts were kept safe and secure. Various efforts by the PED to ensure secure movement of scripts are discussed below.

#### e) Management and control of scripts

Management and control of scripts is one of the most important procedures in the marking process. All marking centres appointed script control managers to manage the storage, control and movement of scripts. Umalusi found that scripts were checked on arrival at marking centres and then stored in the script control room. These rooms were under constant surveillance by security personnel. The following procedures were adopted by marking centres:

- i. Chief markers for each subject were accountable for all scripts received for that subject.
- ii. Senior administrative personnel accompanied by security guards took the scripts to the marking rooms.
- iii. There were procedures to account for every script when it was removed from the control room and taken to the marking room. This was managed by a control register, signed at the time of dispatch by the script control official and by the recipient of the scripts in the marking room.

All marked scripts were verified and recorded by the officials responsible with the help of examination assistants.

It was noted that great care was taken at all marking centres to ensure that scripts were safe and secure on arrival, during marking and before dispatch to the capturing centres.

#### **4.3.2 Resources (physical and human)**

##### **a) Suitability of infrastructure and equipment for conduct of marking**

Undisturbed environments and well-resourced infrastructure were found. All the PED made an effort to ensure that the conditions were suitable for the marking process. Conditions at all marking centres met the requirements for the establishment of a marking centre as outlined below:

- i. centres had adequate space to accommodate the marking of the allocated subjects;
- ii. furniture and the telecommunication infrastructure required to facilitate the effective management of marking centres was suitable at all marking centres;
- iii. stable solar energy was available at two centres in the Eastern Cape;
- iv. separate control rooms were used as screening and sanitising stations;
- v. centres in the Eastern Cape were classified as "bio-bubbles" to provide extra safety for the health of markers. A bio-bubble is created when whoever gains entrance the premises must remain there for the duration of the process, in this case marking;
- vi. marking rooms were sufficient to accommodate the marking teams and any equipment in line with COVID-19 protocols;
- vii. tea and coffee stations were well managed and social distancing was adhered to at all times;
- viii. spacious rooms were allocated for use by examination assistants (EAs);
- ix. adequate and clean bathroom facilities were in place at all centres; and
- x. safe parking for all marking personnel was provided at all centres.

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

Experienced markers who had been appointed to mark the January 2021 examinations were again appointed for this marking session. However, the COVID-19 pandemic affected some individuals who could not report for marking outside their own province. Umalusi made the following observations of difficulties experienced by PED:

The chief marker for Economics Paper1 at a centre in Limpopo had to be replaced because of COVID-19 complications. Sadly, one marker appointed at a centre in Gauteng passed away before the marking session started and a replacement had to be found. In the Western Cape, five markers at one centre who tested positive for COVID-19 had to be replaced just as marking started. In other instances, markers who had been appointed were not available when the marking session started for various reasons including illness, and some withdrew because of COVID-19 infection.

Despite the COVID-19 infections reported in several provinces, the marking was successfully managed in all provinces.

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

Marking rooms were clean and spacious in compliance with the COVID-19 protocols. The marking centres had clearly demarcated areas for catering. All facilities met the requirements for the establishment of marking centres.

The furniture at all marking centres was suitable for the accommodation of markers.

Generally, centre managers were satisfied with the infrastructure provided, including the sleeping arrangements for markers who were staying overnight. The facilities were generally conducive to fair and consistent marking.

#### d) Quality of food provided for markers

Markers at the centres were provided with three meals a day, and markers could take breaks between marking sessions according to the allocated norm times. The breaks were staggered to accommodate tea breaks, lunch, and dinner breaks for all markers. At all times, markers adhered to social distancing and other COVID-19 safety protocols.

There were no reports of complaints about the quality or quantity of food provided.

#### e) Compliance with Occupation, Health, and Safety (OHS) requirements

Occupation, health, and safety requirements were strictly adhered to. Water and sanitation, electricity, and fire extinguishers were available and in good working order at most centres. One centre in Mpumalanga had no fire extinguishers; there was a water hose and 25 litres of water instead. Kitchen facilities at all centres were clean, and the staff adhered to all OHS protocols.

It was noted that COVID-19 protocols were strictly adhered to at all centres. All persons entering were screened for COVID-19 at the access (security) point.

Social distancing, the wearing of masks and limited contact between groups of markers were mandatory and managed well. All centres ensured that markers observed the social distancing rules when in the marking rooms. In addition, deep cleaning and decontamination were done on a regular basis at all centres.

### 4.3.3 Security measures

#### a) Access control at marking centres

Although access control was strict at most centres, in the Northern Cape control of people going in and out of the centre was inconsistent. One centre allowed entry to people without verifying their credentials. There were instances where visitors were not escorted by a security officer when entering a marking centre.

At all other centres, visitors presented their identification cards and stated the reason for their visit. Security staff then escorted them to the marking centre management office.

Overall, stringent access control measures were implemented. Access was denied to any unauthorised person at the gate to protect the safety of marking personnel and scripts.

#### b) Movement of scripts within centres: Script control and marking rooms

The flow of scripts differed from one centre to another, but followed a standardised 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;
- iii. a control register was signed by the chief marker and the control room manager on collection and return of scripts.
- iv. marked scripts were delivered to a separate room for quality control by examinations assistants, who verified the accuracy of the marked scripts; and
- v. final batches of scripts were replaced in the control room, where they were recorded and scanned as they were received.

This process for the movement of scripts was intended to ensure that all scripts were marked, and that marks were accurately indicated. After they had been marked and checked, the scripts were scanned again and sealed in numbered boxes. A summary of the contents of each box accompanied the shipment back to the script archive libraries of the PED.

#### **4.3.4 Training of marking personnel**

##### **a) Quality and standard of training sessions across all subjects/learning areas**

Marking guidelines for training purposes were delivered on time to all marking centres, except two in the Free State, where marking guidelines for all 14 question papers were delivered late to one centre. Since no dummy scripts were available at one of these centres when the marking personnel arrived, their training was delayed. For instance, the marking guidelines for Business Studies arrived two days late while the remainder arrived sporadically thereafter. Monitors noted that as a result of these delays, markers used their own marking notes for training purposes until the marking guidelines were delivered.

Training at all other centres started according to PED management plans. The standard and quality of training sessions is discussed in detail in the Chapter 5.

##### **b) Adherence to norm time**

Marking sessions started at 7:00 and ended at 20:00 at most centres. However, the marking team at one centre in Gauteng decided to start at the session 06:30 and end it at 17:30 because of unrest in the province at the time.

Attendance registers were signed daily by marking personnel and were up to date at all centres. These were used to calculate the hours individuals had spent marking.

#### **4.3.5 Management and handling of irregularities**

Although the PED used different approaches to deal with alleged irregularities, the basic reporting protocols followed when there was adequate evidence of an irregularity was uniform in all PED.

- i. All alleged irregularities were reported to the chief marker by the senior marker of the subject involved.
- ii. Each alleged irregularity was discussed and assessed, and a decision was taken by the senior marking team, headed by the chief marker of the subject.
- iii. All alleged irregularities were registered and a record was kept by the centre manager while the Provincial Examinations Irregularities Committee was informed for further investigation.
- iv. In the case of a suspected irregularity, a script replacement sheet was inserted in the batch and clearly labelled IRR. Where a case was resolved, this form was removed and the script was replaced in the batch by the IRR coordinator.

It was reported that there were structures in place to deal with reported irregularities in all provinces. The Provincial Examinations Irregularities Committee consisted of chief and senior markers, control officers, internal moderators, and marking centre managers.

At the time of monitoring, several suspected irregularities had been reported at various centres. These cases were handed over to the PED concerned for further investigation. The most significant

of these cases are indicated below:

- i. At one centre in Gauteng, a candidate submitted two scripts with similar answers for the same paper but these were in completely different handwriting. This was regarded as an irregularity and treated accordingly;
- ii. At one centre in KwaZulu-Natal, crib notes were found in a Technical Sciences answer book, and at another centre, crib notes were found during the writing of the History and Economics Paper 1 respectively;
- iii. At a centre in Mpumalanga, administrative irregularities were reported where invigilators put the scripts for English First Additional Language and English Home Language in the wrong batches;
- iv. In the Eastern Cape, administrative errors caused by negligence were reported. These included scripts from English First Additional Language and English Home Language being placed in the wrong batches, candidates being marked absent when they were present and vice versa, identity numbers written on mark sheets instead of examination numbers, and incorrect information written on the wrapper. One candidate was found in possession of a crib note during the writing of Life Sciences Paper 2.

All monitored marking centres had strict procedures to limit cases of lost scripts. At the time of Umalusi's monitoring, no lost scripts had been reported.

These findings indicate that all structures and processes were in place to ensure that irregularities were dealt with effectively according to the regulations for the conduct, administration and management of examinations.

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

No areas of improvement were noted during this examination cycle.

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

The following areas of non-compliance were noted:

- a) Inconsistencies in the execution of roles and responsibilities by security personnel; and
- b) The late arrival of marking guidelines in the Free State.

Annexure 4A summarises areas of non-compliance observed or reported to Umalusi, and the centres implicated.

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

The DBE must ensure that:

- a) A national training manual is produced for security personnel at marking centres;
- b) Security personnel deployed at marking centres are closely monitored;
- c) Marking guidelines are delivered to all centres in good time; and
- d) All invigilators at examination centres are trained properly to ensure that scripts are recorded and batched correctly to avoid the loss of scripts.

#### **4.7 Conclusion**

Notwithstanding the uncertainties and challenges that the DBE and the PED had to deal with amid high COVID-19 infection rates, the DBE managed the writing and the marking process of the June 2021 examinations according to the regulations. The DBE is required to address the directives for compliance and improvement as outlined in this report, however.

# CHAPTER 5 VERIFICATION OF MARKING

## 5.1 Introduction

Umalusi conducts the verification of marking to uphold standards and ensure that the quality of marking of the National Senior Certificate (NSC) and Senior Certificate (amended) [SC(a)] examinations is not compromised. The rationale for this verification is to ensure that the approved marking guidelines are used when marking the examination scripts in all provinces. The verification of marking for the June 2021 NSC and SC(a) examinations of the Department of Basic Education (DBE) was conducted from 12 to 18 July 2021.

The objectives of this verification were:

- to ensure that approved marking guidelines were adhered to and consistently applied in all PED;
- to establish whether due processes were followed where changes were made to the marking guidelines;
- to determine whether mark allocations and calculations were accurate and consistent;
- to verify whether internal moderation was conducted during marking; and
- to confirm that marking was fair, reliable, and valid.

This chapter presents the findings of the verification of marking regarding levels of compliance with marking principles.

Furthermore, the chapter provides the assessment body with areas of improvement, areas of non-compliance and directives for compliance and improvement.

## 5.2 Scope and Approach

Umalusi sampled 21 subjects comprising a total of 49 question papers (Annexure 5A) for verification of marking.

On-site verification of marking was conducted at provincial marking centres, except for Sesotho and Tshivenda First Additional Languages. Verification of these subjects took place on-site at national level at marking centres hosted by the Free State and Gauteng PED. On-site verification provides an opportunity for Umalusi moderators and verifiers to intervene during the marking process to provide support to marking personnel, where necessary.

External moderators and verifiers moderated a selection of scripts at each of the marking centres they visited as part of the verification process. External moderators and verifiers made their own selection for moderation from the available scripts. The number of scripts sampled depended on the total number of scripts and the time the Umalusi officials spent at each marking centre.

The Verification of Marking instrument comprised four criteria, all with a number of quality indicators as indicated in Table 5A.

**Table 5A: Umalusi criteria for verification of marking**

<b>Criterion 1:</b>	<b>Criterion 2:</b>	<b>Criterion 3:</b>	<b>Criterion 4:</b>
<b>Policy matters</b>	<b>Adherence to the marking guidelines</b>	<b>Quality and standard of marking and internal moderation</b>	<b>Candidate' performance</b>
Statistics	Use of the approved marking guidelines	Quality and standard of marking	
Official appointment of marking personnel	Evidence of changes and/or additions to the marking guideline and the processes followed	Internal moderation of marking	

Criterion 1 comprised two quality indicators: statistics and official appointment of markers. Criterion 2 comprised two quality indicators: application of the approved marking guidelines and evidence of changes and/or additions to the marking guideline and the processes followed. Criterion 3 comprised two quality indicators: the quality and standard of marking and internal moderation of marking. Lastly, Criterion 4 focused on candidates' performance.

## 5.3 Summary of Findings

The findings on the verification of marking summarised in this section are discussed according to the compliance criteria listed in Table 5A. Each criterion is discussed separately and inconsistencies in specific question papers are noted where they occurred.

### 5.3.1 Policy matters

#### a) Statistics

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

Several marking personnel did not accept their appointments because of the COVID-19 pandemic or other personal reasons. The PED were left with no option but to replace them with markers from the reserve list. This affected the ratios.

The ratio of 1:5 in the appointment of deputy chief markers, senior markers, and markers could not be adhered to by several PED because of the number of candidates registered for these examinations and other reasons specific to PED, as in the following instances:

In North-West, the ratio of senior markers to markers in Agricultural Sciences (Paper 1) was 1:6 because there were two senior markers and 12 markers. To compensate for the shortfall, markers were divided into three groups of four each, and each senior marker was allocated a group of four markers. The remaining group of four markers was assigned to a chief marker.

The ratio of senior markers to markers in Agricultural Sciences (Paper 2) was 1:7. One senior marker and two markers were absent from the site at the time of verification. To compensate for the shortfall, the markers were divided into three groups; two groups of five markers each were allocated to the two senior markers and one group of four markers was allocated to the chief marker. This arrangement did not affect the marking process as good marking was maintained throughout the session by all marking personnel.

In the Northern Cape, only the internal moderator and chief marker were originally appointed in Business Studies (Paper 1 and Paper 2). The centre manager explained that the Examinations and Assessment Directorate could not finalise the number of markers needed as not all scripts had yet been received from the district at the time of verification, the internal moderator asked for four markers to assist with the marking process but only three were appointed. The training of these markers was conducted on site, which resulted in a late start to the marking. No senior marker was appointed, and the chief marker had to assist with the marking, while the internal moderator moderated.

In Limpopo, a chief marker for Economics (Paper 1) did not report for duty as he had contracted COVID-19. A deputy chief marker was appointed as a chief marker and trained by the internal moderator. In another instance, a marker left the marking centre owing to ill-health. However, marking proceeded successfully with the remaining marking personnel upholding marking standards.

In the marking of Religion Studies in Limpopo, only one chief marker was appointed to mark 247 scripts for Paper 1 and 239 scripts for Paper 2. Even though the chief marker appeared to be overloaded and did not have an internal moderator, no sign of this was evident in the marking.

In the Free State, the chief marker for Life Sciences (Paper 1) contracted COVID-19 just before the marking process began and was not replaced; verification was conducted successfully despite this. The internal moderation conducted by the deputy chief marker, the senior markers and the internal moderator was rigorous and as a result the absence of the chief marker did not affect the quality of marking or internal moderation. Marking was consistently accurate with only a few inconsistencies in mark allocation that were within the tolerance range.

In Gauteng, the ratio of senior markers to markers for Accounting (Paper 1 and Paper 2) was 1:3. This arrangement resulted in senior markers moderating more than the required number of scripts, which ensured that quality of marking was maintained.

#### b) Official appointment of marking personnel

All but a few marking personnel had been officially appointed and were in possession of appointment letters. The following exceptions were noted:

In the Northern Cape, only the internal moderator and chief marker for Business Studies (Paper 1 and Paper 2) had received appointment letters. On arrival at the centre, they found that no markers had been appointed. The internal moderator and chief marker had to recruit markers from the November 2020 marking personnel for appointment by the examination section. At the time of verification, markers were yet to be issued with appointment letters as their appointments had not been finalised.

In the Free State, marking of Computer Applications Technology (Paper 1 and Paper 2) scripts had been completed by the time the moderator arrived to verify the marking. All the markers concerned had left the marking centre, with the result that verification of the official appointment of markers could not take place. However, the centre manager provided a list of appointed markers as evidence of their official appointment.

In the Western Cape, all marking personnel for English Home Language (Paper 1, Paper 2, and Paper 3) had been officially appointed although the external moderator was unable to verify that they had received appointment letters. However, the internal moderator had an official list of marking personnel who were awaiting their appointment letters. A list of appointed markers is not sufficient to verify the appointment of markers; the appointment letters themselves are essential because they indicate a marker's name and other necessary information and are the most reliable evidence of appointment. Such letters help to prevent the appointment of marking personnel who do not meet the criteria for marking.

### 5.3.2 Adherence to marking guidelines

#### a) Use of the approved marking guidelines

All marking centres used the approved marking guidelines, which were stamped by the DBE and signed by internal and external moderators. At the onset of marking, some discrepancies in the implementation of the approved marking guidelines were detected in some subjects. The chief markers and internal moderators at the various marking centres dealt with these inconsistencies as soon as they were discovered.

In the Eastern Cape, certain definitions and justifications of calculations in Mathematical Literacy Paper 1, particularly in Afrikaans scripts, were not marked accurately by some markers in the initial stages of marking. However, interventions by the senior marker, deputy chief marker, chief marker, internal moderator and external moderator were able to resolve this, and the marking of the scripts concerned was rectified. These inconsistencies in marking were ascribed to the lack of markers proficient in Afrikaans.

In the Free State, a draft marking guideline was used during the training and marking of Economics Paper 1 and Paper 2. This was also observed during the verification of marking in the November 2020 examinations. Markers in the Free State did not use the approved marking guidelines when they began marking; instead, they used the marking guidelines written by the chief marker, which the internal moderator had brought back from the virtual marking guideline discussion. With the external moderator's assistance, the final approved marking guidelines were printed immediately and distributed to all markers but these approved, signed-off marking guidelines were used only later during the marking. In future the PED must ensure that only approved marking guidelines are used in the marking of scripts.

The marking guidelines were generally adhered to by marking personnel. However, the following exceptions were noted:

In the Free State, the marking guideline was not adhered to in its entirety in the marking of Sesotho Home Language (Paper 2 and Paper 3); some examples of inconsistent marking were identified in the marking of contextual questions. Although the marking guidelines provided direction to markers, it was important that markers were able to use their discretion when marking these scripts as some relevant answers had not been included in the marking guidelines. Where such discrepancies were not identified by internal moderation the chief marker addressed them with the markers concerned, leading to improved marking and internal moderation within the tolerance range.

In the marking of Economics (Paper 1 and Paper 2) in the Free State, there were instances where a candidate selected two answers in a multiple-choice question; markers were advised to accept the correct answer and ignore the wrong one. The external moderator decided that all such double answers should be marked incorrect as only one answer should have been provided. This instruction was followed and all scripts were remarked to rectify the initial error.

#### b) Evidence of changes and/or additions to the marking guideline and processes followed

The marking guidelines that were approved at the marking guideline discussion meetings were used at the marking centres. There was no evidence of changes to the marking guidelines for most subjects verified. However, a few exceptions were noted.

Additions to the approved and signed off marking guidelines for Life Sciences (Paper 1 and Paper 2) were made at the marking centres; "Autosomal chromosome" was added to "Autosome" in Question 2.3.1, and "Large brain capacity" was added to "Large cranium" in Question 3.1.2. Handwritten explanations, notes, and additions/deletions were added to the marking guidelines used by all marking personnel. These additions were communicated to the external moderator and internal moderator by the national internal moderator via WhatsApp. In all instances where changes and/or additions were made to the marking guidelines, approval was obtained from the Directorate: National Assessment and Public Examinations and from internal and external moderators. All changes/additions were communicated to all marking centres to ensure that the marking guidelines were identical. Umalusi was not officially notified of the changes, however; the assessment body must present in writing any such proposed changes/amendments to Umalusi for approval before implementation.

### 5.3.3 Quality and standard of marking and internal moderation

#### a) Quality and standard of marking

In most instances, marks were awarded appropriately. During the early stages of the marking process some inconsistencies in mark allocation did occur but most of these were within the agreed tolerance range.

The following aspects were noted during the verification process:

In the Northern Cape, one of the three markers for Business Studies (Paper 1), was particularly slow, and inconsistent in the marking of question 3 (Business Operations). When the chief marker and internal moderator were made aware of this, they checked on the marker regularly. As there was a shortage of markers, this marker could not be replaced or reassigned to another question; the marker improved as the marking progressed, however.

In the Free State, significant discrepancies were found in the marking of Sesotho Home Language (Paper 3) between marks allocated by markers and scripts that were externally moderated. Although these scripts were internally moderated, the marks allocated by markers and internal moderators were very similar, suggesting that shadow marking may have been done by internal moderators. This was brought to the attention of the chief marker who addressed the issue. Subsequently, marking and moderation fell more within the tolerance range.

In Limpopo, the tolerance range was exceeded by some markers for Economics (Paper 1 and Paper 2). The individual markers concerned were identified and given the necessary help by the chief marker, who then discussed the matter with the other markers. Marking of the subsequent batches showed some improvement, with markers keeping their marks within the acceptable margins of the tolerance range. The Afrikaans scripts were not internally moderated as there were no senior markers who were proficient in Afrikaans.

In the Free State, the most significant difference between marks awarded by markers for Sesotho Home Language (Paper 3) and by external moderators was 31%. Of the 17 scripts verified, only one was awarded the same marks by both markers and external moderator, while one script was within the tolerance range. The differences between marks in the remainder of the scripts ranged from 4% – 31%. Intervention by the external moderator improved the situation even though the impact was less as the marking was already at an advanced stage.

#### b) Internal moderation of marking

There was evidence of internal moderation at senior marker, deputy chief marker, chief marker and internal moderator levels for all verified subjects. Internal moderation of whole scripts using different colour pens for different levels had taken place. Internal moderation was consistent throughout.

The Afrikaans scripts for Economics (Paper 1) in Limpopo were not internally moderated as no senior markers were proficient in Afrikaans.

Moderation by the deputy chief marker, chief marker and internal moderator of History (Paper 1 and Paper 2) in Limpopo only covered certain questions in scripts.

In the Free State, the quality of the internal moderation of Sesotho Home Language (Paper 3) was substandard and did not identify inconsistencies in marking. The matter was discussed with the chief marker and the internal moderator, and the decision was taken to retrain and provide support for all marking personnel across all levels who were responsible for internal moderation. Following this intervention, internal moderation improved in subsequent rounds.

The marking of scripts for all verified subjects in the various provinces was generally appropriate.

### 5.3.4 Candidate performance

An analysis of the verification of the marking of answers scripts found that candidates' overall performance varied from average to very low, with only a few achieving the minimum score required to pass the subject and even fewer demonstrating an outstanding performance.

**Accounting (Paper 1 and Paper 2):** In most scripts that were verified for both Paper 1 and Paper

2, candidates' performance was poor. Most candidates achieved less than 30% for both papers and very few candidates achieved above 60%. No candidate achieved a mark above 80%.

**Afrikaans First Additional Language (Paper 1, Paper 2, and Paper 3):** Candidates' performance in verified scripts was poor. Candidates generally scored higher marks for Paper 3. However, no candidate achieved more than 60% for Paper 1 or Paper 2. The sample of verified scripts showed that most candidates scored less than 40%.

**Agricultural Sciences (Paper 1 and Paper 2):** In the verified scripts, most candidates performed poorly in both papers. In Paper 1, almost all candidates scored less than 50%. A similar trend was noted in Paper 2.

**Business Studies (Paper 1 and Paper 2):** In the scripts verified for Paper 1 and Paper 2, most candidates scored less than 30%. Only four candidates in the sample scored more than 60%.

**Computer Applications Technology (Paper 1 and Paper 2):** Candidates' performance was extremely poor in the sample of 36 scripts verified for Paper 1, and only two candidates achieved a Level 3 (40-49%). In the sample of 42 scripts verified for Paper 2, only one candidate achieved more than 60% and 30 candidates scored less than 30%.

**Economics (Paper 1 and Paper 2):** In a sample of 56 scripts verified for Paper 1, 22 candidates scored more than 30%. In Paper 2, 28 of the 57 candidates scored more than 30%. Most candidates in the sample failed both papers.

**English First Additional Language (Paper 1, Paper 2, and Paper 3):** In a sample of 33 verified scripts for Paper 1, 22 candidates achieved more than 30%, with one candidate scoring above 80%. In Paper 2, 24 candidates from a sample of 40 scripts verified scored more than 30%. One script scored more than 80%. In Paper 3, a fair distribution of marks was evident; 42 scripts were verified and all candidates in this sample achieved more than 30%, with 37 candidates scoring between 50% and 79%. No candidate achieved above 80% for this paper.

**English Home Language (Paper 1, Paper 2, and Paper 3):** In Paper 1, there was an average to fair range in the allocation of marks across the levels. From the scripts verified, 64% scored more than 40%. For Paper 2, 55% of verified scripts scored more than 40%. An even spread of marks was found for Paper 3, where 80% of verified scripts scored more than 40%.

**Geography (Paper 1 and Paper 2):** For Paper 1, 23 scripts were verified. Of these, 13 scripts scored more than 30%. For Paper 2, 28 scripts were verified. Of these, 11 scripts scored more than 30%, with one scoring above 70%.

**History (Paper 1 and Paper 2):** In the sample verified for Paper 1, candidates' performance was poor, with an average of 26%. In Paper 2, the sample verified scored an average of 33%.

**IsiNdebele – Home Language (Paper 1, Paper 2 and Paper 3):** Thirty-three scripts were verified from Paper 1. Of these, 21 candidates achieved above 40%. In Paper 2, the candidates' performance was poor; of the 50 scripts verified, 32 scored lower than 40%. For Paper 3, all scripts in a verified sample of 39 scripts scored more than 40%, with 26 scoring above 80%.

**IsiXhosa – Home Language (Paper 1, Paper 2 and Paper 3):** A total of 59 scripts from Paper 1 were verified. The candidates performed poorly in all questions and 70% achieved less than 40%. In the sample from Paper 2, candidates fared better, with 46% achieving more than 40%. In Paper 3, most candidates did better with 96% achieving more than 40%. In addition, 16% of the candidates scored more than 80% for this paper.

**Life Sciences (Paper 1 and Paper 2):** Thirty-three scripts were verified per paper. Of these, 20 scored a mark between 0 – 29%. No candidates achieved a mark above 60%. Only two candidates achieved a mark between 50 and 59%. The highest mark in the moderated sample of 33 was 86/150 (57.3%). From Paper 2, 33 scripts were verified. Of these, 14 candidates (42.4%)

achieved a mark between 0 and 29%. No candidates achieved a mark above 70%. Only two candidates scored between 60 and 69%. The highest mark in the sample of 33 verified scripts was 95/150 (63.3%).

**Mathematical Literacy (Paper 1 and Paper 2):** In Paper 1, 86 scripts were verified. Of these, 52% scored more than 40%. In addition, eight candidates achieved more than 70%, with three scoring over 80%. In Paper 2, most candidates in the verified sample appeared to find this paper more difficult than Paper 1. Of the 85 Paper 2 scripts verified, 53 candidates achieved less than 30%. Only three candidates scored higher than 70%, with one candidate achieving a score above 80%.

**Mathematics (Paper 1 and Paper 2):** In the sample of scripts verified for Paper 1, 45% of the candidates scored higher than 40%. Five candidates (11%) achieved more than 70% but no candidate scored above 80%. In the sample of scripts verified from Paper 2, 50% of the candidates achieved more than 40%. Four candidates (9%) scored above 70% and two candidates achieved more than 80%.

**Religion Studies (Paper 1 and Paper 2):** Candidates' performance was poor in the sample of 10 scripts verified from Paper 1. Nine of the 10 candidates scored lower than 30%. In Paper 2, 10 scripts were verified. All candidates in the sample fared better and all achieved more than 30%, with the highest mark between 50% – 59%.

**Sepedi Home Language (Paper 1, Paper 2 and Paper 3):** In Paper 1, 45 scripts were verified, and 18 (40%) candidates in the sample achieved over 40%. Only one candidate scored higher than 70%. The average for this paper was 34%. In Paper 2, 55 scripts were verified. Candidates' performance was very poor. Fifty-two candidates scored lower than 40%. The average for this paper was 16.2%. For Paper 3, 50 scripts were verified. The performance of candidates in this sample was better than in Paper 1 and Paper 2. Of the 50 scripts verified, 44 candidates achieved more than 40% and four candidates scored above 80%. The average for this paper was 61.9%.

**Sesotho First Additional Language (Paper 1, Paper 2 and Paper 3):** A total of 26 scripts from Paper 1 was verified. Twenty candidates achieved more than 30%. In Paper 2, a total of 28 scripts was verified. Candidates performed poorly with 27 candidates scoring lower than 30% and one candidate scoring between 30%–40%. In the 20 scripts from Paper 3 that were verified, performance was much better with all candidates achieving above 40%, and one candidate achieving a score of above 80%.

**Sesotho Home Language (Paper 1, Paper 2 and Paper 3):** For Paper 1, a total of 15 scripts was verified. Of these, 11 candidates scored over 40%, and three scored 70% or above. No candidate in the verified sample scored 80%. Sixteen scripts from Paper 2, were verified. Performance in the sample was poor and only two candidates achieved above 40%. A significant number of candidates in the verified sample scored 0% for this paper. In the sample verified from Paper 3, candidates performed better than in Paper 1 and Paper 2, with 13 of the 17 scripts scoring higher than 40%.

**Setswana Home Language (Paper 1, Paper 2 and Paper 3):** Fifteen scripts from Paper 1 were verified. Candidates performed very poorly, and 93% achieved less than 40%. One candidate scored between 40%–50%. Fifteen scripts from Paper 2 were verified; performance was extremely poor. No candidates achieved more than 40% in this paper. For Paper 3, a total of 15 scripts was verified and performance was better than in Paper 1 and Paper 2, with 14 candidates achieving marks above 40%.

**Tshivenda First Additional Language (Paper 1, Paper 2, and Paper 3):** Seven scripts from Paper 1 were verified. Six candidates achieved more than 50% and one candidate scored lower than 30%. Four scripts from Paper 2 were verified. Of these, three candidates scored lower than 40% and one candidate scored between 50% – 59%. For Paper 3, eight scripts were verified. Of these, six scored higher than 40%.

External moderators provided reasons for candidates' unsatisfactory performance:

- i) A lack of content knowledge and inadequate understanding of subject-specific terminology (Afrikaans First Additional Language, Agricultural Sciences, Business Studies, Economics, English Home Language, Geography, isiXhosa Home Language, Life Sciences, Mathematical Literacy, Mathematics and Religion Studies);
- ii) An inability to respond adequately to opinion-based questions and higher-order questions (English First Additional Language, English Home Language, History and Sesotho Home Language);
- iii) Inadequate responses resulting from a lack of insight and depth of understanding (Accounting, Business Studies, Computer Applications Technology, Geography and Sesotho First Additional Language);
- iv) Inability to make calculations, comparisons or value judgements (Accounting, Economics, Mathematical Literacy and Mathematics); and
- v) Faulty interpretation of texts and an inability to think creatively (Sepedi Home Language).

These generally unsatisfactory results may be the result of the absence of intervention strategies to prepare this group of candidates adequately for the examination. The impact of the COVID-19 pandemic on the performance of candidates cannot be discounted; many candidates were unable to engage in face-to-face contact with teachers.

#### **5.4 Areas of Improvement**

The following areas of improvement were noted:

- a) The marking at most marking centres was consistent and corresponded to the approved marking guidelines;
- b) The deputy centre manager was designated as compliance officer to ensure that COVID-19 protocols were followed in the marking for Agricultural Sciences in North-West. The centre also appointed adequate security personnel who performed health and safety checks of all marking personnel at the centre;
- c) Thorough internal moderation was reported in all subjects verified at marking centres except in Sesotho Home Language Paper 3 in the Free State; and
- d) Whole script moderation by deputy chief markers, chief markers and internal moderators increased.

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

The following area of non-compliance was observed:

- a) Failure to appoint Afrikaans-speaking markers to mark Economics (Paper 1) in Limpopo and Mathematical Literacy (Paper 1) in the Eastern Cape.

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

The DBE must ensure that:

- a) Afrikaans-speaking markers are appointed to mark Economics (Paper 1) in Limpopo and Mathematical Literacy (Paper 1) in the Eastern Cape.

#### **5.7 Conclusion**

In the main, there was strict adherence to the marking guidelines in all subjects in the eight provinces where scripts were sampled for verification of marking by Umalusi. The marking was generally accurate and consistent at all marking centres, with only a few exceptions that are discussed elsewhere in the report.

# CHAPTER 6 STANDARDISATION AND RESULTING

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## 6.1 Introduction

The quality assurance processes conducted by Umalusi start with the moderation of question papers and culminate in the standardisation of results. This is done to control for variability in performance of learners 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 learner mark distribution is to achieve an optimum degree of uniformity by considering possible sources of variability other than learners' ability and knowledge in the subject. Variability in performance may occur because of errors in examination papers, changes in the levels of difficulty in the examination papers from one year to the next or inconsistencies in marking across different provinces. Therefore, the standardisation process is conducted to ensure that no learners 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 registration data of candidates, verification of subject structures and the capturing of marks by an assessment body. It also involves the development and verification of norms and standardisation booklets in preparation for the meetings. During standardisation, Umalusi considers qualitative inputs such as external and internal moderators' reports, monitoring reports, post-examination analysis reports in selected subjects, intervention reports presented by assessment bodies together with principles of standardisation. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

## 6.2 Scope and Approach

The Department of Basic Education presented 35 (thirty-five) subjects for the standardisation process of the June 2021 Senior Certificate (amended) [SC(a)]. Umalusi verified the standardisation processes, standardised all the subjects and verified the resulting processes.

### 6.2.1 Development of historical averages

Historical averages for both the SC(a) examinations are calculated using the results from the previous five examination sittings. Once this has been done, as per policy requirements, the DBE submits to Umalusi the historical averages or norms for verification purposes. Where a distribution contains outliers, the historical average is calculated without the data from the outlying examination sitting. Finally, historical averages are considered during the standardisation process.

### 6.2.2 Capturing of marks

Umalusi did not conduct the verification of capturing of examination marks.

### 6.2.3 Verification of datasets and standardisation booklets

In preparation for the standardisation processes, Umalusi and the DBE embarked on a process of verifying its systems through dry runs. The purpose of this was to ensure that the mainframe was ready for the processing of live data during the standardisation and resulting processes. The process included checks for compatibility of data and formulae used for data processing. The DBE participated in all these processes to ensure correct resulting of candidates.

### 6.2.4 Pre-standardisation and standardisation

The virtual meetings for pre-standardisation and standardisation of the SC(a) examination were

held on 6 August 2021. Both qualitative and quantitative evidence presented was considered by the Assessment Standards Committee (ASC) in making evidence-based decisions. Qualitative inputs included the cohort profile report presented by the DBE and reports from Umalusi's external moderators and monitors on the conduct, administration, and management of examinations. As far as quantitative information was concerned, Umalusi took historical averages and pairs analysis in connection with standardisation principles into account.

### **6.2.5 Post-standardisation**

After the standardisation meetings, the DBE submitted the final adjusted marks and candidates' resulting files to Umalusi for verification and approval.

## **6.3 Summary of Findings**

### **6.3.1 Standardisation and resulting**

#### **a) Development of historical averages**

The historical averages for all SC(a) subjects were developed using the previous five years' examination sittings from June 2016 to June 2020. No new subjects were among the June 2021 subjects hence no fictitious norms were developed.

#### **b) Capturing of marks**

Umalusi did not conduct the verification of capturing of examination marks.

#### **c) Electronic datasets and standardisation booklets**

Umalusi tested the standardisation process during the verification of the systems to ascertain the correct use of the new norm in preparation for standardisation meetings. Although the standardisation data were not submitted as scheduled, the DBE's standardisation and resulting datasets were verified and approved before the standardisation meetings. Standardisation datasets were approved after the fourth submission. Delays in approval occurred because data for the June 2020 and adjusted marks for June 2020 in the statistics file were incorrect. The statistics file, the pairs analysis, the percentage distribution and the raw mark distribution formed the datasets that were approved during the standardisation process. The electronic booklets were approved after the sixth submission.

### **6.3.2 Pre-standardisation and standardisation**

The external moderator report, the standardisation principles, the norm and the previous adjustments were used in the pre-standardisation meeting to determine adjustments per subject.

The ASC expressed concerns about the continuing high absenteeism and failure rates in all subjects. The ASC urged the DBE to investigate the issue of access to Computer Application and Information Technology for SC(a) candidates; this could be attributed to the high absenteeism and poor performance in these subjects. During pre-standardisation, the ASC observed better performance in Accounting and Business Studies; this may have occurred because the examinations in these subjects now included two papers. The 2021 cohort was the first to write two papers.

However, the ASC observed a downward trend in Religion Studies and some home languages and urged the DBE to investigate this as well as the generally poorer performance in most subjects in June 2021 when compared to June 2020.

### 6.3.3 Standardisation decisions

The decisions for the June 2021 SC(a) examination were informed by the norm, learner trends in performance since 201606, the pairs analysis, internal and external moderator reports, as reflected in Table 6A below.

**Table 6A: List of standardisation decisions for the June 2021 SC(a)**

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

### 6.3.4 Post-standardisation

The DBE submitted the approved adjustments as per the agreed standardisation decisions. These were verified and approved during the third submission. The final resulting was approved during the first submission for all provinces.

## 6.4 Areas of Improvement

The following areas of improvement were observed:

- a) The DBE submitted all the qualitative input reports as required.
- b) Standardisation booklets presented by the DBE were free from error.

## 6.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a) Failure to adhere to the management plan when submitting standardisation data.
- b) The persistent offering of technical subjects to candidates with limited access to a computer in Information Technology and Computer Applications Technology needs to be investigated.
- c) Persistent high failure and absenteeism rates in all subjects is a concern.
- d) The downward trend in candidates' performance in Religion Studies and most home languages is worrying.

## 6.6 Directives for Compliance and Improvement

The DBE should ensure:

- a) That it adheres to the management plan when submitting the standardisation data.

## 6.7 Conclusion

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

# ANNEXTURES

**Annexure 1A: Compliance per criteria at first moderation of each question paper**

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										Approval Level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
1	Accounting Paper 1	A	A	A	A	A	A	A	A	M <sup>1</sup>	A	2
2	Accounting Paper 2	A	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	2
3	Afrikaans FAL Paper 1	A	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	1
4	Afrikaans FAL Paper 2	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 3	A	A	A	A	A	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	1
6	Afrikaans HL Paper 1	M <sup>3</sup>	M <sup>1</sup>	A	A	M <sup>5</sup>	M <sup>5</sup>	A	M <sup>2</sup>	M <sup>6</sup>	M <sup>6</sup>	2
7	Afrikaans HL Paper 2	M <sup>3</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>6</sup>	2
8	Afrikaans HL Paper 3	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>4</sup>	3
9	Afrikaans 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
10	Afrikaans SAL Paper 2	M <sup>1</sup>	M	A	A	A	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	1
11	Agricultural Management Practices	A	A	A	A	A	A	A	A	A	A	1
12	Agricultural Sciences Paper 1	M <sup>2</sup>	A	A	A	A	M <sup>1</sup>	A	A	A	A	2
13	Agricultural Sciences Paper 2	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	A	A	A	A	2
14	Agricultural Technology	M <sup>1</sup>	A	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	M <sup>2</sup>	A	2
15	Business Studies Paper 1	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	2
16	Business Studies Paper 2	A	A	A	A	A	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	2
17	Civil Technology: Civil Services	M <sup>3</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	A	A	A	M <sup>3</sup>	A	2
18	Civil Technology: Construction	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	A	A	A	M <sup>3</sup>	M <sup>2</sup>	2
19	Civil Technology: Woodworking	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>5</sup>	A	A	A	M <sup>4</sup>	A	2
20	Computer Applications Technology Paper 1	M <sup>3</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	A	A	M <sup>3</sup>	A	3
21	Computer Applications Technology Paper 2	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	A	3
22	Computer Applications Technology Paper 1 Backup	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>2</sup>	A	A	M <sup>3</sup>	A	2
23	Consumer Studies	L <sup>5</sup>	L <sup>1</sup>	L <sup>3</sup>	L <sup>2</sup>	L <sup>10</sup>	L <sup>5</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>4</sup>	2
24	Dance Studies	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	A	A	M <sup>2</sup>	A	M <sup>1</sup>	2
25	Design Paper 1	A	A	A	A	A	A	A	A	A	A	1
26	Dramatic Arts	M <sup>2</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>5</sup>	1
27	Economics Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	L <sup>3</sup>	M <sup>5</sup>	M <sup>3</sup>	L <sup>2</sup>	L <sup>2</sup>	M <sup>1</sup>	A	2
28	Economics Paper 2	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>3</sup>	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>3</sup>	M <sup>2</sup>	2
29	Electrical Technology: Digital Electronics	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>4</sup>	2
30	Electrical Technology: Power Systems	M <sup>3</sup>	A	M <sup>1</sup>	L <sup>3</sup>	M <sup>3</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	L <sup>6</sup>	2

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										Approval Level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
31	Electrical Technology: Electronics	M <sup>4</sup>	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	2
32	Engineering Graphics and Design Paper 1	M <sup>2</sup>	M <sup>2</sup>	M <sup>1</sup>	L <sup>2</sup>	A	A	A	L <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	2
33	Engineering Graphics and Design Paper 2	M <sup>2</sup>	L <sup>2</sup>	M <sup>1</sup>	L <sup>2</sup>	A	A	A	L <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	2
34	English FAL Paper 1	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	A	2
35	English FAL Paper 2	M <sup>1</sup>	M <sup>1</sup>	A	A	L <sup>5</sup>	M <sup>1</sup>	A	L <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	2
36	English FAL Paper 3	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	2
37	English HL Paper 1	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>6</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	L <sup>6</sup>	2
38	English HL Paper 2	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>6</sup>	2
39	English HL Paper 3	M <sup>1</sup>	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>5</sup>	M <sup>2</sup>	A	A	M <sup>1</sup>	L <sup>6</sup>	2
40	English SAL Paper 1	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>2</sup>	A	2
41	English SAL Paper 2	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>2</sup>	M <sup>1</sup>	A	A	A	2
42	Geography Paper 1	M <sup>2</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>5</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>5</sup>	2
43	Geography Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>3</sup>	A	A	M <sup>1</sup>	A	M <sup>2</sup>	2
44	History Paper 1	M <sup>1</sup>	A	A	A	L <sup>2</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
45	History Paper 2	A	A	A	A	M <sup>1</sup>	A	A	A	A	A	2
46	Hospitality Studies	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	A	A	2
47	Information Technology Paper 1	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	1
48	Information Technology Paper 2	M <sup>3</sup>	A	A	A	M <sup>1</sup>	M <sup>2</sup>	A	A	A	A	2
49	Information Technology Paper 1 backup	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	1
50	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
51	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
52	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
53	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
54	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
55	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
56	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
57	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
58	IsiXhosa FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
59	IsiXhosa FAL Paper 2	A	A	A	M <sup>1</sup>	M <sup>5</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	2
60	IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
61	IsiXhosa HL Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	L <sup>3</sup>	M <sup>6</sup>	A	L <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	L <sup>6</sup>	2
62	IsiXhosa HL Paper 2	M <sup>1</sup>	A	M <sup>2</sup>	L <sup>3</sup>	L <sup>9</sup>	L <sup>4</sup>	L <sup>1</sup>	L <sup>2</sup>	M <sup>3</sup>	L <sup>8</sup>	2
63	IsiXhosa HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
64	IsiXhosa SAL Paper 1	M <sup>2</sup>	A	A	A	M <sup>5</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	L <sup>6</sup>	2
65	IsiXhosa SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
66	IsiZulu FAL Paper 1	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	M <sup>1</sup>	A	v	M <sup>4</sup>	A	2
67	IsiZulu FAL Paper 2	A	A	M <sup>1</sup>	M <sup>2</sup>	A	A	A	L <sup>3</sup>	L <sup>6</sup>	L <sup>3</sup>	2
68	IsiZulu FAL Paper 3	M <sup>1</sup>	A	A	A	A	A	A	A	A	A	1
69	IsiZulu HL Paper 1	A	A	A	A	M <sup>1</sup>	A	A	A	A	L <sup>6</sup>	2

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										Approval Level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
70	IsiZulu HL Paper 2	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	M <sup>2</sup>	L <sup>6</sup>	2
71	IsiZulu HL Paper 3	M <sup>1</sup>	A	A	A	A	A	A	A	A	A	2
72	IsiZulu SAL Paper 1	A	A	A	A	A	A	A	A	A	A	2
73	IsiZulu SAL Paper 2	A	A	A	A	A	A	A	A	A	A	2
74	Life Sciences Paper 1	A	A	A	M <sup>3</sup>	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	3
75	Life Sciences Paper 2	A	A	A	M <sup>1</sup>	M <sup>2</sup>	A	A	A	M <sup>1</sup>	A	3
76	Mathematical Literacy Paper 1	M <sup>3</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	2
77	Mathematical Literacy Paper 2	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>4</sup>	L <sup>4</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	2
78	Mathematics Paper 1	A	A	A	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>3</sup>	2
79	Mathematics Paper 2	M <sup>2</sup>	A	A	A	M <sup>4</sup>	A	A	M <sup>1</sup>	M <sup>2</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 and Machining	A	A	A	A	A	A	A	A	A	A	1
82	Mechanical Technology: Welding and Metalwork	A	A	A	A	A	A	A	A	A	A	1
83	Music Paper 1	L <sup>6</sup>	A	A	L <sup>4</sup>	M <sup>5</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	2
84	Music Paper 2	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>3</sup>	2
85	Physical Sciences Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>1</sup>	2
86	Physical Sciences Paper 2	A	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	2
87	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
88	Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	1
89	Sepedi FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
90	Sepedi FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
91	Sepedi FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
92	Sepedi HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
93	Sepedi HL Paper 2	A	M <sup>1</sup>	A	A	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>5</sup>	2
94	Sepedi HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
95	Sepedi SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
96	Sepedi SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
97	Sesotho FAL Paper 1	A	A	A	A	M <sup>3</sup>	A	A	A	M <sup>1</sup>	M <sup>2</sup>	2
98	Sesotho FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
99	Sesotho FAL Paper 3	A	A	A	A	A	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	1
100	Sesotho HL Paper 1	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>3</sup>	A	A	A	M <sup>1</sup>	M <sup>4</sup>	2
101	Sesotho HL Paper 2	A	A	A	L <sup>3</sup>	M <sup>6</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	2
102	Sesotho HL Paper 3	A	A	A	A	M <sup>2</sup>	A	M <sup>1</sup>	A	A	v	2
103	Sesotho SAL Paper 1	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>7</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	M <sup>6</sup>	2
104	Sesotho SAL Paper 2	A	A	A	A	A	A	A	A	M <sup>1</sup>	M <sup>2</sup>	1
105	Setswana FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										Approval Level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
106	Setswana FAL Paper 2	M <sup>2</sup>	A	A	A	A	A	A	A	A	A	1
107	Setswana FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
108	Setswana HL Paper 1	M <sup>3</sup>	A	A	A	L <sup>7</sup>	M <sup>2</sup>	A	N <sup>3</sup>	M <sup>1</sup>	M <sup>2</sup>	2
109	Setswana HL Paper 2	A	A	A	A	M <sup>2</sup>	A	A	N <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	2
110	Setswana HL Paper 3	M <sup>1</sup>	v	A	A	M <sup>2</sup>	M <sup>2</sup>	A	A	A	M <sup>1</sup>	2
111	Setswana SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
112	Setswana SAL Paper 2	M <sup>2</sup>	A	M <sup>2</sup>	A	A	A	A	A	A	M <sup>1</sup>	2
113	SiSwati FAL Paper 1	A	A	A	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
114	SiSwati FAL Paper 2	A	A	A	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
115	SiSwati FAL Paper 3	A	A	M <sup>1</sup>	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
116	SiSwati HL Paper 1	A	A	A	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
117	SiSwati HL Paper 2	A	A	A	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
118	SiSwati HL Paper 3	A	A	A	A	M <sup>4</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
119	Technical Mathematics Paper 1	M <sup>2</sup>	v	M <sup>2</sup>	M <sup>1</sup>	M <sup>4</sup>	L <sup>5</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	N <sup>9</sup>	2
120	Technical Mathematics Paper 2	M <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>5</sup>	M <sup>4</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	L <sup>8</sup>	2
121	Technical Sciences Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	A	2
122	Technical Sciences Paper 2	M <sup>1</sup>	A	A	A	M <sup>2</sup>	A	A	A	A	A	2
123	Tourism	M <sup>3</sup>	A	M <sup>1</sup>	A	M <sup>4</sup>	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>1</sup>	A	1
124	Tshivenda FAL Paper 1	A	A	A	A	L <sup>1</sup>	M <sup>1</sup>	A	A	L <sup>1</sup>	A	2
125	Tshivenda FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
126	Tshivenda FAL Paper 3	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	A	A	A	A	2
127	Tshivenda HL Paper 1	A	A	A	A	M <sup>1</sup>	A	A	A	A	A	1
128	Tshivenda HL Paper 2	A	A	A	A	L <sup>1</sup>	A	A	A	A	A	2
129	Tshivenda HL Paper 3	A	A	A	A	M <sup>1</sup>	A	A	A	A	A	2
130	Visual Arts Paper 1	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	A	A	M <sup>3</sup>	A	A	2
131	Xitsonga FAL Paper 1	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	2
132	Xitsonga FAL Paper 2	A	A	A	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
133	Xitsonga FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
134	Xitsonga HL Paper 1	A	A	A	A	M <sup>2</sup>	v	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	2
135	Xitsonga HL Paper 2	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	2
136	Xitsonga HL Paper 3	A	A	M <sup>1</sup>	A	v	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	2

**KEY:**

TD = Technical Details; IM = Internal Moderation; CC = Content Coverage; CS = Cognitive Skills; TS = Text Selection, Types and Quality of Questions; LB = Language and Bias; Pre = Predictability; Con = Conformity with Question Paper; AMG = Accuracy and Reliability of Marking Guideline; OI = 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: Monitored examination centres

No	Province	Date	Examination Centre	Subject	R	W
1	Eastern Cape	26/05/2021	Edu College Part-Time Centre	Accounting Paper 1	77	12
2		27/05/2021	Iqhayiya Technical School	English First Additional Language Paper 1	77	41
				English Home Language Paper 1	30	8
3		04/06.2021	Howard Ben Mazwi Primary School	Mathematics Paper 1	260	80
4		04/06/2021	DDT Jabavu	Mathematical Literacy Paper 1	285	89
5		10/06/2021	Cibeni Senior Secondary School	History Paper 1	17	0
6		25/06/2021	Butterworth Training Centre	Business Studies Paper 1	160	53
7		25/06/2021	Lilitha College Centre	Business Studies Paper 1	48	2
8		28/06/2021	Omhle Finishing School	Business Studies Paper 2	243	106
9	01/07/2021	Lusikisiki Town Hall	Agricultural Sciences Paper 1	96	30	
10	Free State	27/05/2021	Lebogang Secondary School	English First Additional Language Paper 1	40	17
				English Home Language Paper 1	8	6
11		04/06/2021	Evungwini High School	Mathematics Paper 1	13	7
				Mathematical Literacy Paper 1	20	11
12		07/06/2021	JC Motumi Secondary School	Mathematical Literacy Paper 2	49	24
13		11/06/2021	Thusanang Adult Centre	Physical Sciences Paper 1	47	17
14		18/06/2021	Bethlehem Combined School	Life Sciences Paper 1	71	35
15		25/06/2021	Mangaung Primary School	Business Studies Paper 1	118	22
16		06/07/2021	Rutegang	Economics Paper 2	62	25
17	27/05/2021	Kwa Thema Community Learning Centre	English First Additional Language Paper 1	296	170	
18	Gauteng	04/06/2021	Edenpark Secondary School	Mathematics Paper 1	9	6
				Mathematical Literacy Paper 1	40	27
19		04/06/2021	Magoarane Primary School	Mathematics Paper 1	127	78
20		07/06/2021	Hoerskool Akasia	Mathematics Paper 2	33	27
	Mathematical Literacy Paper 2			8	6	

No	Province	Date	Examination Centre	Subject	R	W	
21	Gauteng	07/06/2021	Holy Trinity Community Centre	Mathematics Paper 2	196	81	
				Mathematical Literacy Paper 2	236	141	
22		08/06/2021	Mohlakeng Adult Centre	Setswana Home Language Paper 1	87	26	
				Setswana First additional Language Paper 1	3	3	
23		14/06/2021	BOSASA Youth Development Centre	Physical Sciences Paper 2	10	01	
24		23/06/2021	Thokoza Adult Learning Centre	English First Additional Language Paper 2	398	145	
25		28/06/2021	Alexandra Adult Centre	Business Studies Paper 2	262	162	
26		29/06/2021	Mamelodi Teacher Centre	Geography Paper 1	132	90	
27		06/07/2021	Ennerdale Civic Centre	Economics Paper 2	144	55	
28		06/07/2021	Hammanskraal Adult Centre	Economics Paper 2	82	51	
29		06/07/2021	Sydney Maseko Community Learning Centre	Economics Paper 2	114	60	
30		KwaZulu Natal	27/05/2021	Osizweni Hall Centre	English First Additional Language Paper 1	45	23
					English Home Language Paper 1	06	03
31			01/06/2021	Amanzimtoti Adult Centre	Accounting Paper 2	54	18
32	01/06/2021		Ethangeni PALC	Accounting Paper 2	36	19	
33	04/06/2021		Haythorne Secondary School	Mathematics Paper 1	17	11	
				Mathematical Literacy Paper 1	3	1	
34	07/06/2021		Do It AET Centre	Mathematics Paper 2	139	38	
35	07/06/2021		Umvuzo Secondary School	Mathematics Paper 2	5	1	
				Mathematical Literacy Paper 2	14	7	
36	11/06/2021		Makhedama High School	Physical Sciences Paper 1	250	135	
37	18/06/2021		Masinga High School	Life Sciences Paper 1	116	40	
38	21/06/2021		Okhahlamba Education Centre	Life Sciences Paper 2	112	33	
39	25/06/2021		Strelitzia Secondary School	Business Studies Paper 1	20	14	
40	28/06/2021		Daleview Secondary School	Business Studies Paper 2	14	12	
41	29/06/2021	Shastri Park Secondary School	Geography Paper 1	16	01		
42	29/06/2021	Nqabakazulu Comprehensive High School	Geography Paper 1	19	10		

No	Province	Date	Examination Centre	Subject	R	W
43	KwaZulu Natal	01/07/2021	Umzimkulu Junior Secondary School	Agricultural Sciences Paper 1	98	39
44		02/07/2021	Endakane High School	English First Additional Language Paper 3	83	29
45		07/07/2021	Ashdown Adult Centre	Agricultural Sciences Paper 2	113	12
46	Limpopo	04/06/2021	Hoerskool Noordeland	Mathematics Paper 1	23	16
				Mathematical Literacy Paper 1	5	4
47		07/06/2021	Florapark Comprehensive High School	Mathematics Paper 2	23	16
				Mathematical Literacy Paper 2	5	
48		08/06/2021	Mokopane EMPC	Sepedi Home Language Paper 1	143	80
				XiTsonga Home Language Paper 1	3	2
49		18/06/2021	Dimani Agricultural High School	Life Sciences Paper 1	50	42
50		21/06/2021	Seagotle Secondary School	Life Sciences Paper 2	17	14
51		22/06/2021	Thabamoopo Multipurpose Centre	Economics Paper 1	33	20
52		29/06/2021	Baranuka Secondary School	Geography Paper 1	30	23
53	01/07/2021	Mmamokgokolushi Secondary School	Agricultural Sciences Paper 1	22	19	
54	Mpumalanga	07/06/2021	Bonginsimbi Comprehensive School	Mathematics Paper 2	160	101
				Mathematical Literacy Paper 2	132	65
55		07/06/2021	Ikhethelo Secondary School	Mathematics Paper 2	14	10
				Mathematical Literacy Paper 2	21	11
56		07/06/2021	Kufakwezwe Secondary School	Mathematics Paper 2	71	41
				Mathematical Literacy Paper 2	178	115
57		14/06/2021	Tikhontele Secondary School	Physical Sciences Paper 2	97	48
58		18/06/2021	Frank Manghinyana High School	Life Sciences Paper 1	233	127
59		23/06/2021	Landau Adult Centre	English First Additional Language Paper 2	141	62
60		28/06/2021	Vulindela Primary School	Business Studies Paper 2	62	28
61	29/06/2021	Ziphakamiseni Secondary School	Geography Paper 1	23	21	

No	Province	Date	Examination Centre	Subject	R	W
62	Northern Cape	11/06/2021	Kathu High School	Physical Sciences Paper 1	45	20
				Technical Sciences Paper 1	6	3
63		18/06/2021	Remmogo High School	Life Sciences Paper 1	190	82
64		25/06/2021	Carlton-Van Heerden High School	Business Studies Paper 1	45	21
65		29/06/2021	Tetlanyo Secondary School	Geography Paper 1	142	60
66		01/07/2021	Pampierstad High School	Agricultural Sciences Paper 1	111	58
67	North West	27/05/2021	Alabama Secondary School	English First Additional Language Paper 1	101	50
				English Home Language Paper 1	81	35
68		01/06/2021	Tsamma Secondary School	Accounting Paper 2	2	2
69		04/06/2021	Hebron Technical & Commercial High School	Mathematics Paper 1	101	39
70		07/06/2021	Mothutlung Secondary School	Mathematics Paper 2	31	25
				Mathematical Literacy Paper 2	10	5
71		22/06/2021	Boitsenape Technical School	Economics Paper 1	73	50
72		29/06/2021	Ragogang Primary School	Geography Paper 1	120	76
73		01/07/2021	Bojanala West Resource Centre	Agricultural Sciences Paper 1	140	38
74		01/07/2021	Maatla Secondary School	Agricultural Sciences Paper 1	27	16
75	Western Cape	27/05/2021	Lentegeur Secondary School	English Home Language Paper 1	233	150
76		04/06/2021	Hillcrest High School	Mathematics Paper 1	119	108
				Mathematical Literacy Paper 1	94	49
77		08/06/2021	Intshukumo Secondary School	IsiXhosa Home Language Paper 1		
				IsiZulu Home Language Paper 1	76	24
	IsiZulu Home Language Paper 1			1	1	
			Sesotho Home Language Paper 1	2	1	
			IsiXhosa First additional Language Paper 1	14	6	

No	Province	Date	Examination Centre	Subject	R	W
78	Western Cape	15/06/2021	Riviersonderend Community Learning Centre	Afrikaans Home Language Paper 2	36	12
79		21/06/2021	Delft Technical High School	Life Sciences Paper 2	87	42
80		25/06/2021	George Secondary School	Business Studies Paper 1	111	76
81		28/06/2021	Jonga Street Secondary School	Business Studies Paper 2	130	50
82		06/07/2021	Southern Suburbs Youth Academy	Economics Paper 2	211	113

KEY:

R: Registered; W: Wrote

## Annexure 2B: Examination centres not compliant during the monitoring of the writing of the June 2021 NSC/SC Examinations

Criteria	Nature of non-compliance	Examination centres implicated
General administration	No dispatch forms	Cibeni Senior Secondary School
		Iqhayiya Technical School
		Lebogang Secondary School
		Haythorne Secondary School
		Vulindela Primary School
		Alabama Secondary School
		Ragogang Primary School
	No evidence of training of invigilators	Iqhayiya Technical School
		Thokoza Adult Learning Centre
		Ethangeni PALC
		Hoerskool Noordeland
		Mokopane EMPC
		Kufakwezwe Secondary School
Vulindela Primary School		
Tsamma Secondary School		
Invigilator to candidate ratio not observed	George Secondary School	
Invigilator attendance register not kept	Edu College Part-Time Centre	
	DDT Jabavu	
	Lusikisiki Town Hall	
	JC Motumi Secondary School	
	Thokoza Adult Learning Centre	
	Haythorne Secondary School	
	Vulindela Primary School	
	Kathu High School	
Credibility of the writing of the examinations	Late admission of candidates to the examination rooms	Frank Manghinyana High School
		Tikhontele Secondary School
		Alabama Secondary School
		Mothutlung Secondary School
		Hillcrest High School
		Lentegeur Secondary School
	Candidate identity not verified on entry	Magoarane Primary School
		Haythorne Secondary School
		Bonginsimbi Comprehensive School
		Tikhontele Secondary School
		Ziphakamiseni Secondary School
		Tetlanyo Secondary School

Criteria	Nature of non-compliance	Examination centres implicated
Credibility of the writing of the examinations	Poor time management leading to late start of examination	Iqhayiya Technical School
		DDT Jabavu
		Edenpark Secondary School
		Frank Manghinyana High School
		Tetlanyo Secondary School
		Alabama Secondary School
		Hillcrest High School
	Lentegeur Secondary School	
	Social distance between candidates not observed	Osizweni Hall Centre
		Bonginsimbi Comprehensice School
		Vulindela Primary School
	Prescribed reading time not observed	Edu College Part-Time Centre
		Iqhayiya Technical School
		Tikhontele Secondary School
		Vulindela Primary School
		Alabama Secondary School
		Mothutlung Secondary School
		Intshukumo Secondary School
	Lentegeur Secondary School	
	Candidates left the examination room during the last 15 minutes	Omhle Finishing School
		Lusikisiki Town Hall
		Rutegang
		Edenpark Secondary School
	Instances of imposter candidates	Masinga High School
		Landau Adult Centre
	Candidate used cell phone to copy; candidate in possession of cell phone in the examination room	Bojanala West Resource Centre
		Omhle Finishing School
Crib notes found on three candidates	Omhle Finishing School (2 candidates)	
	Ragogang Primary School	
One candidate with a completed answer book in first 30 minutes: irregularity suspected	Ashdown Adult Centre	
Failure to comply with COVID-19 protocols.	Cibeni Senior Secondary School	
	Edu College Part-Time Centre	
	Iqhayiya Technical School	
	DDT Jabavu	
	Butterworth Training Centre	
	Omhle Finishing School	
	Lusikisiki Town Hall	
	Edenpark Secondary School	
	Masinga High School	
Endakane High School		

### Annexure 3A: List of subjects for marking guideline discussion meetings

No.	Subject and question papers
1.	Accounting Paper 1 and Paper 2
2.	Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3
3.	Afrikaans Home Language Paper 1, Paper 2 and Paper 3
4.	Afrikaans Second Additional Language Paper 1 and Paper 2
5.	Agricultural Management Sciences
6.	Agricultural Sciences Paper 1 and Paper 2
7.	Agricultural Technology
8.	Business Studies Paper 1 and Paper 2
9.	Computer Applications Technology Paper 1 and Paper 2
10.	Civil Technology (Construction)
11.	Civil Technology (Services)
12.	Civil Technology (Woodworking)
13.	Consumer Studies
14.	Design
15.	Dramatic Arts
16.	Economics Paper 1 and Paper 2
17.	Engineering Graphics Design Paper 1 and Paper 2
18.	Electrical Technology (Digital)
19.	Electrical Technology (Electronics)
20.	Electrical Technology (Power Systems)
21.	English First Additional Language Paper 1, Paper 2, and Paper 3
22.	English Home Language Paper 1, Paper 2, and Paper 3
23.	Geography Paper 1 and Paper 2
24.	History Paper 1 and Paper 2
25.	Hospitality Studies
26.	Information Technology Paper 1 and Paper 2
27.	IsiNdebele First Additional Language Paper 1, Paper 2 and Paper 3
28.	IsiNdebele Home Language Paper 1, Paper 2 and Paper 3
29.	IsiXhosa First Additional Language Paper 1, Paper 2 and Paper 3
30.	IsiXhosa Home Language Paper 1, Paper 2 and Paper 3
31.	IsiZulu First Additional Language Paper 1, Paper 2 and Paper 3
32.	IsiZulu Home Language Paper 1, Paper 2 and Paper 3
33.	Life Sciences Paper 1 and Paper 2
34.	Mechanical Technology (Automotive)
35.	Mechanical Technology (Fitting and Machining)
36.	Mechanical Technology (Welding and Metalwork)
37.	Mathematical Literacy Paper 1 and Paper 2
38.	Mathematics Paper 1 and Paper 2
39.	Music Paper 1 and Paper 2
40.	Physical Sciences Paper 1 and Paper 2
41.	Religion Studies Paper 1 and Paper 2
42.	Sepedi First Additional Language Paper 1, Paper 2 and Paper 3
43.	Sepedi Home Language Paper 1, Paper 2 and Paper 3
44.	Sesotho First Additional Language Paper 1, Paper 2 and Paper 3

No.	Subject and question papers
45.	Sesotho Home Language Paper 1, Paper 2 and Paper 3
46.	Sesotho Second Additional Language Paper 1 and Paper 2
47.	Setswana First Additional Language Paper 1, Paper 2 and Paper 3
48.	Setswana Home Language Paper 1, Paper 2 and Paper 3
49.	SiSwati First Additional Language Paper 1, Paper 2 and Paper 3
50.	SiSwati Home Language Paper 1, Paper 2 and Paper 3
51.	Technical Mathematics Paper 1 and Paper 2
52.	Technical Sciences Paper 1 and Paper 2
53.	Tourism
54.	Tshivenda First Additional Language Paper 1, Paper 2 and Paper 3
55.	Tshivenda Home Language Paper 1, Paper 2 and Paper 3
56.	Visual Arts
57.	Xitsonga Home Language Paper 1, Paper 2 and Paper 3

#### Annexure 4A: Summary of areas of non-compliance – Marking Phase

Criteria	Nature of Non-Compliance	Centres Implicated
Planning for marking	Late arrival of marking guidelines	Kroonstad High School, Welkom High School
Marking centre	No fire extinguisher available	Hoërskool General Hertzog
Security	No visible security	Kimberley Boys High School
Handling of irregularities	Various examples of irregularities	Khanyisa School for the Blind, Strelitzia High School, Daniel Pienaar Technical High School, Hoërskool General Hertzog, Mondeor High School, Glenwood High School and Anton Lembede MST Academy.

#### Annexure 5A: List of verified subjects

Accounting Paper 1 and Paper 2	Afrikaans First Additional 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
Geography Paper 1 and Paper 2	IsiNdebele Home Language Paper 1, Paper 2 and Paper 3
History Paper 1 and Paper 2	IsiXhosa Home Language Paper 1, Paper 2 and Paper 3
Life Sciences Paper 1 and Paper 2	Sesotho First Additional 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
Religion Studies Paper 1 and Paper 2	Sepedi Home Language Paper 1, Paper 2 and Paper 3
Agricultural Sciences Paper 1 and Paper 2	Tshivenda First Additional Language Paper 1, Paper 2, and Paper 3
Computer Applications Technology Paper 1 and Paper 2	

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