REPORT

ON THE QUALITY ASSURANCE OF THE
INDEPENDENT EXAMINATIONS BOARD (IEB)
NOVEMBER 2022 NATIONAL SENIOR
CERTIFICATE EXAMINATION AND
ASSESSMENT

UMALUSI

Quality Council for General and Further
Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Umalusi has, over the years, established an effective and rigorous system for quality assurance of assessment to improve standards in all qualifications registered in its sub-framework. Umalusi, in its quest to remain a trusted and respected quality council, continuously reviews and refines the quality assurance processes and modalities to ensure that they are current and relevant.

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

  a. The level of adherence in the implementation of the Regulations pertaining to the conduct, administration and management of examination and assessment processes;
  b. The processes and procedures applied in maintaining the quality and standard of examination question papers, their corresponding marking guidelines and practical assessment tasks;
  c. The state of readiness of assessment bodies to conduct national examinations;
  d. That the Independent Examinations Board (IEB) examination systems are in place for effectively managing the examination processes and procedures for monitoring the conduct, administration and management of examinations and assessments; and
  e. The overall planning and management of the marking process and the quality of marking. It, further, focuses on the quality assurance processes that the assessment body has put in place.

Umalusi continues to strengthen the rapport it has created over the years with the IEB. There is ample evidence to confirm that the IEB management has continued to work towards improving the systems and processes relating to the NSC examinations and assessment.

Umalusi studied the report and evidence on the conduct, administration and management of the November 2022 NSC examination submitted by the IEB and presented for moderation at the standardisation meeting, held on 3 January 2023, and at the approval meeting, held on 12 January 2023.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council concluded that the examination was administered largely in accordance with the Regulations pertaining to the conduct, administration and management of the NSC examination.

The irregularities identified during the writing and marking of the examination were not systemic and, therefore, did not compromise the overall credibility and integrity of the November 2022 NSC examination administered by the IEB.

The EXCO therefore approved the release of the IEB November 2022 NSC examination results. In respect of identified irregularities, the IEB is required to nullify the results of the candidate implicated in irregularities.

The IEB is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit an improvement plan by 15 March 2023.

The EXCO commended the IEB for conducting a successful examination.

The quality, credibility and integrity of the NSC examinations and assessments are of paramount importance to Umalusi and Umalusi will, therefore, continue to ensure that it is maintained. It is Umalusi's aspiration to continue in its efforts of working towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and the improvement of systems and processes.

The November 2022 NSC examination would not have been a success without the tireless effort of all stakeholders who worked to ensure its credibility. Umalusi appreciates and thanks all relevant stakeholders.

Dr Mafu S Rakometsi
Chief Executive Officer

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EXECUTIVE SUMMARY

The National Qualifications Framework Act No. 67 of 2008, as amended, enjoins Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF). The General and Further Education and Training Quality Assurance Act, Act No. 58 of 2001, as amended, mandates Umalusi to quality assure assessment of all qualifications registered on its sub-framework at exit-points and to approve the release of results. The Act stipulates that Umalusi:

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

The Independent Examinations Board (IEB) is among three assessment bodies for which Umalusi is currently responsible for certification of the National Senior Certificate (NSC). Umalusi ensures that all assessments that lead to an award of the NSC are meticulously scrutinised to ensure that they meet the norms and standards as outlined in prescribed policies and guidelines.

This report presents the findings on the processes that Umalusi followed in assuring the quality of the November 2022 NSC examination and assessments. The findings also outline the areas of improvement, areas of non-compliance and directives for compliance and improvement in the conduct, administration and management of the examination and assessments. These findings were drawn from a variety of quality assurance processes that Umalusi conducts. The processes have been summarised into eight chapters as follows:

a. Chapter 1–Moderation of question papers;
b. Chapter 2–Moderation of school-based assessment, oral assessment and practical assessment tasks;
c. Chapter 3–Monitoring the state of readiness to conduct examination;
d. Chapter 4–Audit of appointed markers;
e. Chapter 5–Monitoring of the writing and marking of the examination;
f. Chapter 6–Marking guideline standardisation and verification of marking;
g. Chapter 7–Standardisation and resulting; and
h. Chapter 8–Certification.

Umalusi moderated and approved 103 question papers and their marking guidelines for the IEB November 2022 NSC examination. This was done to ensure that the question papers are fair, valid and reliable. The marking guidelines were moderated concurrently with their respective question papers to ensure that they are compatible, comprehensive, clear to markers to enable consistent and fair marking.

The findings of the external moderation of question papers revealed that most question papers and their marking guidelines were of acceptable standard and were, therefore, approved by Umalusi. However, the IEB was urged to put systems in place that will ensure more improvement in all compliance levels of the questions papers and their marking guidelines.

The NSC qualification requires that SBA be conducted by the assessment bodies and moderated by both the IEB and Umalusi's external moderators. The SBA assessment constitutes 25% of a candidate's final mark; thus, quality assurance is most critical to ensure that common standards in the quality of SBA tasks are maintained. This includes the moderation of Life Orientation, where SBA constitutes 100% of the final mark. Umalusi sampled and moderated six subjects, in 34 schools. The SBA moderation was conducted by Umalusi through verification of both teachers' and learners' files, guided by the SBA moderation criteria.

During the moderation, the content and cognitive demands are analysed to check that these are at the appropriate levels; and that internal moderation has taken place at all moderation levels. The implementation of all directives issued previously by Umalusi are also verified.

Umalusi then verifies the files for accuracy of marking of the SBA tasks, records of learners' performance and other relevant information. A significant improvement in internal moderation of SBA, practical assessment tasks (PAT) and oral assessment was observed.

Umalusi audited the state of readiness of the IEB to conduct the NSC examinations, a critical quality assurance process that evaluates the level of preparedness assessment bodies to conduct the examination. The main objective is to identify any potential risks that might impact negatively on the credibility and intergrity of the examination, and alert the assessment bodies to such prior to the actual conduct of the examinations. The assessment bodies are then required to address the potential risks and report to Umalusi.

To fulfil this role, the following were required:

   i.   The IEB to submit a self-evaluation report to Umalusi;
   ii. Umalusi to develop a risk profile from the analysis of the submitted self-evaluation; and
   iii. Evidence-based verification conducted by Umalusi to evaluate the evidence submitted by the IEB with the self-evaluation report.

From the analysis of the self-evaluation report no risks were identified that could compromise the credibility and integrity of the examination.

Umalusi conducted a desktop audit of appointed markers on a sample of ten subjects in October 2022. This was conducted off-site, through a desktop evaluation of evidence submitted by the IEB on the selection and appointment of markers, as per the requirements.

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The following criteria was used to analyse the electronic files submitted by the IEB for the audit of appointed markers:

i. Compliance with notional marking times;
ii. Qualifications and subject specialisation;
iii. Teaching experience; and
iv. Marking experience.

The IEB satisfied the stipulated requirements for the appointment of the marking personnel.

The IEB registered a total of 13 567 candidates and established 262 examination centres. Umalusi monitored the conduct, administration, and management of examinations at 40 examination centres.

The findings of the monitoring of the writing and marking of the November 2022 NSC examination indicated that the credibility of the examination was maintained. The overall conduct and management of the IEB examination was of an acceptable standard and the requirements were adhered to.

Umalusi participated in the process of the standardisation of marking guidelines for 23 question papers for 15 subjects. This was to ensure that justice was done to the process and that the finalised marking guidelines ensured fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi monitored the level of preparedness of marking centres to conduct the process of marking the November 2022 examination scripts. The purpose of monitoring was to verify:

i. Planning prior to the conduct of the marking process;
ii. The adequacy of resources at the marking centres;
iii. Security provided at the marking centres;
iv. Training of the marking personnel; and
v. The management of irregularities identified from marked scripts.

Generally, the marking centres were found to be in compliance with the set criteria.

External verification of marking by Umalusi serves to verify that marking is conducted according to agreed and established practices and standards. Umalusi verified the marking of 15 NSC subjects consisting of 23 question papers.

Umalusi's external verification of marking found that the marking was conducted according to agreed and established practices and standards and the IEB marked according to the approved, signed-off marking guidelines.

The verification of the marking guideline standardisation meetings and the verification of marking for the 15 sampled subjects for the November 2022 NSC examination showed an improvement in the mitigation of the marking guidelines.

The IEB presented 61 subjects for standardisation for this examination. The subjects were standardised as per the standardisation principles as set by Umalusi Council. Forty-seven subjects were standardised, and the marks were accepted as raw, while 10 subjects and the other four subjects were standardised upwards and downwards respectively.

The certification chapter is based on the 2022 certification processes and not certification of the November 2022 cohort. The IEB is required to ensure that all candidates who qualify for a certificate receive the certificates as soon as possible. This process also entails confirmation of all candidates who have not met the requirements. For this reason, it is the responsibility of the assessment body to ensure that the candidates' achievements are submitted to Umalusi for quality assurance; and to ensure that results are verified prior to the issuing of the certificates. For the 2022 certification process the IEB ensured that candidates' raw marks were submitted to Umalusi for standardisation, statistical moderation and resulting.

After engaging with the findings of the reports on the quality assurance processes undertaken during the November 2022 NSC examination, the Executive Committee (EXCO) of Umalusi Council concluded that the examination was conducted in accordance with the policies that govern the conduct of examinations and assessments and were generally conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of the examination and the results can, therefore, be regarded as credible. The EXCO approved the release of the IEB November 2022 NSC examination results.

The findings outlined in this report will provide the IEB and other stakeholders with a clear picture of the strengths and weaknesses of the different assessment systems and processes. Directives on where improvements are required need to be attended to.

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards of quality assurance processes. It will also continue to uphold its mission and vision to ensure reliability and credibility of the NSC examinations and, furthermore, to be an internationally trusted authority in fostering high educational standards in general and further education and training.

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ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CAT	Common Assessment Task
EIC	Examination Irregularity Committee
EXCO	Executive Committee
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HL	Home Language
IEB	Independent Examinations Board
LO	Life Orientation
NQF	National Qualifications Framework
NSC	National Senior Certificate
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
SAL	Second Additional Language
SAG	Subject Assessment Guideline
SBA	School-Based Assessment

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CHAPTER 1:

MODERATION OF QUESTION PAPERS

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1   Introduction

The Independent Examinations Board (IEB) is responsible for the development and internal moderation of examination question papers and their marking guidelines. After approval through the internal moderation process, they are submitted to Umalusi for external moderation. The main objective is to confirm that the assessment body conducts a fair, valid and reliable examination; thus, Umalusi must ensure that the standard of question papers administered in a particular year are comparable to those approved in previous years. To achieve this, Umalusi maps the question papers against quality indicators set out under different criteria. The question papers and their marking guidelines should cover the curriculum, relevant conceptual domains and appropriate cognitive challenges.

This chapter reports on the extent to which the IEB November 2022 National Senior Certificate (NSC) examination question papers and their marking guidelines complied with the set criteria. The findings in this report are based solely on the first moderation, even though Annexure 1A reflects the number of moderations it took for each set to be approved.

The next section deals with the scope and the approach undertaken, so as to contextualise the findings.

1.2   Scope and Approach

One hundred and three sets of question papers and marking guidelines were submitted to Umalusi for external moderation for this examination cycle. This was 21 more than were submitted for the November 2021 examination cycle. Table 1A shows the criteria and the number of quality indicators that the sets of question papers and their marking guidelines are assessed against to reach an approval status. These determine whether the sets of question papers and their marking guidelines comply in all respects, in most respects, have limited compliance or do not comply at all with each of the quality indicators. Part A of the tool focuses specifically on the moderation of the question papers while Part B considers the moderation of the marking guidelines. Part C reflects on the overall impression.

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

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

[a] Number of quality indicators

It is against this backdrop that a question paper and its marking guideline can ultimately be resulted, in four categories: 1) be approved; 2) be conditionally approved but not required to undergo subsequent moderation (if there are minor errors that the external moderator feels can be corrected by the internal moderator); 3) be conditionally approved, requiring resubmission for subsequent moderation; or 4) not be approved, or rejected in its entirety.

The next section deals with Umalusi's findings from this process in moderating the IEB November 2022 NSC examination.

1.3   Summary of Findings

The findings summarised below commence with a section that looks at the status of question papers for the November 2022 examination cycle. It moves on to briefly focus on a comparative study of the status of question papers over the past three years, followed by a section that deals with compliance levels per criterion. Another section deals with the findings from the moderation of the question papers and their marking guidelines.

1.3.1   Status of Question Papers Moderated

Figure 1A is a graphic representation of the status of the 103 question papers and their marking guidelines after first moderation: 57 were approved at first moderation; 39 were conditionally approved; seven were not approved.

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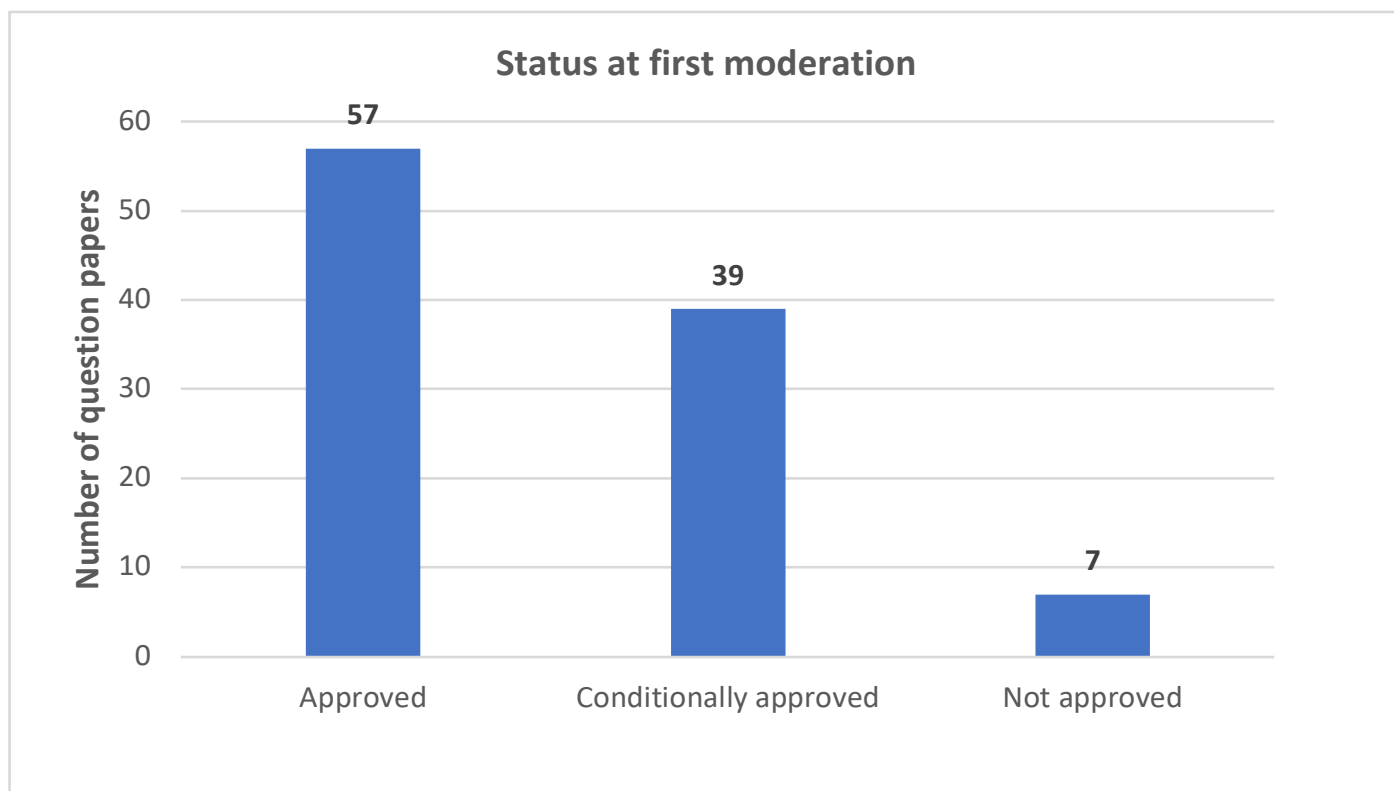
Figure 1A: Status of question papers and marking guidelines at first moderation

Figure 1B provides a comparative study of the status of question papers and their marking guidelines at first moderation over the past three years. A clear distinction is drawn so that the IEB can determine whether their own efforts at bringing about improvement and acting on directives given each year to the assessment body have yielded positive results or not.
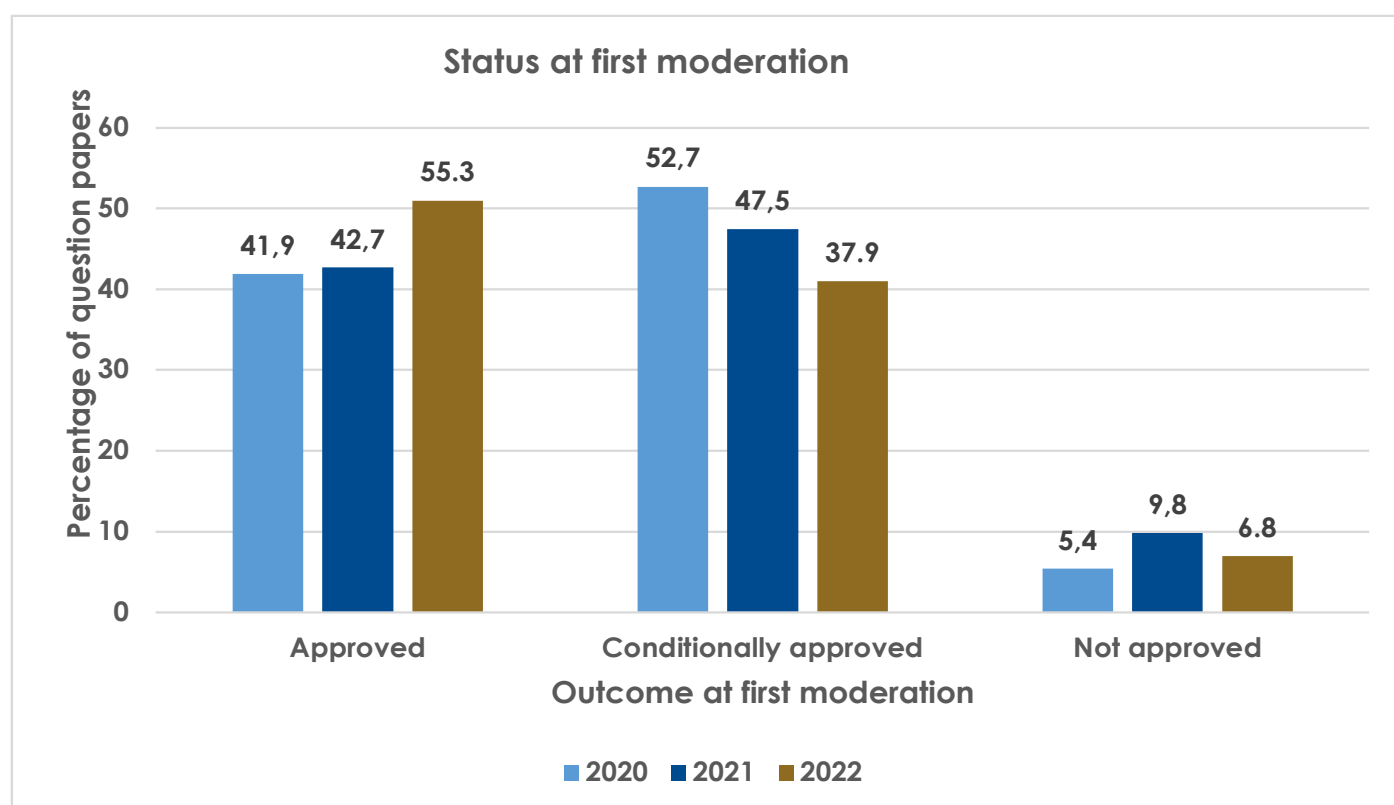
Figure 1B: Comparison of the status of question papers at first moderation for November 2020, November 2021 and November 2022

As shown in Figure 1B there was an upward trajectory in the approval of question papers and their marking guidelines between November 2020 and November 2021. The improved approval levels in November 2021 of 0.8% and the 12.6% between November 2021 and November 2022 had a ripple effect on the other levels of approval. Approval of some question papers and their marking guidelines means that the other sets are either conditionally approved or not approved. Therefore, the fewer sets approved, the higher the percentage of question papers that will be conditionally approved. The opposite is also true. The improvement shows some stability in the systems being used.

Section 1.3.2 deals with the reasons behind the non-compliance levels of the question papers and their marking guidelines in the November 2022 examinations. To achieve this, a look at all the question papers and their marking guidelines that did not comply with each of the quality indicators as they appear in the moderation tool helps give a distinct picture of the performance levels.

1.3.2   Compliance Level per Criterion

This section presents findings related to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) in relation to each of the ten criteria in Table 1B.

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

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	51	49	0	0
Internal moderation	81	17	0	2
Content coverage	85	14	1	0
Cognitive skills	73	26	1	0
Text selection, types and quality of questions	56	41	3	0
Language and bias	66	32	2	0
Predictability	92	7	1	0
Conformity with question paper	79	19	2	0
Accuracy and reliability of marking guidelines	50	49	1	0
Overall impression	60	28	12	0

Table 1B numerically captures the compliance levels of each of the criteria in percentages. Predictability has the highest level of compliance at 92%. As noted in the November 2021 report, predictability is one criterion that can easily achieve a 100% compliance level, given that the examination panels can simply ensure that no questions featured in question papers from the past three years are repeated. The same can be said of the criterion on content coverage, since it, too, demands thorough knowledge of the policy prescriptions for a specific subject. However, this attained a compliance level of 85%.

Following the criterion for content coverage is internal moderation. Unlike the first two, this compliance level is dependent on the views of the external moderators after evaluating the inputs of the internal moderators. It is, therefore, subjective. Conformity with question paper was at 79% and this, too, can easily achieve 100% if the work is done meticulously. Under-achievement with this criterion hinges heavily on the internal moderators, since they are considered to be the first leg of the quality assurance process even though it happens within the confines of the assessment body before a question paper and its marking guideline are submitted for external moderation. For a marking guideline to attain full compliance, internal moderators need to ensure that every suggested response responds to the question posed, instead of finding a response mistakenly left out in the first drafts, or initial stages, of the development of a question paper. The criterion on

cognitive skills had an attainment level of 73%. This was commendable given that it is one of the criteria that has struggled to show some improvement throughout the years. Coming in at sixth place is the criterion on language and bias, at 66%. This criterion is of the utmost importance in the tool, as even if everything else is found to be compliant in all respects, if the language used is not accessible to candidates or is pitched at a higher level, candidates can be unnecessarily disadvantaged.

Compliance with the remainder of the criteria was at 60% and below. Great efforts need to be made to ensure that performance in meeting these criteria improves, since some have been below the 60% margin for years. While meeting the criteria for text selection, types and quality of questions and accuracy and reliability of marking guidelines may show some improvement, it is a struggle to attain more than 60% compliance. A lot needs to be done to improve performance in complying with these two criteria.

The next section presents a narrative that speaks to the numbers above. It presents an in-depth analysis of non-compliance of all the question papers and their marking guidelines, mapped against each of the criteria in the moderation tool. Another section towards the end of the report provides a comparative analysis of compliance levels over three years.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

The levels of compliance per criterion of each question paper and its marking guideline are summarised in Annexure 1A. The keys reference is A, for compliance in all respects; M, for compliance in most respects; L, for limited compliance; and N, for no compliance. Each of the last three categories are then superscripted (M^1) with the number of quality indicators not complied with.

The following section, therefore, speaks directly to Annexure 1A. It spells out the quantities and gives a narrative towards the numbers in the annexure. It looks at overall performance against each criterion and explains the importance of each in the bigger scheme of the moderation process. It then ties together the percentage acquired in all respects with reasons for non-compliance.

The arrangement of the findings presented below aligns with the chronological presentation of the criteria in the moderation tool in Table 1B.

a) Technical details

An overall compliance level of 51% was achieved with respect to technical details. Compared to the compliance level in November 2021, there was a downward trajectory of 6%. There are 12 quality indicators that comprise this criterion. The quality indicators are solely meant to give a question paper and its marking guideline some form of identity so that it can be easily distinguishable among other documents. The 49% of question papers that failed to comply fully with this criterion presented the following problems:

i.   One question paper was submitted without a grid. A grid needs to be submitted as part of the package so that the external moderation process can witness how the totals for the question paper have been determined;

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ii. Two question papers were submitted without all relevant details included, such as time allocation, name of the subject, number of pages and instructions to candidates;

iii. Seven question papers had instructions that were deemed ambiguous. Instructions must always be clear to avoid any confusion that they could create for candidates. Unclear and ambiguous instructions can lead to nullification of an entire question paper or an affected question. Nullification of a question paper or a question adversely affects the standard of an examination;

iv. Five question papers had a layout that was cluttered and not reader friendly. The layout has a direct relationship with the relevant details and instructions referred to, in that it becomes difficult and time-consuming to navigate through a question paper if the layout is not reader friendly;

v. Six question papers had incorrect numbering of questions. Of the same importance as correlation between the layout and the instructions, if questions are not correctly numbered the following instructions may become impossible to understand;

vi. There was no consistency in the headers and footers on each page of one question paper. Headers and footers also help in ensuring the identity of a question paper. Failure to adhere to this can lead to confusion;

vii. Eight question papers had font errors and could have misled candidates if had not been detected beforehand. It needs to be borne in mind that various font types and sizes are intended to communicate different messages to the audience;

viii. Four question papers failed to clearly indicate mark allocations in some questions. Mark allocation has an important role in communicating the expansiveness of an expected response;

ix. Two question papers could not be completed in the time allotted as they appeared to be too long. Careful consideration must be given to the length of texts or reference materials in a question paper as they may have adverse effects on the reading levels of candidates;

x. Nineteen question papers failed to produce appropriate, clear, error-free and print-ready drawings, illustrations, graphs, tables, etc.; and

xi. Four question papers did not take some instances of formats into account and were found wanting. Format requirements of every question paper are communicated through policies and examination guidelines or subject assessment guidelines. Non-adherence to prescribed format requirements of the curriculum and assessment policy statement (CAPS) and examination guidelines may become a gross deviation that can lead to nullification of a question paper and/or litigation of an assessment body. Therefore, to safeguard the integrity of an examination, strict adherence to prescribed formats are to be observed.

b) Internal moderation

Internal moderation is there to ensure that a question paper and its marking guideline comply fully with the set criteria before they are presented for external moderation. This process is solely meant to give an assessment body internal controls to quality assure the assessment. Of the 103 question papers and their marking guidelines that were presented for external moderation, 81% satisfied this criterion, with 19% being non-compliant, due to:

i. Three question papers being submitted for external moderation without presenting a full history of the development of the question papers and their marking guidelines. In its absence, an external moderator may be compelled to speculate. Failure to submit this information has a knock-on effect on other quality indicators, as external moderators are required to establish whether proper guidance was provided during the development of the question papers; and

ii. Sixteen question papers and their marking guidelines had inappropriate quality, standard and relevance of inputs from internal moderators. As alluded to in the preceding paragraph, the internal moderation process is primarily aimed at assuring that quality is adhered to in the development of a question paper together with its marking guideline. As such, the full history on the development process must be submitted so that an external moderator can see whether challenges that may have surfaced during the internal moderation process were addressed appropriately.

c) Content coverage

Ratios in terms of the content that needs to be covered in every question paper is clearly delineated in the assessment/examination guidelines of the various subjects. Here, 85% of the question papers showed evidence of full compliance. This presents an increase of 8% compared to the November 2021 compliance level. The other 15% failed to satisfy full compliance requirements because:

i. Seven question papers did not cover all the prescribed topics as stipulated in their assessment guidelines. Failure to adhere to the prescripts has adverse effects on the standard of a question paper and may lead to such questions being dismissed, even though the stress that they would have caused for the candidates could be compensated. Therefore, the internal moderators of the said number of question papers ought to have ensured that they religiously followed the prescripts of the assessment guidelines;

ii. Some questions in five question papers were deemed not to have been within the broad scope of the national curriculum statement;

iii. One question paper was deemed not to have been representative of latest developments in the field. Since subjects evolve, examining panels need to ensure that they interpret the policies effectively and align their understanding with current developments so that candidates are not necessarily disadvantaged by being presented with archaic materials; and

iv. Eight question papers did not comply fully with the quality indicator related to the suitability, appropriateness, relevance and academic correctness of the content. Careful attention needs to be paid in this regard to ensure that the content posed in the questions is correct in every sense, to avoid unnecessary confusion.

d) Cognitive skills

Seventy-three percent of the question papers complied fully with the criteria in the external moderation instrument. This was commendable as it showed improvement, compared to previous years. This can be attributable to the assessment guidelines and the policy documents of the various subjects stating categorically the percentages of cognitive skills that every question paper must constitute, to cater for various candidate abilities. However, 27% failed to comply fully because:

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i. Six question papers had analysis grids that did not clearly map each cognitive skill to every question. Failure to do this leaves questions as to how an internal moderator tallied the totals and how the internal moderators arrived at the prescribed percentages of the cognitive skills, in order to call for an external moderation of a question paper;

ii. Twenty question papers had varying degrees of inappropriate distribution of cognitive skills. Of the 20, five were found to be too challenging, while ten were deemed to be slightly difficult and five were deemed to be slightly easy;

iii. Two language question papers had choice questions that were not of equal levels of difficulty. Ensuring equal difficulty is paramount in that it gives candidates equal opportunities in responding to choice questions;

iv. Two question papers did not ensure that they provided an opportunity to assess candidates' varying cognitive abilities, such as reasoning, translating information from one form to another or responding appropriately to communicate the message most effectively;

v. Six question papers were detected to have instances of irrelevant information that was either intentionally or unintentionally included in some questions This must be avoided at all costs;

vi. Question papers did not correlate all mark allocations with cognitive levels, degree of difficulty and time allocated; and

vii. Eight question papers had their mark allocations correlated with the cognitive levels, degree of difficulty and the time allocated. Mark allocation does not only serve to indicate the worthiness of a question, but it also plays a pivotal role in communicating the extent to which candidates are expected to respond to a question.

e) Text selection, types and quality of questions

Text selection, types and quality of questions form the crux of every question paper. This criterion has a direct impact on other quality indicators, such as cognitive skills, language and bias and the accuracy and reliability of a marking guideline. Fifty-six percent of the question papers complied fully with this criterion. The other 44% did not, for the following reasons:

i. One question paper was deemed not to have had various types of questions;

ii. One question paper was found wanting in selecting subject-specific text, such as prose, visuals, graphs, tables, illustrations, examples, etc. In five question papers source material selected was not of an appropriate length. Selecting source material of appropriate length will ensure that candidates do not spend more of their time reading or viewing the materials instead of spending time responding to questions. In five question papers materials selected were not functional, were irrelevant and inappropriate in all respects. Two question papers had materials selected that did not allow for the testing of appropriate skills. Adding material to a question paper when it has no relevance is tantamount to a waste of time for candidates. Lastly, in two question papers, the selected source materials did not allow for the generation of questions across the cognitive levels;

iii. Five question papers had questions that were generic in nature and were not pertinent to their subjects. Twenty-two question papers had questions that were not free from vaguely defined problems, while 11 had issues related to instructional key words or verbs. Ten question papers had insufficient information to elicit appropriate responses. Thirteen question papers had factual errors or misleading information in some of their questions. Some errors can be factual and, therefore, misleading. Seven question papers

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had references in questions to prose texts, visuals, graphs, etc. that were irrelevant and incorrect. Candidates could have been misled had these not been detected. Four question papers had instances of questions that suggested answers to other questions. Eight question papers had questions that overlapped with other questions; and

iv. Two question papers provided logical clues that could make one of the options an obvious choice. Four question papers had instances where options were not of almost the same length, to avoid giving away correct responses.

f) Language and bias

Language and bias play a pivotal role when developing question papers. If candidates cannot access questions because of the complexity of the language used or because of bias towards other aesthetics related to languages, it can be a hindrance for candidates. Sixty-six percent of the question papers complied fully with the criterion. Thirty-four percent of the question papers did not comply, because of the following factors:

i. Five question papers had incorrect elements of subject terminology or data. Examining panels must strive to use standard terminology as used in the subject policies to avoid any confusion;

ii. In seven question papers the language register and the level and/or complexity of the vocabulary was deemed inappropriate for Grade 12 candidates. These could also act as a hindrance towards accessing questions;

iii. Thirteen question papers had subtleties in grammar. This must be avoided at all costs to eliminate any confusion they might cause, confusion which might lead to nullification of a question;

iv. In 22 question papers instances of grammatically incorrect language were picked up. Editing and proofreading are part of the internal moderation process. They must be eliminated at all costs;

v. In seven question papers some questions were not formulated in simple sentences and contained over-complicated syntax. It must be borne in mind that the question papers are meant for high school learners and for most, the language of teaching and learning is not their first language; and

vi. Two question papers had instances of bias related to either culture, gender, language, politics, race, religion, stereotyping, province, region, etc. that were detected in the first moderation. Controversy must be avoided at all costs when it comes to developing question papers.

g) Predictability

Ninety-two percent of the question papers complied fully with the criterion for predictability, displaying an upward performance of 5% compared to the November 2021 examination cycle. The other 8% of question papers failed to comply, because:

i. Three question papers had questions of such a nature that they could be spotted easily or predicted. This could skew the results in that the system could think that candidates in the year 2022 excelled when they were advantaged because questions were repeated;

ii. Some questions in four question papers were a verbatim repetition of questions from papers administered in the past three years; and

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iii. Some questions in three question papers did not show an appropriate degree of innovation.

A question paper and its marking guideline are supposed to be developed alongside each other, to ensure that questions are answerable and that the marking guideline facilitates fair, reliable and valid marking for all candidates.

h) Conformity with question papers

Seventy-nine percent of the question papers complied fully with this criterion. As alluded to earlier, as much as checking that responses conform to questions is the responsibility of the examining panel, it is also the responsibility of the internal moderator. However, 31% of the marking guidelines deviated because of the following reasons:

i. In 14 marking guidelines some responses did not correspond with their questions. Internal moderators of the 14 subjects ought to have checked, meticulously, that there was correlation. Hence it is justifiable to conduct a marking guideline standardisation meeting before marking commences;

ii. Responses in 12 marking guidelines did not match the command words in the questions and could have affected the cognitive levels, as these are what help to distinguish between low and high performers; and

iii. There were misalignments in the mark allocation between a question and its response in four marking guidelines.

i) Accuracy and reliability of marking guidelines

Fifty percent of the marking guidelines were accurate and reliable in the November 2022 examination cycle. Careful consideration must be taken when developing marking guidelines to ensure that they satisfy all the quality indicators outlined in the moderation instrument. However, 50% of the marking guidelines failed to comply, because of the following reasons:

i. in 24 marking guidelines some responses to questions did not address the subject matter. Examining panels must ensure that all the responses are correct, to avoid disadvantaging candidates;

ii. Twenty-four marking guidelines had instances of grammatical mistakes that were picked up during the first moderation. An incorrect spelling of a word may alter a word altogether. Just as question papers must be error-free, marking guidelines must also be free of typographical errors;

iii. Eleven marking guidelines did not comply fully with ensuring that the layout could facilitate marking. This could have retarded the marking process since marking is time-based;

iv. Eleven marking guidelines were found not to have had appropriate guidance in mark allocation and mark distribution. This is especially so in cases where a large number of marks is allotted to a question and the expected response encompasses a number of aspects;

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v.   Nine marking guidelines did not provide enough detail to ensure reliability of marking; and

vi.   Thirteen marking guidelines made no allowance for relevant, correct alternative responses. This could have been detrimental to candidates as markers may not be aware of other responses.

j) Overall impression

Sixty percent of the question papers and their marking guidelines complied fully with the criterion on overall impression, showing an improvement of 11% when compared to the November 2021 examination cycle. However, 40% did not comply due to the following reasons:

i.   Seven question papers were not approved as they were deemed not to be in line with the current policy or assessment guideline documents;

ii.   Twenty-six question papers were generally deemed unfair, invalid and unreliable, given errors that were picked up during the external moderation process;

iii. Two question papers were deemed to not have assessed the primary objectives of the policy documents coupled with assessment guidelines;

iv.   The standard of 21 of question papers was generally questionable, while that of 13 could not be comparable to those of the previous years;

v.   Twenty-five marking guidelines were generally deemed unfair, invalid and unreliable, while those of 17 were deemed inappropriate;

vi.   The standard of 12 marking guidelines could not be comparable to that of previous years; and

vii. Only one question paper and its marking guideline were found to not have assessed skills, knowledge and values.

The next section compares compliance levels over the past three years.

1.3.4   Comparison of compliance per criterion and levels of moderation: November 2020 to November 2022

The compliance levels with the various criteria at first moderation level for the past three years (November 2020, November 2021 and November 2022) were examined. This is a means to determine improvement or digression, given that examining panels are expected to grow during the process. The assessment body is given directives each year. Therefore they, too, can improve situations that might have started off as dire and now show improvement. The comparative study is derived from a numerical representation of the findings in Table 1C. The comparison follows the sequential order of the external moderation tool.

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Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2020, November 2021 and November 2022

Criteria	November 2020 (% of question papers)	November 2021 (% of question papers)	November 2022 (% of question papers)
Technical details	43	57	51
Internal moderation	81	84	81
Content coverage	82	77	85
Cognitive skills	64	68	73
Text selection, types and quality of questions	31	48	56
Language and bias	60	65	66
Predictability	93	87	92
Conformity with question paper	64	77	79
Accuracy and reliability of marking guidelines	33	43	50
Overall impression	33	49	60

When comparing the 2021 and the 2022 performance levels two criteria display improvements of varying degrees, ranging from 1% to 11%. This is commendable as it highlights the stability of the examination systems. It is even more so when the two criteria that showed a decline in the 2021 examination cycle demonstrate an improvement. Nonetheless, the two criteria that showed a decline were technical details and internal moderation. The two declined at a rate of 6% and 3%, respectively. However, a comparative study throughout the three years also paints an upward trajectory in the performance levels of all but two criteria. The criterion on internal moderation reverted to the initial percentage that was attained in 2020, while the criterion on predictability, while it shows an astronomical improvement in the past two years, has, however, shown a decline of 1% when looking back at 2020.

Therefore, it is paramount that the IEB looks carefully at systems that might have brought indicated improvements so that these can be replicated in other areas for future examination cycles.

The next section highlights specific areas of improvement, followed by areas of non-compliance. The latter informs the section on directives that the IEB will be given to bring about change in the performance levels in coming examination processes.

1.4   Areas of Improvement

It is commendable that the external moderation of the November 2022 NSC question papers reflected that:

a. Of the 103 question papers that were administered, 57 were approved at first moderation, showing an improvement of 12% compared to those approved in the November 2021 examination cycle (see Annexure 1A); and
b. All but two criteria showed an upward trajectory in performance levels over the past three years.

1.5   Areas of Non-Compliance

Although the section above commends the IEB on the improvements made, there were, however, areas that need attention to be intensified:

a. The criteria on text selection, types and quality of questions; and accuracy and reliability of marking guidelines have recurrently performed lowest throughout the years; yet the two form the crux of the examination cycle. Although there was slight improvement in their performance, at a 50% range, more needs to be done to bring about improvement in the two criteria; and
b. The inability to attain 100% in meeting technical details, conformity and predictability criteria, despite their lack of subject technicality is of concern.

1.6   Directives for Compliance and Improvement

The IEB is urged to:

a. Put systems in place that will ensure more improvement in all compliance levels of the questions papers and their marking guidelines, especially in technical details and predictability.

1.7   Conclusion

The IEB is commended for an upward trajectory pertaining to the approval of question papers and their marking guidelines at first moderation. However, great effort still needs to be made to bring about improvement in all criteria sitting at 60% and below.

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CHAPTER 2:

MODERATION OF SCHOOL-BASED ASSESSMENT, ORAL ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

CHAPTER 2: MODERATION OF SCHOOL-BASED ASSESSMENT, ORAL ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

2.1   Introduction

School-based assessment (SBA) is a process through which valid and reliable information about learners' performance is gathered on an ongoing basis against clearly defined criteria. A variety of methods, tools, techniques and contexts are used. SBA, practical assessment tasks (PAT) and oral assessments are designed to address the competencies, skills, values and attitudes of the subject content. These aim to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment. They also provide learners with an alternative opportunity to display their competence in the subject. The SBA, oral assessments (in languages) and PAT (in all subjects that have a practical component) contribute to the learners' final promotional mark. Such internal assessments are moderated to ensure uniformity and comparability of standards and evaluate schools' compliance with the subject assessment guidelines (SAG).

2.2   Scope and Approach

Umalusi moderated the SBA, oral assessments and PAT of Independent Examinations Board (IEB) candidates writing the 2022 National Senior Certificate (NSC) examination. The scope and approach for the moderation of each process, conducted on sampled subjects and schools, is described in detail below.

2.2.1   School-Based Assessment

Umalusi conducted the moderation of SBA on a sample of six subjects in 34 schools, as listed in **Annexure 2A**. Moderation of the electronically submitted teachers' and learners' files was conducted off-site between October 2022 and November 2022.

Umalusi used an instrument consisting of two parts, as presented in Table 2A. Part 1 of the instrument focused on teacher files, with nine criteria; Part 2 on learner files, consisting of three criteria.

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Table 2A: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Programme of assessment	Quality of marking
Assessment tasks	Moderation of learner files
Technical layout of assessment tasks	
Effectiveness of questioning	
Question types	
Source/stimulus material	
Marking tools	
Pre-moderation of assessment tasks and evidence of post-moderation of assessment	

2.2.2   Practical Assessment Tasks

Umalusi sampled two subjects, Design and Dramatic Arts, for PAT moderation. This was conducted off-site, from the electronic teacher and learner files of four schools for each subject, as listed in Annexure 2B. Table 2B lists the criteria used for the moderation of PAT for Design and Dramatic Arts.

The instrument consists of two parts: the first part, with four criteria, was used to evaluate teacher files; the second part, with three criteria, was used to evaluate learner files.

Table 2B: Criteria used for the moderation of PAT

Part 1 Teacher files	Part 2 Learner files
Technical aspects	Learner performance
Programme of assessment	Quality of marking
Assessment tasks and marking tools	Moderation of learner files
Pre-moderation of assessment tasks and evidence of post-moderation of evidence of assessment at different levels	

2.2.3   Oral Assessment

Umalusi sampled two language subjects for the moderation of oral assessment. The oral assessment moderation was conducted off-site from teachers' and learners' files. The learner performance evidence, including recorded audio-visuals of learners' speeches, were moderated. The moderation was conducted in four schools for each language, as listed in Annexure 2C.

The instrument used for the moderation of oral assessments consists of four criteria, as shown in Table 2C.

Table 2C: Criteria used for the moderation of oral assessments

Teacher files	Learner files
Technical aspects	Learner performance
Quality of assessment tasks	Internal moderation of learner files
Moderation of teacher files	
Overall impression	

2.3 Summary of Findings

This section of the report presents a summary of the findings of the six subjects sampled for SBA moderation, the two subjects sampled for PAT moderation and the two languages sampled for the moderation of oral assessments. The findings are reported sequentially, starting with the SBA, followed by the PAT and concluding with the oral assessments.

2.3.1 School-Based Assessment

The findings of the moderation of the SBA are presented in two parts against nine quality indicators for Part 1 on teacher files; and three quality indicators for Part 2, on learner files.

a) Teacher files

  i. Technical aspects

  Teacher files for three of the six subjects sampled for moderation were well organised, up to date, accessible and easy to navigate. All the SBA tasks, relevant documents such as the annual teaching plans, programmes of assessment, marking guidelines and mark sheets, as well as moderation reports, were available in the teacher files for the three subjects (Accounting, Mathematics, and Physical Sciences) as required by the SAG. The IEB met the technical aspects' criterion in the three subjects.

  The other three subjects, Consumer Studies, Economics and Life Sciences partially complied with this criterion. Two schools' teacher files for Consumer Studies did not include the evidence of school and cluster moderation. One school included a marking guideline for Economics that was partly handwritten and partly typed. None of the schools included the annual teaching plans for Life Sciences.

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ii. Programme of assessment

The sampled schools fared to varying degrees in adhering to the programme of assessment. In Accounting, Economy and Life Sciences full adherence to the programmes of assessment, as stipulated in the subject guidelines, was evident. Each assessment task reflected a specific topic/content as prescribed and valid and appropriate methods, tools and instruments of assessment were used.

In Consumer Studies teachers did not specify the task type, such as case study/research task/visual task/oral presentation or media review. Schools administered common tests and assessment tasks. Although common assessment tasks may be convenient for standardisation purposes and for their inherent quality, they deprive teachers of the opportunity to fully develop the potential required to set good quality tasks and tests. Only one school submitted a programme of assessment for Physical Sciences.

Notwithstanding these observations, all schools in the sample conducted each of the assessment tasks as per the IEB SAG on assessment.

iii. Assessment tasks

The IEB SAG require that each assessment task covers the prescribed topics and content adequately, while also being reflective of subject-specific teaching strategies such as project-based and discovery learning.

In Accounting, the preliminary examination question papers, Paper 1 and Paper 2, were designed in terms of the IEB stipulations. The emphasis in Paper 2 contained more analytical and analysis-type questions, while Paper 1 consisted of traditional Accounting questions, as required. All but one of the schools sampled for moderation administered three control tests, with one of the control tests being of a Paper 2 type of questioning. The school in question set all three control tests on companies, with no Paper 2 type of assessment.

It was commendable that analysis grids for all tasks were available. However, not all schools' grids provided for analysis of degree of difficulty of questions, as is required.

In Consumer Studies two schools did not conform to the new structure and format of the final Grade 12 examination question paper. The schools did not make provision in the question paper for candidates to provide responses as prescribed in the new structure and format. There were no content and cognitive level analysis grids in Economics, as required by the IEB SBA policy. In Mathematics, cognitive level analysis grids were not submitted along with all tasks.

The quality of the Physical Sciences assessment tasks at each of the schools in the sample was of a good standard. The practical tasks were such that they required learners to apply divergent thinking. The class tests were simple in most instances and tested fundamental concepts. In most schools, teachers included questions that had appeared in past examination question papers.

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iv. Technical layout of assessment tasks

Schools displayed a high level of adherence to the norms and standards for the technical layout of assessment tasks: uncluttered and reader-friendly, with the name of the school, time allocation, subject and instructions to the learners clearly indicated on the front page of each assessment task.

It was easy for Accounting, Life Sciences and Mathematics learners to navigate the tasks and to determine what was required, with marks and time appropriately indicated. All assessment tasks were of a high technical standard, were neatly typed and followed the formats as prescribed in the IEB SAG. The Physical Sciences assessment tasks in each of the sampled schools were well laid out and neatly typed, with diagrams that were clear and unambiguous. Not all schools presented assessment tasks for Consumer Studies with numbered pages; some were without the required appropriate headers and footers. For Economics, one school omitted some questions in a controlled test: the questions were dictated to learners while the test was being administered.

v. Effectiveness of questioning

The questioning in assessment tasks for Mathematics and Physical Sciences was appropriate and followed standard practices and conventions. The assessment tasks in Consumer Studies and Life Sciences encouraged problem-solving, critical thinking and reasoning skills. Varied use of action verbs was noted in tests and the examination presented for external moderation. All schools provided assessment analysis grids that indicated cognitive level distribution, as prescribed by the IEB SAG.

There were, however, notable shortcomings in some subjects in some sampled schools. Teachers for Consumer Studies did not consider the value of developing choice questions to offer more possibilities for learners. In Economics, teachers did not factor in the scaffolding of questions as a focal point of assessment. The alignment of marks and the distribution of questions across cognitive levels and levels of difficulty were not considered. Twofold and follow-up questions are, according to assessment policy, unfair and can create ambiguity. These policy requirements were not adhered to in the development of questions in Economics.

vi. Question types

The assessment tasks in Physical Sciences and Life Sciences allowed for various types of questions appropriate to the subject, including multiple-choice, short answer, paragraph, data/resource-based responses, real-life scenarios and real-life, problem-solving questions. The questions were free from factual errors, vaguely defined problems, ambiguous wording, extraneous, misleading or irrelevant information and trivial and unintentional clues to the correct answers.

The terminology used was appropriate and relevant to the grade level. The assessment tasks allowed for creative responses. The mark allocation was clearly indicated and correlated with the level of difficulty and time allocation (for each question) in each assessment task. The assessment tasks provided clear instructional keywords/verbs that were related to the context of the questions and contained sufficient information to elicit appropriate responses.

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Tasks were not formulated in unnecessarily negative terms. References in the assessment tasks to texts, visuals, drawings, illustrations, examples, tables and graphs were relevant and correct. Multiple-choice questions were formulated correctly and were well structured.

Overall, In Life Sciences, assessment tasks were fair, valid and reliable. The time allowed to answer Question 2.3.3 in the preliminary examination (Question Paper 2 of one school) did not match the mark allocation. In the Term 2 test (Question 1.2) of one school, the candidates were referred to a table that was not in the question paper, instead it contained a list. Some editorial rules were also not adhered to.

The large variety of question types used in Mathematics was commendable. The types used followed the standard practices of the subject. An innovative "translation" type of question that the two schools used in their short tasks promoted effective learning.

The moderated sample of the Consumer Studies assessment tasks provided sufficient relevant information for the learners to elicit answers. There were, however, schools where teachers provided an excessive amount of resource material, some of which could have been reduced in length. The preliminary examination papers and tests, overall, were valid and reliable. Mark allocations were clearly indicated and correlated with the cognitive levels of the questions. This was reinforced by the inclusion of an assessment grid with every task. Innovative questions were evident and avoided the possible predictability of questions. Poorly formulated multiple-choice questions containing a number of distractors that offered clues to the answer were set In two schools.

In Accounting, three schools committed notable errors. One school referred in the answer book and marking guideline of Paper 2 in the preliminary examination (Question 2.3) to the bank reconciliation statement in the information booklet. However, the information booklet was not provided. It must also be noted that the IEB was not examining bank reconciliation in 2022; and that cheques are no longer in operation. Referring learners to cheques was, therefore, inappropriate. Some assessment tasks assessed at two schools still referred to the Income Statement and Balance Sheet, instead of the Statement of Comprehensive Income and the Statement of Financial Position, respectively, as they are referred to as such currently. The teachers need to keep track of modern trends or changes when they set assessment tasks.

vii. Source/stimulus material

These are materials of a visual, verbal and/or auditory nature used to communicate certain ideas to enable or stimulate discussion of relevant topics and, to a certain extent, enable research.

In Mathematics all sampled schools followed standard Mathematics conventions. Graphs and diagrams were neatly presented and effectively used, as was the case for Physical Sciences.

The source material (i.e., texts, visuals, drawings, illustrations, examples, tables and graphs) in Life Sciences was subject-specific, of the appropriate length, functional, relevant, appropriate and allowed for the testing of interpretation skills. The language complexity was appropriate for the grade and also allowed for the testing of interpretation skills. It enabled the generation of questions across cognitive levels and was clear, legible and free

of errors. The preliminary examination Paper 2 at one school had very interesting, original and relevant case studies and an essay topic. Interesting and varied resource materials used in Case Study 1 of another school exposed learners to varied assessment options. The case study tasks were all based on the interpretation and analysis of suitable articles published or reported on in credible scientific magazines or from scientific sources. The articles included some form of data handling (analysis, interpretation, translation and critique) and/or ethics of scientific research.

Schools that offered Economics complied with the set requirements for source/stimulus material. These were subject-specific, functional, relevant, appropriate and allowed for the testing of interpretation skills.

The stimulus material for Consumer Studies allowed for the generation of questions across cognitive levels. An assessment grid confirmed the spread of cognitive levels. One school had an inordinate amount of resource material for learners to read, the length of which was not appropriate. Another school included visual information in the preliminary examination (Question 14.1). None of the information was necessary since the question was generic. Candidates wasted time reading the information and did not focus on the visual content.

viii. Marking tools

The marking tools of four subjects (Accounting, Consumer Studies, Economics and Physical Sciences) were of a high standard, with clear indications of marks and with only minor mistakes occurring. Most schools provided detailed marking guidelines that provided for alternative responses. The marking guidelines assisted the teachers in the marking process and ensured maintenance of a fair and consistent standard. Schools included assessment grids that provided evidence of the application of cognitive levels, as per IEB requirements.

In Consumer Studies, one school submitted a handwritten Housing guideline that contained spelling errors. The spread of marks within an answer was not consistently applied in all instances, making it difficult to ascertain the accuracy of marking during moderation. One school also had handwritten responses in Economics, with no clear directive on how marks ought to be allocated.

The other three subjects experienced various degrees of compliance with the SAG in the use of various marking tools. The teachers in Life Sciences, except for a few isolated cases, used the marking tools efficiently. In one school the assessment rubric for the research project did not provide a clear description of the level indicators. In Question 4.2.1 in the Term 1 test of another school, the mark allocation was not indicated.

Schools that offer Mathematics did not fully comply with the prescribed use of marking tools. Only one school provided marking guidelines that were typed. When multiple ticks (marks) were allocated to a response, it was not clear what each tick/mark was for. Teachers did not include alternative solutions adequately.

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ix. Pre-moderation of assessment tasks and evidence of post-moderation of evidence of assessment at different levels

There was evidence of pre- and post-moderation in all subjects but the quality and standard varied substantially among the different schools. In Mathematics, schools displayed a good quality of moderation; reports indicated moderation at school and cluster levels. In Economics, the moderation ranged from fair to excellent. Evidence of all levels of moderation was available, in the form of reports, at one school. In other schools moderation needed improvement, as gaps in the pre-moderation of assessment tasks were evident. Consequently, learners were assessed using incomplete/sub-standard assessment tasks.

All schools sampled for Consumer Studies provided reports to indicate that moderation of files and assessment tasks had taken place. However, evidence of the moderation of actual tasks was lacking in most instances. Input from the moderator was noted, where appropriate, but this was not consistently evident in all schools. Most schools did not provide feedback to the learners and insufficient pre- and post-moderation was evident in the sample of schools moderated.

In Accounting, most schools used common assessment tasks set at cluster level. This exercise resulted in a good standard of moderation. Two schools presented quality assessment tasks that were the result of an extensive and effective pre-moderation process. Another school submitted moderation sheets that were merely tick boxes for each assessment. A third school submitted moderation sheets with only technical changes. At a fourth school, the internal moderation processes failed to pick up that no Paper 2-type questions were assessed in any of the control tests.

The moderation dates for Physical Sciences at one school were rather suspicious in that the dates of assessment tasks were not consistent with the timeframes for administering the tasks.

b) Learner files

i. Learner performance

A spread of achievement levels In all subjects was evident from the mark sheets and samples of learner files submitted by each school. In Economics it was noted that most learners performed exceptionally well in the oral task, where learners were given enough time to prepare a topic and present in the classroom. The performance in other tasks varied from poor to very good. Learners did well mostly in the lower-order questions and failed in questions that required higher-order thinking skills.

In Life Sciences learners were able to interpret the assessment tasks and provide appropriate responses. Learner responses met the expectations and demands of the assessment tasks and the learners could respond to all the aspects (at different levels of difficulty) as set in the assessment tasks. One school had many candidates in Physical Sciences with achievement rankings of Level 6 and Level 7.

ii. Quality of marking

The quality of marking in most subjects and at most schools was consistent and accurate. The calculation and transfer of marks onto the mark sheets were correct.

The quality of marking in Accounting was excellent. In Economics, teacher comments were informative and developmental for learners. In Life Sciences and Mathematics, there was a lack of, or little, constructive written feedback to learners after marking. At one school a standard report page was attached to the Mathematics assessment tasks, which facilitated the necessary feedback. This was good practice. One school did not apply fair marking practices in the marking of Physical Sciences responses.

iii. Moderation of learner files

There was evidence of the moderation of learner files in all subjects, but with varied standards. In Accounting there was a range of moderation practices evident in the learner files: from extensive moderation of all tasks in all learner files to cases where it was evident that little moderation had taken place. Corrective adjustments of marks, resulting from good moderation practices, happened at one school. The Economics, Mathematics and Life Sciences files contained ample evidence of thorough internal moderation at the school and/or cluster level. Internal moderation picked up marking errors as well as mistakes in marking guidelines.

In Consumer Studies appropriate and meaningful comments on the assessment tasks were lacking. Meaningful and constructive feedback at all levels of the moderation process, to benefit both teacher and learner, seldom happened. Instances of shadow marking were evident in the files of Accounting and Consumer Studies, where ticks were simply duplicated, with no or little variation from the moderation. There was no evidence of internal moderation at one school, in Physical Sciences. At two other schools, shadow moderation of learner work was evident. Feedback to learners was lacking as well.

2.3.2 Practical Assessment Tasks

This section provides the findings of the moderation of PAT conducted on a sample of four schools each for Design and Dramatic Arts, under two main sub-headings, teacher files and learner files.

a) Teacher files

i. Technical aspects

Teacher files in both Design and Dramatic Arts were accessible, comprehensive and complete. All relevant information was included and was easy to navigate. Mark sheets were correctly completed and marks were computed to the required percentages. Rank-order mark sheets were supplied for the Dramatic Arts files and PAT. These mark sheets were duly signed by the school and spreadsheets with the results of the PAT were included. Evidence of learner cover sheets, with marks, marked rubrics and moderated PAT were included in the files submitted.

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ii.	Programme of assessment

In Design all worksheets, briefs, assessment tasks (design in a business context) and mark sheets were in place and all assignments had been completed. The briefs were creative and reflected a real client/designer work situation. The teacher files for Dramatic Arts showed evidence of adherence to the programme of assessment and all developmental activities, other than at one school, had been completed. Evidence of the marked Section A and B tasks was present in all files.

iii.	Assessment tasks and marking tools

All schools were able to administer the approved PAT tasks for Design and Dramatic Arts. For Paper 3, all assessment tasks corresponded with the assessment programme and with the marking tools. All the requirements were in place, with good quality marking that was fair and consistent in all schools.

iv.	Pre-moderation of assessment tasks and evidence of post-moderation of evidence of assessment at different levels

All teacher files in Design and Dramatic Arts were well organised and adequately moderated, with evidence of both pre-moderation and post-moderation. Cluster/regional and national moderation tools were noted in the teacher files. Regular moderation of teacher and learner work had a positive effect on the quality of learner achievement. There was consistent and thorough moderation at cluster/regional levels of the practical performance and reflective essay in Dramatic Arts.

b) Learner files

i.	Learner performance

The quality and standard of learner performance in Dramatic Arts were, for the most part, excellent. The motivations and reflections of learners in the PAT task, which asked why they had made certain choices, revealed a sound understanding of subject content, skills and intentions. The performances and films viewed showed an outstanding level of accomplishment and innovation. Learners who were planning to further their careers in the entertainment industry were given a firm foundation on which to build. It was further observed that the curiosity of the learners and their willingness to grapple with socio-political issues and social justice prepared them for responsible citizenship.

In Design the emphasis was placed on the design process. However, there were minor cases of learners who focused on doing 'craft' work instead of focusing on a design solution.

ii.	Quality of marking

There was a very high standard of marking (fair and consistent) in both subjects. Most scripts showed that learner work was thoroughly checked and assessed. In Dramatic Arts teachers gave praise when learners deserved it and helpful advice on how to improve if needed. It was evident that teachers knew their learners well and were able to direct them towards a growth mindset. They, therefore, took on challenges and learned from them, improving their skills and encouraging further success.

iii. Moderation of learner files

Both the teachers and the cluster moderators gave pertinent feedback on an individual level to learners in Dramatic Arts. There was evidence of helpful and supportive moderation in both performance and essay components. In the practical tasks for Design, the moderation of learner files dealt with low, average and good quality work by learners. Learners engaged with their theme and searched for solutions to a given problem. This was acknowledged during the moderation processes.

2.3.3 Oral Assessments

This section provides the findings of the moderation of the oral assessment conducted on a sample of four schools each for English Home Language and Afrikaans First Additional Language, under two main sub-headings, teacher files and learner files.

a) Teacher files

i. Technical aspects

The teacher files for three of the four schools sampled in English Home Language contained complete oral assessment task sheets, assessment rubrics and oral mark sheets. The fourth school failed to submit task sheets and the only rubrics available were those attached to learner tasks and annotated by teachers during the assessment. A composite oral spreadsheet of marks and the rank-order mark sheet were not submitted. Instead, individual mark sheets were included in the teacher file.

All the relevant oral assessment task sheets were attached to the submissions for Afrikaans First Additional Language. All documentation was well prepared. The schools provided very neat and well-organised task sheets, with final oral marks included.

ii. Quality of assessment tasks

In three schools sampled for English Home Language, the prepared speech was well set out and detailed. The teacher provided learners with the topic and the instructions for the completion and presentation of that assessment task. This was followed by a detailed step-by-step plan on the research required and preparation of the speech itself. An exemplar poem, which was annotated with a reflection, was provided to further guide learners. Since the prepared speech must be accompanied by a PowerPoint presentation or similar visual presentation, the teachers provided PowerPoint presentation tips, both in the presentation of the content to allow for smooth delivery of the speech; and in the technical aspects of the use of PowerPoint so visibility and readability of the slides is made easy and accessible. Additional guidelines were provided for delivering a speech with a PowerPoint presentation. The fourth school did not submit a task sheet.

Teachers informed learners in the task instruction that their prepared speeches must be accompanied by a PowerPoint presentation or similar visual presentation, a requirement of the common assessment task set by the internal SBA moderator. The time allocation was as per the IEB's NSC handbook and as indicated in the common assessment task set by the internal SBA moderator. The assessment rubric used was that included in the IEB's NSC handbook; a common rubric used by all. The rubric covered the criteria of structure, delivery,

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appropriate use of register and vocabulary and critical language awareness. All these criteria were referred to in brief in the task set.

Teachers provided adequate guidance before the assessment of the Afrikaans First Additional Language unprepared speech, although only one topic was given. From the files, it was evident that the appropriate rubrics were used.

For the listening comprehension assessment task, all sampled schools used interesting texts. One school did not indicate the cognitive levels of questions. The marking guideline matched the questions in the question paper.

For prepared reading, schools provided a broad spectrum of reading sources for their learners. One school used the learners' own text selection, from magazines or newspapers. The other two schools had one text from which the learners read. Every candidate was provided with a glossary of extra resources that they could access to provide more information on the topic provided.

For the prepared speech, all sampled schools maintained a time limit of 1½ to 2 minutes, with only one topic provided. They included the assessment rubric used for every learner in the file.

iii. Moderation of teacher files

For English Home Language, no school provided any internal moderation reports at any level. There was no evidence of feedback to the teacher after internal moderation at any level.

No internal moderation had been done in any of the oral components for Afrikaans First Additional Language. At two schools teachers added relevant and appropriate feedback comments in the files. This had a positive bearing on the quality and standard of assessment but, in terms of internal moderation, processes, was inadequate.

iv. Overall impression

In English Home Language tasks were well presented and accessible. Schools ensured that the requirements for the completion and presentation of assessment tasks were met. Learners made a great effort to respond to the topics and to adhere to the requirements for presentations. Most learners were confident in their presentations. The reflection that the assessment tasks required was integrated by the learners; some articulated their reflections better than others.

The above impression is also true for Afrikaans First Additional Language. In all respects it was clear that the teachers provided sound guidance to learners on what they should achieve in their oral tasks. Internal moderation processes, however, required substantial improvement.

b) *Learner files*

i. Learner performance

The overall learner performance in each of the schools in English Home Language was fair. In three sampled schools the learners' verbal responses met the expectations and demands of the assessments. It was clear that teacher guidance assisted learners, mostly in executing their oral tasks successfully.

In all sampled schools for Afrikaans First Additional Language, the learners' written responses met the expectations and demands of the assessments. The learners' verbal responses met the expectations and demands, except in a few isolated cases. Critical language awareness, appropriate use of register and style and clarity of voice were attributes of learners' presentations.

ii. Internal moderation of learner files

The internal moderation of learner files required more attention in both English Home Language and Afrikaans First Additional Language. The IEB should attend to this aspect of the assessment. The IEB should strengthen internal moderation structures and provide guidance, especially to inexperienced teachers.

2.4 Areas of Improvement

No areas of improvement were noted.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

a. Lack of sufficient evidence of quality internal moderation in the teachers' SBA files in some schools; and
b. Lack of evidence of PAT work for some learners in some schools.

2.6 Directives for Compliance and Improvement

The IEB must ensure that:

a. Appropriate, substantial and meaningful internal moderation, with comprehensive feedback to teachers and learners, is provided in the SBA of all the subjects; and
b. All schools ensure that all learners undertake the PAT work and that the evidence is made available to both internal and external moderators when required.

2.7 Conclusion

The conduct, administration and management of the SBA is headed in the right direction, with significant improvements evident in several areas. For example, to curb plagiarism and encourage innovation and creativity, some IEB schools used the Plagiarism Scan Reports. The IEB also provided teacher support to learners in their preparation of oral assessment assignments. There is, however, still a need for improvement in the conduct, administration and management of the PAT and language oral assessments.

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CHAPTER 3:

MONITORING OF THE STATE OF READINESS TO CONDUCT EXAMINATIONS

CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1   Introduction

In line with its mandatory obligation, Umalusi audits the assessment bodies to determine their preparedness to conduct, administer and manage national examinations at exit-point. The Council has set out minimum standards as a measure to determine and identify potential risks that are likely to compromise the credibility of the examination.

The main objectives of this audit were to:

a. Evaluate the level of readiness of the Independent Examinations Board (IEB) to conduct the November 2022 National Senior Certificate (NSC) examination;
b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2021 examination;
c. Verify whether the IEB had systems in place to ensure the integrity of the November 2022 NSC examination;
d. Provide feedback on the IEB state of readiness to conduct the November 2022 NSC examination; and
e. Acknowledge key areas of good practice employed by the IEB in the management of the national examination.

The findings, as outlined in this chapter, account for the state of readiness of the IEB. This chapter also allows for the issuing of directives, if necessary, for compliance and improvement for the assessment body to address. The IEB is expected to provide an improvement plan to address any findings; and to act on such improvement plans.

3.2   Scope and Approach

In 2022 Umalusi continued to use a risk management-based approach to determine the level of preparedness of the IEB to conduct, administer and manage the examination.

The following process was followed:

a) Conducting and submitting a self-evaluation report

The IEB conducted a self-evaluation and submitted this report to Umalusi.

b) Evidence-based verification

Umalusi analysed the documentation to evaluate the IEB evidence, in line with pre-determined criteria.

The process provided critical information that was instrumental in Umalusi adjudicating on the state of readiness of the IEB to conduct, administer and manage the November 2022 NSC examination.

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3.3 Summary of Findings

The document analysis and validation underpinned the findings, as detailed below.

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

a) Management: Capacity to conduct the quality assurance of the examination and assessment processes by the assessment body.

The IEB has stable financial and adequate human resources to carry out the quality assurance of examination and assessment processes for the 2022/23 financial year.

b) Registration of candidates and centres

i. Candidate registration

The registration data received from the IEB showed that 13 567 candidates were registered for the November 2022 NSC examination. This total comprised 12 599 full-time and 968 part-time candidates and translated to 91 540 subject entries. In 2021, 13 894 candidates were registered. The figures signify an increase of 327 registered candidates, compared to 2022.

The IEB approved 1 275 (9.19%) examination concessions and/or accommodations for the candidates who applied for this policy imperative opportunity. In 2021, the IEB was able to grant 1 335 (9.66%) concessions. The 2022 outlook revealed that there was a slight decline in the number of candidates seeking examination concessions.

Umalusi was satisfied with the efforts of the IEB to promote and recognise the principle of fairness in examination opportunities granted to a cohort of candidates registered for one examination sitting.

ii. Registration of examination centres

The audited list of examination centres indicated that the IEB established 232 examination centres, with one examination centre established outside the borders of South Africa, in Eswatini.

In 2022, 15 schools registered to write the IEB examination for the first time. In addition, eight designated centres to accommodate part-time candidates were established. The IEB audited the examination centres for their readiness to conduct, administer and manage the NSC examination. Umalusi verified the audit of examination centres' report submitted by the IEB and found the examination centres compliant with the set IEB criteria.

iii. Marking centres

The IEB established five marking centres. Umalusi monitored all the established marking centres in the previous three years. More recently, one of five marking centres was monitored during the June 2022 NSC examination. Based on the evidence gathered during the monitoring of the marking centres, all five marking centres were fit for purpose. Management of school-based assessment (SBA), orals and practical assessment tasks (PAT). The IEB developed moderation strategies and protocols for the implementation and moderation of SBA and

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PAT. The IEB arranged with all schools for the electronic submission of the teacher files and candidates' SBA evidence, for moderation by Umalusi.

Reports on the moderation of SBAs, oral examinations and PAT at regional and national level were duly submitted to the IEB examination unit, in preparation for the Umalusi moderation process. The findings by Umalusi of SBA moderation are highlighted in chapter 2 of this report.

In addressing a directive issued in 2021, the IEB submitted the teacher files and the evidence of learner performance. An evaluation of compliance with the directive will be determined during external moderation of the SBA.

c) Printing, packaging and distribution

The IEB entered into a service level agreement (SLA) with private service providers for the printing, packaging and distribution of the November 2022 NSC examination material. Umalusi commended the IEB on the timely finalisation of the SLA. The materials handling staff members with access to examination materials signed declarations of confidentiality, as outlined under IEB Human Resources regulations.

i. Printing

The IEB established detailed management plans and procedures for the monitoring of the printing of the question papers. A list of the IEB question papers was duly submitted to Umalusi, as required, and all the question papers for the November 2022 were moderated and approved. The printing was done by the contracted service provider and monitored by IEB senior officials. The quality assurance measures for checking the standard of print-ready question papers, including proofreading, were of acceptable standard. All other security measures were outlined in detail in the signed SLA between the IEB and the contracted service provider.

Umalusi was satisfied that the specified security measures could enable the IEB to safeguard and secure the question papers during the printing phase.

ii. Packaging

The IEB ensured that maximum security measures were in place for packaging the printed question papers. Umalusi found the measures in place were adequate to mitigate risks in the packaging hall. Question papers were packed according to the attendance registers, per subject, and placed into designated, well-labelled examination centre boxes. Umalusi was satisfied with the documented standard procedures, which outlined the protocols and security measures required for the packaging of examination materials.

iii. Distribution

A management plan was verified. This provided information on the collection of examination-related consignments, delivery and the return of scripts to the IEB central script archive warehouse. All established examination centres were authorised as question papers storage points, since the delivered question papers are kept for a week at the centres.

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Umalusi found a seamless, systematic, and structured procedure that would enable successful management of the distribution of the examination materials to the examination centres and the return of scripts to the central script warehouse.

d) Monitoring of examinations

A hybrid monitoring approach was adopted. This would encompass physical on-site monitoring visits and monitoring with audio-visual cameras. Umalusi verified the evidence submitted and It was noted that all examination centres were resourced and their status confirmed. The centres were classified and profiled to be risk-free. Umalusi would closely monitor and report on the examination centres (chapter 5).

Evidence of appointed monitors was submitted and verified. The invigilators were appointed and trained on the dates presented by the IEB. The training addressed, among others, the directives issued by Umalusi in 2021.

Umalusi attended training held on 14 September 2022 and was satisfied with the content presented.

The smart-locking logic system used for security of the question papers remained the preferred system to monitor and track the movement of question papers. Umalusi was satisfied with the use of the system.

e) Marker audit and appointments

A management plan for the selection of marking personnel was in place. The appointment of qualifying marking personnel across different levels was finalised on 22 July 2022 and successful applicants were duly informed of their appointment. Umalusi audited selected markers (see chapter 4).

Comprehensive management plans for the training of marking personnel were submitted and verified. These met the minimum standards determined by Umalusi. The IEB documented the examination requirements to be implemented at examination centres on different platforms, including the chief invigilator training sessions. Umalusi was satisfied with the evidence presented for use during the conduct, administration and management of the examination. This also complied with health and safety requirements. The norm times for the marking of examination deliverables were clearly defined and in place.

A directive issued by Umalusi in 2021 required that the IEB ensure that the ratio of one senior marker per seven markers be adhered to across all subjects to be marked. There was sufficient evidence that the directive was addressed. Attesting to this, sufficient marking personnel were appointed for marking the June 2022 NSC examination scripts in the nine sampled subjects verified by Umalusi. Umalusi reports on the marking of the November 2022 examination in chapter 6.

The protocol for marking was in place and complied with all requirements.

f) Systems for capturing of examination and assessment marks

The IEB provided documented evidence of the procedure to follow for the capturing of the candidates' marks and all related processes. Plans for the capturing of examination and assessment marks was in accordance with Umalusi audit requirements.

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The IEB submitted reports on the process for authenticating answer scripts and the management of mark alterations. The IEB submitted a report on preparations to ensure the effective functioning of the system for capturing marks.

Umalusi was satisfied with the IEB's levels of compliance with the physical verification of scripts against attendance registers and for meeting the Umalusi audit requirements determined for this key focus area.

g) Management of examination irregularities

A fully functional Examination Irregularity Committee (EIC) is in place. The committee handles and manages identified examination irregularities. A detailed report on irregularities was submitted, in line with Umalusi requirements, prior to approval of the June 2022 NSC examination results.

All candidates writing the IEB NSC examination would receive, together with the November 2022 timetable, the examination handbook. The handbook includes the IEB examination instruction that captures the penalty clause: this highlights the implications should a candidate be found to have committed examination irregularities. The handbook is an irregularities awareness strategy prepared for candidates.

The IEB intended to familiarise the chief invigilators and invigilators with the reporting protocols for examination irregularities during the planned training of invigilators for 2022. Umalusi was satisfied with the IEB measures in place to deal with examination-related irregularities.

3.3.2 Areas with Potential Risk to Compromise the Credibility of Examinations

No areas of potential risk were identified during the audit.

3.4 Areas of Improvement

The IEB addressed the directives issued by Umalusi in 2021. The IEB is thus commended for its consistent effort to put in place an implementable improvement plan.

3.5 Areas of Non-Compliance

No areas of non-compliance were noted.
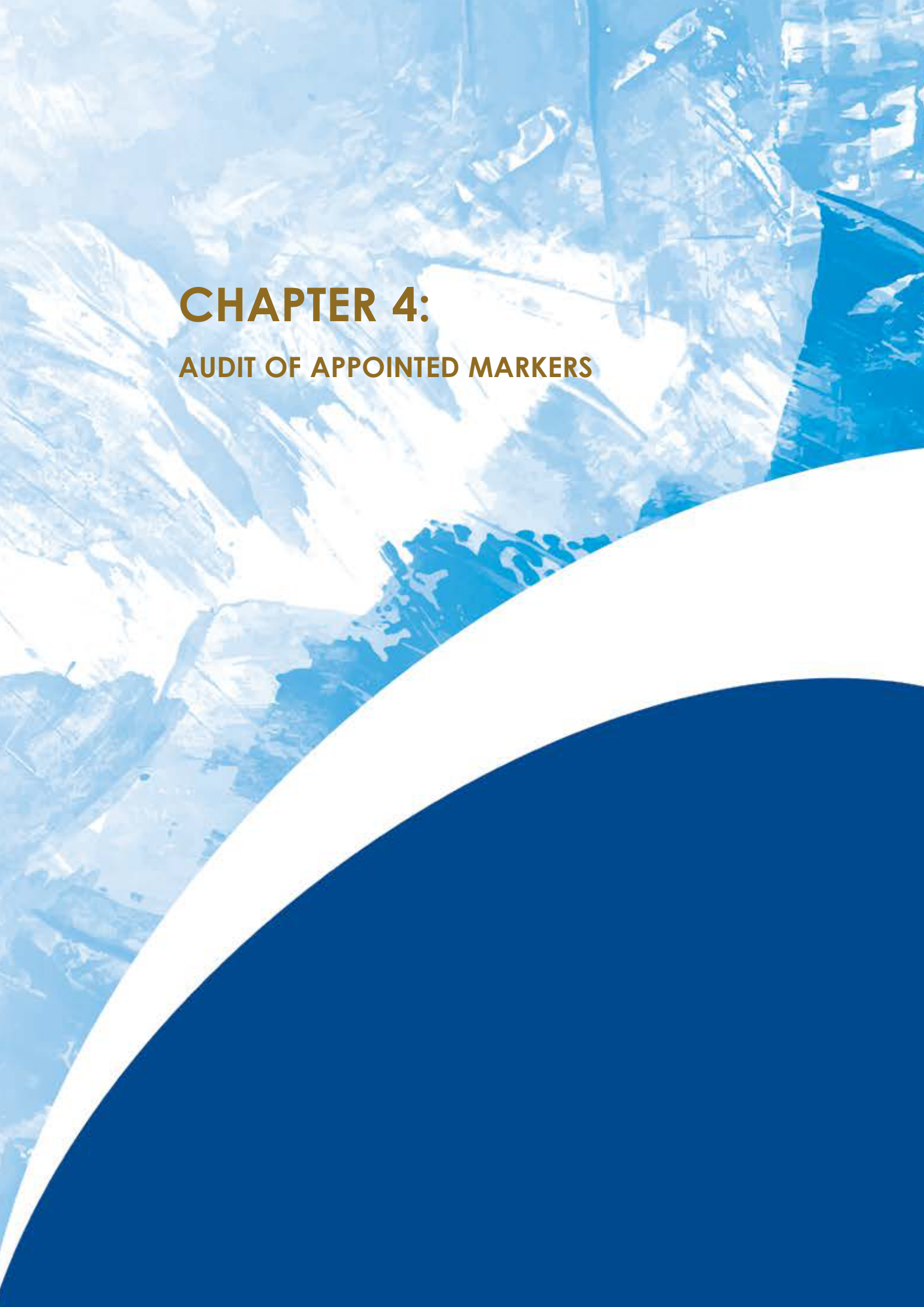
3.6 Directives for Compliance and Improvement

No directives for compliance and improvement were issued.

3.7 Conclusion

The findings pertaining to the audit of the IEB level of preparedness to conduct, administer and manage the November 2022 NSC examination revealed that the IEB preparations met the minimum standards determined by Umalusi.

Based on the analysis conducted and the material evidence received, the IEB demonstrated its readiness to conduct, administer and manage the November 2022 NSC examination.

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CHAPTER 4:

AUDIT OF APPOINTED MARKERS

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1   Introduction

Umalusi quality assures the processes and procedures for the appointment of markers in all assessment bodies offering qualifications registered on the General and Further Education and Training Qualifications Sub-Framework. The audit of appointed markers measures and evaluates the extent to which assessment bodies' internal controls, processes, guidelines, and policies for the appointment of markers for the National Senior Certificate (NSC) examinations are adhered to and comply with the Independent Examination Board's (IEB) marking policy and other regulatory measures as determined by the assessment body. The aim is to ensure that only personnel with the requisite qualifications, skills, competence, and experience are appointed.

In this chapter, Umalusi reports on the findings of the audit conducted on markers appointed by the Independent Examinations Board (IEB) for the November 2022 NSC examination.

4.2   Scope and Approach

Umalusi sampled ten subjects (Annexure 4A) for the desktop audit of appointed markers. A desktop audit of the evidence submitted by the IEB was conducted between 13 October 2022 and 14 October 2022. The evidence submitted for the audit included:

   a. The IEB requirements/criteria for appointment of markers across the marking levels/positions;
   b. The circulars/advertisements used for recruitment of markers and marker application form(s);
   c. The spreadsheets/records/electronic files/databases of all appointed markers for all subjects;
   d. The lists of all appointed markers, reserve markers, and novice markers for all subjects; and
   e. Minutes of the meetings held during the selection process.

Umalusi analysed the electronic files the IEB submitted for the audit of appointed markers using the criteria listed in Table 4A.

Table 4A: Criteria for audit of appointment of marking personnel

Marking personnel category	Criteria
Markers Senior markers Examiners Internal moderators	Compliance with notional marking times Qualifications and subject specialisation Teaching experience Marking experience

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4.3   Summary of Findings

4.3.1   Compliance with Notional Marking Time

a) Markers

The total number of appointed marking officials in a subject is determined by the total number of scripts and the norm time per script calculated over a marking session as determined by the assessment body. The norm times for marking vary from subject to subject and question paper to question paper, hence the number of marking officials cannot be the same across the different subjects and question papers. Umalusi verified the sufficiency of the appointed markers by looking at the number of appointed marking officials against the number of scripts and the norm time per sampled subject question papers.

The IEB appointed sufficient marking officials proportional to the notional marking time and the number of scripts to be marked. There were no shortages reported.

b) Senior markers

The number of appointed senior markers in a subject is determined by the total number of appointed markers. Circular No. 58/2022 of the IEB for the December 2022 NSC under 'Marking' states unequivocally that a senior marker will be appointed for every seven markers. However, the ratio may differ depending on the nature of the question paper being marked at the discretion of the IEB. It was evident during the audit that certain subjects had a ratio of 1:5 while others had a ratio of 1:7. The IEB adhered fully to the requirement in most of the subjects audited. In Geography Paper 2, the ratio of 1 (senior marker):4 (markers) implies a reduction in the responsibility of the senior marker, which may enhance efficiency in marking.

c) Examiners and internal moderators

The IEB appoints examiners and internal moderators per subject and, in some instances, per question paper, at its own discretion. To this end, the IEB appointed two examiners for all subjects with two question papers and one examiner for all subjects with one question paper. The IEB appointed one internal moderator in all sampled subjects, inclusive of those with two question papers, apart from Physical Sciences, where two internal moderators were appointed, each for the two question papers. The IEB complied fully with the appointment criteria for examiners and internal moderators. The level of compliance would not compromise the marking and moderation process but instead would enhance the internal quality assurance of the marking process.

4.3.2   Qualifications and Subject Specialisation

The IEB criteria for appointment of markers states that to qualify for an appointment as a marker or a senior marker, an applicant must hold an academic qualification that includes the subject for a minimum of one year. It further requires that an applicant must be teaching the subject to be marked at the Grade 12 level at an educational institution registered to write Grade 12 examinations through the IEB. The IEB recognises related subjects, or proof of proficiency through additional courses of study in the subject applied for.

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a) Markers

All appointed markers hold an academic qualification that includes the subject to be marked at a minimum of one year, or a related subject, or proof of proficiency in the subject through additional courses of study. Secondly, the appointed markers must have been teaching the subject at the Grade 12 level at an educational institution registered to write Grade 12 examinations through the IEB. The qualifications and the subject specialisations of the recommended candidates were verified, and all applicants met the requirements specified in the IEB criteria for the selection of markers.

b) Senior markers

All appointed senior markers are expected to hold an academic qualification that includes the subject at a minimum of one year, or a related subject, or proof of proficiency through additional courses of study. The qualifications and the subject specialisation of the recommended candidates were verified and the IEB complied fully with the requirement. All appointed senior markers had credible and relevant academic qualifications. The appointment of credible senior markers should enhance internal moderation of marking thus improving the quality and standard of marking so that no learner is unduly advantaged or disadvantaged.

c) Examiners and internal moderators

The IEB requires that for applicants to be appointed as an examiner or an internal moderator the applicant should have a recognised degree or diploma in the subject for which the application is made, or at least tertiary training in the subject. In addition, internal moderators must have been examiners in the subject previously, while examiners must have been appointed as senior markers in the subject previously. The IEB complied with the requirements for appointing examiners and internal moderators. All examiners of the sampled subjects held the relevant qualifications and were specialists in the subjects they were appointed for. They were all appointed for three years and at this stage, their contracts are all active. There was no new examiner, or internal moderator, appointed for this marking session for the sampled subjects.

4.3.3 Teaching Experience

The IEB requires that an applicant must have been teaching the subject to be marked at the Grade 12 level in the last three years at an educational institution registered to write Grade 12 examinations through the IEB.

a) Markers

A large proportion of appointed markers whose appointments were verified taught the subject concerned for at least two years at the Grade 12 level at an IEB-registered school, while two of the markers, one in History Paper 2 and one in English First Additional Language Paper 1, were appointed with no teaching experience. This is because the IEB aims to build an understanding of the standards that apply in the IEB as far as possible. Hence, novice markers were appointed and paired with well-experienced and not-so-well-experienced markers at a ratio of 1:1:1, where a novice marker was paired with a marker who was more experienced and another one, who was less experienced, to provide mentorship. The IEB maintains that no more than 33% of markers in a paper may be inexperienced and that fewer than 20% should be new markers.

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b) Senior markers

The IEB requires that an applicant seeking an appointment as a senior marker must be teaching the subject and must have marked the paper applied for previously, preferably at the last marking session. All senior markers were teachers experienced in the subjects they were appointed to mark, with teaching experience ranging from two years to more than ten years. They were also teaching the subject to be marked at the Grade 12 level at an educational institution registered to write Grade 12 with the IEB. The IEB has fully complied with the requirements in this regard.

c) Examiners and internal moderators

The IEB requires that applicants for positions as internal moderators and examiners should ideally be teaching the subject at the Grade 12 level at an IEB school. All appointed examiners and internal moderators have had teaching experience in both public schools and IEB schools, ranging from eight years to more than 20 years. The IEB appointed qualified examiners and internal moderators who satisfied the requirements in all the subjects audited.

4.3.4 Marking Experience

a) Markers

The IEB does not explicitly require any marking experience from applicants to be appointed as markers. However, the marking experience is implied in the requirement that applicants might have achieved positive reports from examiners in previous marking sessions at which the applicant has marked. The IEB appointed candidates who had not marked before, while others had marked for a year or two years, with an intention to build capacity and expand its pool of potential markers in the different subjects and question papers for the future. The IEB ensured a balance between experienced and new markers by ensuring that novice markers, or less experienced markers, were immersed in a mixed team of experienced markers. Novice markers were paired with experienced markers to ensure that the IEB had complied with the selection guidelines, by appointing experienced and novice markers who teach the subjects concerned, in all audited subjects.

b) Senior markers

The IEB requires that an applicant must be teaching the subject and must have marked at Grade 12 level at an educational institution registered to write Grade 12 with the IEB. The IEB complied with the requirements. All senior markers were teachers experienced in the subjects they were appointed to mark, with teaching experience ranging from two to more than ten years. They were teaching the subject to be marked at the Grade 12 level at an educational institution registered to write Grade 12 with the IEB. The senior markers all had extensive experience in marking the IEB question papers in the subjects they were appointed to mark.

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c) Examiners and internal moderators

The IEB criteria state that for an applicant to be appointed as an examiner or an internal moderator, they must possess IEB marking experience in the subject for which an application is made. If not, the applicant should have some subject-related marking experience in other subjects or must have played a role in IEB marking. The IEB also recognises subject marking experience from other assessment bodies for the appointment. But over and above this, applicants for the position of an internal moderator should, ideally, have been an examiner previously. For the position of examiner, the applicants should ideally have been senior markers within the IEB system previously. The IEB complied fully with the requirements because the appointed internal moderators and examiners had all been examiners and senior markers, respectively, in the past within the IEB system.

4.3.5 Enhancements to the criteria for the appointment of markers

The audit team established that over and above the criteria for the appointment of markers and senior markers, the marking officials were subjected to performance evaluation at the end of each marking session. The examiners evaluated the markers and senior markers and provided feedback and evaluation remarks, which would be used in the next recruitment cycle. As a result, a positive achievement in the previous marking session would also be considered for future appointments.

4.4 Areas of Improvement

There were no areas of improvement observed.

4.5 Areas of Non-Compliance

No areas of non-compliance were noted.

4.6 Directive for Compliance and Improvement

No directives for compliance and improvement were issued.

4.7 Conclusion

The IEB has to a larger extent complied with the stipulated requirements as prescribed in the IEB criteria for the appointment of the marking officials. The IEB is advised to address the identified area of non-compliance in the subsequent cycle of recruitment and appointment of marking personnel and ensure that the criteria employed for recruitment are aligned with the reviewed Personnel Administrative Measures (PAM) prescripts. This would strengthen the quality of the marking process including internal moderation and the procedures to be followed when appointing the marking personnel.

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CHAPTER 5:

MONITORING THE WRITING AND MARKING OF EXAMINATIONS

CHAPTER 5: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

5.1 Introduction

In line with its quality assurance of assessment role Umalusi provided oversight monitoring on the conduct, administration and management of the Independent Examinations Board (IEB) November 2022 National Senior Certificate (NSC) examination, to determine whether these were delivered credibly or not.

The delivery of the November 2022 examination commenced on 19 October 2022 and ended on 29 November 2022. The marking of the examination commenced on 07 December and ended on 15 December 2022.

This chapter presents a summary of the findings of the monitoring of both the writing and marking of the examination, areas of good practice, areas of non-compliance and directives for compliance and improvement issued to the IEB.

The findings below are presented in two sections: monitoring the writing of the examination; and monitoring of the marking of the examination.

5.2 Scope and Approach

The IEB established 262 examination centres and five marking centres. Of the 262 examination centres, one was in Eswatini and it accommodated five candidates. Eleven schools were registered to write the IEB examination for the first time. Umalusi monitored 40 of the 262 examination centres, including the one centre in Eswatini (see Annexure 5A), as well as one marking centre (Annexure 5B).

Umalusi used the following methods for data collection:

 i. Criteria provided by the monitoring of the writing and marking of examination instrument;
 ii. Interviews with chief invigilators/marking centre manager;
 iii. Analysis of documented evidence as required for verification; and
 iv. Observations made during the monitoring of the examination centres and the marking centre.

The data collection methods were found relevant and informed the findings, as outlined in the chapter. Annexure 5B provides the details of the examination centre and implications in areas of non-compliance.

5.3 Summary of Findings

The reported information and conclusions are limited to findings from the 40 examination centres and one marking centre monitored. Furthermore, these findings were subject to the availability of evidence and data collected at the examination centres and the marking centre at the time of Umalusi's visit.

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SECTION A: Monitoring of the Writing of Examination

The findings addressed reflect the observations of the writing phase.

5.3.1 General Administration

The general administration relates to the tasks that are executed to ensure a seamless and efficient writing of the examination.

a) Management of examination question papers

The IEB entered into a service level agreement with private service providers for the printing, packaging and distribution of the examination question papers. The printing was under 24-hour surveillance. Question papers were sealed in plastic bags, which were put into electronically locked bags and then into marked boxes.

On arrival at the examination centres the boxes were checked against the chief invigilator's receipt note. Chief invigilators verified the question papers for correctness and subsequently stored them in strong rooms for safekeeping. The IEB developed procedures for the distribution and collection of examination materials at 232 examination centres. Central distribution centres were established in four provinces where schools collected their examination consignments on pre-determined dates. The receipt and storage of examination material at examination centres was under 24-hour camera surveillance.

b) Appointment records of invigilators

The IEB appoints principals annually as chief invigilators. However, all the principals at the monitored examination centres delegated the chief invigilator duties, in writing, to senior staff members. Chief invigilators subsequently appointed and trained the invigilators.

c) Management of invigilators' attendance

Chief invigilators managed the invigilators. The attendance registers at monitored examination centres were duly signed by the invigilators and placed in the examination files.

d) Examination document management

Chief invigilators prepared examination files in which examination-related documents were kept. The documents were for the current examination cycle and there was sufficient evidence across centres showing that these were used for reporting and recording.

5.3.2 Credibility of the Writing of the Examination

This section reports on the credibility of the writing of the examination weighed against the regulations set on the conduct, administration and management of NSC examinations. Umalusi verified the compliance of examination centres for conducting examinations using sub-criteria as described below.

a) Security and supply of question papers

The IEB employed courier services who delivered and collected the examination material fortnightly, per the delivery schedule. The examination material was sealed and delivered in lockable boxes

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that could be opened by security codes and closed soon after the conclusion of the examination. Chief invigilators verified the correctness of the specific deliveries of question papers before placing them in strong rooms for safekeeping. All the monitored examination centres were equipped with lockable strong rooms and chief invigilators had exclusive access to the examination material that was securely stored. Tight security was clearly displayed by means of effective alarms and access control that included 24-hour armed response.

b) Admission of candidates in the examination venue

The IEB procedure for admission of candidates in the examination rooms was uniformly implemented across monitored examination centres:

    i. Candidates were granted access to the examination rooms at least 30 minutes, or earlier, prior to the commencement of the examination, depending on the number of candidates; and

    ii. Candidates' examination admission letters were verified as a standard requirement.

Umalusi noted that no candidates arrived late at any of the examination sessions and all candidates' admission letters were verified.

c) Conduciveness of the examination venue

The examination centres demonstrated high levels of compliance with the regulations pertaining to the conduciveness for the writing of the examination, with the following being noted:

    i. Sufficient space and suitable furniture were both provided across examination rooms;

    ii. There was sufficient light in the examination rooms across sessions and all lights were in working condition;

    iii. The examination centre provided ablution facilities with running water;

    iv. Clean drinking water was available for the candidates; and

    v. The noise levels in the school premises were controlled, with clear and visible "No noise, examination is in progress" signage displayed.

d) Administration of the writing session

All examination sessions were orderly and managed in line with the regulations:

    i. The candidates were seated according to the seating plan, which was clearly displayed at the entrance to the examination rooms and aligned to the candidate's attendance register;

    ii. All examination rooms had visible clocks and information boards; in other instances, electronic/digital clocks were clearly displayed; and

    iii. Chief invigilators read the examination rules, issued the answer scripts/books and verified the information on the cover pages. Candidates with examination concessions were allocated separate examination rooms, depending on the type of concession granted. Candidates granted extra time concessions wrote in the normal examination setting among fellow candidates.

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e) Compliance with examination procedures

There was an acceptable degree of compliance with general examination procedures across examination centres, which included, inter alia, the following:

i. Chief invigilators read the examination rules as provided in the different question papers;
ii. Chief invigilators and invigilators issued the answer scripts;
iii. The correctness of information on the cover pages on the scripts issued to candidates was verified;
iv. Sealed satchels of question papers were opened in front of the candidates; and
v. Chief invigilators and invigilators announced the following times to the candidates appropriately: when to commence with the ten minutes' regulated reading and the start and end times of the examination.

f) Handling of answer scripts

This criterion was well managed by all examination centres. The invigilators ensured the correctness of the subject and the examination numbers of all candidates. They subsequently collected the answer scripts in the sequence reflected on the attendance register. The chief invigilators placed the answer scripts, seating plans, invigilation registers and the situational reports in the provided sealable envelopes. The sealed envelopes were subsequently placed in electronically lockable black bags and stored in a strong room for collection by the IEB's appointed couriers.

Umalusi noted full compliance in the handling of answer scripts.

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

No systemic irregularities were reported or identified at the examination centres sampled for monitoring.

SECTION B: Monitoring of the Marking of Examinations

5.3.3   Planning and Preparations

a) Appointment of marking personnel

The marking personnel were appointed in writing and those allocated to conduct the marking at St Stithians College marking centre consisted of one centre manager, one assessment specialist, 19 examiners, 19 Internal moderators, 50 senior markers, 382 markers and 60 examination assistants. There were no marker shortages for the question papers allocated to be marked at this marking centre.

b) Availability of marking management plans

The centre manager provided a comprehensive marking management plan that reflected the management processes. These were implemented according to the plan.

c) Availability of scripts and marking guidelines

The IEB delivered the scripts and marking guidelines to the centre manager on time, a day prior to the commencement of the marking activities. Examiners and internal moderators held pre-marking

guideline standardisation discussion meetings in preparation for the training of markers on the first day of marking. Subsequently, the examiners trained the different subject teams.

d) Storage and safekeeping of scripts

The IEB dispatched the scripts for delivery at the marking centre in unmarked vehicles that were installed with tracking devices. The marking centre manager, examiners and internal moderators received the boxes of scripts and signed for them on receipt, before they were placed in the allocated marking rooms. Examiners were issued with keys to lock the marking rooms when not in use, for the duration of the marking session. The marking centre was under 24-hour camera surveillance and security guards patrolled constantly in and around the buildings.

e) Management and control of scripts

The examiners were responsible for the receipt of scripts in the appropriate marking rooms, as well as the locking and unlocking of the marking rooms.

On completion of marking the examiners and centre manager checked the mark sheets for accuracy before the boxes were loaded onto the unmarked trucks and transported to the IEB head office for archiving.

5.3.4 Resources (Physical and Human)

This indicator assesses the collective availability of resources required to perform the key functions of marking.

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

The centre was well resourced and met all the requirements for the purpose of marking:

  i. Space to accommodate all allocated subjects was provided;
  ii. Furniture for the marking teams was sufficient and suitable;
  iii. Water and tea stations were available for marking personnel at prescribed break times;
  iv. Ablution facilities were nearby the marking venues; and
  v. Offices were supplied with communication and printing machines and all other related resources required to facilitate smooth operation and efficiency at the marking centre.

b) Capacity and availability of marking personnel

The marking personnel reported as per the management plan. The required number of marking personnel was appointed.

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

The marking centre was conducive for the marking. All the marking rooms were spacious; lighting was sufficient; and furniture was suitable for marking.

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d) Quality of food provided for markers

The IEB contracted a catering service to provide refreshments for the duration of the marking. Two 15-minute tea breaks, one in the morning and another in the afternoon, and a 30-minute lunch break were provided for. Generally, Umalusi found the prepared lunch meals offered at the marking centre to be accommodative of markers with different dietary requirements.

e) Compliance with occupational, health and safety requirements

The marking centre was fully compliant with occupational health and safety requirements. Basic first-aid equipment was available and provision was made for a doctor on call in cases of emergencies. The premises were provided with fire hydrants and fire extinguishers in almost every block in the centre. All equipment was in good condition.

5.3.5 Provision of Security Measures

This indicator intends to assess what measures are in place to ensure the safety of personnel, infrastructure and a great deal of confidential documents and information at the marking centre.

a) Access control into the marking centre

Security measures at the marking centre were tight and satisfactorily managed by the security guards. The security guards at the main gate scanned the drivers' licenses of all visitors before entry to the building was granted.

The marking personnel signed the register and subsequently received access cards. The access cards were used by the markers to gain entry to the marking centre for the duration of the marking session.

b) Movement of scripts within the centre: script control and marking rooms

The movement of scripts within the centre was very limited, for security purposes. The IEB dispatch department placed the scripts in the allocated marking rooms one day before marking commenced. The examiners checked the number of scripts before they signed the mark sheet summaries.

When the marking was concluded, the examiners and the centre manager double-checked the number of scripts per box in the marking rooms. The scripts were subsequently loaded onto the unmarked trucks and transported to the IEB head office.

5.3.6 Training of Marking Personnel

This indicator is meant to ascertain whether the planned training of marking personnel took place, as provided for in the marking management plans; and the quality of the training.

a) Quality and standard of training sessions across subjects

All the markers attended the training sessions, as per the management plan. The findings on the quality and standard of the training sessions undertaken for the marking process is reported in Chapter 6.

b) Adherence to norm time

The marking management team adhered to the norm time of nine hours per day, including two tea breaks and a lunch break. Marking sessions started at 07:00 and ended at 16:00. It was observed that all marking panels strictly adhered to the allocated norm time and in some instances the allocated hours were exceeded.

5.3.7   Management and Handling Detected Irregularities

The criteria intend to determine whether the procedure used for the management of irregularities was within the provisions of the Regulation pertaining to the conduct, administration and management of the NSC examination.

Notably, there was a well-documented standard procedure in place to handle any irregularities detected during the marking of the examination. All the examiners outlined the procedures clearly during the training of the marking groups.

5.4   Areas of improvement

Umalusi noted an improvement in the invigilation during the conduct, administration and management of the November 2022 NSC examination:

   a. in addressing the directive issued in November 2021 on challenges presented by poor invigilation, audio-visual monitoring was extended to cover more examination centres.

5.5   Areas of Non-Compliance

No areas of non-compliance were noted during the writing and marking of the IEB November 2022 NSC examination.

5.6   Directives for Compliance and Improvement

No directives for compliance and improvement were issued for the writing and marking of the IEB November 2022 NSC examination.

5.7   Conclusion

The findings highlighted in this chapter affirm the IEB's compliance with the regulations that govern the conduct, administration and management of the NSC examination. The IEB is commended for the effort put into maintaining standards to deliver a credible NSC examination.

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CHAPTER 6:

MARKING GUIDELINE STANDARDISATION AND VERIFICATION OF MARKING

CHAPTER 6: MARKING GUIDELINE STANDARDISATION AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi participates in the marking guideline standardisation meetings and verifies marking as measures to maintain appropriate standards of the marking guidelines and the quality of marking of the National Senior Certificate (NSC) examinations. The marking guideline standardisation meetings take place prior to the verification of marking to ensure that the final marking guidelines are standardised and facilitate fair, valid and reliable marking.

Umalusi participated in the marking guideline standardisation meetings and verification of the marking of the Independent Examinations Board (IEB) 2022 NSC examination to approve the marking guidelines and confirm the fairness, validity and reliability of the marking process. This chapter reports on these processes.

6.2 Scope and Approach

The scope and approach for the marking guideline standardisation meetings and the verification of marking carried out by Umalusi are described below.

6.2.1 Marking Guideline Standardisation Meetings

Umalusi took part in the marking guideline standardisation meetings for 15 sampled subjects comprising 23 question papers, as listed in Table 6A. The marking standardisation meetings were held on-site at different venues, on 07 and 08 December 2022.

Table 6A lists the subjects/question papers sampled for the marking guideline standardisation meetings.

Table 6A: Question papers sampled for marking standardisation meetings

Subjects			
1.	Accounting Paper 1 and Paper 2	9.	IsiXhosa First Additional Language Paper 1 and Paper 2
2.	Afrikaans Home Language Paper 1 and Paper 2	10.	Maritime Economics Paper 1
3.	Consumer Studies Paper 1	11.	Mathematics Paper 1 and Paper 2
4.	Design Paper 1	12.	Physical Sciences Paper 1 and Paper 2
5.	Dramatic Arts Paper 1	13.	Sepedi First Additional Language Paper 1 and Paper 2
6.	English Home Language Paper 1 and Paper 2	14.	Tourism Paper 1
7.	History Paper 1 and Paper 2	15.	Visual Arts Paper 1
8.	Hospitality Studies Paper 1		

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The findings of the marking guideline standardisation meetings were analysed using the criteria as presented in Table 6B.

Table 6B: Criteria for the marking guideline standardisation meetings

| Part A
Preparatory work | Part B
Marking guideline standardisation meetings | Part C
Training and quality of final marking guidelines |
|---|---|---|
| Pre-marking guideline standardisation meetings | Processes and procedures | Training of markers |
| Preparation by senior marking personnel | Mediation of the marking guidelines | Quality of final marking guidelines |

Part A focused on the pre-marking guideline standardisation meetings and preparation by senior marking personnel for the meetings. Part B dealt with the processes and procedures followed and the mediation of the marking guidelines during the standardisation meetings. Part C investigated the quality of the training of markers and the quality of the final marking guidelines.

6.2.2 Verification of Marking

Umalusi sampled and verified 15 subjects comprising 23 question papers, as presented in Table 6A. Marking was verified on-site at five IEB marking centres from 08 December to 10 December 2022.

The Umalusi verification of marking instrument used to evaluate the quality of the marking has four criteria with a variable number of quality indicators, as presented in Table 6C. Criterion 1 focused on policy matters; criterion 2 explored adherence to marking guidelines; criterion 3 dealt with the quality and standard of marking and internal moderation; and criterion 4 investigated candidate performance.

Table 6C: Umalusi criteria for verification of marking

| Criterion 1:
Policy matters | Criterion 2:
Adherence to the marking guidelines (MG) | Criterion 3:
Quality and standard of marking and internal moderation | Criterion 4:
Candidates' performance |
|---|---|---|---|
| Statistics | Application of the approved marking guideline | Consistency in awarding of marks | |
| Official appointment of markers | Evidence of changes and/ or additions to the marking guidelines and processes followed | Internal moderation of marking | |
| | | Addition and transfer of marks | |

6.3   Summary of Findings

This section of the report presents a summary of the findings of the audit of the marking guideline standardisation meetings and the verification of marking.

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6.3.1 Marking Guideline Standardisation Meetings

The marking guideline standardisation meetings were analysed using four quality indicators packaged as sub-headings: preparatory work for the marking guideline standardisation meetings and the quality and standard of the final marking guidelines, as outlined below. Each quality indicator has a variable number of sub-quality indicators which were also used in the analysis of the meetings.

a) Part A: Preparatory Work

i.   Pre-marking guideline standardisation meetings

The IEB pre-marking guideline standardisation meetings took place a day before the marking guideline standardisation meetings. The aim of this process was for the senior marking personnel to select and mark sampled scripts in preparation for the training of markers; thoroughly work through the marking guidelines; and include all possible alternatives and directives to better facilitate the marking process. The IEB complied with this criterion. The senior marking personnel came prepared with alternative responses they had prepared for consideration by the marking panel.

ii. Preparation of senior marking personnel in the assessment body

The IEB prescribes the pre-marking of three scripts per paper in preparation for the marking guideline standardisation meetings. The total number of scripts pre-marked by the IEB chief markers and internal moderators ranged from three to six scripts.

It is necessary for the internal moderators and chief markers to pre-mark the required number of scripts in preparation for the discussion meetings as this contributes to the smooth running of the marking guideline standardisation meetings and to easily identify additional potential responses.

From the verified question papers, Umalusi noted that: the chief markers and internal moderators for English Home Language Paper 1, Accounting Paper 2, Mathematics Paper 1 and Paper 2, Design Paper 1, Physical Sciences Paper 1 and Paper 2, Hospitality Studies Paper 1 and Sepedi First Additional Language Paper 1 had pre-marked between four and six scripts each in preparation for the marking guideline standardisation meetings. The chief markers and internal moderators for Consumer Studies Paper 1, Visual Arts Paper 1, Tourism Paper 1, Afrikaans Home Language Paper 1 and Paper 2, History Paper 1 and IsiXhosa First Additional Language Paper 1 and Paper 2, pre-marked three scripts each.

The senior marking personnel for Maritime Economics Paper 1 were not able to pre-mark scripts in advance of the meeting due to the late delivery of the question paper, marking guideline and sample scripts. This further delayed the start of the marking guideline standardisation on the first day.

b) Part B: Marking Guideline Standardisation Meetings

i.   Processes and procedures

All 23 marking standardisation meetings attended were reported to have had the process managed appropriately. Where a subject had more than one paper to be written and

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where the meetings for both papers were scheduled at the same time, the chief marker and internal moderator shared the responsibility of leading the process. The relevant senior marking personnel made all organisational and logistical arrangements to ensure a productive session. Umalusi noted that, overall, the IEB's logistical arrangements were commendable. The venues in which the meetings took place were well arranged with necessary furniture and were neat and tidy. The question papers and marking guidelines, as well as the scripts sampled for training, were made available for markers on arrival.

Umalusi noted a concern during the marking guideline standardisation of Visual Arts Paper 1. Given the nature of the question paper, alternative/possible answers were not available from the marking guidelines as markers required access to the internet to research artists and artworks that candidates alluded to in their responses. The marking venue did not cater for internet access and the marking personnel resorted to using their personal electronic devices to gain access to the required online information.

The late delivery of the Maritime Economics Paper 1 question paper, marking guidelines and sample scripts resulted in the senior marking panel failing to pre-mark scripts in preparation for the marking guideline standardisation meeting, as required.

ii.   Mediation of the marking guidelines

The marking guideline standardisation meetings for all question papers ran concurrently. In subjects where there was more than one question paper, the chief markers and internal moderator shared the responsibility of managing the discussions, per paper. The chief markers and internal moderators participated in consistently rigorous discussions that allowed for meaningful contributions from participants. This enhanced the quality and accuracy of the marking guidelines to ensure consistent and fair marking.

The marking guidelines used in the standardisation meetings for the 23 question papers verified represented the final versions approved by Umalusi. Umalusi approved all valid alternatives and marking directives included in the marking guidelines to better facilitate the marking process. The inclusion of alternative responses and marking directives did not adversely impact the cognitive levels of the question papers. There was full compliance with the quality indicator on the mediation of the marking guidelines in the 23 question papers sampled for the marking guideline standardisation meetings.

c) Part C: Training and Quality of Final Marking Guidelines

i)   Training of markers

The IEB senior personnel conducted good quality training for markers in all the sampled subjects. The chief markers and internal moderators, in preparation of the marking guidelines standardisation meetings, prepared a minimum of three and a maximum of six sample scripts across question papers that were used in the training of markers. The rigorous engagement during the training of markers ensured markers were ready to mark with a good understanding of the approved marking guidelines.

All appointed markers were expected to answer the question paper before the meetings and to submit their responses to the senior marking personnel of the IEB. This prerequisite was to ensure that all markers understood the contents of the question paper and the expected

responses. This also allowed for valid, alternative/synonymous responses to be considered in Consumer Studies Paper 1, Mathematics Paper 1 and Paper 2, Maritime Economics Paper 1 and Tourism Paper 1. These additions to the marking guidelines were considered and accepted by Umalusi as they strengthened the marking guidelines and ensured all valid responses were credited during the marking process. This process ensured smooth running of the marking guideline standardisation meetings. During the marking and discussions of the sampled scripts, Umalusi observed robust participation of all marking personnel.

ii) Quality of the final marking guidelines

The final marking guidelines were unambiguous, clearly laid out and provided sufficient detail to ensure reliability of marking.

6.3.2 Verification of Marking

Umalusi used three main quality indicators with variable sub-quality indicators, as outlined in Table 6C, as a framework for the analysis of the findings. The findings of the verification of marking of the 15 sampled subjects comprising 23 question papers are presented below.

a) Policy matters

i) Statistics

This quality indicator aimed to establish if sufficient marking personnel had been appointed to mark the available scripts across subjects and question papers. The number of scripts received for the verification of marking per question paper ranged from 122 (Hospitality Studies) to 11 989 (English Home Language). Umalusi considered the number of scripts to be marked and the number of days allocated to the marking process to determine whether sufficient markers had been appointed. The IEB appointed sufficient marking officials proportional to the notional marking time and the number of scripts to be marked.

According to the IEB policy on marking processes, the ratio of markers to senior markers is 1:7. The policy also indicates that the ratio may differ depending on the nature of the question paper being marked, at the discretion of the IEB. In Mathematics Paper 1, the IEB appointed one senior marker for every nine markers appointed, which translated to a ratio 1:9. In Mathematics Paper 2 the ratio of senior markers to markers was 1:8. Despite these variations, the quality of marking was not compromised.

ii) Official appointment of markers

Umalusi was able to verify the appointment of markers from the lists provided by the senior personnel, per question paper.

b) Adherence to the marking guidelines

Umalusi confirmed during the verification of marking that the marking guidelines used at the marking centres were the ones Umalusi had approved at the marking guideline standardisation meetings. No additions or changes were made to the marking guidelines after the marking standardisation meetings without the approval of Umalusi.

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i. Application of the approved marking guidelines

The IEB marking personnel applied the final marking guidelines consistently during the marking process. All marking personnel used the approved annotated marking guidelines as discussed and agreed upon during the marking guideline standardisation meetings; and

ii. Evidence of changes and/or additions to the marking guideline and process followed.

Umalusi approved and accepted valid alternatives and synonymous responses that came up during the marking process. From the 23 sampled question papers, six question papers had additions made to the marking guidelines. All the changes were discussed during the marking guideline standardisation meetings and approved by Umalusi.

c) Quality and standard of marking and internal moderation

i) Quality and standard of marking

Umalusi noted no inconsistencies in the standard of marking across all question papers; however, certain responses prompted discussions between the markers and senior marking personnel to ensure that all markers had the same understanding. The consistency of the internal moderation processes also ensured that the standard of marking was always maintained.

Variations in marking between two and five marks were noted in Dramatic Arts Paper 1, Hospitality Studies Paper 1, History Paper 1 and Paper 2, IsiXhosa First Additional Language Paper 2, Mathematics Paper 2 and Sepedi First Additional Language Paper 1 and Paper 2. Through consistent discussions and retraining, the variations were reduced and a good standard of marking was maintained.

Umalusi declared that the overall marking process was fair, valid and reliable for all 23 question papers verified. There was high consistency in mark allocations among the marking personnel in all subjects verified.

ii) Internal moderation of marking

Internal moderation was conducted by the internal moderator, the chief marker and the senior markers. The expectation was that the senior marker would moderate specific questions while the internal moderator and chief marker would moderate the whole script. From the sample of scripts/batches verified, the internal moderation was consistent and of a good quality, ensuring the marking standards were maintained. The IEB ensured that moderation of not less than 10% of scripts in the batches was maintained.

iii) Addition and transfer of marks

The accuracy in calculations was another quality indicator with which all the sampled subjects complied. The IEB captured the candidates' marks directly from the scripts to the examination computer system.

d) Candidate performance

The analysis of the candidate performance in the subjects verified differed per subject. The results ranged from average to good.

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Candidate performance of between 50% and 59% in the scripts verified was noted in Dramatic Arts Paper 1, History Paper 1, Tourism Paper 1, Physical Sciences Paper 1 and Paper 2, Accounting Paper 1 and English Home Language Paper 1.

Candidate performance above 60% was noted in the verified scripts of Accounting Paper 2, Afrikaans Home Language Paper 1 and Paper 2, IsiXhosa First Additional Language Paper 1 and Paper 2, Consumer Studies Paper 1, Design Paper 1, English Home Language Paper 2, Mathematics Paper 1 and Paper 2, Sepedi First Additional Language Paper 1 and Paper 2, as well as Visual Arts Paper 1.

Hospitality Studies Paper 1 recorded an average of 46.9%.

Poor performance in IsiXhosa First Additional Language Paper 2 was concerning, as candidates seemed not to have been fully prepared for this paper.

The overall average achievement in some subjects from the sample of scripts verified showed an improvement from those of the 2021 examination.

6.4   Areas of Improvement

The following area of improvement was commendable:

a. The answering of the question papers by all markers and submission of their answers/responses to the senior marking personnel in preparation for the marking guideline standardisation meeting.

6.5   Areas of Non-Compliance

The following area of non-compliance was noted:

a. The late delivery of the Maritime Economics Paper 1 question paper, marking guideline and sample scripts delayed the start of the marking guideline standardisation meeting on the first day.

6.6   Directives for Compliance and Improvement

The IEB must ensure that:

a. All question papers are delivered on time at the marking venue to avoid delays in marking and moderation.

6.7   Conclusion

The findings of the audit of the marking guideline standardisation meetings indicated that the meetings were effective and the marking guidelines were correctly applied across all question papers verified. Due process was followed by the senior marking personnel in the addition of new responses in the marking guideline standardisation meetings and during verification of marking. The IEB marking personnel were well prepared for the marking guideline standardisation meetings and the process unfolded smoothly.

The IEB is commended for the rigorous training of markers, which resulted in consistency in marking. The IEB needs to attend to the poor performance in Paper 2 of IsiXhosa First Additional Language.

Overall the marking was found to be fair, valid and reliable in all 23 question papers that Umalusi sampled for the verification of marking process.

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CHAPTER 7:

STANDARDISATION AND RESULTING

CHAPTER 7: STANDARDISATION AND RESULTING

7.1   Introduction

Standardisation is a process informed by the evidence presented in qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur due to the standard of question papers, quality of marking and other related factors. It is for these reasons Umalusi standardises examination results, to control their variability from one examination session to the next. Umalusi derives this function from section 17A (4) of the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001, as amended in 2008), which states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verifying subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of historical averages (norms), culminating in the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors, intervention reports presented by assessment bodies and other related information that may be available at the time. Finally, the process is concluded with the approval of standardisation decisions per subject, statistical moderation and the resulting process.

7.2   Scope and Approach

The Independent Examinations Board (IEB) presented 61 subjects for standardisation for the November 2022 National Senior Certificate (NSC) examination. In turn, Umalusi verified the historical averages, standardisation data, adjustments, statistical moderation and the resulting datasets.

7.2.1   Development of Historical Averages

Historical averages (norms) for NSC examinations are developed using the previous three to five November examination sittings. Once that is done, as per policy requirements, Umalusi calculates and submits the norms to the IEB. Where a distribution contains outliers, the historical average is calculated, excluding data from the outlying examination sitting. In addition, Umalusi applies a principle of outliers when calculating the historical average for such instructional offerings. Finally, Umalusi considers historical averages during the standardisation process.

7.2.2 Verification of Datasets and Standardisation Booklets

The IEB submitted standardisation datasets and electronic booklets per the Umalusi management plan. The datasets were verified and approved timeously, resulting in the final standardisation electronic booklets being printed on time.

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7.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the November 2022 NSC examination were held on 3–4 January 2023. Umalusi considered many factors to reach its standardisation decisions, including qualitative and quantitative information. Qualitative inputs included evidence-based reports presented by the IEB, research findings from Umalusi's post-examination analysis in selected subjects and the reports of Umalusi's external moderators and monitors on the conduct, administration and management of the examination. Quantitative information included historical averages and pairs analysis. Lastly, standardisation decisions were guided by set standardisation principles.

7.2.4 Post-Standardisation

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

7.3 Summary of Findings

This section presents the most important findings and discusses the standardisation decisions taken.

7.3.1 Development of Historical Averages

The historical averages for the November 2022 NSC examination were developed using the five previous examination sittings (2017–2021), in accordance with the Umalusi management plan. However, Umalusi developed and used an interim, or fictitious, norm for Mechanical Technology: Welding and Metalwork, because it was presented for the second time in 2022. There were no outliers identified and no new subjects were introduced in 2022. It is important to note that the 2022 norms excluded candidates from outside South Africa's borders. However, the historical performance included those candidates from outside the borders of South Africa.

7.3.2 Standardisation Decisions

The qualitative reports produced by the external moderators and consolidated by Umalusi's Quality Assurance of Assessments Unit, together with the monitoring and intervention reports presented by the assessment body and the principles of standardisation, informed the final standardisation decisions. Table 7A lists the standardisation decisions taken.

Table 7A: Standardisation decisions for the IEB November 2022 NSC examination

Description	Total
Number of subjects presented	61
Raw marks	47
Adjusted (mainly upwards)	10
Adjusted (downwards)	04
Not standardised	0
Number of subjects standardised	61

Two subjects, Maritime Economics and Nautical Science, could not be standardised at the time of standardisation due to the low data capture rate. Also, the number of outstanding candidates' marks was incorrectly recorded under the number for absent candidates in the standardisation booklet. This created the incorrect impression that 100% of the data had been captured. Subsequently, after an improved data capture rate, these subjects were standardised separately.

7.3.3 Post-Standardisation

The standardisation decisions were submitted to the assessment body and approved on first submission.

7.4   Areas of improvement

The findings revealed the following area of good practice:

a. The standardisation data was submitted timeously, in accordance with the management plan.

7.5   Areas of Non-Compliance

The findings revealed the following instance of non-compliance:

a. Two subjects, Maritime Economics and Nautical Science, were not standardised with the other subjects and had to be standardised separately, due to their low data capture rate at the time of standardisation.

7.6   Directives for Compliance and improvement

To facilitate the smooth transition of the standardisation process the IEB is requested to ensure the correct recording and calculation of data, especially with regard to the number of outstanding candidates' marks and the number of absent candidates.

7.7   Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept all raw mark adjustments were based on sound educational reasoning.

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CHAPTER 8:

CERTIFICATION

CHAPTER 8: CERTIFICATION

8.1   Introduction

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

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister of Basic Education for the National Senior Certificate (NSC), a qualification at level 4 on the NQF.

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

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

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

8.2   Scope and Approach

The period covered in this report is from 01 December 2021 to 30 November 2022. All requests for certification received during this period that were finalised, in other words, feedback provided to the assessment body by Umalusi, are included and addressed. The main examination covered is the November 2021 NSC examination.

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

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To ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification and a specific type of certificate.

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

In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received, with an indication of the percentage of rejections in the applications due to non-compliance with the directives. The number and type of certificates issued in this period is also provided.

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

8.3   Findings

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

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

Umalusi received the submission of the subject structures, which were compared with the Umalusi subject structures. Differences identified were rectified and the systems were aligned.

During the annual processes for the certification of candidate achievements certain areas were investigated and monitored for compliance with the directives for certification. This includes the registration of candidates for the examination, the resulting of candidates and the actual certification processes.

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

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

Two submissions of the registration data are required; the first, three months after the registration of candidates has closed; and a final dataset at the end of October. The first is regarded as a

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preliminary registration while the second as the final set of registrations. The IEB complied with this requirement as the data submitted was accepted with no problems to be reported.

The IEB also complied with the requirement that, after conducting an examination, all the candidates' raw marks must be submitted to Umalusi for standardisation, statistical moderation and resulting. Umalusi approved the candidate records for the release of the results by the IEB after conducting its quality assurance processes.

The general principle that must be adhered to is that all results must be approved before release and the request for certification submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, marks cannot be corrected by submitting mop up datasets. A re-issue must be requested to correct marks on a certificate already issued. The IEB did follow this procedure.

The submission of datasets for certification were submitted within three months, together with the declaration forms, as required by Umalusi. The resulting of the 2021 cohort of candidates was also completed without any problems.

Below is a summary of certificates issued for the period 01 December 2021 to 30 November 2022 by the IEB.
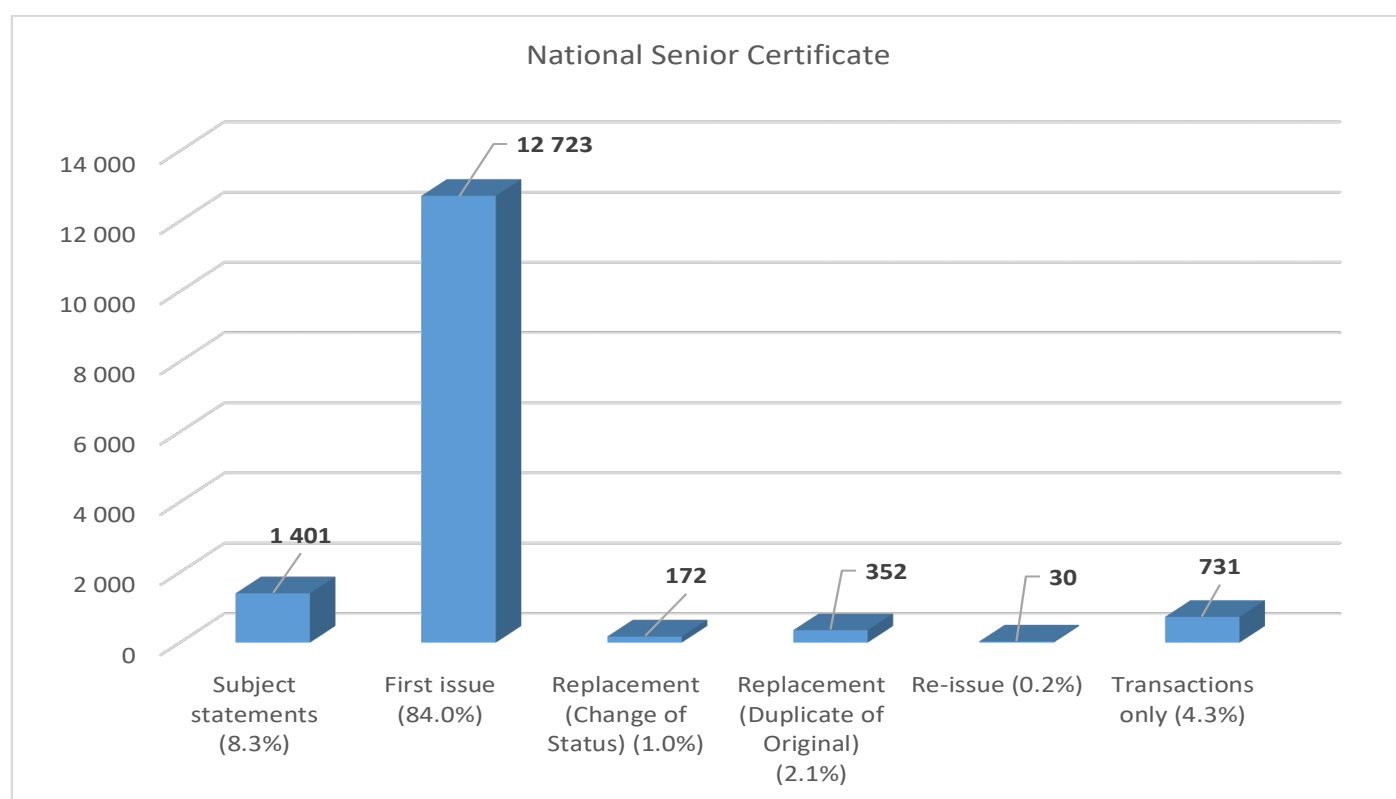
Figure 8A: Certificates issued during the period 1 December 2021 to 30 November 2022

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Table 8A reflects the datasets and transactions processed in the same period.

Table 8A: Number of datasets and transactions received in the period 01 December 2021 to 30 November 2022

Qualification	Number of datasets	Number of datasets accepted	Percentage accepted	Number of records submitted	Number of records accepted	Percentage accepted	Number rejected
National Senior Certificate	457	455	99.6	16 949	15 729	92.8	1 220
Senior Certificate	74	71	95.9	188	149	79.3	39

8.4 Areas of Improvement (Including Innovations)

The following areas of improvement were noted:

a. The IEB adapted and aligned their processes to the quality assurance processes of Umalusi and submitted the requests for certification accordingly;

b. Irregularity reports were submitted before certification datasets, as per Umalusi directives. Only two candidates' cases were required to be resolved and both were certified. Umalusi confirm there were no pending irregularities cases.

8.5 Areas of Non-Compliance

No areas of non-compliance were noted.

8.6 Directives for Compliance and Improvement

The IEB is complying with the directives for certification.

8.7 Conclusion

The IEB, as a private assessment body, was compliant with, and had executed the directives for, certification. The candidates enrolled for the NSC through the IEB were resulted and certified without any problems. The IEB fulfilled its role in respect of certification in an exemplary fashion. There was 100% certification of candidates who wrote the November 2021 NSC examination under the IEB.

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ANNEXURES

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	M1	A	A	L2	L9	L3	A	A	M1	L3	2
2.	Accounting Paper 2	A	A	A	A	M1	A	A	A	M1	A	2
3.	Afrikaans First Additional Language (FAL) Paper 1	M1	A	A	A	M1	M2	A	A	M3	M2	2
4.	Afrikaans FAL Paper 2	M1	A	A	A	M3	M2	A	A	M2	M2	2
5.	Afrikaans Home Language (HL) Paper 1	M1	M1	A	A	M1	M2	A	M1	M4	M3	2
6.	Afrikaans HL Paper 2	M2	M1	A	A	M1	M2	A	A	M2	M6	2
7.	Agricultural Management Practices	M1	A	A	A	A	A	A	A	A	A	4
8.	Agricultural Sciences Paper 1	A	A	A	M1	A	A	A	A	A	A	4
9.	Business Studies Paper 1	M2	M1	A	A	M4	M2	A	A	M4	M2	2
10.	Computer Applications Technology Paper 1	M1	A	A	M1	M2	M3	A	A	M4	A	2
11.	Computer Applications Technology Paper 2	M1	A	A	A	M4	M3	M1	M1	M1	A	2
12.	Consumer Studies	M1	A	M1	M1	M1	M1	A	M1	M1	A	3
13.	Dance Studies	A	A	A	M2	M3	A	A	A	A	A	3
14.	Design Paper 1	A	A	A	A	A	A	A	A	M1	A	4
15.	Dramatic Arts	M1	A	A	A	A	A	A	A	A	A	3
16.	Economics Paper 1	M1	M1	A	M1	M5	A	A	M1	M3	M2	2
17.	Electrical Technology: Electronics	A	A	A	A	A	A	A	A	A	A	3
18.	Engineering Graphics and Design Paper 1	M2	M1	M1	M1	A	M2	A	M1	M2	M2	3
19.	Engineering Graphics and Design Paper 2	M1	A	A	A	A	A	A	M1	A	A	2

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No.	Subject (question paper)	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	Approval Level
20.	English FAL Paper 1	M1	M1	M1	M3	L9	L4	A	M1	M2	L4	2
21.	English FAL Paper 2	M2	A	A	A	A	M2	A	A	A	A	2
22.	English HL Paper 1	A	A	A	M2	M3	A	A	M1	M5	L6	2
23.	English HL Paper 2	M1	A	A	A	A	A	A	A	A	M2	3
24.	Geography Paper 1	M1	A	M1	A	A	M1	A	A	A	A	3
25.	Geography Paper 2	M1	A	A	A	A	M1	A	A	A	A	3
26.	History Paper 1	A	A	A	A	A	A	A	A	A	A	4
27.	History Paper 2	A	A	A	A	A	A	A	A	A	M1	2
28.	Hospitality Studies	A	A	A	A	M2	M1	A	A	A	A	3
29.	Information Technology Paper 1	M1	A	A	A	A	M2	A	A	M1	A	3
30.	Information Technology Paper 2	M1	A	A	A	A	M2	A	M1	M1	A	3
31.	IsiXhosa FAL Paper 1	M2	M1	A	M1	A	M2	A	L2	M2	M1	2
32.	IsiXhosa FAL Paper 2	M1	A	A	A	A	A	A	A	A	A	3
33.	IsiZulu FAL Paper 1	M1	A	A	A	A	M1	A	A	M1	A	3
34.	IsiZulu FAL Paper 2	A	A	A	A	A	M1	A	A	A	A	3
35.	IsiZulu HL Paper 1	A	A	A	M2	M1	A	A	L2	M	L6	2
36.	IsiZulu HL Paper 2	A	A	A	M1	M3	A	A	M2	M1	L6	2
37.	Life Sciences Paper 1	M1	A	A	A	M1	A	A	M1	M4	M2	2
38.	Life Sciences Paper 2	M1	A	A	A	A	A	A	A	M3	M1	2
39.	Maritime Economics	M2	A	A	A	M1	M1	M1	A	M1	A	3
40.	Mathematical Literacy Paper 1	M1	M1	L3	M2	M6	M3	L2	A	M3	L8	1
41.	Mathematical Literacy Paper 2	M2	M1	M2	M1	M2	M3	A	A	M2	L8	1

No.	Subject (question paper)	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	Approval Level
42.	Mathematics Paper 1	A	A	A	M1	A	A	A	A	M2	M2	2
43.	Mathematics Paper 2	A	A	A	A	M1	A	A	A	M2	M2	2
44.	Mechanical Technology: Welding and Metalwork	A	A	A	A	A	A	A	A	A	A	3
45.	Music Paper 1	A	A	A	M1	M1	A	A	A	A	M1	3
46.	Music Paper 2	M1	A	A	A	A	A	A	A	A	A	3
47.	Physical Sciences Paper 1	A	A	A	M1	A	A	A	A	A	A	2
48.	Physical Sciences Paper 2	A	A	M1	A	M3	A	A	A	M2	M1	2
49.	Technical Mathematics Paper 1	M4	M1	M2	M2	M1	M3	A	A	M3	L6	1
50.	Technical Mathematics Paper 2	M4	M1	M3	M2	M1	M3	M1	M1	M5	L5	1
51.	Technical Sciences Paper 1	M3	M1	A	A	M1	M1	A	M1	M2	M1	2
52.	Technical Sciences Paper 2	A	A	A	A	M2	A	A	A	M1	A	3
53.	Tourism	A	A	A	A	M2	M2	A	A	M3	A	3
54.	Visual Arts Paper 1	A	A	A	M1	M1	A	A	M1	M1	A	3
55.	Sepedi FAL Paper 1	A	A	A	A	M1	M1	A	A	M2	M2	2
56.	Sepedi FAL Paper 2	A	A	A	A	M2	A	A	A	M1	M1	2
57.	Sepedi HL Paper 1	M2	A	M1	M1	M4	M2	M1	M1	M1	L7	2
58.	Sepedi HL Paper 2	M2	A	M2	A	M1	M1	A	M2	A	M6	1
59.	Sesotho FAL Paper 1	A	M1	M1	M3	M3	M2	M1	A	M3	M3	2
60.	Sesotho FAL Paper 2	A	M1	A	M1	M2	A	M1	A	M1	M2	2
61.	Sesotho HL Paper 1	M1	M1	M1	A	M2	A	A	M1	M2	L5	2
62.	Sesotho HL Paper 2	M1	M1	A	M2	M3	A	M1	A	A	L4	2
63.	Setswana FAL Paper 1	A	M	A	A	A	A	A	A	M1	M1	2

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No.	Subject (question paper)	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	Approval Level
64.	Setswana FAL Paper 2	A	A	A	A	A	A	A	A	M1	M1	3
65.	SiSwati FAL Paper 1	M1	A	A	M3	M4	A	A	A	M1	M5	2
66.	SiSwati FAL Paper 2	M1	A	M2	M3	L4	M1	A	A	M1	M5	2
67.	Xitsonga FAL Paper 1	M1	A	A	A	M1	A	A	A	M3	M4	2
68.	Xitsonga FAL Paper 2	M1	A	A	A	M1	A	A	A	M2	M4	2
69.	Arabic Second Additional Language (SAL) Paper 2	A	A	A	A	M1	A	A	A	A	A	3
70.	Arabic SAL Paper 1	M1	A	A	A	A	A	A	A	A	A	3
71.	French SAL Paper 1	A	M1	A	A	A	M1	A	M1	M2	A	3
72.	French SAL Paper 2	A	A	A	A	A	A	A	A	A	A	3
73.	German SAL Paper 1	A	A	A	A	A	A	A	A	A	A	3
74.	German SAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
75.	Hindi FAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
76.	Hindi FAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
77.	Hindi FAL Paper 3	A	A	A	A	A	A	A	A	A	A	4
78.	Hindi SAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
79.	Hindi SAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
80.	Tamil FAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
81.	Tamil FAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
82.	Tamil FAL Paper 3	A	A	A	A	A	A	A	A	A	A	4
83.	Tamil SAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
84.	Tamil SAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
85.	Italian SAL Paper 1	M1	N2	A	M1	A	A	A	M1	L1	M1	1

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No.	Subject (question paper)	Compliance per criteria at first moderation										Approval Level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
86.	Italian SAL Paper 2	M2	N2	A	A	A	A	A	A	A	A	1
87.	Mandarin SAL Paper 1	M1	A	A	A	M1	M1	A	M1	M1	A	2
88.	Mandarin SAL Paper 2	M1	A	A	A	A	M1	A	A	M1	A	3
89.	Portuguese FAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
90.	Portuguese FAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
91.	Portuguese FAL Paper 3	M1	A	M1	M1	A	A	A	A	A	A	3
92.	Portuguese SAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
93.	Portuguese SAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
94.	Urdu FAL Paper 1	M1	A	A	A	A	A	A	A	A	A	3
95.	Urdu FAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
96.	Urdu FAL Paper 3	M1	A	A	A	A	A	A	A	A	A	3
97.	Urdu SAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
98.	Urdu SAL Paper 2	M2	A	A	A	A	A	A	A	A	A	2
99.	Spanish SAL Paper 1	A	A	A	A	A	A	A	A	A	A	4
100.	Spanish SAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
101.	Portuguese HL Paper 1	A	A	A	A	A	A	A	A	A	A	4
102.	Portuguese HL Paper 2	A	A	A	A	M1	A	A	A	A	A	4
103.	Portuguese HL Paper 3	A	A	A	A	A	A	A	A	A	A	4

KEY:

TD = Technical Details; IM = Internal Moderation; CC = Content Coverage; CL = Cognitive Levels; TS = Text Selection, Types and Quality of Questions; LB = Language and Bias; Pre = Predictability; Con = Conformity with Question Paper; AMG = Accuracy and Reliability of Marking Guideline; Overall Impression

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance; N = NO compliance

Mx, Lx, Nx: x = number of quality indicators not complied with

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Annexure 2A: Subjects and schools sampled for SBA moderation

Subjects	Schools
Accounting	King David High School: Linksfield Crawford College: Lonehill Blue Hills College Maseala Progressive School Notre Dame St Peter's Advance for Life Christian Academy
Consumer Studies	Curro Krugersdorp Beweging vir Christelik Volkseie Onderwys (BCVO) Curro Nelspruit Grace Trinity Umtata Christian School
Economics	Curro Serengeti Combined School Bridge House School Greenacres Private College Michaelhouse Advance for Life Christian School
Life Sciences	Brainline Cloud School Christian Brothers' College Curro Aurora Hatfield Christian Online School Kingswood College Eagle's Nest Christian School
Mathematics	Midstream College St Mary's School: Waverley Hyde Park High School Curro Private School: Thatchfield Saheti School Dominican Convent School
Physical Sciences	Brainline Learning World (Pty) Ltd St Stithians Boys' College St Dunstan's College Curro Bankenveld Eagle's Nest Christian School Selly Park Secondary School

Annexure 2B: Subjects and schools sampled for PAT moderation

Subjects	Schools
Design	Elkanah House Roedean School Waterfall College St Andrew's College: Grahamstown
Dramatic Arts	St John's Diocesan School for Girls Thomas More College St Stithians Boys' College Kingsmead College

Annexure 2C: Subjects and schools sampled for oral assessment moderation

Subjects	Schools
Afrikaans First Additional Language	King David High School: Linksfield Hatfield Christian Online School Woodridge College Tyger Valley College
English Home Language	St Stithians Boys' College St Benedict's Catholic School PEPPS Polokwane Preparatory School and College Curro Secunda

Annexure 4A: Subjects sampled for the audit of appointed markers

No.	Subjects	Question paper
1.	Accounting	Paper 1 and Paper 2
2.	Afrikaans First Additional Language	Paper 1 and Paper 2
3.	Consumer Studies	
4.	Dramatic Arts	
5.	English First Additional Language	Paper 1 and Paper 2
6.	Economics	
7.	Geography	Paper 1 and Paper 2
8.	History	Paper 1 and Paper 2
9.	Hospitality Studies	
10.	Physical Sciences	Paper 1 and Paper 2

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Annexure 5A: Examination centres visited during the writing phase of the examination

No.	Province	Centre	Date	Subject written
1.	Eastern Cape	Woodridge College	19 October 2022	Computer Application Technology Paper 1
2.	Free State	Harriston Combined School	19 October 2022	Computer Application Technology Paper 1
3.	Gauteng	Helpmekaar	19 October 2022	Computer Application Technology Paper 1
4.	Gauteng	Leeuwenhof Akademie	19 October 2022	Computer Application Technology Paper 1
5.	KwaZulu-Natal	Reddam House College	19 October 2022	Computer Application Technology Paper 1
6.	Limpopo	Ridgeway College	19 October 2022	Computer Application Technology Paper
7.	Mpumalanga	Uplands College	19 October 2022	Computer Application Technology Paper 1
8.	Western Cape	Knysna Montessori School	19 October 2022	Computer Application Technology Paper 1
9.	Gauteng	Midstream College	21 October 2022	Information Technology Paper 1
10.	Limpopo	Maseala Progressive Secondary School	21 October 2022	Information Technology Paper 1
11.	KwaZulu-Natal	Clifton College	21 October 2022	Information Technology Paper 1
12.	Gauteng	Cornwall Hill College	21 October 2022	Information Technology Paper 1
13.	Western Cape	Reddam House College, Constantia	21 October 2022	Information Technology Paper 1
14.	Northern Cape	CBC St Patrick's College	27 October 2022	Afrikaans Home Language Paper 1
15.	Gauteng	Curro Waterfall	28 October 2022	Mathematical Literacy Paper 1
16.	North West	Palms Hill College	28 October 2022	Mathematical Literacy Paper 1
17.	KwaZulu-Natal	Reddam House Ballito	3 November 2022	Life Sciences Paper 1
18.	Eastern Cape	Theodore Herzl High School	3 November 2022	Life Sciences Paper 1
19	Eswatini	Enjabulweni School	3 November 2022	Life Sciences Paper 1
20.	North West	Curro Klerksdorp	3 November 2022	Life Sciences Paper 1
21.	Gauteng	Bridgeway Christian School	4 November 2022	Design
22.	Gauteng	Covenant College	7 November 2022	Physical Sciences Paper 2
23.	Mpumalanga	Cambridge Academy	7 November 2022	Physical Sciences Paper 2 / Mathematical Literacy Paper 2

No.	Province	Centre	Date	Subject written
24.	KwaZulu-Natal	Grantleigh High School	7 November 2022	Physical Sciences Paper 2 / Mathematical Literacy Paper 2
25.	Limpopo	Curro Private School (Heuwelkruin)	7 November 2022	Physical Sciences Paper 2 / Mathematical Literacy Paper 2
26.	Western Cape	Reddam House (Atlantic Seaboard)	8 November 2022	English Home Language Paper 1
27.	Limpopo	Kingfisher Private School	8 November 2022	English Home Language Paper 1
28.	Gauteng	Our Lady of Lebanon Maronite Catholic School	8 November 2022	English Home Language Paper 1
29.	Free State	Curro Bloemfontein High School	9 November 2022	Business Studies Paper 1
30.	Gauteng	Pinnacle College Copper Leaf	9 November 2022	Business Studies Paper 1
31.	Western Cape	Simond Private School	11 November 2022	Geography Paper 1
32.	KwaZulu-Natal	Felixton College	11 November 2022	Geography Paper 1
33.	Eastern Cape	St Marks Community School	12 November 2022	Geography Paper 1
34.	Gauteng	Master Maths	14 November 2022	Mathematics Paper 2
35.	Free State	Master Maths	14 November 2022	Mathematics Paper 2
36.	KwaZulu-Natal	Kearsney College	14 November 2022	Mathematics Paper 2
37.	Gauteng	Curro Rivonia	21November 2022	Life Sciences Paper 2
38.	Eastern Cape	Advance for life Christian School	23 November 2022	Economics Paper 1
39.	Gauteng	Seren House Cottage School	24 November 2022	English Home Language/ First Additional Language Paper 2
40.	Western Cape	St Cyprian's School	27 October 2022	Afrikaans First Additional Language Paper 1

Annexure 5B: Marking centre visited during the writing phase of the examination

No.	Province	Marking centre	Date	Marked subject
1.	Gauteng	St Stithians College	08 December 2022	Subjects as per the IEB lists.

REPORT ON THE QUALITY ASSURANCE OF THE **INDEPENDENT EXAMINATIONS BOARD (IEB)**
NOVEMBER 2022 NATIONAL SENIOR CERTIFICATE EXAMINATION AND ASSESSMENT

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