REPORT ON THE QUALITY ASSURANCE OF THE **DEPARTMENT OF BASIC EDUCATION** NOVEMBER 2022 NATIONAL SENIOR CERTIFICATE EXAMINATION AND ASSESSMENT

UMALUSI

Quality Council for General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE **DEPARTMENT OF BASIC EDUCATION** NOVEMBER 2022 NATIONAL SENIOR CERTIFICATE EXAMINATION AND ASSESSMENT

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FOREWORD

The class of 2022 was the second cohort to sit for question papers based on the 2021 examination guidelines, which were revised in line with the abridged curriculum assessment policy statements (CAPS) changes. It was the ninth Grade 12 cohort to write the final examination under the CAPS. This cohort had the highest candidate enrolment (210 candidates) to write the South African Sign Language Home Language (SASL HL) examination since the inception of the subject. This class was also the second cohort to sit for the newly introduced Marine Sciences subject.

Umalusi plays an important role in ensuring that quality assurance of national examination processes is maintained. Umalusi's quality assurance processes focus on the following aspects of its mandate: the external moderation of question papers for subjects/learning areas/instructional offerings across all qualifications and assessment bodies, moderation of school-based assessment (SBA), moderation of practical assessment tasks (PAT), moderation of oral assessment, monitoring of the assessment bodies' state of readiness to conduct, administer and manage the 2022 national examination, monitoring of the conduct of the examination, monitoring and verification of marking as well as the standardisation and approval of examination results.

Although all care was taken in the quality assurance of the question papers, there were errors that occurred in four question papers, namely: Mathematics Paper 2, Mathematical Literacy Paper 2, Physical Sciences Paper 1 (Afrikaans version in Gauteng only) and Sepedi Home Language Paper 2.

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

Umalusi studied the report and evidence on the conduct, administration and management of the November 2022 NSC examination submitted by the Department of Basic Education (DBE) and presented for moderation at the standardisation meeting held on 06 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 National Senior Certificate Examination. The irregularities identified during the writing and marking of the examinations were not systemic and, therefore, did not compromise the overall credibility and integrity of the November 2022 NSC examination administered by the DBE.

The EXCO therefore approved the release of the DBE November 2022 NSC examination results.

In respect of identified irregularities, the DBE is required to block the results of all candidates implicated in irregularities, including those candidates implicated in alleged acts of dishonesty, pending the outcome of the DBE investigations and verification by Umalusi. Particular attention should be paid to recurring matters of non-compliance.

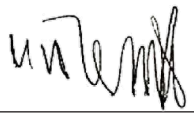
The DBE is required to:

a. Submit a report on the action taken against officials implicated in irregularities;
b. Address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment; and
c. Submit an improvement plan to Umalusi by 15 March 2023.

The EXCO commends the DBE for conducting a successful examination on such a large scale.

Umalusi takes its responsibility of ensuring that examinations and assessments are of the required standard and quality and will stop at nothing to achieve this ideal. Umalusi will continue to benchmark its qualifications internationally, to make them relevant and comparable.

Umalusi would like to commend, and appreciate, all relevant stakeholders who contributed handsomely in our quest to achieve the enhanced educational outcomes.



Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

Umalusi is enjoined by the General and Further Education and Training Quality Assurance Act No. 58 of 2001, as amended, to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-point, approve the release of examination results and to certify candidate achievements.

The Act stipulates that Umalusi, as part of its responsibilities as the Quality Council for General and Further Education and Training:

a. Must perform the external moderation of assessment of the different assessment bodies and education institutions;
b. May adjust raw marks during the standardisation process; and
c. Must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of candidates if the Council is satisfied that the assessment body or education institution has:

    i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
    ii. Complied with the requirements prescribed by the Council for conducting assessments;
    iii. Applied the standards prescribed by the Council with which a candidate is required to comply in order to obtain a certificate; and
    iv. Complied with every other condition determined by the Council.

The purpose of this report is to provide feedback on the processes conducted by Umalusi in quality assuring the November 2022 National Senior Certificate (NSC) examination administered by the Department of Basic Education (DBE). The report reflects on the findings, areas of improvement and areas of non-compliance; and provides directives for compliance and improvement in the conduct, administration and management of the examination and assessments. The findings are informed by information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the DBE.

To ensure the credibility of assessments, Umalusi conducted the following quality assurance processes:

a. Moderation of question papers (Chapter 1);
b. Moderation of school-based assessment (SBA) and practical assessment tasks (PAT) (Chapter 2);
c. Monitoring of the state of readiness to conduct examination (Chapter 3);
d. Audit of appointed markers (Chapter 4);
e. Monitoring the writing of examinations (Chapter 5);
f. Marking guidelines standardisation (Chapter 6);
g. Monitoring the marking of the examinations (Chapter 7);
h. Verification of marking (Chapter 8);
i. Standardisation and resulting (Chapter 9); and
j. Certification (Chapter 10).

This report reflects on all the quality assurance processes listed.

To ensure that examination question papers and their marking guidelines are of an appropriate standard and are fair and valid, Umalusi employs qualified external moderators who conduct external moderation processes and report as required. This is a critical quality assurance process as it ensures that the approved question papers compare favourably with the previous question papers.

Umalusi moderated and approved 159 question papers for the November 2022 NSC examination. In 2022, no question paper was outrightly rejected compared to 2021 and 2020 where 5% and 6% of the question papers submitted for moderation respectively were rejected as their standards and quality were unacceptable. This is commendable as it signifies improvements in the development of question papers. In the same breathe, Umalusi is worried about a decline in the number of question papers that are approved at first moderation. The percentage of the number of question papers approved at first moderation is currently sitting at 42% as opposed to 60% and 69% in 2021 and 2020 respectively.

Umalusi sampled ten NSC subjects for the moderation of SBA across the nine provincial education departments (PED). The evidence of PAT was moderated as part of SBA for subjects with a practical component. Umalusi moderates these assessments to ensure that they are fair, valid, reliable and in compliance with the CAPS requirements. Umalusi noted marked improvements in compliance of SBA tasks with the technical aspects' criterion and adherence to the programme of assessment. Of concern to Umalusi was the SBA moderation of South African Sign Language Home Language (SASL HL).

Umalusi conducted the state of readiness of the DBE to conduct, administer and manage the November 2022 examination and noted progress made in addressing the previously issued directives for compliance and improvement. Umalusi is, however, concerned with the non-implementation of a long-term solution that addresses staff shortages.

The audit of appointed markers is conducted to ensure that suitably qualified marking personnel are appointed in line with the prescripts of the Personnel Administrative Measures (PAM). Umalusi noted significant improvements in addressing previously issued directives for compliance and improvement and the DBE's propensity and urgency to take forward the enhancements, as adopted in 2021, to strengthen the recruitment of suitable marking personnel.

Umalusi monitors the writing of the examination to ensure that the writing is conducted in accordance with the 'Regulations pertaining to the conduct, administration and management of the examinations'. It was notable that the chief invigilators and invigilators were adequately trained in the execution of their invigilation roles and responsibilities; as was adherence by examination centres to the prescribed requirements for storage and safekeeping of question papers.

Umalusi participated in the marking guidelines standardisation meetings to ensure that marking guidelines were comprehensive and could facilitate fair, accurate and consistent marking. All the marking guidelines were approved and signed off, following robust discussions which enabled the establishment of a common understanding of the marking guidelines. Umalusi was, however, concerned that not all provincial internal moderators and chief markers adhered to the requirement of pre-marking 20 scripts in preparation for the meetings.

Umalusi monitors the marking centres to evaluate their readiness and capacity to mark the NSC examination scripts. The DBE has sound systems in place to ensure a successful marking process for the marking of the November 2023 examination. Umalusi noted a vast improvement in compliance to norms and standards by marking centres. The DBE responded positively to the directives for compliance and improvement that were issued in 2021.

Umalusi conducts the verification of marking to ensure that approved marking guidelines and respective marking principles are applied consistently in the marking of examination scripts across all PED. There was a marked improvement in internal moderation across various levels of moderation; only sporadic incidents of shadow marking were reported. Umalusi was concerned with the poor quality of internal moderation of SASL HL.

Umalusi standardises the results to mitigate the impact of factors other than the learners' subject knowledge, abilities and aptitude on performance, as well as to take care of sources of variability that may impact learner performance from one year to another, e.g., cognitive demand and difficulty levels of questions, interpretation of questions and marking guidelines and curriculum changes, among others.

The DBE presented 66 subjects for the standardisation of the November 2022 NSC examination. Umalusi commends the DBE for submitting evidence-based reports and all standardisation and resulting datasets, as well as standardisation booklets, in accordance with the management plan.

Based on the findings of the reports on the quality assurance processes undertaken, the Umalusi Council EXCO concluded that the November 2022 NSC examination was conducted in line with the policies that govern the conduct, administration and management of examinations and assessment. Generally, the examination and assessments were conducted in a credible manner. The EXCO approved the release of the results and commended the DBE for conducting a successful examination.

The chapter on certification is included to inform interested parties of the current state of the certification of student achievements. The DBE has the responsibility to process and submit candidate results to Umalusi for certification. The certification of the 2021 cohort of candidates was achieved within three months of the release of results. The PED submitted datasets after the closing date for re-marking and rechecks. Candidates who applied for re-marks and rechecks were excluded from the extract for the bulk certification. This process assisted with earlier certification of candidates' achievements. Umalusi noted an improvement in the submission of the datasets and candidates 'records, as they were submitted as per the directives for certification.

Umalusi is hopeful that this report will strengthen the system and the quality assurance processes, as well as adherence to the directives for compliance and improvement, which can only enhance the standard of education, as a whole, in the country.

ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CAT	Common Assessment Task
DAIC	District Assessment Irregularities Committee(s)
DBE	Department of Basic Education
DTA	Deaf Teaching Assistant
EXCO	Executive Committee
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HL	Home Language
ID	Identity Documents
IT	Information Technology
KZN	KwaZulu-Natal
LO	Life Orientation
LOLT	Language of Learning and Teaching
NEIC	National Examinations Irregularities Committee
NQF	National Qualifications Framework
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
PED	Provincial Education Department(s)
PEIC	Provincial Examinations Irregularities Committee
POA	Programme of Assessment
SAIC	School Assessment Irregularities Committee(s)
SAL	Second Additional Language
SASL HL	South African Sign Language Home Language
SBA	School-Based Assessment
SC(a)	Senior Certificate (amended)
SNE	Special Needs Education

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CHAPTER 1:

MODERATION OF QUESTION PAPERS

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

This report highlights the findings of the moderation of the National Senior Certificate (NSC) question papers administered by the Department of Basic Education (DBE) in the November 2022 examination. The DBE is required to ensure that the question papers and their marking guidelines are developed and internally moderated to eliminate errors before they are submitted to Umalusi for external moderation. The main objective of this is to ensure that the assessment body conducts a fair, valid and reliable examination.

It is the responsibility of Umalusi to ensure that the standard of question papers administered in a particular year is comparable to those approved in previous years. To achieve this, Umalusi moderates the question papers by mapping them against a set of quality indicators set out under different criteria. The question papers and their marking guidelines should, therefore, cover the curriculum, relevant conceptual domains and appropriate cognitive challenges, among others. The complete list of criteria against which the question papers and their marking guidelines are mapped is shown in Table 1A in this chapter. This presents all the quality indicators that the sets must satisfy before they are approved.

This chapter, therefore, reports on the extent to which the November 2022 NSC examination question papers and their marking guidelines met the set criteria. The findings in this report are solely based on the first moderation, despite Annexure 1A in this chapter reflecting the number of times each set required moderation before final approval. Before we deal with the findings, the next section describes the scope and approach, to understand the context within which the findings are based.

1.2 Scope and Approach

A total of 135 question papers, accompanied by their marking guidelines, were submitted to Umalusi for external moderation. However, 24 question papers used in this examination were sourced from the banked question papers, since those were not used in the previous year/s. This report does not include the 24 question papers because these were included in the quality assurance of assessment reports presented in the years in which they were developed.

The 135 question papers were measured against criteria as shown in Table 1A. As indicated, Part A looks specifically at the moderation of question papers; Part B considers the moderation of the marking guidelines; and Part C reflects on the overall impression of both the question papers and their marking guidelines.

Table 1A shows the criteria and the number of quality indicators against which the compliance and non-compliance levels of the sets of question papers and their marking guidelines were measured. The quality indicators inform what elements need to be complied with to satisfy the full compliance requirements of each criterion.

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 when checking the compliance levels of each criterion that an external moderation process ultimately determines whether a question paper and its marking guideline comply in all respects, in most respects, have limited compliance or do not comply at all. Each of the above is then arranged on a scale of 1 to 4; 1 being allotted to does not comply; 2 to limited compliance; 3 to compliance in most respects and 4, to compliance in all respects. The numbers are then calculated to give an overall performance level with each criterion. These numbers comprise the percentages reflected in this report.

It is against this backdrop that a question paper and its marking guideline can, ultimately, be resulted in one of the four categories at the end of the moderation tool. It is either 1) approved; 2) conditionally approved but not to be returned for subsequent moderation (where there are minor errors that the external moderator feels can be corrected); or 3) required to be submitted for subsequent moderation; or 4) not approved.

The next section details the findings in relation to this process.

1.3 Summary of Findings

This section starts with a general view of the status of question papers and their marking guidelines at first moderation and moves on to compare the status over a period of three years. It ends with a discussion that strives to unpack the picture drawn by the presentation on the status of the question papers and their marking guidelines, focusing solely on findings related to non-compliance of these question papers and their marking guidelines.

1.3.1 Status of Question Papers Moderated

Figure 1A gives a graphic representation of question papers and their marking guidelines that were approved at first moderation. Unlike in the November 2021 report, which stated that 60 question papers were approved at first moderation while 94 were conditionally approved and only five were not approved, the November 2022 process paints a different picture: only 42 question papers were approved at first moderation. Owing to the low number of approvals, the number of question

papers that were conditionally approved increased. Luckily, there were no question papers that were not approved at first moderation. This was commendable, as it shows signs of improvement in the general development of question papers by the DBE.

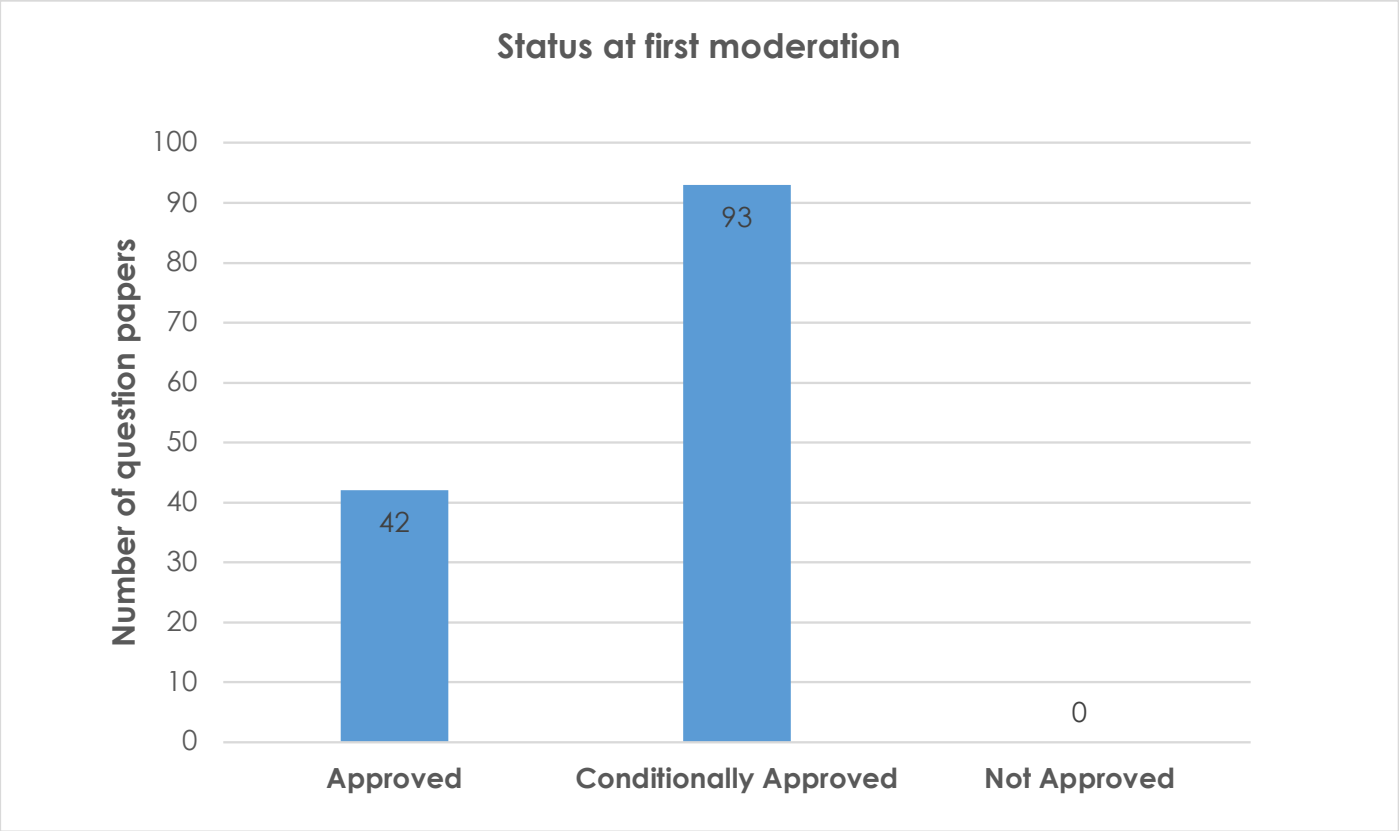

Figure 1A: Status of question papers and marking guidelines at first moderation

Figure 1B, on the other hand, gives a graphic representation of a comparison of the status of question papers and their marking guidelines approved over the past three years. This is done to draw a clear distinction of whether there has been an improvement or not. Directives are given every year to the assessment body to bring about change for improvement in the development of question papers and their marking guidelines. Therefore, the comparison is aimed at determining whether the directives given to the DBE in previous years had brought any positive impact in their development of question papers, or not. This is also done to help the DBE mirror its improvement plans to gauge where it needs to intensify its efforts.

As stated earlier, Figure 1B shows that the approval level in the November 2022 was on a gradual decline, something that is worrying since an improvement was expected. Given this picture, it is imperative that the DBE pays special attention to the reasons behind the gradual decline, which is justified by the details discussed in Sections 1.3.2 and 1.3.3.

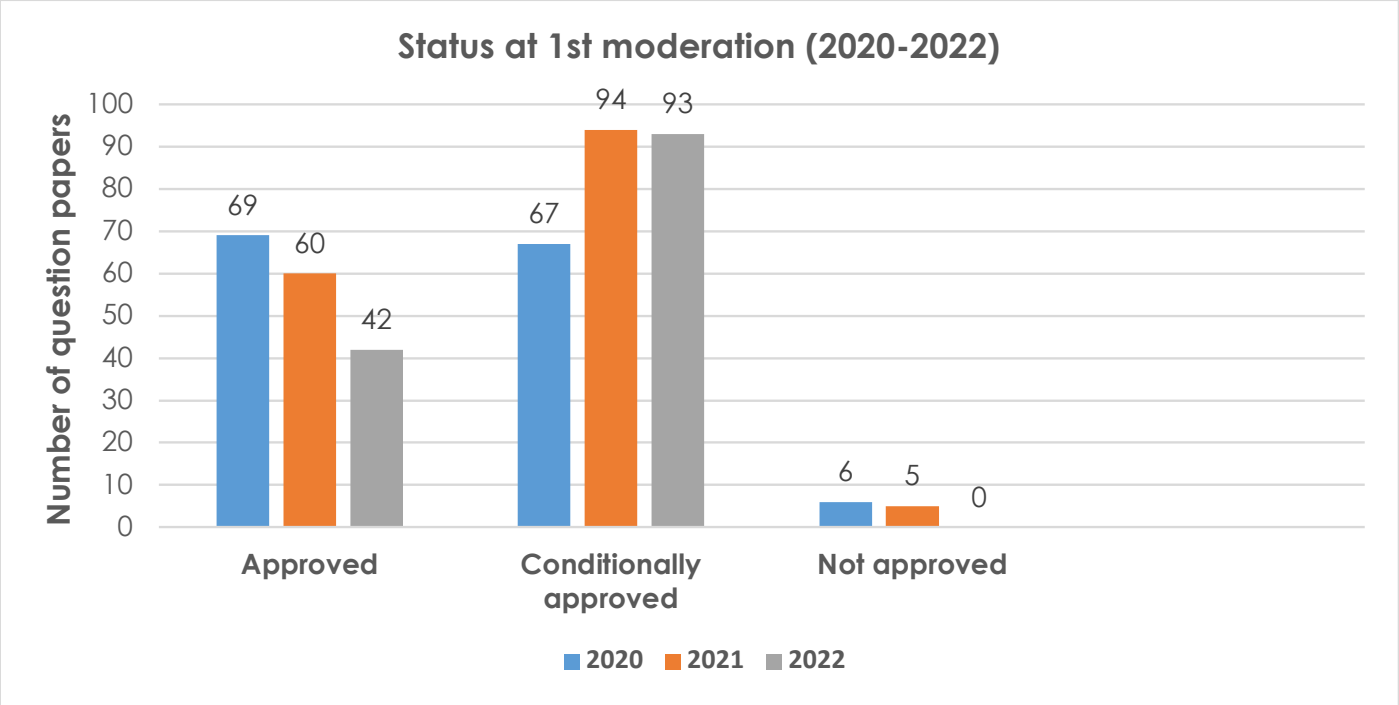

Figure 1B: Comparison of the status of question papers at first moderation for the November 2020, November 2021 and November 2022 examinations

1.3.2 Compliance Level per Criterion

As set out in the preceding paragraph, this section presents findings related to how question papers and their marking guidelines fared, pertaining to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) in relation to each of the ten criteria provided in Table 1B.

When a question paper and its marking guideline comply with all quality indicators in a 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% with quality indicators in a criterion 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	54	46	0	0
Internal moderation	82	17	1	0
Content coverage	75	24	1	0
Cognitive skills	64	31	5	0
Text selection, types and quality of questions	28	65	7	0
Language and bias	58	38	4	0
Predictability	83	11	4	2
Conformity with question paper	64	29	6	1
Accuracy and reliability of marking guidelines	34	59	7	0
Overall impression	35	43	22	0

To exemplify the above, Table 1B shows the performance levels of each criterion numerically. Even though predictability has the highest level of compliance, sitting at 83%, this indicates a decline because it was at 87% in the November 2021 examination cycle. Given that 23 question papers failed to comply with this criterion spells out clearly that the internal moderators responsible for the affected question papers need to put more effort into their dealings.

Internal moderation follows, with 82% compliance. Unlike the criterion on predictability, the compliance level on internal moderation is solely based on the views of an external moderator after having gone through the question paper and its marking guideline. This, therefore, means that internal moderators must upskill themselves in the subject knowledge that they are responsible for, so that they can perform their moderation with diligence.

Content coverage stands at 75%. Ensuring 100% compliance with content coverage requires knowledge of the subject matter. Policy documents and examination guidelines categorically spell out the ratios of the content to be covered in each question paper. Moreover, given that there are past question papers that examining panels may use for reference to ensure full compliance, 100% can be attained. The criteria for compliance with cognitive skills and conformity to question paper were both at 64%. The balance were below 60%, spelling out clearly that much more needs to be done to bring about some improvement in striving to attain improved levels of compliance.

The next section deals specifically with the rationale behind the numbers in Table 1B. The focus is more on non-compliant question papers and their marking guidelines, looking specifically at each quality indicator. The section is followed by a comparative analysis of compliance levels of the various criteria 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, with keys: 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 (M1) with the number of quality indicators that were not complied with.

This section, therefore, speaks directly to Annexure 1A in that it paints a vivid picture by using numbers that are backed up by a narrative. The section starts with an overall performance level against each criterion and then highlights the reasons behind the non-compliance. The arrangement of the findings in this section represents the chronological presentation of the criteria in the moderation tool, as shown in Table 1B. Therefore, we start with technical details.

a) Technical details

Technical details achieved 54%. The 46% that failed to comply fully was due to the following reasons:

i. Two question papers were submitted for external moderation without being accompanied by either the grids or relevant answer sheets and/or formula sheets/addenda as expected;
ii. In one question paper relevant details, such as time allocation, name of the subject, number of pages and instructions to candidates, were not included;
iii. Seventeen question papers had instructions that were deemed ambiguous. Instructions to candidates must always be clear and ambiguity must be avoided at all costs. This is to prevent any confusion that candidates might claim against any of the question papers, which might lead to nullification of an entire question paper or an affected question;
iv. Ten question papers were found to have layouts that were cluttered and not reader friendly. There is a direct correlation between the criteria on relevant details and instructions, in that if the layout is cluttered, it becomes difficult and time-consuming to navigate through a question paper while striving to follow instructions;
v. Some questions in four question papers were incorrectly numbered. Incorrect numbering of questions might also impact negatively on candidates' choices, where applicable;
vi. Six question papers had inconsistent headers and footers. Headers and footers help in establishing the identity of every page of a question paper. Although thorough checks are done to ensure that the correct pages are printed by the provincial departments when printing out question papers for candidates who sit for examinations, mistakes might happen. Therefore, ensuring that every page has a correct header and footer gives candidates equal responsibility for ensuring that they are writing the correct question paper;
vii. Seven question papers and their marking guidelines were found to have used font types that were not prescribed by the DBE. Research on font types and sizes postulates that these are intended to communicate different messages. Therefore, careful consideration must be given to guarding against sending unintended messages that might derail candidates from the expected responses;
viii. Some questions in three question papers did not take into consideration that mark allocation has a crucial role in communicating to candidates the extent to which they should respond to a question;
ix. Thirty-four question papers had drawings, illustrations, graphs, tables, etc. that were inappropriate, not clear, had errors and were, therefore, not print-ready;

x. Ten question papers did not adhere to the prescribed format requirements of the curriculum and assessment policy statement (CAPS) and examination guidelines. Format requirements for every question paper are communicated through policies and examination guidelines, or subject assessment guidelines. Therefore non-adherence is a gross deviation that can lead to litigation of an assessment body. The prescribed formats must be strictly adhered to, to safeguard the integrity of an examination.

b) Internal moderation

Internal moderation plays a pivotal role in ensuring that question papers and their marking guidelines are ready for external moderation. Eighty-two percent of the question papers satisfied this criterion and 18% did not comply for the following reasons:

i. One question paper and its marking guideline were submitted for external moderation without presenting a full history of internal moderation. This criterion determines whether internal moderators provided guidance during the development of question papers and on the changes that were to be effected. Therefore, in the absence of the full history of internal moderation, an external moderator may not be able to make conclusive decisions;
ii. In 20 question papers and their marking guidelines the quality, standard and relevant inputs made by internal moderation were questionable; and
iii. Four question papers had no evidence that the internal moderator's recommendations were addressed. Not satisfying this quality indicator is tantamount to nullifying the internal moderation process.

c) Content coverage

Content coverage is spelt out categorically in each subject policy and in the examination guideline. Despite this, 75% of the question papers had full compliance, while the other 25% did not, for the following reasons:

i. Five question papers did not clearly link each of the questions to a topic. This has a bearing on other quality indicators in that an external moderator will be left with questions as to how an internal moderator arrived at the conclusion that the question paper meets the prescriptions related to cognitive levels;
ii. Ten question papers were deemed not to have covered the entire spectrum of the prescribed topics as stipulated in the examination guidelines. Failure to adhere to the prescripts could have affected the standard of these question papers had these not been detected. Therefore, candidates could have either been unnecessarily advantaged or disadvantaged;
iii. Nine question papers were generally deemed to have been outside the broad scope of the CAPS. This could have led to litigation of the assessment body if the external moderation process had not picked it up;
iv. Five question papers had questions that were regarded as not being representative of the latest developments. Since subjects evolve, question papers must mirror these developments; and

v. Nineteen question papers had either texts and/or illustrations that did not comply fully with the quality indicator related to the suitability, appropriateness, relevance and academical correctness of the content.

d) Cognitive skills

Cognitive skills are pivotal in ensuring that a question paper is balanced. The examination guidelines and the policy documents of the different subjects categorically state the percentages of the aspects of content that must be assessed and the ratios within which cognitive skills need to be aligned. Sixty-four percent of the question papers fully complied with all the quality indicators under the criterion for cognitive skills. The other 36% failed, for the following reasons:

i. Three question papers were submitted with analysis grids that did not clearly show the cognitive skill of each question/sub-question. This leaves one wondering how the internal moderators of the three question papers established the correct proportions prescribed, before they determined that the question papers were ready for external moderators;
ii. Thirty-nine question papers had varying degrees of inappropriate distribution of cognitive levels, compared to the prescriptions. Had this not been detected it could have led to a situation where candidates would have been confronted with question papers that were unbalanced, compared to what they were prepared for throughout the phase;
iii. Ten question papers had choice questions that were not of equal levels of difficulty. The levels of difficulty in choice questions must be equal so no candidates are advantaged at the expense of others. This can be detrimental in instances where questions are based, for example, on a list of prescribed books that schools had to choose from. However, in instances where the choices are based on all the content that was prescribed, candidates will obviously opt for the easiest questions and such a choice will inflate their performance;
iv. Five question papers failed to ensure appropriate distribution of cognitive levels. A question paper must provide 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. Eight question papers had instances of irrelevant information, which affected the questions' levels of difficulty; and
v. Nineteen question papers had no correlation between the cognitive level, the degree of difficulty, the time allocated and the mark allocation. There must be strict correlation between all these elements.

e) Text selection, types and quality of questions

Twenty-eight percent of the question papers complied fully with this criterion on text selection, types and quality of questions is one of the criteria that form the crux of every question paper. Text selection has a huge impact on the quality of questions that may be formulated. The other 72% did not because of the following reasons:

i. One question paper was deemed not to have had a variety of different types of questions;
ii. One question paper failed to select texts such as prose, visual, graphs, tables, illustrations, examples, etc., that were subject specific. Secondly, in three question papers, source materials were not of an appropriate length as per the prescriptions of a subject. The length of source material selected can affect several factors in a question paper, such as the

candidates' ability to read for comprehension in the stipulated time frames. Conversely, a noticeably short source material could yield skewed results in that candidates would be considered to have mastered the assessed aspect when, in fact, they were leveraged by the source material. Thirdly, 15 question papers selected source materials that were not functional, were irrelevant and inappropriate. Fourthly, in four question papers, the source materials chosen did not allow for testing. Lastly, seven question papers had source materials that failed to ensure that questions could be generated across the prescribed cognitive levels;

iii. There were 252 question papers with non-compliancy issues related to quality indicators under the quality of questions criterion. This means some question papers appeared more than once in the list. Of the 252 question papers, ten had questions that were regarded as not being pertinent to their subjects; 60 had questions that were not free from vaguely defined problems; 41 had instructional key words or verbs that were questionable. Thirty-eight question papers had questions with insufficient information to allow for an elicitation of appropriate responses and 30 had factual errors or misleading information in some of their questions. When developing questions, one must ensure that they are not formulated with unnecessary double negatives; yet one question paper had instances of this. References in questions to prose texts, visuals, graphs, etc. must be relevant and correct at all costs, otherwise candidates can be misled and forfeit marks. In 25 question papers there were instances of questions that suggested answers to other questions. Some of the questions in nine question papers suggested answers to other questions. Questions in eight question papers overlapped with other questions; and

iv. In four question papers, the formulation of multiple-choice questions had some options that did not follow grammatically from their stems; 11 question papers had some options not free from logical clues and thereby making one option an obvious choice; one question paper had options free from absolute terms like "always" or "never". Four question papers had instances with varying lengths of options: options must be almost the same length to avoid giving away the correct response. In five question papers, a word or phrase in the stem was repeated in the correct answer thus giving away the correct response. In four question papers some correct answers were found to have elements in common with other options.

f) Language and bias

Language plays a critical role in developing question papers in that it allows candidates to access the questions. However, if the language used is not accessible or is biased towards a certain group of people, the entire exercise might be deemed futile. This is even more so in a context where most candidates who write the question papers are not first language speakers of English and / or Afrikaans, as these are the languages of learning and teaching (LOLT) and, in this case, of assessment. Therefore, extra consideration must be taken to ensure that no candidate is denied a chance to perform optimally because of language. Fifty-eight percent of the question papers complied fully with this criterion. The other 42% failed, owing to:

i. Eleven question papers used incorrect subject terminology or data. Examining panels must strive to use the standardised terminology used in the CAPS documents;
ii. Five question papers were deemed inappropriate for a Grade 12 candidate with respect to the language, the register and the level and/or complexity of the vocabulary. These could act as hindrance in accessing questions, leading to failure;
iii. Twenty-six question papers had subtleties in grammar. This must be avoided at all costs as it might nullify a question;
iv. In 30 question papers there was evidence of grammatically incorrect language. These are the responsibility of an internal moderator; had they gone unnoticed they could have caused chaos or disadvantaged candidates unnecessarily;
v. Eight question papers did not use simple sentences to avoid over-complicated syntax. The importance of language cannot be over-emphasised. Examining panels must ensure that simple sentences are used when formulating questions;
vi. Two question papers had instances of the use of foreign names, terms and jargon that candidates would not have been familiar with. The use of such terms can confuse candidates and may disadvantage them: the norm for candidates is that whenever they come across an unfamiliar term, they tend to get stuck and focus more on the unknown term;
vii. Twelve question papers showed bias in either culture, gender, language, politics, race, religion, stereotyping, province, region, etc., This must be avoided at all costs as candidates can be greatly deprived of a chance to perform well; and
viii. Eight question papers had questions that would not have allowed for adaptations and modifications to cater for the assessment of candidates with special needs.

g) Predictability

Eighty-three percent of the question papers complied fully with the criterion on predictability. When developing a question paper, taking questions verbatim from question papers of the past three years is not permitted. Reasons behind the other 27% of the question papers not being compliant included:

i. In 15 question papers some questions were of such a nature that they could be spotted easily, or the answers predicted. This affects the standard of a question paper negatively;
ii. Some questions in five question papers were taken verbatim from the past three years' question papers; and
iii. Seventeen question papers were considered not to contain an appropriate degree of innovation.

It is always advisable that, when developing a question paper, the marking guideline is developed alongside it, to avoid mishaps. As much as a question paper is pertinent in ensuring that candidates can demonstrate their abilities in every subject, a marking guideline is equally crucial in the examination process. It helps in ensuring that marking is fair, reliable, and valid for all candidates, irrespective of where marking may be conducted. The next section deals with the findings related to the two criteria that characterise the appropriateness of a marking guideline.

h) Conformity with question papers

Sixty-four percent of the marking guidelines complied with this criterion, while the remaining 36% did not, owing to the following:

i. Thirty-five marking guidelines did not correspond with their question papers in full. Answers must respond to the questions posed. Although marking guideline discussions are held to ensure that all possible responses are incorporated into a marking guideline, the examining panels cannot rely on this step as it might reflect negatively on the examining body;
ii. In 31 marking guidelines responses did not match the command words in the questions and this could have affected the cognitive levels, since these are what help make a distinction between low performers and high performers; and
iii. There was misalignment in some of the responses in six marking guidelines. The mark allocated to a question and its response must match.

i) Accuracy and reliability of marking guidelines

Thirty-four percent of the marking guidelines were accurate and reliable; but 66% failed to comply fully, owing to the following:

i. In 41 marking guidelines some responses to questions did not address the targeted subject matter. Examining panels must ensure that all the responses are correct to avoid disadvantaging candidates (or putting the organisation into disrepute);
ii. Forty-six marking guidelines had typographical errors. Internal moderators must ensure that every marking guideline is error-free before submission for external moderation. An incorrect spelling can alter meaning altogether;
iii. Twenty-two marking guidelines had layouts which would not facilitate the marking process. Since the marking process is strenuous, the layout plays a crucial role in ensuring that markers are enabled to do their job with ease;
iv. Nine marking guidelines presented for external moderation were not complete and some mark allocations and mark distribution were not shown;
v. Seven marking guidelines were deemed not to have had a spread of marks within an answer. Where responses have a substantial mark, marking guidelines must ensure that they give guidance on how those marks can be spread across a response. This has a huge bearing on principles of assessment, i.e., fairness, consistency and reliability. In the absence of such guidance, markers might be left to their own devices and be compelled to use their discretion in awarding marks;
vi. Six marking guidelines offered so small a range of marks that discrimination between low and high performers would be impossible;
vii. One marking guideline was found not to have awarded marks positively;
viii. Twenty-nine marking guidelines did not provide enough detail to ensure reliability of marking. When drawing up a marking guideline, information and guidance must be provided to markers so consistency can be achieved, in the absence of the examining panels and/or moderators in the marking centres since they cannot moderate every script; and
ix. In 17 marking guidelines no allowance was made for relevant, correct alternative responses. There are several approaches to responding to questions, so space must be created for alternative responses. Given that markers have different degrees of experience

and differences in their knowledge base and marking experience, had the exclusion of alternative responses not been detected it could have disadvantaged candidates. This is especially so where novice markers are concerned.

j) Overall impression

Thirty-five percent of the question papers and their marking guidelines complied fully with the overall impression criterion. After the external moderation process an external moderator must indicate their overall impression of a question paper and its marking guideline. The 65% non-compliance was a result of the following:

i. In 11 question papers, some aspects were deemed not to have been generally in line with current policy;
ii. Seventy-three marking guidelines were deemed not to have been generally fair, valid and reliable;
iii. Eight question papers were deemed not to have generally assessed the primary objectives of the policy documents coupled with the prescripts of the examination guidelines. A question paper must assess the objectives of the CAPS and/or examination guidelines;
iv. Sixty question papers were generally questionable in standard while the standard of 37 others were not comparable to those of previous years;
v. Sixty-seven marking guidelines were generally deemed unfair, invalid and unreliable;
vi. The standard of 49 marking guidelines was deemed inappropriate while the standard of 32 of them could not be compared to that of previous years;
vii. The skills, knowledge, attitudes and values of four sets of question papers and their marking guidelines were generally questionable.

While tabling the findings for the current year of external moderation of question papers and their marking guidelines forms the basis of this report, it is equally crucial that the report looks into previous years to determine whether there has been an improvement or a decline in the performance levels of the DBE. The next section compares the compliance levels of the current examination period with those of the past two years.

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

This section compares compliance levels per criterion over three years (November 2020, November 2021 and November 2022). As with the overall report, this describes compliance levels at first moderation. The comparison follows the sequential order of the criteria as they appear in the external moderation tool, as tabulated in Table 1C.

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	54	59	54
Internal moderation	80	84	82
Content coverage	76	79	75
Cognitive skills	70	60	64
Text selection, types and quality of questions	41	44	28
Language and bias	60	61	58
Predictability	85	90	83
Conformity with question paper	66	68	64
Accuracy and reliability of marking guidelines	41	47	34
Overall impression	44	54	35

Table 1C shows an improvement in only one criterion, cognitive skills. The other criteria have seen a decline when comparing their performance levels with those of 2021 and 2022. However, when looking at 2020 and 2022, most of the criteria compliance maintained the same standard. The exceptions, however, are the criteria for text selection, types, and quality of questions and accuracy and reliability of marking guidelines. These have 11% and 7% margins, respectively. The balance show a 2% margin.

Given these findings, the next section highlights areas of improvement, followed by areas of non-compliance. The latter informs the section on directives. The DBE is given directives to ensure that some level of improvement can be witnessed in the future.

1.4 Areas of Improvement

The DBE is commended for:

a. Forty-two question papers being approved at first moderation. However, this is a huge decline compared to the numbers approved in the previous two years. That some remain constant positive features in this list for several years in succession is an indication of stability in those question papers. The same approaches that the successful examining panels use should be adapted for those examining panels that struggle to get approvals at first moderation; and
b. The fact that not a single question paper was rejected in the first moderation. This symbolises some form of stability in the subjects that were affected in the previous two years of the examination cycle.

1.5 Areas of Non-Compliance

The following aspects need more intervention:

a. The recurring low performance levels in the two criteria: text selection, types and quality of questions and accuracy and reliability of marking guidelines;
b. Questions taken verbatim from the past three years' question papers;
c. The overall decline in compliance with almost all criteria; and
d. The inability to attain 100% compliance with the technical details, conformity and predictability criteria.

1.6 Directives for Compliance and Improvement

The DBE is urged to:

a. Design differentiated training sessions for groups of personnel involved in the development of question papers;
b. Ensure that questions are not taken verbatim from the past three years question papers; and
c. Management plans and evidence of such training must be presented to Umalusi.

1.7 Conclusion

The DBE is commended for the number of question papers approved at first moderation in the November 2022 examination cycle and that there were no question papers rejected at first moderation. However, the approval level at first moderation has shown a gradual decline, with improvement in only one criterion, when compared with the November 2021 and November 2022 examination cycles. The DBE needs to pay special attention to the reasons for this decline.

CHAPTER 2:

MODERATION OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

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

2.1 Introduction

Umalusi moderates the school-based assessment (SBA), oral assessment and practical assessment tasks (PAT) to ensure that they comply with the quality and standard as stipulated in Chapter 4 of the Curriculum and Assessment Policy Statements (CAPS). Moderation entails evaluating teacher and learner files that each school submits as evidence of assessment tasks covered. The learner files are quality assured to ensure fairness, validity and reliability of the school-based assessment. To this end, Umalusi verified the Department of Basic Education (DBE) SBA and PAT components of the November 2022 National Certificate (NSC) examination.

2.2 Scope and Approach

Umalusi moderated SBA in 10 subjects, including two subjects with a practical component, across the nine Provincial Education Departments (PED), from a cross section of 51 schools. The moderation was conducted onsite, at different venues across the nine PED. The moderated sample included schools that offer the NSC qualification within and outside the borders of South Africa as listed in Annexure 2A.

Umalusi used the findings from the 2021 moderation of SBA, PAT and oral assessment reports and the report on the statistical moderation of the DBE candidates SBA marks to sample schools and subjects for the 2022 moderation of the SBA and PAT. Schools which were reported as non-compliant in 2021 were also included in the sample.

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

Table 2A: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
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	
Moderation of teacher file(s)	

2.3 Summary of Findings

This section reports on the findings from the moderation of the 10 subjects sampled for SBA inclusive of two subjects with a practical component for the November 2022 assessment period. The evidence of Practical Assessment Tasks (PAT) was moderated as part of SBA for subjects with a practical component. The findings are reported per criterion of the Umalusi moderation instrument. The report first highlights the level of compliance with each criterion as evidenced by the moderated teacher and learner files. This is followed by an indication of the areas which require improvement stating, where required, the implicated PED. The report also lists the schools implicated in areas of non-compliance. These schools are listed in Annexure 2B of this report.

2.3.1 Part 1: Teacher Files

a) Technical aspects

This aspect of the moderation focuses on verifying the schools' level of compliance with generic technicalities, such as providing teaching and assessment plans, assessment tasks, marking tools, mark sheets and moderation reports. The moderation verifies that the layout of the assessment tasks is aligned to the CAPS standards for instructions, time and mark allocations. The moderation process also ensures that the teaching and assessment plans, marking tools, mark sheets and moderation reports conform to the standards set out in the CAPS.

The moderation for the current year (2022) shows an overall high level of compliance with this aspect in most of the PED with non-compliance detected in a few schools. These schools, variously, did not provide all the required data and documents in the following subjects: Economics (Free State); Mathematical Literacy and Business Studies (Gauteng); Maritime Economics (KwaZulu-Natal); Technical Sciences (Limpopo); Mathematics (Western Cape); and the South African Sign Language Home Language (SASL Home Language) (Eastern Cape).

In KwaZulu-Natal, while compliance was high in many aspects, in one of the five schools moderated, an outdated Physical Sciences teaching plan was used. Another school did not have an analysis grid for Maritime Economics. The general layout of the tasks was of poor quality, with no name of the school on the cover page. The teachers in KwaZulu-Natal need guidance and support in this regard.

In Limpopo most schools presented neat files; however, some schools did not provide the revised PAT for Technical Sciences and one school did not provide the composite mark sheets. Similarly, in Business Studies (Gauteng), all but one school submitted a question paper with substandard layout, with no instructions and mark allocation on the cover page.

The Eastern Cape had the lowest compliance level for SASL Home Language. Several documents were not in the teacher files, which subsequently delayed the moderation process. When the documents were eventually provided in an electronic format, the CAPS document, the latest examination guidelines and the Learner Teacher Support Material (LTSM) resources used were not in the file. Umalusi had to scroll through 300+ electronic files, which were themselves disorganise and therefore not easy to navigate. This incident is a repeat, as it was Umalusi's concern in 2021. The SASL Home Language teacher at this school needs guidance, support and close monitoring.

b) Programme of assessment

The CAPS dictates that schools must have, in their files, the full programme of assessment (POA) and any other policy documents pertaining to their subject. The POA should detail the overall assessment processes and procedures. This includes stating the tasks administered, in line with the CAPS prescription for the subject in question.

Umalusi's findings show that six PED complied, in that they provided POA and detailed, correct assessment tasks as prescribed in the CAPS. However, in four PED, KZN, Limpopo, North-West and the Western Cape, the submitted POA for Maritime Economics (KZN), Mathematical Literacy (Limpopo), Geography (North West, Western Cape) and Mathematics (Western Cape) were in violation of the policy. For example, in KwaZulu-Natal, one school offering Maritime Economics copied past papers and made no innovative adjustments to the papers. In Limpopo, for Mathematical Literacy, the distribution of levels of question difficulty was not in accordance with the CAPS prescription, creating an imbalance which negatively affected the learner performance in this subject.

In Mathematics (Western Cape) one school had replaced an assignment task with a test without providing any explanation or justification for this deviation.

In Geography (North West) three schools did not use the SASAMS mark sheets as expected.

In the Eastern Cape an improvement was noted compared to the last moderation cycle. However, there are still many issues with the standard of the SBA processes of the SASL Home Language. The print quality of the POA was poor. Some information of the tasks for some weeks was not displayed. No dates for planned and actual completion of assessment were indicated in the POA and there was no correlation between the questions in the written and signed assessments.

c) Assessment tasks

This section reports on Umalusi's impression on the extent to which the assessment tasks adequately covered the curriculum content for the designated assessment periods.

Five of the nine PED deviated from the policy. Some schools in Limpopo and the Western Cape replaced an assessment task with a test, contrary to the CAPS prescription. In Limpopo, one school had awarded a zero mark to a learner and provided no justification for the mark, as is required by the policy. In the Eastern Cape, the SASL Home Language was in complete violation of the policy. Live recordings were not provided, task nine contained spoken and written language in what is supposed to be a signing subject, the POA did not indicate dates of assessment completion and the rubrics used were not adjusted for the subject.

d) Technical layout of assessment tasks

In this aspect Umalusi ensures the integrity of tasks based on the way they are presented. Presentation includes cover page layout, instructions and clarity of phrasing, question numbering and the availability and accessibility of information on completing the tasks.

While most of the schools in the Eastern Cape used the correct tasks, some subjects were non-compliant. For example, task nine of the SASL Home Language was incorrectly packaged in that it placed a contextual question under the essay section.

A few schools in the Eastern Cape, KwaZulu-Natal, North-West and the Western Cape presented substandard layouts. For example, the pages were incorrectly numbered or not numbered at all (Eastern Cape). Some tasks in the Physical Sciences of KwaZulu-Natal showed old dates, an indication that the question paper had been recycled from past papers with no innovations. Some SASL Home Language tasks in KwaZulu-Natal were not available for moderation and those that were available, e.g., for task 6, the analysis grid had not been supplied. Some schools in the North-West had opted, for Geography, to design their own tasks and not use the provincial tasks. This unfortunately compromised the quality of the tasks and was also not in line with the requirements of subject. Details, such as mark allocation in this task, were also incorrect. This may have compromised the learners when capturing the SBA marks.

e) Effectiveness of questioning

In determining the effectiveness of questions, Umalusi considers problem solving, critical and reasoning skills coverage, authenticity of questions, phrasing of questions, the distribution of the cognitive demand of each question and the questions' potential to solicit the required/desired responses, among other factors.

While most PED complied in this aspect, schools from the Eastern Cape and KwaZulu-Natal (SASL Home Language) did not provide an analysis grid, which made it difficult to verify this aspect. In the SASL Home Language of KwaZulu-Natal it was found that the translation from English to signing was still of poor quality, showing no improvement from the previous moderation cycle. The PED cited in other sections of this report—the Eastern Cape, Free State and Gauteng—also compromised the effectiveness of the questioning by not staying within the prescribed spread of the levels of difficulty for the SASL Home Language, Economics and Mathematical Literacy, respectively. The quality of the questioning in Gauteng in Mathematics Literacy was highly problematic, showing errors in calculations, in the pitching of levels of difficulty and the scaffolding of the questions. Similar poor quality was observed in one school in KwaZulu-Natal, in Maritime Economics, in that the question papers were predictable.

f) Question types

The type of questions in each assessment task are informed by the purpose of the assessment. If, for example, the purpose is to assess critical thinking, the questions must serve that purpose. Therefore, for this aspect Umalusi verifies that questions in each task test the intended skills and knowledge.

Seven out of the nine PED were compliant in this aspect. Non-compliance was detected in the Eastern Cape and the Free State. In the Eastern Cape the question types in the SASL Home Language were not to the required standard. There was no mark allocation on the written tasks, the marks in the signed tasks' questions did not match the marking guideline, the teacher signed in double negatives, which confused the intended meaning, the grammatical formulation of questions was incorrect and so was the signing. The teacher could not use neutral signing, which compromised the validity of the questions. Overall, the signing was not Grade 12 Home Language appropriate. In the Free State, three schools did not provide analysis grids, which made it difficult to ascertain whether questions were appropriately pitched.

g) Source/stimulus material

This aspect of the moderation aims to check if the materials used in the tasks are user friendly, relevant to the subject matter and of accessible language for the Grade 12 learner.

Most PED, seven of the nine, were fully compliant with this aspect. Non-compliance was noted in the Northern Cape. For example, the texts used in Business Studies (Northern Cape) were copied directly from the textbook, which compromised the authenticity and predictability of the materials.

h) Marking tools

The marking guideline is a crucial document for ensuring fairness in marking. Umalusi's task is to check whether each task has a marking guideline, and that the marking guideline will effectively facilitate fair marking.

Umalusi found that there were several anomalies in the way some schools formulated marking guidelines. For example, in KwaZulu-Natal some sections of the marking guidelines for Physical Sciences were blank, an indication, for this subject, that a crucial step, i.e., the pre-experiment, had not been done, hence the gap. In the Western Cape the Mathematics marking guidelines were poorly laid out and had errors of mismatch between responses and question paper. Similarly, in one school in Business Studies (Gauteng) the marking guidelines were missing basic details such as ticks and mark allocation.

i) Moderation of teacher file(s)

Moderation must take place at all levels, from the school to cluster or district, to provincial and national, before files are submitted to Umalusi for external moderation. Evidence of moderation can be provided using reports and evidence from learners' scripts.

Moderation remains a challenge for many of the PED in most of the moderated subjects, ranging from no moderation (Free State, Northern Cape and North-West) to inconsistent moderation, where other levels did not moderate at all (the Northern Cape). In instances where moderation took place, it was of an inferior quality (Northern Cape, KwaZulu-Natal and North-West).

2.3.2 Part 2: Learner Evidence

a) Learner performance

This section reports on findings regarding learner performance in each of the assessment tasks. Learner performance varied depending on topic, question level of difficulty and the task or paper. In several PED—Free State, Gauteng, Limpopo, Mpumalanga, Northern Cape and North-West—performance was poor in higher order questions and in specific topics, such as graph reading in Technical Sciences (Limpopo). Furthermore, in two PED, the Eastern Cape and Gauteng (Mathematical Literacy), there was a clear link between learner performance and question level of difficulty. For example, in Mathematical Literacy (Gauteng) the distribution of question levels of difficulty was not aligned with CAPS requirements, in that it had too many high-level questions, making the assessment difficult. This clearly negatively affected learner performance, as close to 70% of the learners could not achieve 50% and 22% failed the SBA.

Learner performance also varied from one subject to another and one province to the next. For example, learners in Business Studies in Gauteng, Technical Sciences in Limpopo and of all subjects in the Western Cape performed well overall. In the SASL Home Language of the Eastern Cape, Umalusi was not satisfied with the teachers' failure to adhere fully to the assessment guideline. On the contrary, learners performed very well. This was an indication of inconsistencies noted with the competencies of the SASL Home Language teacher; and very good learner performance achieved.

b) Quality of marking

This aspect reports on findings on the quality of marking. It includes adherence to the marking guidelines and providing feedback. This aspect is also intricately linked to moderation of the marking, discussed below. It has been found that most PED have challenges with marking; the quality is poor. In four of the nine PED (Eastern Cape, Limpopo, Western Cape, KwaZulu-Natal and Free State) there was no evidence of teachers' feedback to learners, thus compromising the potential of learners to develop. In some PED, such as the Free State, KwaZulu-Natal, Limpopo, Mpumalanga and Northern Cape, markers did not apply the rubrics correctly, as in many cases wrong answers were credited. Another finding was that instead of giving feedback, some teachers finished off learners' responses, to correct them. Consequently, the internal moderator could not identify the original response. This was bad professional practice, noted in the marking of Physical Sciences (KwaZulu-Natal).

c) Moderation of learner files

Moderation of learners' evidence of performance must take place at school level, cluster/district, provincial and national levels. Umalusi moderates the marking to verify if the moderators have conducted the moderation with integrity. In addition, Umalusi verifies that learners have received constructive feedback and that improvement plans are is in place for learners who require them. As is the case with the moderation of the assessment tasks and the preliminary examination question papers, the quality of the moderation of marking was of concern. In the following PED-Eastern Cape, Free State, Gauteng and the Northern Cape-the moderators could not identify errors and anomalies in the teachers' marking, with moderators in some schools in KwaZulu-Natal, Free State, Gauteng and Limpopo endorsing the teachers' incorrect marking of responses.

2.4 Areas of Improvement

The technical aspects of the SBA have improved, as most subjects and, in some cases, the moderated schools in a whole province, submitted well organised files that contained the correct documentation. The following areas of improvement were also noted:

a. The Free State, Gauteng, KwaZulu-Natal, Mpumalanga, Northern Cape and Western Cape PED provided assessment tasks that were compatible with the prescribed CAPS programme of assessment in the verified subjects, an indication that learners had been well prepared for the format of exit examinations; and
b. Another improvement to note was in the presentation of marks and mark sheets of learner performance scores. Very few subjects had not provided this information.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

a. Non-adherence to CAPS and other policy requirements in SASL Home Language (Eastern Cape) and Technical Sciences (Limpopo);
b. Failure to provide analysis grids for the assessment of Geography common tasks (North-West) and the common tasks for Mathematical Literacy (Gauteng and Western Cape). This was of great concern, given that these are common tasks;
c. Poor quality of internal moderation and, in some instances, no moderation at all. This practice is pervasive in most of the PED [Eastern Cape (SASL Home Language), Free State (Economics), Gauteng (Business Studies), Northern Cape (Business Studies). Mpumalanga (Geography) and Western Cape (Marine Sciences);
d. Poor quality of marking and application of the marking guidelines in Economics (Free State), Technical Sciences (Limpopo), Physical Sciences (KwaZulu-Natal), as well as in Business Studies (Gauteng);
e. Lack of constructive feedback and developmental plans for learners. This has become a serious compliance issue as it seems to recur. This area of non-compliance was also observed in 2021. Non-compliance has been noted in some schools offering Economics (Free State), Technical Sciences (Limpopo), Mathematics (Western Cape) and Maritime Economics (KwaZulu-Natal);
f. Poor question setting and ability to measure levels of question difficulty, in Mathematical Literacy (Gauteng), and Geography (North-West); and
g. Lack of pre- and post-moderation reports as required by the assessment procedures [SASL Home Language (Eastern Cape), Economics (Free State) and Geography (North-West)].

2.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. The PED capacitate and support the teachers teaching SASL Home Language (Eastern Cape) in subject policy prescripts;
b. The PED continue to upskill the teachers in question setting and ability to measure levels of question difficulty in Mathematical Literacy (Gauteng);
c. The PED strengthen internal moderation processes and upskill teachers on moderation practices to improve the implementation of the SBA process, such as in Geography (Mpumalanga) and the Marine Sciences (Western Cape); and
d. The PED capacitate teachers on assessment task presentation (technical layout of assessment tasks).

2.7 Conclusion

Based on the 2022 sample, Umalusi has noted an improvement in the implementation of the SBA. There is an increasing number of schools and PED that are presenting decent teacher and learner files, conforming to the CAPS prescriptions for assessment tasks and preliminary examination papers, and adhering to curriculum policies and assessment guidelines. While this is an encouraging improvement, there are still many concerns Umalusi has with how some teachers/schools/PED conduct the SBA. Some of these concerns are not new as they have been brought to the attention of the PED in the past. In 2019 and 2021, PED submitted assessment tasks which were not CAPS compliant for moderation. As a result, the DBE was directed to capacitate teachers in item development to improve the quality of assessment tasks and to adhere to CAPS prescripts for SBA and oral assessment.

One recurring concern is the inferior quality of internal moderation. The second is the lack of feedback to both learners by their teachers and feedback from moderators to teachers. The other is the apparent lack of skill in designing and pitching questions at the correct cognitive level. The findings have shown that several teachers still struggle to meet the CAPS requirements in this regard. Most concerning this year (2022), however, is that this defective alignment of cognitive levels was detected in common tasks prepared at district and provincial levels.

The delivery of the curriculum and moderation of the SASL Home Language requires the DBE's urgent and undivided attention.

CHAPTER 3:

MONITORING OF THE STATE OF READINESS TO CONDUCT EXAMINATIONS

CHAPTER 3: MONITORING OF THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

In line with its mandatory obligation Umalusi monitors the extent to which the assessment bodies prepare for the conduct, administration and management of national examinations at exit-point, as part of its broad quality assurance function. The Council has set out stringent minimum standards as a measure of determining and identifying potential risks that are likely to compromise the credibility of the examinations.

The main objectives of the audit were to:

a. Evaluate the level of readiness of the Department of Basic Education (DBE) and provincial education departments (PED) 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 DBE had systems in place to ensure the integrity of the November 2022 NSC examination;
d. Provide feedback on the DBE state of readiness to conduct the November 2022 NSC examination; and
e. Acknowledge areas of good practice employed by the DBE and PED in preparation for the management of the national examination.

The findings outlined in this chapter account for the state of readiness of the DBE. The chapter also provides for directives for compliance and improvement for the assessment body to act on, where necessary. The DBE is expected to provide an improvement plan to address the findings and act on the improvement plan.

3.2 Scope and Approach

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

The following process was followed:

a. The DBE conducted a self-evaluation and submitted this report to Umalusi to evaluate and from which to develop a risk profile; and
b. Umalusi analysed the submitted documents to evaluate the DBE evidence.

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

3.3 Summary of Findings

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

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

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

Based on the audit conducted by the DBE, the findings indicated a shortage of staff at various levels of the directorates entrusted with the responsibility of managing the examination. The directive issued by Umalusi in 2021, which required that the DBE find a long-term solution to resolve staff shortages in the national and provincial examination directorates, was not addressed. Instead, the DBE/PED had once more put temporary contingency plans in place to allow for the delivery of the November 2022 NSC examination. It was noted, from the evidence presented by the DBE, that there were 269 unfilled vacancies at PED level and 297 vacancies at district level. The numbers account for the different operational areas within the national assessment and examination directorates.

As per the presented findings, Umalusi was concerned that there was no significant improvement towards addressing the staff shortage by the DBE/PED.

b) Registration of candidates and centres

i. Candidate registration

The PED completed the registration process of candidates in line with the national management plans. The subject entries were uploaded to the national mainframe system. The candidates who registered with endorsements and those with immigrant status were successfully registered for the November 2022 NSC examination.

The DBE was not able to submit the required information to show the type of examination concessions and accommodations that the system had granted for the 2022 cohort.

Table 3A provides the national candidate registration data, as provided by the DBE.

Table 3A: The national size and magnitude of the November 2022 NSC examination

Description	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Full-time	2022	99 564	37 943	139 473	174 854	111 539	71 671	13 968	44 605	62 364	755 981
	2021	96 944	36 399	132 888	178 151	106 573	69 272	13 465	42 147	59 838	735 677
Part-time	2022	18 632	7 546	55 615	23 698	34 008	10 066	2 228	4 203	11 483	167 479
	2021	17 976	7 621	42 444	25 141	35 572	10 505	3 419	5 316	14 115	162 109
Total per PED (FT and PT)	2022	118 196	45 471	195 007	198 552	145 547	81 737	16 190	48 808	73 812	923 460
	2021	114 920	44 020	175 332	203 292	142 145	79 777	16 884	47 463	73 953	897 786

(Data provided by DBE as at 28 September 2022)

ii. Registration of examination centres

The DBE established 6 885 full-time and part-time examination centres for the administration of the November NSC examination. One examination centre was established in Eswatini. This examination centre was registered under the KwaZulu-Natal PED. Table 3B provides the national outlook on the number of established examination centres.

Table 3B: Number of registered examination centres per province

Province	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Public schools	874	320	676	1 697	1 269	524	138	422	387	6 307
Designated centres	49	19	257	71	46	36	7	21	72	578
Total	923	339	933	1 768	1 315	560	145	443	459	**6 885**

(Data provided by DBE as at 28 September 2022)

All examination centres across the nine PED were audited for their readiness to administer the examination and the DBE was able to validate the reported findings. Umalusi was satisfied with the DBE report, which provided the state of the examination centres, nationally. However, on analysis of the registered independent centres, Umalusi found that not all private examination centres were registered in accordance with the regulation prescripts and other related policies and directives. The DBE/PED partially complied with the directives for compliance and improvement which were issued in 2021. It was found that some PED failed to submit applications for concessions as required. After following up with the seven PED which did not comply, five PED subsequently complied, but the Free State and Gauteng PED still did not comply with the request to provide reasons why the results of the implicated centres should be released or submit an application for concession for certification of learners writing at the implicated centres. The DBE was required to ensure that PED apply for and be granted concessions by Umalusi for certification of learners writing at centres other than accredited independent schools.

Of concern remained the "rewrite centres", which bypass the accreditation process and operate as examination centres. This practice was reported in the Gauteng PED.

Ongoing loadshedding was identified as a challenge for examination centres that offered subjects with a practical component and computer-dependent subjects. However, a contingency plan was in place where an approach to keep the candidates under supervision within a defined timeframe (i.e. quarantine) while the invigilators await to be guided to commence with the examination after the situation is resolved, would be imposed.

The findings of the audit on examination centres are contained in chapter 5 of this report.

iii. Marking centres

A total of 191 marking centres were to be used for the marking of the November 2022 NSC examination, compared to 193 centres used for the November 2021 examination. All marking centres were audited and would be closely monitored during the November examination cycle to determine the level of compliance with the issued examination instructions.

The DBE issued two examination instructions (Examination Instruction No. 15 of 2022 and Examination Instruction No. 25 of 2022) on the management and administration of examinations and protocol for security, health and safety requirements for marking that took place in June 2022. The same examination instructions were applicable for the November 2022 examination. Based on verification of compliance with these instructions, Umalusi was satisfied with the measures put in place by the DBE.

The DBE is commended for addressing the directives issued by Umalusi in 2021, in a timely manner, on the roles and responsibilities of centre managers; and ensuring that marking guidelines reach the marking centres timeously to allow for a swift start to the training of markers. This improvement was observed during the marking of the June 2022 NSC/Senior Certificate (amended) (SC(a)) examination.

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

The management plans and systems for the quality assurance of SBA, PAT and oral assessment were made available to Umalusi as Examination Instruction No. 06 of 2022, which included a guideline document on the management of SBA and the guidelines on the quality assurance of SBA. Umalusi was satisfied with the approach the DBE adopted to prioritise struggling schools in its moderation of SBA. This related to schools implicated in areas of non-compliance and where the DBE had embarked on close monitoring to counter a recurrence of the previous year's non-compliance issues, as identified and reported by Umalusi.

The moderation of SBA, PAT and oral assessment by Umalusi is reported in chapter 2.

d) Printing, packaging and distribution

i. Printing

The 2022 NSC question papers underwent external moderation and were approved before going for print. A national management plan was developed for printing the examination materials and the collection of print-ready question paper consignments was detailed in the plan. There was a clear protocol and security measures in place for when consignments of question papers were collected from the DBE for printing by the PED. All question papers were protected using a unique configuration determined by the DBE.

All nine PED were audited by the DBE on their readiness to print the examination materials and Umalusi was able to verify the readiness of the Government Printing Works (GPW). The Northern Cape PED managed to procure its own printing precinct and printed question papers in-house for the first time in 2022 after printing with the GPW for the past three years. Umalusi was satisfied with all the measures and controls in place to strengthen the printing precincts, nationally.

The DBE is commended for the enforcement of service level agreements (SLA) between PED and contracted printers. Umalusi noted the efforts of the DBE to strengthen security during printing of the question papers, as well as the ongoing monitoring conducted.

ii. Packaging

The PED had systems in place in line with the DBE security measures for packaging examination material. A copy of the document spelling out the security measures was verified and Umalusi was satisfied with the minimum standards set out for the security of question papers during the packaging phase. The DBE also developed a standards procedure for safekeeping examination materials and their storage. The audit outcomes report on the status of the storage points was submitted to Umalusi for verification. Based on the audit report of the storage points, Umalusi was concerned with non-compliance at a number of storage points that could not meet the minimum security threshold set out as a major criterion by the DBE.

The norm time for the storage of printed question papers was to be clearly regulated and monitored by the DBE. Guidelines on the management of storage points were clearly outlined, including the roles and responsibilities of the storage point managers. Umalusi verified the guideline and found it appropriate to standardise the management of storage points.

iii. Distribution

The consolidated management plan for the printing of the question papers encompassed the distribution of question paper plans, which was verified by Umalusi. From observation and reports on the monitoring of the June 2022 NSC/SC(a) examinations, the PED had systems in place for the distribution of question papers and all consignments were delivered safely at the identified storage points. The PED were able to apply mitigating strategies to counter risks at the time of the distributions. This gave Umalusi some confidence that the PED would be able to manage the distribution of question papers for the November 2022 examination. The report on the distribution of the 2022 examination material is reported on in the monitoring of the writing of examinations chapter in this report.

The PED established storage points for the printed question papers and an audit report on the storage points was presented to Umalusi. Umalusi noted partial compliance, or non-compliance, with the criteria for the storage points or nodal points. The non-compliance statistics against the audited facilities is provided in Table 3C.

Table 3C: Storage points audit statistics

Storage points					Nodal points				
Total storage points	Audited	Complied fully as pre-major criteria	Complied partially	Non-compliance	Total nodal points	Audited	Complied fully as pre-major criteria	Complied partially	Non-compliance
656	174	28	74	72	39	30	0	19	11

(Data provided by DBE as at 28 September 2022)

The 2021 directive issued to the DBE, which required that the DBE ensure that all storage points be adequately secured to ensure the safekeeping of examination material, was not fully complied with, as illustrated in Table 3C. Though notable effort was made by the DBE in its annual audit of the storage points, Umalusi noted that no significant improvement was made in meeting the criteria of the storage and nodal points by all the PED. Based on the national audit report outlook of the storage points, as indicated in Table 3C, Umalusi is concerned with non-compliance reported, owing to the number of storage points that could not meet the minimum security threshold set out in major criteria prescribed by the DBE.

The DBE is commended for efforts made by documenting the minimum security measures for storage of examination materials, as these will assist in standardising the procedures.

e) Monitoring of examinations

One of the key quality assurance processes for the writing of examinations is the monitoring of the writing process. Monitoring of examinations has distinct phases, from invigilation of the writing session to the monitoring conducted by the assessment body.

The DBE and PED developed strategies for the training of the chief invigilators and invigilators. The training took place between September and October 2022, prior to the commencement of the examination. Plans to monitor the training of invigilators were finalised and were to be implemented as per the dates on the management plans of the PED. The districts planned to use training materials prepared for the training conducted in 2021. Based on the 2021 evaluation conducted, Umalusi found the 2021 training materials appropriate and still relevant for use in 2022.

The DBE and PED developed monitoring strategies and monitoring plans, which included lists of deployed monitoring teams and subjects to be monitored. Umalusi was satisfied with the assessment body monitoring that took place during the June 2022 NSC/SC(a) examinations.

The November 2022 monitoring is reported in the monitoring chapter of this report.

The DBE advertised for the appointment of monitors and Umalusi found the criteria suitable for meeting the standard for appointment. The number of monitors to be appointed has been determined and varied, according to the size of the PED in relation to the size of the districts.

In line with the policy of a risk-free examination, the PED profiled all the examination centres accordingly and monitors are to be deployed according to the profile of the centres. All examination centres profiled as high risk are to be prioritised during monitoring, in line with the three-tier approach; and the administration of such examination centres will be taken over by the PED. One potential challenge identified by the DBE that might affect the monitoring process is a shortage of vehicles at the PED level in North West.

Umalusi noted the DBE/PED effort to conduct risk assessment of the examination and assessment systems and to put in place mitigating strategies for the identified risks. The pre-determined 70% coverage, as required by the DBE, is a strategy to ensure that a representative number of examination centres for every session is achieved. Umalusi would closely monitor the level of compliance with the implementation of the pre-determined monitoring coverage target set by the DBE.

f) Marker audit and appointments

The marker selection and appointments were being finalised across the PED and Umalusi conducted the audit of appointed markers in all the PED to verify that all appointed markers met the requirements, as outlined in the personnel administrative measures (PAM) document.

Umalusi established that the PED had sound management plans for the recruitment and appointment of markers. However, marker shortages were reported in KwaZulu-Natal in two subjects and Mpumalanga in one subject.

Umalusi was satisfied with the effort made by the DBE to address the directives issued in 2021on the appointment of marking personnel. In addition, the availability of Occupation Health and Safety certificates, as observed in the conduct, administration and management of the June 2022 examinations, affirmed the DBE effort to improve according to the issued directive.

g) Systems for capturing of examination and assessment marks

All nine PED developed mark capturing management plans and systems for the effective capturing of marks were in place. Umalusi was able to audit the marks capturing centres established by the PED for the capturing of examination marks prior to the June 2022 examination and found the centres fully resourced and fit for purpose. The PED management plans for capturing also detailed the approaches of appointing and training capturers. The PED completed the appointment of capturers and the number of appointees was determined and informed by the number of question papers printed and candidate entries per subject.

All PED will use a system of double capturing marks to mitigate and check any mistakes that may occur during capturing. Any alterations on mark sheets must be authenticated, through signature of the responsible personnel. Testing of systems through the use of dry run was completed.

h) Management of examination irregularities

The DBE developed an examination irregularities awareness strategy to combat irregularities. All PED implemented the strategy, including pledge signing ceremonies. The DBE developed a detailed standard operating procedure for the management and handling of irregularities in 2021, which was revised in 2022. This included submission of daily monitoring reports to Umalusi for the duration of the examination.

The DBE identified the non-functionality of District Assessment Irregularities Committees (DAIC) and the School Assessment Irregularities Committees (SAIC) as a possible risk in dealing with internal assessment/SBA irregularities at the point of origin. This was despite the Provincial Examination Irregularities Committee (PEIC) and the National Examination Irregularities Committee (NEIC) being operational.

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

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

The prevailing shortage of staff across the examination and assessment directorates in all the PED is a challenge with potential risk to the management and administration of a credible examination.

b) Candidate registration

Non-submission by the DBE of information which provides a national outlook on the number of examination concessions/accommodations, and their types, granted to qualifying candidates across the nine PED is of concern.

c) Printing, packaging, storage and distribution

Storage points which could not meet the mandatory major criteria to be met by storage points are a potential risk to the safety of the examination material.

d) Management of examination irregularities

Non-functionality of SAIC and DAIC to address internal assessment-related irregularities at school and district level may lead to poor management of alleged irregularities at those levels.

3.4 Areas of Good Practice

Umalusi noted that progress was made in addressing previously issued directives for compliance and improvement.

3.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. The persisting staff shortage at provincial and district level over the years has not been addressed effectively;
b. High number of storage points which could not meet the minimum security threshold set out in major criteria prescribed by the DBE;
c. Non-functionality of SAIC and DAIC; and
d. Lack of submission by the DBE of evidence required to show national outlook on the type of examination concessions and accommodations processed and granted to the November 2022 NSC cohort.
e. PED failed to submit concession application for unaccredited centres as required

3.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. A long-term solution to address the staff shortage is implemented;
b. Major criteria as determined for storage and nodal points, is adhered to;
c. Systems are in place to promote, support, and monitor the effective functionality of the SAICs and DAICs, and to ensure that these structures execute their regulatory responsibility as required:
d. A national strategy to advocate examination concessions/accommodations is in place and reports on granted examination concessions/
accommodations are submitted as required: and
e. Concessions requirements across unaccredited centres are upheld.

3.7 Conclusion

The findings affirm that the DBE was able to meet the set minimum standards used to gauge its state of readiness to conduct, administer and manage the November 2022 NSC examination. Umalusi is satisfied with the evidence submitted and enabled a fair verification process to be conducted. However, Umalusi identified risks as highlighted in the report. These were brought to the attention of the assessment body as potential risks that ought to be addressed prior to the start of the writing of the November 2022 examination.

In addition, the DBE is required to provide implementable strategies to address the directives for compliance and improvement, based on the identified areas of non-compliance presented under 3.5 of this report.

CHAPTER 4:

AUDIT OF APPOINTED MARKERS

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi audits the appointed markers' credentials to ensure that the assessment bodies' internal controls, processes, guidelines and policies for appointing markers for the National Senior Certificate (NSC) examination are adequate, effective and in compliance with personnel administrative measures (PAM). To this end, Umalusi deployed moderators and verifiers across the nine provincial education departments (PED) to verify if sufficient marking personnel, with requisite experience and qualifications as outlined in the PAM and PED criteria/requirements for appointment of markers, had been appointed.

This chapter reports on the selection and appointment of markers for the November 2022 NSC examination of the Department of Basic Education (DBE).

4.2 Scope and Approach

Umalusi conducted an audit of appointed markers in the nine PED on a sample of ten subjects per PED, as listed in Annexure 4A. The audit of appointed marking personnel was conducted off-site through a desktop verification of evidence the PED submitted to Umalusi on the selection and appointment of markers across all levels. The processes and procedures employed by each PED to select and appoint markers were scrutinised against the PAM requirements.

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

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

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

4.3 Summary of Findings

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

4.3.1 Compliance to Notional Marking Time

All PED verified the number of marking personnel to be appointed at all levels by comparing the number of candidates enrolled for a subject to the notional marking time per script. During the audit of appointed markers for the November 2022 NSC examination, Umalusi used the DBE-approved norm times for the marking of the November 2022 NSC examination to determine if the required number of marking personnel was appointed for each question paper in all the subjects.

a) Markers

The number of markers appointed per subject per question paper was sufficient in subjects where no shortages were identified across the PED, except in the following instances:

During the time of the audit, Umalusi noted that in KwaZulu-Natal there was a shortage of six markers in English Home Language Paper 2 and a shortage of seven markers in Paper 3. In Technical Sciences Paper 1 and Visual Arts Paper 1 and Paper 2 the KwaZulu-Natal PED appointed more than 20% of novice markers, owing to a shortage of applications from experienced markers. This was against the PAM, which state that only 15% novice markers are to be appointed. However, the PED indicated that they would intensify the training of novice markers so that the quality of marking would not be compromised and the marking speed not delayed. There was also a shortage of markers for Afrikaans Home Language Paper 1 and Paper 3. Although the PED did not indicate the number of shortages in this instance, they planned to embark on a headhunting process for experienced markers. The Kwazulu-Natal PED had enough time for headhunting since they had conducted their selection and appointment of marking personnel in June 2022.

Owing to the low number of candidates enrolled, the marking of Religion Studies in the Free State was to be outsourced to another PED. Umalusi identified a marker shortage in History (Paper 1 and Paper 2) in the Western Cape. The Western Cape PED had plans in place to extend the marking period from ten marking days to 12 to offset the shortage.

b) Senior markers

The number of senior markers required is dependent on the number of markers appointed. The PED needed to adhere to the ratio of 1:5 (senior marker to markers) across question papers. The audited subjects across PED complied with the criterion, except in the following instances:

The Free State PED appointed nine senior markers for 57 markers in Tourism, a ratio of 1:9. This was also the case with Business Studies Paper 2 in the Northern Cape, whose ratio was also 1:9. This did not comply with the PAM stipulation of one senior marker to five markers i.e., a ratio of 1:5. The two PED did not have a motivation from the Director-General and/or Head of Department (HoD) for exceeding the stipulated ratio. At the time of the audit there were no plans in place by the PED to ensure compliance with the stipulated ratio or to address the shortage of senior markers.

c) Deputy chief markers

The PED complied fully with the ratio 1:5 of deputy chief markers to senior markers to a greater extent; however, the following instances were exceptions:

In KwaZulu-Natal, the ratio of deputy chief markers to senior markers outlined in the selection criteria was 1:7 for Life Sciences Paper 1 and Paper 2. The selection panel informed the PED of the need to address this shortage; however, no additional deputy chief markers had been appointed at the time of the audit. In IsiZulu Home Language Paper 2, there was a shortage of two deputy chief markers. The PED had plans in place to address the shortage, i.e., to recruit or appoint from the experienced senior markers and to draw their replacements from the reserve list.

In the Free State, one deputy chief marker was appointed for nine senior markers for Tourism. The PED indicated its plans to address the shortage and ensure that the marking would not be compromised. The PED would, further, headhunt for suitably qualified senior markers.

d) Chief markers and internal moderators

The PAM requirements make it mandatory that a chief marker and an internal moderator be appointed per question paper for all subjects/question papers. All PED complied fully with this requirement and ensured that the chief markers and internal moderators were appointed for all subjects and question papers.

4.3.2 Qualifications and Subject Specialisation

As per the PAM, the minimum qualification for appointment as a marker is a recognised three-year post-school qualification, which must include the subject concerned at second- or third-year level, or any other appropriate post-Grade 12 qualification.

a) Markers

Umalusi noted an improvement by the PED in the appointment of markers with relevant subject qualifications and subject specialisations. There was full compliance by the PED with the minimum recognised three-year post-school qualification, which was to include the subject appointed for at second- or third-year level, for appointment of markers. In KwaZulu-Natal, in Technical Sciences, even though most of the appointed markers did not meet the criteria of subject specialisation because the subject is considered new, all applicants possessed other appropriate and relevant post-school qualifications as per the PAM requirements.

b) Senior markers

There was compliance across the PED in the appointment of senior markers. The appointed senior markers for the audited subjects were qualified with relevant subject specialisations.

c) Deputy chief markers

The audited PED complied fully with the qualification requirements as set out in the PAM for the appointment of deputy chief markers. They were qualified with relevant subject specialisations.

d) Chief markers and internal moderators

The regulations pertaining to the conduct, administration and management of the NSC examinations indicate that chief markers and internal moderators should be appointed on a contractual basis for a period of four years. There was no indication of replacements of chief markers and internal moderators in any of the subjects audited.

4.3.3 Teaching Experience

The PAM require applicants to have at least three years' experience as an educator in the particular subject and at least two years' teaching experience at Grade 12 level in the last five years in the particular subject to be considered for appointment at different levels. In the case of subject advisors, consideration is given to subject advisors supporting the relevant band for at least three years. The experience to be considered could include teaching and/or support provided in the relevant band. In addition to the above criteria, preference should be given to serving school-based educators. In exceptional circumstances where the required number of markers for a subject cannot be achieved, the criteria for appointment as outlined in the PAM may be relaxed by the HoD, provided it does not compromise the quality of marking. The final decision on the appointment of markers rests with the Director-General of the DBE for national examinations and the HoD for provincial examinations.

a) Markers

The appointed markers in the audited subjects met the set requirements of three years' experience as educators in the subjects they applied for and at least two years' teaching experience in the last five years at Grade 12 level. Exceptions to the PAM were noted in the Eastern Cape, which, as from 2020, increased the teaching experience in the last five years to three years, instead of two years, at any level. This was done to enhance their marking process.

In KwaZulu-Natal, for the marking of IsiZulu Home Language Paper 1, Paper 2 and Paper 3, a concession was made to appoint Grade 11 teachers owing to a shortage of markers. The provincial selection panel recommended candidates from the rejected list, including those who did not have the required minimum years of teaching experience. There was, however, no indication if the concession was approved by the Director-General.

In Accounting Paper 1 in North West, one marker who did not have the requisite teaching experience was appointed without the prior approval of the Director-General or HoD. This was not in alignment with the PAM, which provides for the relaxation of the PAM only after approval by the Director-General or HoD.

b) Senior markers

The appointed senior markers in the audited subjects complied with the requirements of three years' experience as educators in the subjects they applied for and at least two years' teaching experience within the last five years at Grade 12 level.

c) Deputy chief markers

As with the appointment of senior markers, the applicants for the position of deputy chief marker must have a minimum experience of five years' teaching in the Further Education and Training (FET) band and two years' teaching experience obtained during the last five years in the subject applied for, to be considered for appointment. The teaching experience of the appointed deputy chief markers for the audited subjects in the PED met the stipulated requirements.

d) Chief markers and internal moderators

As was indicated above, the chief markers and internal moderators are appointed for a period of four years. From the 2019 audit, there was full compliance with this criterion. The appointed chief markers and internal moderators complied with the set requirements.

4.3.4 Marking Experience

In selecting and appointing persons to the various examination-related positions, the PAM emphasise that cognisance be taken of the general need to build capacity among serving educators to ensure that there is a fair spread and representation among districts, race and gender. Fifteen percent of the markers at all levels must be novice markers. In cases where a PED cannot achieve the 15% requirement, this must be approved by the HoD based on a detailed motivation.

The PED considered the appointment of novice markers in the audited subjects, at varying percentages ranging from 10% to 20%. In some instances, the trend was not in line with the PAM requirements. For example, in Technical Sciences Paper 1 and Visual Arts Paper 1 and Paper 2 in KwaZulu-Natal, the appointed novice markers were at 20%, a result of a shortage of applications from experienced markers.

a) Markers

The PED made noticeable efforts to appoint novice markers for the marking of the audited subjects. This varied among subjects.

b) Senior markers

The appointed senior markers for the audited subjects met the requirements for appointing novice markers. The Western Cape PED enhanced the requirements for senior markers by stipulating a marking experience requirement of a minimum of three years for their appointment. Due to the low number of applicants with the required marking experience for Agricultural Sciences Paper 1, the Limpopo PED relaxed its criteria of five years marking experience for the appointment of senior markers. The three appointed senior markers for Agricultural Sciences Paper 1 had one to two years marking experience.

c) Deputy chief markers

The marking experience of deputy chief markers for the audited subjects met the stipulated requirements. No deviations were noted.

d) Chief markers and internal moderators

The chief markers were appointed in 2019 and they all met the requirements for their appointment. To date no new chief markers and internal moderators had been appointed.

4.3.5 Enhancements made by PED (outside the PAM)

While all PED followed the PAM requirements in the recruitment, selection and appointment of marking personnel, several PED introduced additional requirements to enhance the processes. For example, the Gauteng PED considered applicants' learners' 2021 pass rates in the subject applied for at Grade 12 as a selection criterion for the teachers. This considered learners' overall pass rates with a minimum of 50% for markers, a minimum of 70% for senior markers and a minimum of 80% for deputy chief markers. This was also the case with FET facilitators or subject advisors. The PED indicated consideration of the district's pass rate, although it did not indicate the percentage. This enhancement was clearly communicated to the selection panels and was adhered to during the selection process.

In the Western Cape, the PED indicated that the appointed marking personnel would write competency tests in the following subjects: Accounting, Business Studies, Consumer Studies, Economics, English Home Language, Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. Only applicants who obtained 60% and above in the competency test were to be considered for appointment. The Western Cape PED also included marking experience as a requirement, with a minimum of three years for the appointment of senior markers.

The Eastern Cape PED increased the teaching experience requirement in the subject from two years teaching at Grade 12 level to three years within the last five years at the appropriate level.

4.4 Areas of Improvement

Umalusi noted the following improvements:

a. The selection and appointment of marking personnel with the required subject qualification and subject specialisation, as well as the required teaching experience at Grade 12 level across PED.
b. The submission of documents for auditing purposes (Mpumalanga and Limpopo) as per Umalusi requirements. This was in comparison with the areas of non-compliance regarding lack of information regarding markers appointed to mark non language subjects in Afrikaans as indicated in 2021, qualifications and subject specialisation information captured as other, without details and Non indication of the level of subject specialisation (Limpopo and Mpumalanga).
c. The implementation of enhancements, as adopted in 2021, were being carried forward by the PED, to strengthen their marking process.

4.5 Areas of Non-Compliance

There were no major areas of non-compliance observed during the 2022 audit of appointed markers, except for the following:

a. Non-adherence to the ratio of 1:5 of senior marker to markers and deputy chief markers to senior markers. Non-compliance was observed in Tourism (Free State) and Business Studies Paper 2 (Northern Cape) where one senior marker was appointed for every nine appointed markers, and in Life Sciences Paper 1 and Paper 2 (KwaZulu-Natal), where one deputy chief marker was appointed per seven senior markers;
b. Authorisation that was not sought/obtained from the Director-General DBE and/or HoD of the PED to:
    i. Exceed the stipulated ratio of 1:5 of senior marker to markers and deputy chief markers to senior markers (Free State, Northern Cape and KwaZulu-Natal);
    ii. Appoint Grade 11 teachers owing to marker shortages to mark the IsiZulu Home Language Paper 1, Paper 2 and Paper 3, (KwaZulu-Natal); and
    iii. Appoint a marker without the requisite teaching experience to mark Accounting Paper 1(North West).

4.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. The PED adhere to the stipulated ratio of 1:5 senior marker to markers and deputy chief marker to senior markers.
b. The PED obtain authorisation from the Director-General and/or HoD for concessions.

4.7 Conclusion

There was substantial improvement in the PED regarding compliance with the requirements as stipulated in the PAM for the selection and appointment of markers across all levels. The strengthening of the PAM requirements for the selection and appointment of markers assisted the PED to recruit better qualified and experienced markers across all levels. The initiative is therefore encouraged. Umalusi also appreciates the efforts the PED exerted in adhering to Umalusi's requirement to submit the audit material electronically.

CHAPTER 5:

MONITORING THE WRITING OF EXAMINATIONS

CHAPTER 5: MONITORING THE WRITING OF EXAMINATIONS

5.1 Introduction

In line with its quality assurance of assessment role, Umalusi oversees the monitoring of the conduct, administration and management of the national examinations, to assess the compliance of the assessment bodies to the regulations that govern the National Senior Certificate (NSC) examination; and to determine whether the examination was delivered credibly or not.

The Department of Basic Education (DBE) is responsible for the conduct, administration and management of the NSC examination, written across the nine provincial education departments (PED). The 2022 examination was conducted from 25 October 2022 to 06 December 2022.

This chapter summarises the findings of the monitoring, outlines areas of good practice and areas of non-compliance and provides directives for future compliance and improvement. The DBE is expected to present an improvement plan to Umalusi on the directives issued.

5.2 Scope and Approach

The DBE established 6 907 examination centres for the writing of the DBE November 2022 NSC examination nationally. Umalusi monitored 400 randomly selected centres, including one examination centre established in Eswatini. Annexure 5A provides the details of the examination centres monitored.

Umalusi used the following methods for data collection:

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

Overall, each of the data collection methods informed the findings in this chapter. Annexure 5B provides the details of the examination centres implicated in areas of non-compliance.

5.3 Summary of Findings

The information and conclusions in this report are limited to findings from the 400 examination centres monitored. Furthermore, these findings were subject to the availability of evidence and data collected at the examination centres at the time of Umalusi' s visit.

5.3.1 General Administration

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

a) Management of examination question papers

The question papers were collected from the nodal points by the chief invigilators or authorised personnel prior to the commencement of the writing of the examination, except in Western Cape where question papers were delivered as weekly consignments. In one centre in Northern Cape, the question papers were delivered weekly by the PED. The delivery vehicle was escorted by the local police. Verification was done to ensure that the correct question papers were delivered and it was confirmed that the question papers were sealed.

Similarly, the collection of the South African Sign Language Home Language (SASL HL) question papers was managed in line with the DBE procedures for the writing of this examination.

The dispatched and returned documents were duly signed for by the authorised personnel at the nodal points for record keeping, except in the Western Cape where the delivery and collection notes were safely filed in the examination centres.

Umalusi noted an improvement in the management and safety of question papers in 2022.

This criterion was well managed across all subjects monitored, including the management of examination question papers for the Life Orientation common assessment task (LO CAT).

b) Appointment records of invigilators

Umalusi verified the evidence on the appointment of chief invigilators and invigilators across examination centres. It found the appointment records valid and authentic for examination centres that provided evidence. At these examination centres, the original copies of appointment letters were filed properly. The following non-availability of records was noted:

i. No evidence to confirm that the chief invigilators were appointed in writing was noted in 24 examination centres; neither were there any delegation letters available at these centres;
ii. At ten examination centres there was no evidence that the invigilators were appointed in writing by the chief invigilators; and
iii. There were no delegation letters in seven centres for staff members who were delegated the responsibility as chief invigilators but were not principals at these schools.

In line with the provisions set out for appointment of invigilators, there was sufficient evidence available and verified by Umalusi as proof of the training conducted for the invigilators. However, the following concerns were noted:

i. There was no evidence to validate that the chief invigilator was trained for the current examination session at one examination centre where SASL HL was administered; and
ii. At two examination centres where Computer Applications Technology was administered and at six examination centres where LO CAT was examined, there was no evidence to confirm that the invigilators were trained for the November 2022 examination session.

Despite the lack of evidence provided by some of the examination centres, the examination sessions monitored were invigilated satisfactorily.

c) Management of invigilators' attendance

While chief invigilators ensured that the attendance registers for invigilators were updated daily during the examination sessions, the following notable gaps were discovered:

i. At five examination centres the regulated ratio of 1:30 was not adhered to;
ii. There was no attendance register signed by invigilators at ten examination centres;
iii. The invigilators' timetable, including the relief timetable, was not prepared at 13 examination centres; and
iv. Invigilators did not arrive on time in five examination centres; in all instances, the chief invigilators deployed relief invigilators prior to their arrival.

d) Management of examination documents

The availability of examination files was verified by Umalusi across the monitored examination centres. The relevant documents for the current examination were well filed, except at five examination centres where copies of the examination timetable were not in the file. At four examination centres the records of manually completed mark sheets, which listed unregistered candidates, were filed.

5.3.2 Credibility of the Writing of Examinations

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

a) Security of question papers

A hybrid approach to the supply of question papers was noted. In the Western Cape Education Department (WCED), question papers were supplied in weekly consignments to schools in sealed, labelled bags secured inside SMART-LOCKING bags provided by the WCED. Northern Cape supplied certain districts with weekly question paper consignments, due to their distance from the nodal points. All other examination centres collected question papers daily. The question papers were stored in lockable strong rooms or steel cabinets prior to being opened in front of the candidates. The return of scripts was managed within the allocated norm time determined by the PED.

In 22 examination centres the question papers were either kept in a principal's office behind locked office doors or taken straight to the examination rooms on collection from the nodal points. This was due to a lack of storage facilities at the examination centres.

The required resources (hardware and software) for SASL HL were password secured. All computers were compatible with the SASL HL examination. Technicians were deployed in all the monitored centres to provide technical support, as per DBE procedures and requirements.

The security of question papers prior to the commencement of the examination sessions was well maintained across examination centres.

b) Admission of candidates in the examination room

In line with the prescripts of the regulation, the examination centres largely adhered to the following compliance requirements:

i. Candidates were admitted into the examination rooms at least 30 minutes before the commencement of writing;
ii. Invigilators verified the candidates' admission letters/identity documents on admission to the examination rooms;
iii. Candidates were seated strictly according to the seating plans prepared by the examination centres for each of the examination sessions;
i. Registered candidates were allowed into the examination rooms, as were those who were registered but did not appear on the candidate attendance registers/mark sheets; and
ii. Admission letters were not verified by invigilators on admission to the examination rooms in 24 examination centres; while in 11 examination centres, there were no seating plans. Candidates were not seated in accordance with the seating plans in 13 examination centres.

While the Computer Applications Technology examination sessions were well managed, two candidates were admitted late at one centre but were allowed to write the examination. In six examination centres, there were insufficient computers to accommodate all candidates in a single session. This resulted in two writing sessions; these were managed successfully and without disruptions. The DBE procedure in such instances was followed and the protocols prescribed for managing two sessions were adhered to.

c) Conduciveness of the examination room

The examination rooms were mostly found to be conducive for the writing of examinations and complied with the following regulatory requirements:

i. Sufficient space was provided to accommodate candidates with at least one metre between seats;
ii. Suitable and sufficient furniture was made available;
iii. Adequate lighting was provided in examination rooms;
iv. Clean running water for drinking was available; and
v. Ablution facilities were found to be in good working condition and within easy reach.

However, the following shortcomings were noted:

i. At five centres the examination rooms had insufficient space to accommodate all candidates with the required one-metre space between chairs. Accommodating all candidates resulted in reduced spacing;
ii. There was a shortage of furniture at one examination centre, such that candidates were required to share desks; and in another examination centre damaged furniture was not suitable;
iii. There was improper lighting in the examination rooms in four examination centres and no supply of running water at one examination centre;
iv. At 15 examination centres external noise caused a disturbance while the examination was in progress;

v. There was poor ventilation reported at two examination centres;
vi. A lack of clocks in one centre was reported;
vii. At one SASL HL examination centre there were no space dividers between candidates to prevent them seeing another candidate's work;
viii. At two examination centres writing Information Technology, the examination room had insufficient space to accommodate all candidates registered for the examination. This led to two sessions being created, with some candidates writing in the morning and a second session starting at noon after the first session was concluded. In this instance, both sessions were managed well, without problems or disruptions; and
ix. At four examination centres for Computer Applications Technology where loadshedding was experienced there were no generators or other form of contingency measure in place. This resulted in candidates being kept under supervision until electricity was restored and a late start and finish of the examination session.

Despite the challenges, Umalusi noted that, overall, the sessions were managed well.

d) Administration of the writing session

Most examination centres complied with the following requirements relating to the administration of the writing sessions:

i. Availability of clocks in front in the examination rooms;
ii. Examination rooms free of unauthorised material;
iii. Display of information boards with relevant information about the examination in progress; and
iv. Verification of candidates' identity and their registration to write the examination.

Pockets of deviation from the administration of the examination requirements were noted:

i. No clocks or any time-displaying devices were available at four examination centres and there were no information boards at five examination centres;
ii. At six examination centres the invigilators did not remind candidates about the "No cell phone" rule to ensure no candidates were in possession of cell phones or any other unauthorised material/equipment in the examination rooms; and
iii. At seven examination centres calculators were not checked during the writing of Mathematics/Mathematical Literacy/Technical Mathematics/Physical Sciences.

e) Compliance with examination procedures

Umalusi observed strict implementation of examination procedures across the monitored examination centres; however, several shortcomings were noted at some centres:

i. The invigilators did not verify the correctness of the information on the cover pages of the answer books in 17 examination centres;
ii. The question papers were not opened in front of the candidates in two centres;
iii. The question papers were not distributed to the candidates on time in four centres;
iv. The invigilators did not check the question papers for technical accuracy with the candidates in 22 centres;

v. The examination rules were not read to the candidates in 23 centres;

vi. The candidates were not given ten minutes' regulated reading time before writing at 11 examination centres;

vii. Candidates left the examination room temporarily and without an escort at ten examination centres;

viii. The examination did not start at the stipulated time indicated on the timetable in ten centres and did not end at the time stipulated on the timetable in six centres;

ix. In two examination centres invigilators were engaged in activities (either reading or on their cell phones) other than active invigilation; and

x. In two centres candidates were allowed to leave the examination room during the last 15 minutes of the examination session.

f) Handling of answer scripts

The handling of scripts was managed within the regulatory procedures as prescribed for script collection. At the end of the examination sessions the invigilators collected answer scripts from the candidates who remained seated. These were counted and packaged in secured areas in the examination room. All scripts were packaged in the sequence reflected on the mark sheets, in the presence of the candidates. The chief invigilators sealed the answer scripts in the satchels provided by the PED and submitted the scripts at the distribution, or nodal points. The exception to this was in the Western Cape, where scripts were securely kept at the examination centres until collection, as per a prescribed consignment collection schedule. However, the following were noted:

i. In 12 centres the scripts were not sealed in official satchels as the satchels were apparently not provided by the PED. Scripts were instead returned unsealed but wrapped in the approved PED wrapper;

ii. In the case of SASL HL, Information Technology and Computer Applications Technology, all candidates' work was saved and verified by the candidates at the end of the examination session. This was as required, to ensure all work was filed appropriately in the storage media and able to be opened by markers; and

iii. For the LO CAT, scripts were packaged in accordance with the mark sheets but not returned to the nodal/distribution points. This practice was in accordance with the provisions made for internal marking of LO CAT for to be conducted at the school.

Incidents/occurrences with possible impact on credibility of the examination session Umalusi observed the following incidents with the potential to have an impact on the credibility of the examination:

i. A candidate was found in possession of crib notes at one centre;

ii. Late starts to examination sessions at ten examination centres and late endings of the examination sessions at six examination centres;

iii. Unregistered candidates at six examination centres were permitted to write the examination; and

iv. Three candidates were registered on the wrong subject level at two examination centres but were provided with the correct question paper.

In all instances the chief invigilators completed the relevant departmental forms for daily incident reports and reported all examination irregularities to the relevant nodal/distribution points in the reporting protocols.

5.4 Areas of Improvement

The following areas of improvement were noted:

a. Chief invigilators and invigilators were trained adequately in the execution of their invigilation roles and responsibilities. This addressed a directive issued in 2021 that required the DBE to mitigate inconsistencies in the execution of roles and responsibilities by invigilators; and
b. Adherence by examination centres to the prescribed requirements for storage and safekeeping of question papers was noted.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Pockets of non-adherence, largely to the strict implementation of examination procedures, were due to gross deviations by invigilators in executing their roles and responsibilities as provided for in the Regulation; and
b. Evidence of examination irregularities with the potential to have an impact on the credibility of the DBE 2022 NSC examination.

5.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. Disciplinary measures are imposed on invigilators who fail to uphold their roles and responsibilities; and
b. Innovative ways are implemented to minimise examination irregularities.

5.7 Conclusion

The findings revealed in this chapter provide a clear demonstration of an improved examination system and adherence by the DBE to the regulations that govern the NSC examination. However, notable areas of non-compliance have been listed under 5.5. The DBE is required to put in place sustainable intervention measures to mitigate the non-compliance areas highlighted in this report.

CHAPTER 6:

MARKING GUIDELINES STANDARDISATION

CHAPTER 6: MARKING GUIDELINES STANDARDISATION

6.1 Introduction

Marking guideline standardisation meetings take place prior to the commencement of the marking of the candidates' scripts. The aim is to ensure the accuracy of the marking guidelines prior to their used for the marking of the scripts. External moderators, verifiers of selected subjects, examining panels and provincial delegates (chief markers and internal moderators) attend these meetings. For subjects selected for centralised marking, these meetings are attended by the examining panels, markers and external moderators.

Umalusi participated in the marking standardisation meetings for the November 2022 National Senior Certificate (NSC) question papers developed by the Department of Basic Education (DBE). The purpose of the marking standardisation meetings was to achieve the following objectives:

i. Revise and amend the original marking guidelines by incorporating agreed and approved alternative responses presented by provincial delegates, including those arising from discussions among the delegates;
ii. Achieve a common understanding of the marking guidelines;
iii. Determine the appropriate tolerance ranges for each question paper; and
iv. Authorise the provincial delegates who are required to train and supervise markers at marking centres in their provinces.

6.2 Scope and Approach

The DBE held 139 marking guideline standardisation meetings for question papers written in the November 2022 NSC examination cycle. Forty-three of these were selected for centralised marking, due to small enrolments. The quality assurance process that Umalusi applied entailed evaluating the marking standardisation meetings against a set of criteria, grouped into three parts as illustrated in Table 6A. Part A has two criteria, Part B and Part C, three criteria each.

Table 6A: Criteria for the quality assurance of marking standardisation meetings

Part A Preparatory work		Part B Processes and procedures		Part C Training at marking standardisation meetings	
1	Pre-marking standardisation meetings (8)[a]	3	Processes and procedures during marking standardisation meetings (5)[a]	6	Training of senior marking personnel (8)[a]
2	Preparation by senior marking personnel (2)[a]	4	Mediation of marking guidelines (9)a	7	Authorisation of senior marking personnel (4)[a]
		5	Role of external evaluators (5)[a]	8	Quality of final marking guidelines (7)[a]

[a] *Number of quality indicators*

The numbers, in brackets next to the criteria in Table 6A, indicate the number of indicators attached to each criterion.

For the 2022 NSC examination, the DBE issued an Examination Instruction No. 43 of 2022, which outlines the procedures that must be followed in the centralised marking of selected small enrolment subjects. These marking standardisation meetings are included in this report.

6.3 Summary of Findings

This section presents findings of the marking guideline standardisation meetings as measured against the set of criteria outlined in Table 6A. The levels of compliance with each marking guideline standardisation meeting are detailed in Annexure 6A and Annexure 6B (centralised marking) of this report. The data contained is summarised in Table 6B and Table 6C (centralised marking). When a marking standardisation meeting complies with all the quality indicators in a criterion, it is rated as 100% compliant (all respects). A compliance level of 50%–99% with the indicators is rated as compliant in most respects, while a compliance level of 10%–49% is regarded as limited compliance.

Table 6B: Percentage compliance of marking guidelines, per criterion

Criteria	Level of compliance per criterion (%)		
	All respects	Most respects	Limited respects
Pre-marking standardisation meeting	89	11	0
Preparation by senior marking personnel in the assessment body	49	35	16
Processes and procedures	91	6	3
Mediation of the marking guidelines	99	1	0
Role of external moderators	100	0	0
Training of the senior marking personnel	100	0	0
Authorisation of senior marking personnel	89	11	0
Quality of the final marking guideline	100	0	0

Table 6C: Percentage compliance of centralised marking guidelines, per criterion

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited compliance	No compliance
Preparation by DBE panels	23	0	0	77
Processes and procedures	58	23	19	0
Mediation of the marking guidelines	100	0	0	0
Role of external moderators	100	0	0	0
Training of the marking personnel	98	2	0	0
Authorisation of the marking personnel	93	5	0	2
Quality of the final marking guideline	100	0	0	0

Sections 6.3.1, 6.3.2 and 6.3.3 report on the findings, per criterion, of the marking guideline standardisation meetings.

6.3.1 Part A: Preparatory Work

a) Pre-marking standardisation meeting

Except for centralised marking, the level of compliance of marking standardisation meetings with this criterion was at 89% full compliance and 11% compliance with most indicators. The pre-meeting panels for all question papers came prepared to engage in discussions to amend marking guidelines for use at the marking guideline standardisation meetings.

Non-compliance with the submission of reports for the pre-marking of dummy scripts by the provincial participants was observed in the following question papers:

i. Dramatic Arts – all provinces;
ii. Engineering and Graphic Design Paper 1 – Northern Cape;
iii. Information Technology Paper 2 – Mpumalanga;
iv. Mathematics Paper 2 – Limpopo; and
v. IsiXhosa Home Language (HL) Paper 2 – Western Cape, Eastern Cape, KwaZulu-Natal, Free State, Gauteng, Northern Cape and North West.

The following reports were submitted late and could not be considered at the pre-meetings:

i. Mathematics Paper 1 – Gauteng and KwaZulu-Natal;
ii. Physical Sciences Paper 1 – Eastern Cape;
iii. Religion Studies Paper 1 and Paper 2 – Western Cape; and
iv. Visual Arts – KwaZulu-Natal, Limpopo, North West and Western Cape.

The examining panels and external moderators successfully completed the task of interrogating the initial marking guidelines, effected changes where necessary, and produced amended marking guidelines to be used on the first day of all the marking guideline standardisation meetings.

For centralised marking, there was no provision made for pre-marking for standardisation meetings. Neither were the examining panels required to interrogate and amend initial marking guidelines, since there were no provincial reports that would guide this process.

b) Preparation by senior marking personnel in the assessment bodies

To ensure that provincial participants come to the marking guideline standardisation meetings well prepared to make meaningful inputs in the discussions, the DBE required that each provincial participant mark 20 dummy scripts. The levels of compliance with this requirement, per province, are detailed in Annexure 6C, and the data that summarises the performance of the provincial participants is summarised in Table 6D.

Table 6D: Percentage compliance of 20 scripts' pre-marking, per province

Provinces	Number of meetings attended	Met requirements 2020 (%)	Met requirements 2021 (%)	Met requirements 2022 (%)
Eastern Cape	57	77	80	86
Free State	73	82	76	74
Gauteng	87	69	75	61
KwaZulu-Natal	72	74	83	78
Limpopo	76	78	84	79
Mpumalanga	81	82	93	90
Northern Cape	52	58	38	96
North West	68	67	46	78
Western Cape	72	63	71	56

Six provinces recorded a decline in compliance with the requirement of between 2% and 15% in 2022, compared to 2021. The provinces with the largest decline were Gauteng (14%) and Western Cape (15%). KwaZulu-Natal declined by 5%. Free State and Mpumalanga each recorded a decline of 2% and 3%, respectively. Non-compliance with pre-marking 20 scripts was a result of the following:

i. Marking of the same scripts by the chief markers and internal moderators was noted in Gauteng and Western Cape in the following question papers: Afrikaans First Additional Language (FAL) Paper 2 and Paper 3; Consumer Studies; and Economics Paper 1. The chief markers and internal moderators in Western Cape marked the same ten scripts in the following question papers: English HL Paper 1; Hospitality Studies; Life Sciences Paper 1; and Mathematical Literacy Paper 2;

ii. Provincial Education Departments (PED) supplied fewer than the required number of scripts to the provincial panels in Eastern Cape (Afrikaans FAL Paper 3); Free State (History Paper 1 and Hospitality Studies); KwaZulu-Natal (History Paper 1 and Hospitality Studies); Limpopo (Hospitality Studies); and in Mpumalanga (Afrikaans HL Paper 1); and

iii. Poor quality of printing of the dummy scripts contributed to the pre-marking of fewer than 20 scripts in Civil Technology: Construction and Civil Technology: Woodworking, in Free State and Gauteng.

Northern Cape complied by ensuring that the internal moderators and chief markers were provided with 20 scripts each to pre-mark. Northern Cape recorded a huge improvement of 58% in this regard, with a compliance level of 96% compared to 38% in 2021. Similarly, North West improved by 32%, with a compliance level of 78% in 2022 compared to 46% in 2021.

For the centralised marking meetings, the pre-marking of 20 scripts was not a requirement. Instead, the DBE Examination Instruction No. 43 of 2022 determined that the number of scripts required for pre-marking be varied according to the enrolment data of the subjects, as follows: two scripts for 10–50 scripts; three scripts for 51–150 scripts; four scripts for 151–250 scripts; five scripts for 251–500 scripts; ten scripts for 501–999; and 20 scripts for 1 000 scripts and more.

All question papers did not comply with the relevant pre-marking requirement, except the following: English Second Additional Language (SAL) Paper 1, Paper 2 and Paper 3; IsiXhosa SAL Paper 1, Paper 2 and Paper 3; Marine Sciences Paper 1 and Paper 2; and Xitsonga Paper 1 and Paper 2. As noted in Annexure 6B, a 77% non-compliance level with the pre-marking requirement was recorded against this indicator.

6.3.2 Part B: Processes and Procedures

a) Processes and procedures

The modalities used by the DBE for the marking guideline standardisation meetings were either on-line or a mixed mode approach was used. The mixed modality incorporated the location of the DBE panels at the DBE premises in Pretoria, while provincial panels joined the meetings via the Microsoft Teams platform from PED-selected venues.

The centralised marking standardisation meetings were managed by the DBE examining panels and were hosted face-to-face at Waterkloof High School in Pretoria. However, the marking standardisation meetings for the following subjects were centralised in provinces:

i. IsiXhosa SAL Paper 1, Paper 2 and Paper 3 (Western Cape);
ii. Marine Sciences Paper 1 and Paper 2 (Western Cape); and
iii. SiSwati Paper 1, Paper 2 and Paper 3 (Mpumalanga).

The DBE made all organisational and logistical arrangements to facilitate the discussions timeously. Participants received all necessary documents, including programme and confidentiality forms and log-on details to join the virtual meetings. The DBE provided technical support throughout the discussions. However, in the case of Sepedi SAL Paper 1, Paper 2 and Paper 3, the DBE did not communicate organisational arrangements timeously.

Despite the careful planning, technical and other glitches cropped up from time to time during the marking standardisation meetings. The Computer Applications Technology Paper 1 meeting was occasionally disrupted as various groups experienced loadshedding at different times and the English HL Paper 3 participants were frequently in and out of the meeting due to connectivity challenges.

At the start of the marking guideline standardisation meetings, a DBE official gave a presentation to the participants on processes and procedures that must be followed. Most marking standardisation meetings adhered; however, non-compliance was noted in the marking standardisation meetings of the following question papers: Accounting Paper 2; Afrikaans FAL Paper 2; Afrikaans SAL Paper

3; and Sesotho HL Paper 2 and Paper 3. For centralised marking standardisation meetings, this non-compliance was noted in IsiNdebele FAL paper 1, Paper 2 and Paper 3.

Other organisational challenges that affected the centralised marking standardisation meetings included the following: the external moderator of Music Paper 1 and Paper 2 alternated between the marking standardisation meetings of the two papers because they took place simultaneously; marking panels for Sepedi FAL Paper 1, Paper 2 and Paper 3 waited for a day and a half to receive scripts for marking.

The level of compliance of marking standardisation meetings with this criterion was high, at 97% (91% in all respects and 6% in most respects). The corresponding figures for centralised marking was 81% overall (58% full compliance and 23% in most respects).

b) Mediation of the marking guidelines

A high level of compliance was noted with this criterion, at 100% (99% in all respects and 1% in most respects) and full compliance for centralised marking. Marking guideline standardisation meetings took place over two days for all question papers. The DBE internal moderators presided over the proceedings. The mediation of the marking guidelines entailed on-screen sharing of the amended guidelines, followed by a thorough question-by-question analysis of all responses. All suggested changes and/or amendments were debated and, where necessary, included in the amended marking guidelines; or rejected if ill-suited to the marking guidelines.

There were no questions that elicited many alternative responses across all question papers and the changes and/or additions made to the marking guidelines did not alter the cognitive or level of difficulty of the affected questions, across all marking guidelines. All the changes and/or additions that were made to the marking guidelines were approved by Umalusi.

c) Role of the external moderators

This role was managed well, as attested to by full compliance (100%) being registered against this criterion. Similarly, the centralised marking meetings also attained full compliance. Umalusi adjudicated the discussions and decisions, especially in questions where intractable divergence of viewpoints was prevalent. In this regard, Umalusi had the final say.

6.3.3 Part C: Training at Marking Standardisation Meetings

a) Training of senior marking personnel

The DBE provided the participants with three dummy scripts to be used as training scripts in the application of the amended guidelines. Training entailed the individual marking of scripts one question at a time, whereafter in-depth discussions ensued on the allocation of marks. A consensus score would then be agreed upon for each of the questions. This process led to a better understanding of the marking guidelines by the participants and refined the marking guidelines to be used to authorise the provincial participants.

The training of provincial participants undertaken by the DBE and Umalusi was thorough across all the question papers. This is substantiated by full compliance with this criterion, as reflected in Table 6B. For centralised marking standardisation meetings, 98% full compliance was attained, as shown in Table 6C. However, the South African Sign Language HL Paper 3 had not received training scripts by the third day of the marking standardisation meeting.

b) Authorisation of senior marking personnel

In addition to the three training scripts, the provincial panels were required to mark a further three dummy scripts made available by the DBE, that would be used to authorise the participants as markers. These scripts were marked individually without discussion, across all question papers. The scores obtained evaluated whether the provincial participants applied the approved marking guidelines accurately and within the set tolerance range and norm time.

Compliance with this criterion was attained in 85 (89%) of the 96 question papers of the marking standardisation meetings. The provincial participants of these question papers were duly authorised.

The following provincial participants were not authorised to mark, due to marking outside the tolerance range:

i. Civil Technology: Woodworking (chief markers and internal moderators of Limpopo and Mpumalanga; and the chief marker of North West);
ii. Consumer Studies (internal moderator of Eastern Cape and chief marker of Limpopo);
iii. Economics Paper 2 (chief markers and internal moderators of North West, Limpopo and Eastern Cape);
iv. English HL Paper 3 (chief markers and internal moderators of Limpopo and Mpumalanga and internal moderator of Western Cape);
v. Life Sciences Paper 1 (internal moderators of Free State and Northern Cape);
vi. Setswana HL Paper 2 (chief marker and internal moderator of Northern Cape); and
vii. Technical Sciences Paper 1 (chief markers of Free State and Northern Cape).

The responsibility lay with the DBE internal moderators to support provincial participants who were not authorised and enhance their capacity to apply marking guidelines accurately. The processes to achieve this purpose fall outside the scope of this chapter.

For the centralised marking guidelines, compliance with this criterion was recorded at 93%. Several markers marked outside the tolerance range for South African Sign Language HL Paper 3, because some markers did not teach Grade 12 and were not familiar with the work of the grade. Their services were enlisted because of the limited number of markers available for this paper. The DBE panel used the markers' performance in the authorisation scripts to assign them to Section A (essays) or B (transactional), in line with their strengths.

Authorisation scripts were not marked for Xitsonga FAL Paper 2.

c) Quality of the final marking guidelines

The final marking guidelines for all question papers, including for centralised marking question papers, were in full alignment with the indicators of this criterion, as shown in Table 6B and Table 6C. The marking guidelines were found to be unambiguous, sufficiently detailed and clearly laid out to provide guidance to markers to engage in credible and reliable marking.

6.4 Areas of Improvement

The following area of improvement was noted:

a. The Northern Cape (which in 2021 did not fully comply) and North West complied with the requirement to provide chief markers and internal moderators with the required 20 scripts for pre-marking for a significant number of question papers.

6.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Gauteng and Western Cape experienced a significant decline in the requirement to pre-mark 20 scripts; and
b. The DBE panels for centralised marking did not comply with the requirement to pre-mark scripts allocated to them according to their subject enrolments, as stipulated in the DBE Examination Instruction No. 43 of 2022.

6.6 Directives for Compliance and Improvement

The DBE is required to:

a. Ensure that all provincial internal moderators and chief markers meet the pre-marking requirements.

6.7 Conclusion

The DBE is commended for ensuring that in all marking guideline standardisation meetings, including centralised marking, the marking guidelines produced were revised and amended to facilitate accurate marking. However, the pre-marking requirement remains a subject that the DBE must address with provinces. It is also cause for concern that some of the provincial delegates were not able to mark within the prescribed tolerance ranges.

CHAPTER 7:

MONITORING THE MARKING OF EXAMINATIONS

CHAPTER 7: MONITORING THE MARKING OF EXAMINATIONS

7.1 Introduction

In line with its quality assurance of assessment role, Umalusi undertook oversight monitoring of the Department of Basic Education (DBE) marking centres with the aim being to assess their compliance with the conduct, administration and management of the marking of the National Senior Certificate (NSC) examination. Umalusi conducted the monitoring at pre-selected marking centres from the population of DBE centres. Marking centres were managed in the nine provincial education departments (PED).

The DBE scheduled the national marking period of the November 2022 scripts for December, allocating 12 days for marking from 10 December to 22 December 2022.

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

7.2 Scope and Approach

The DBE established 187 marking centres nationally for marking the DBE November 2022 NSC examination scripts. Umalusi monitored ten marking centres on 12 December 2022.

Umalusi used the following methods for data collection:

i. Criteria provided by the Monitoring the Writing of Examination instrument;
ii. Interviews with chief invigilators;
iii. Analysis of documented evidence provided; and
iv. Observations made during the monitoring of the examination centres.

Table 7A provides a list of the monitored marking centres.

Table 7A: Marking centres monitored by Umalusi

No.	Province	Name of centres monitored
1.	Eastern Cape	St John's College
2.	Free State	Witteberg High School
3.	Gauteng	President High School
4.	KwaZulu-Natal	Port Shepstone Senior Primary School
5.	Limpopo	Noorderland High School
6.	Mpumalanga	Lydenburg High School
7.	Northern Cape	Kimberley Girls High School
8.	Northern Cape	Northern Cape High School
9.	North West	Klerksdorp Technical High School
10.	Western Cape	South African College High School

The data collection methods informed the findings outlined in this chapter.

7.3 Summary of Findings

The information and conclusions in this report are limited to findings from the ten monitored marking centres. The findings were subject to the availability of evidence and data collected at the marking centres at the time of Umalusi' s visit.

The findings on the monitoring of the marking centres are presented in line with the criteria prescribed for the monitoring of the marking instrument.

Annexure 7A provides the details on marking centres implicated in areas of non-compliance.

7.3.1 Planning and Preparations

The sub-section is aimed at determining the level of planning and degree of preparation the assessment body made for the conduct and management of scripts.

a) Arrival of appointed marking personnel

All marking centre management teams reported for duty at all centres according to the management plan. Centre managers took over management of the centres from 02 December and marking teams started to arrive soon thereafter.

Lists of the appointed markers were available both from centre management and from the chief markers of the subjects being marked. All lists were all verified and signed attendance registers verified that all personnel reported to the marking centres on schedule. Markers also had to provide signed appointment letters on arrival.

It was pleasing to note that there were sufficient personnel available during the registration process at the various centres. This allowed marking to commence on time and according to the management plan.

b) Availability of marking management plans

All centres received comprehensive management plans from the PED timeously. All the management plans highlighted personnel, dates and times of marking activities.

In the Western Cape, the PED issued an operating procedure manual for marking centres, dated 6 October 2022, which was kept in the centre manager's resource file. This document, among others, indicated the opening and closing dates, catering arrangements, working hours and the roles of the centre management team.

The monitored marking centres were managed strictly according to the marking management plan and the centres had all necessary preparation and planning paperwork in place.

c) Availability of scripts and marking guidelines

The assessment body provided most of the marking centres with scripts and marking guidelines timeously; control and verification of scripts could be done before the arrival of marking teams and there were no delays in the training of marking personnel.

At one centre in the Northern Cape the marking guideline for Life Sciences was received later than the other guidelines, because of the late writing and standardisation of the subject. Although received late, it was still within the date stated on the management plan. At a centre in North West the marking centre management team relied on the signed-off marking guidelines from the standardisation meetings to facilitate training of the chief markers and deputy chief markers. This was because the guidelines were only received on 09 December 2022, instead of 08 December 2022 as stipulated in the management plan.

d) Distribution, storage and safekeeping of scripts

The transportation of scripts in and out of the marking centres was managed by the PED and strict security was adhered to in all provinces.

In the Western Cape, scripts were transported by courier to and from the marking centre. The waybills of the courier company were checked to ensure that the correct scripts were delivered to the correct centre.

In Northern Cape, the scripts were delivered at the marking centres in PED-designated vehicles. At the marking centres the security personnel escorted the delivery vehicles to the script control room for offloading, checking and safe storage.

Strict security measures were also in place in North West where representatives of a provincial joint operation committee escorted the trucks transporting the scripts to the marking centres. The committee comprised police, defence and PED-security companies. For the return of the marked scripts to the PED script archive warehouse, police were to be informed so as to escort the vehicles.

In Gauteng PED officials, escorted by security companies, transported scripts to and from the marking venue, while the local PED in all other provinces made use of escorted transport companies to deliver and collect scripts between the district and the marking centres.

e) Management and control of scripts

Scripts were checked and recorded on delivery at marking centres to ensure that all scripts were accounted for before distribution to the chief markers of the different subjects.

At all centres the movement of scripts was supervised by security guards to ensure that no script or batches of scripts were moved by a single person. Closed-circuit television (CCTV) cameras were in place at centres in Gauteng, Free State and Limpopo to check and control the movement of scripts in the centres. In Mpumalanga a system operated from an armoured vehicle monitored movement in the centre.

All centres made use of effective recording and signing of dispatch forms for the flow of scripts from one location to another, to track and trace all scripts. It was clear that the control over, and movement of, scripts at all marking centres was of high quality to ensure that all scripts were always safely secured.

7.3.2 Resources (Physical and Human)

This indicator assesses the collective availability of resources required to perform key functions that enable efficient achievement of the desired marking outcomes.

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

At all centres monitored the facilities comprised a fully equipped administration office, with printers. The marking rooms had ample furniture that was suitable for marking. Centre management had access to all necessary facilities, such as unlimited Wi-Fi, telecommunications and intercom systems.

All marking centres met the necessary requirements for the establishment of a marking centre. Generators were provided at centres in KwaZulu-Natal, Free State and Mpumalanga to mitigate the effects of loadshedding.

b) Capacity and availability of marking personnel

It was found that a very small percentage of markers did not turn up for marking. Chief markers could substitute them at most centres with markers from the available reserve marker lists. However, at a centre in Gauteng where 25 appointed markers did not arrive for the marking there was no reserve list available for verification. The replacements for the absent markers were centralised and managed by the PED official responsible for marking processes at head office. This was also the situation at the centre visited in KwaZulu-Natal: a list of reserve markers was also not available for verification. In total, 53 appointed markers did not turn up at the centres visited but the required number was managed through the standby list.

At all centres the centre managers reported that marking was proceeding as planned. This was a clear indication that the marking teams, under the leadership and supervision of the senior markers, had the capacity and ability to effectively fulfil their duties as markers.

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

All centres were found to be conducive and suitable for marking. Adequate space to accommodate the number of subjects allocated to be marked at the centres was provided.

Script control rooms were spacious enough to accommodate all the scripts marked at each centre. However, the centre in Gauteng did not make use of a control room and all scripts were directly distributed on arrival to the marking rooms according to subjects.

The centre in Gauteng also made provision for a sick bay, in case marking personnel took ill while at the marking centre.

Except in Gauteng, suitable and comfortable accommodation was provided to markers at all centres or nearby hostel facilities.

d) Quality of food provided to the markers

Markers accommodated at the centres were provided with three meals daily and tea breaks were staggered during the day. It was reported that markers were provided with quality, balanced meals according to the assessment body's specifications. Markers in Gauteng and Western Cape not residing in the hostels supplied their own meals.

It was clear that all centres made a great effort to provide for all the needs of markers' meal preferences. Religious and health requirements were taken care of in preparing the meals. In Northern Cape meals catered to gluten-intolerant markers.

At all centres reports were received that the kitchen and dining rooms were clean and hygienically sound.

No report indicated that there were any negative remarks or complaints regarding the quality and quantity of food provided.

e) Compliance with occupational, health and safety requirements

Except for the centre in Northern Cape, all centres fully adhered to Occupational Health and Safety (OHS) requirements. Adequate clean water and sanitation facilities were available. Electricity, fire extinguishers and fire hydrants were available and certificates were verified. At the centre in the Northern Cape, the OHS certificate was dated 2019.

7.3.3 Provision of Security Measures

This indicator assesses the measures in place to ensure the safety of personnel and infrastructure, as well as a great deal of confidential documents and information at the marking centre.

a) Access control into the marking centre

There was a vast improvement in uniformity of security in all the marking centres in the provinces.

It was clear that the PED put strict security measures into operation at all centres in the different provinces. Security guards, wearing identifiable uniforms, were visible on the premises and access control was of a high standard at all centres. All centres had security 24 hours each day at the gate and within the premises. In addition, at least three centres made use of CCTV-surveillance cameras as well as alarm systems.

It was customary for marking personnel to produce their identity documents and sign access registers at the gate. All monitors and other officials were required to sign the access registers, after which they were escorted by security guards to the centre manager's office, where name tags were issued. All vehicles entering the marking centres were searched prior to gaining access to the premises. Once inside the centre, other security staff also required identification from any person who wanted to enter the marking rooms.

Unauthorised personnel without deployment or appointment letters, or any form of approved identity document, were denied access to the marking facilities.

It was pleasing to note the visibly improved and uniform levels of security at all centres and that a high standard of security was maintained throughout all provinces since November 2019, with partial improvement notable in November 2020/21.

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

The movement of scripts in all centres was strictly controlled at all stages during the marking process. Care was taken to ensure that all scripts were accounted for before being taken to the different marking rooms. Accurate records were kept. Scripts were counted in the marking venue again, before distribution to the markers.

Only authorised personnel were responsible for the movement of scripts from control rooms to the marking venues, under the strict supervision of security guards. The scripts were moved to the respective marking venues only once control sheets had been completed. The chief markers used the same control sheets for the return of the scripts to the control rooms. After marking, batches of marked scripts were booked back to the control room where they were checked, recorded and scanned as received. This process was intended to ensure that all scripts were accounted for. After marking and checking, the scripts were packed and sealed in labelled containers.

At all centres it was clear that great care was taken to ensure that all scripts were safe and secure on arrival, during the marking process and before being dispatched for capturing and storage.

7.3.4 Training of Marking Personnel

This indicator ascertains whether the planned training of marking personnel, as provided in the marking management plans, takes place.

a) Quality and standard of the training sessions across subjects

Except in North West, all marking guidelines were available at the centres at the commencement of marking. Training of the senior markers, internal moderators and the deputy chief markers took place prior to the arrival of the markers. The training, marking guideline discussion and marking of dummy scripts, all as part of training, differed from subject to subject, but all fell within the management plan dates of the different centres.

At the centre in North West the chief markers improvised and used what they had at their disposal to facilitate the training process, by using both the links they had and the guidelines from the standardisation meetings for the other subjects.

Training of marking personnel at all centres took place as per the management plans on the scheduled day of arrival and consumed most of the first day of marking.

To address concerns timeously, the centre manager held daily meetings with all concerned personnel to cascade necessary information and to ensure the smooth running of the marking process.

It was reported that markers were not rushed into the actual marking of scripts before training was completed.

b) Adherence to norm time

All marking centres adhered to the determined norm times, which varied between 07:00 and 20:00 at the different centres. The marking centre in Western Cape adhered to the regulation in the operation procedure manual for marking centres. This specified that the working hours at the centres would be from 07:00 to 19:00 daily. In Limpopo, agreement was reached to extend the marking to 21:00 if necessary. The use of generators in various centres was of great help to ensure that no time was lost to loadshedding during marking hours.

7.3.5 Management and Handling of Detected Irregularities

The criteria determine whether the procedure for irregularities is within the provisions of regulation 45 of the Regulation pertaining to the conduct, administration and management of the NSC examination and outlined to the marking personnel.

i. All markers were made aware of what constitutes an irregularity and this was covered during the training sessions. During marking it was the responsibility of chief markers to raise alertness for all possible examination-related irregularities. In Eastern Cape markers were trained by an irregularity officer.

ii. At the time of the monitoring a minor irregularity was identified at the centre in North West, where a candidate registered for Electrical Technology: Digital Electronics but answered Electrical Technology: Electronics. The irregularity manager at the centre handled the reported irregularity in accordance with the protocols for managing and handling irregularities. It was reported that the irregularity was handled efficiently by the irregularity manager on site, in such a way that the candidate was not disadvantaged. Other recorded irregularities reported were only of technical nature.

iii. At a centre in the Northern Cape, the record register was checked, and it was found that a few candidates wrote their names on the inside of their scripts. At the centre in the Free State, there was a shortage of one script in one batch on the arrival of scripts. This was reported to the local PED on 09 December 2022 for further investigation.

iv. In all provinces, it was reported that there were structures in place to deal with reported irregularities. The committee consisted of the chief and senior markers, control officers, internal moderators and the marking centre managers.

v. It was clear that detected irregularities were dealt with effectively as per regulations pertaining to the conduct, administration and management of the NSC.

7.4 Areas of Improvement

The following areas of improvement were noted:

a. All marking centres were ready when marking started, with suitable resources for the conduciveness of the marking centres provided. This responded to a directive issued in 2021 that required marking centres be equipped with adequate facilities;
b. Lists of all marking personnel were available and could be verified at all centres monitored, a provision made to address a directive issued in 2021 on the non-availability of evidence to verify appointed marking personnel;
c. All centres could produce OHS certificates and, although one was outdated, this was an improvement that resulted from a directive issued in 2021 for centres to provide valid OHS evidence;
d. Timeous arrival of scripts and marking guidelines at all centres, except one. This improvement addressed directives issued in 2021 as there was evidence of late distribution of marking guidelines by the DBE to marking centres; and
e. A vast improvement in the consistency and standard of security measures, thus addressing a directive Umalusi issued in 2019 and that was partially improved upon in 2020, where there was evidence of inconsistencies in the manner the service provider contracted to provide security at marking centres.

7.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. No reserve list for markers available at two centres; Port Shepstone Senior Primary School in KwaZulu-Natal and President High School, Gauteng;
b. Late arrival of marking guidelines at one centre, at Klerksdorp Technical High School in North West; and
c. An outdated OHS certificate produced for verification at Northern Cape High School (Northern Cape, one centre).

7.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. Reserve lists of appointed markers are available at all centres;
b. All marking guidelines are made available before the arrival of markers; and
c. OHS certificates at all centres are valid.

7.7 Conclusion

The findings on the monitored marking centres presented an improvement in the level of compliance with the conduct, administration and management of marking. Notwithstanding the areas of non-compliance highlighted under 7.5, Umalusi was satisfied with the decisive implementation of the marking management plans and the early provision of marking guidelines.

The DBE is commended on its efforts to improve the systems for marking processes. It is urged to put in place sustainable interventions to mitigate the non-compliance areas highlighted above.

CHAPTER 8:

VERIFICATION OF MARKING

CHAPTER 8: VERIFICATION OF MARKING

8.1 Introduction

Umalusi quality assures the marking conducted by all assessment bodies to confirm the fairness, validity and dependability of marking and thus give credence to the National Senior Certificate (NSC) qualification. Umalusi verified the marking of the November 2022 NSC examination conducted in all nine provincial education departments (PED) of the Department of Basic Education (DBE).

The specific objectives for verifying the marking were to:

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

This chapter reports on the verification of marking the November 2022 NSC examination of the DBE.

8.2 Scope and Approach

Umalusi sampled 37 subjects, comprising question papers for on-site verification of marking (34 subjects) and centralised verification of marking (three subjects) of the November 2022 NSC qualification, as listed in Annexure 8A.

On-site verification of marking of the NSC for all sampled subjects for the DBE was conducted at 103 provincial marking centres; the marking of Agricultural Management Practices, Dance Studies and South African Sign Language Home Language was held at the centralised venue. The marking of Accounting was verified online for the Gauteng Department of Education.

Both the on-site and online verification of marking enabled the Umalusi external moderators to intervene appropriately during the marking process and provide immediate support to marking personnel, when necessary, while the marking process was under way.

Table 8A outlines the criteria used for verification of marking. Criterion 1 focused on the statistics and official appointment of markers; criterion 2 delved into the application of the approved marking guidelines and changes and/or additions to the marking guidelines and processes followed; criterion 3 dealt with the quality and standard of marking and internal moderation; and criterion 4 explored the candidate performance.

Table 8A: Umalusi criteria for verification of marking

Criterion 1 Policy matters	Criterion 2 Adherence to the marking guidelines	Criterion 3 Quality and standard of marking and internal moderation	Criterion 4 Candidate performance
Statistics	Application of the approved marking guidelines	Quality and standard of marking	
Official appointment of markers	Evidence of changes and/or additions to the marking guideline and processes followed	Internal moderation of marking	
		Addition and transfer of marks	

8.3 Summary of Findings

The findings of the verification of the marking process are summarised in this section, in line with the criteria outlined in Table 8A.

8.3.1 Policy Matters

a) Statistics

The PED are required to comply with the ratio of 1:5 in the appointment of senior markers to markers and deputy chief markers to senior markers. There was compliance with the criterion in many of the verified subjects, except for the following:

Afrikaans First Additional Language: In the Free State, the ratio of senior markers to markers was 1:6.5 (Paper 1) and 1:8 (Paper 3), which did not meet the prescribed ratio.

IsiZulu First Additional Language Paper 2: In Gauteng, the ratio of senior markers to markers was 1:7, which was outside the approved ratio of 1:5. There was, however, no report of compromised marking and moderation.

Technical Mathematics Paper 1 and Paper 2: In KwaZulu-Natal (Paper 1) and Gauteng (Paper 1 and Paper 2), the ratio of senior markers to markers was 1: 8. Although the number of candidates was small, this affected the pace of internal moderation and slowed down the marking process.

In English Home Language Paper 3 (North West), **Engineering Graphics and Design Paper 1** (North West) and **Sepedi Home Language Paper 2 and Paper 3** (Limpopo), a shortage of markers was reported at the start of the marking owing to the unavailability of the appointed markers. All PED in these subjects managed to fill the vacant positions using the reserve marker lists. Ultimately, the ratio of senior marker to markers was adhered to.

Generally, the PED had done extremely well in their attempt to comply with the ratio requirements for senior markers to markers. Notably, most PED met the requirements for this criterion in most subjects.

b) Official appointment of markers

The marking personnel at all levels were officially appointed and in possession of appointment letters. All marking personnel for the sampled subjects were officially appointed to mark the DBE November NSC 2022 examination. For Accounting in Gauteng, which was marked through an e-marking solution, appointment letters were emailed to the external moderator. The trail of emails sent was made available as proof of official appointment.

Exceptions were noted in the following instances:

Dramatic Arts Paper 1: The internal moderator and chief marker in Gauteng were indicated to have been officially appointed for marking this paper, although their appointment letters were not available. They cited technical challenges in printing their appointment documents from the pay marker system.

Mathematical Literacy Paper 1: In Limpopo, 15 reserve markers had not received their appointment letters at the time of verification.

Setswana Home Language Paper 1 and Paper 2: In North West not all markers possessed official appointment letters issued by the PED. These markers were waiting for formalisation of their appointment at the time of verification.

South African Sign Language Home Language Paper 2 and Paper 3: Centralised marking occurred for this subject. Owing to the late appointment of marking personnel for Paper 2, the appointment letters were not available at the time of verification. No senior marker was officially appointed for Paper 3.

8.3.2 Adherence to the Marking Guidelines

a) Application of the approved marking guidelines

All marking centres applied the approved marking guidelines, stamped by the DBE and signed by the internal and external moderators. During the initial stages of marking a few minor variations were experienced with the application of the approved marking guidelines in some subjects. The chief markers and internal moderators at different marking centres dealt with the instances of minor variations appropriately.

For instance, in Dramatic Arts Paper 1 in KwaZulu-Natal the marking guideline posed a challenge in one question where it was stated that markers must 'mark holistically'. During the marking process the external verifier, chief marker and internal moderator moderated scripts to verify consistent marking of such a question. Regular consultation took place to assist markers with holistic marking. Marking was not compromised due to assistance provided to markers.

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

The marking guidelines, as approved by Umalusi at the marking guideline standardisation meetings, were applied and adhered to during the marking process. Some changes and/or additions were, however, observed. Due process was followed with the changes and/or additions to the respective marking guidelines. In all instances approval was obtained from the Directorate: Examinations and Assessment in schools, as well as the internal and external moderators. All changes/additions were communicated to all marking centres. The following cases were noted:

Accounting Paper 1: In Gauteng, one addition of an alternative calculation method was made to the official marking guideline. Due process was adhered to and communicated to other PED.

Dramatic Arts Paper 1: In KwaZulu-Natal, markers were made aware of the possibility of considering other relevant answers to Question 5.6, as indicated in the marking guideline. Other marking centres were also informed to ensure due processes were followed.

Life Sciences Paper 1 and Paper 2: Members of the examining panel, internal moderators, Umalusi, as well as officials of DBE management, were included in a WhatsApp group. Additional synonyms for certain concepts were added to the approved marking guidelines. Due process was followed.

Marine Sciences Paper 1: In the Western Cape, the final marking guideline was drawn up after extensive discussion during the marking of training scripts to reach consensus. Where alternative, correct answers were detected during marking, the question was discussed with the chief marker, internal moderator and Umalusi and an agreement was reached.

Mathematics Paper 2: An instruction not to mark Question 5.1 was conveyed via an official written instruction from the DBE (Examination Instruction 49). This indicated that Question 5.1 (7 marks) was to be excluded from this paper. An annexure provided a table with which to upscale the total marks achieved out of the remaining 23 marks in Question 5 to a total out of the original 30 marks. This DBE instruction was implemented.

Physical Sciences Paper 1 and Paper 2: Slight changes/additions were made to the marking guidelines and approved by the DBE internal moderator, the chief examiner and external moderator via a WhatsApp group. These modifications were mainly alternative solutions and refinements to existing solutions. Due processes were adhered to with these changes/additions.

South African Sign Language Home Language Paper 1: Where additional valid answers were found to enhance the marking, these were discussed and, when agreed to, were added to the marking guideline. The signed-off marking guideline was printed and provided to all markers at the centralised marking centre.

Technical Mathematics Paper 1 and Paper 2: A few additional answers/technical (typing) changes were added to the signed-off marking guidelines. These were communicated via the designated WhatsApp group and were implemented as per Umalusi's instructions.

8.3.3 Quality and Standard of Marking and Internal Moderation

a) Quality and standard of marking

During the initial stages of marking variations in mark allocation occurred in certain subjects, mostly within the approved tolerance range. All variations were addressed at different levels of moderation and resolved through discussion, re-marking of the scripts and retraining of the affected markers. Inconsistencies included the interpretation of open-ended questions and marking without consistent reference to the marking guidelines. The following aspects were discovered during the verification process:

Afrikaans Home Language Paper 3: In the Western Cape, one substantial inconsistency was detected in the awarding of a mark for an essay with a deviation of ten marks. The problem was identified and corrected.

Civil Technology: Construction: In Limpopo, marks were awarded for correctness of a drawing when the drawing was only partially correct. Markers had challenges in marking the calculation questions. Discussion and retraining of markers in marking the drawing and calculation questions improved the awarding of marks.

Dramatic Arts Paper 1: In KwaZulu-Natal, two novice markers were identified as inconsistent in their marking at the onset of marking. The deputy chief marker capacitated them through retraining. They were assigned to a specific senior marker who randomly moderated their scripts. The problem areas were addressed by these actions. Another marker was found to be very slow and inconsistent. Similar steps were employed to successfully address the discrepancies.

English First Additional Language Paper 2 and Paper 3: In KwaZulu-Natal, in Paper 2 some markers allocated marks for generalisations provided in certain questions. This was brought to the attention of the internal moderator, who returned the scripts to the markers to re-mark. The scripts of these markers were thoroughly moderated to ensure consistency in mark allocation. In Section B of Paper 3, some markers did not adhere to certain requirements of the letter, dialogue and diary entry. These batches were returned to the markers for re-marking, as other scripts in the batches had been marked in the same manner.

English Home Language Paper 3: In KwaZulu-Natal mark variances outside the tolerance range were found during external moderation in scripts marked by the same marker. The internal moderator was asked to have these batches of scripts re-marked and re-moderated. The internal moderator was asked to moderate more of the relevant marker's essays and to retrain her on the need for standardisation of marking according to the rubric. Marking improved after retraining.

Life Orientation: Among all PED verified, the marks were awarded too leniently. The teachers and heads of departments did not follow the marking guidelines consistently. In many instances teachers allocated marks for incorrect answers to questions, which was picked up during external moderation.

South African Sign Language Home Language Paper 2 and Paper 3: In Paper 2 one marker from KwaZulu-Natal was inconsistent in allocating marks. The marker was switched to another question and retrained. Some markers and a senior marker did not always adhere to the marking guideline regarding Question 3.1 and Question 5.1. This was brought to the attention of the internal moderator

on several occasions. Scripts were sent back on several occasions to correct, which delayed the marking.

For Paper 3, only four of the nine markers were Grade 12 teachers. This led to intensive training of pairs of markers and deaf teaching assistants. Inconsistent marking occurred in all three questions, with mark variances of up to 33.1% between the marker and external moderator. The deviation in the allocation of marks between the chief marker and internal moderator was at 20.2%. Scripts were sent back when a large deviation in mark allocation was noticed, as per new guidelines to tighten moderation after authorisation, regardless of whether the deviation was with a marker, senior marker or the chief marker. These interventions assisted and the inconsistencies were minimised as marking progressed.

b) Internal moderation of marking

Internal moderation at all levels for all verified subjects was evident. Full script internal moderation with different coloured pens at different levels took place. The quality of internal moderation was maintained throughout the process. The following aspects were noted:

Accounting Paper 1 and Paper 2: In Gauteng, a directive for improvement was provided for 2022 that the system of online marking should generate candidates' scripts (with all the questions) for moderation purposes. This seemed very difficult to achieve, as moderation was done only per question for candidates. The online system saved the marking distribution of the last moderator to moderate the script and, as a result, it could not be identified whether moderation had taken place at all levels. For moderators to see if the external moderator had already moderated a script, a tag was used as a sign on each script moderated.

Civil Technology: Construction Paper 1: In Limpopo, incorrect marks allocated by markers/senior markers were in many instances accepted by the senior personnel responsible for moderation, especially the internal moderator. In marking scale-drawings, it was evident that the moderators did not mark the questions with a stencil (template), as only one stencil was available at the centre and this was shared between the markers and moderators. This was of concern as it had the potential to compromise moderation.

Consumer Studies Paper 1: In Gauteng and KwaZulu-Natal markers did not transfer the totals of each script to the mark sheets. In Gauteng, the chief marker had to transfer the marks and, in KwaZulu-Natal, administration officials performed this task. This indicated inconsistency in the transfer of marks across marking centres.

IsiXhosa Home Language Paper 2: In the Eastern Cape shadow moderation by a senior marker was detected in Paper 2; the responses that could have been awarded were not awarded marks by either the marker or senior marker. The internal moderator had to moderate these batches to ensure that candidates were not impacted by the poor quality of moderation.

Life Orientation: The moderation by school heads of department in Eastern Cape, KwaZulu-Natal, Limpopo and Northern Cape was riddled with shadow marking. Marks, which far exceeded the tolerance range, were mostly adjusted downwards by the provincial moderator. Thus severe discrepancies at different levels of moderation occurred. The discrepancies emanated from lenient marking by teachers and shadow moderation by heads of departments. In Northern Cape very few scripts were internally moderated by heads of departments and at district and provincial levels.

Mechanical Technology: Welding and Metalwork: In the Free State, the internal moderator marked the Afrikaans scripts because the markers were not fluent in Afrikaans. No internal moderation of the scripts could be done, since no-one else was sufficiently fluent in Afrikaans to moderate them. In Limpopo, only the chief marker was able to mark Afrikaans scripts; as a result he had to mark scripts from his own school and the scripts could not be internal moderated. However, the Afrikaans scripts in both PED were externally moderated and no major discrepancies were found.

South African Sign Language Home Language Paper 1, Paper 2 and Paper 3: The internal moderation quotas were not achieved at internal moderator and chief marker levels. The internal moderator indicated that they had numerous problems with inconsistent marking that had to be corrected and time was spent on retraining markers. With no deputy chief marker appointed, the administrative tasks were also allocated to them. This resulted in pressure on the moderation process, which had an impact on the quality of moderation, specifically the moderation of essay questions. In one centre with a total of 36 candidates, the internal moderator moderated only two scripts and none were moderated by the chief marker.

Some scripts moderated by the chief marker and/or internal moderator had marks allocated by a senior marker for both Sections A and B, although the senior marker had moderated one of the sections only. The marks of both sections were indicated on the cover page, which created the impression that the senior marker had moderated both sections. This was brought to the attention of the irregularity officer, who launched an investigation. The external moderator's recommendation had been that the senior marker was to be informed about the irregularity to ensure that it did not happen again. In four scripts, a senior marker allocated marks on the cover page of the scripts, although no marks were awarded by the senior marker in the scripts. The marks allocated by the senior marker were copied from those of the marker. This was also noted as an irregularity and reported, with the recommendation that an investigation be done and that the senior marker moderate entire scripts.

Internal moderation did not take place at all levels, however, owing to time constraints and the number of scripts still to be marked.

c) Addition and transfer of marks

The verification of marking revealed that addition and transfer of marks were executed correctly. In some instances, marks were incorrectly added and transferred by markers: these were corrected during internal moderation and by the examination assistants. The following were noted:

Accounting Paper 1 and Paper 2: In Gauteng, marks were totalled by an online programme, which ensured total accuracy. This was an advantage, as totals were kept as running totals while marking took place and adjusted as and when moderators changed marks.

English First Additional Language Paper 1: In Limpopo and North West, addition errors and incorrect transferral of marks to the mark sheets were observed. Some of these errors were identified by the internal moderator in North West; and by the external moderator in Limpopo. It was noticed that novice markers made more calculation and transfer errors than the experienced markers. The external moderator requested that batches be recalculated to address the problem.

English Home Language Paper 1: In Gauteng, 25 of the 60 scripts verified had incorrect totals at either the marker or internal moderator levels. Where an internal moderator agreed with the previously allocated mark, the mark was not entered and an initial mark only would be reflected. This resulted in errors when marks were added across columns to reach the total. The external moderator raised the issue and requested that it be addressed.

8.3.4 Candidate Performance

In general, the candidate performance was at the lower end of achievement. This finding, however, does not necessarily reflect the actual performance of all the candidates in the country, owing to the small sample of scripts verified.

Accounting Paper 1 and Paper 2: For Paper 1, 299 scripts were verified. The average obtained for Paper 1 was 33.2%. In this sample, 162 candidates obtained less than 30%; 25 candidates achieved more than 80%. In Paper 2, 223 scripts were verified, with the average for the paper being 26.9%: 162 candidates scored less than 30% and 11 candidates achieved more than 80%.

Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 60 scripts were verified. Nine candidates obtained less than 40% and 11 candidates obtained more than 80%. The average was 62.3%. In Paper 2, 63 scripts were verified, with 13 candidates scoring less than 40% and 12 candidates scoring above 80%. The average obtained was 63.1%. In Paper 3, 60 scripts were verified, with ten candidates obtaining less than 40% and 12 candidates scoring above 80% at an average of 62.1%.

Afrikaans Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 40 scripts were verified. The average obtained was 41%: 17 candidates obtained less than 40% and three candidates scored 80% or above. In Paper 2, 40 scripts were verified. The average obtained was 37.6%: 21 candidates obtained less than 40% and one candidate scored 80% or above. In Paper 3, 40 scripts were verified. The average obtained was 63.2%: four candidates obtained less than 40% and one candidate scored 80% or above.

Agricultural Management Practices: In this subject 51 scripts were verified. From the sample, 18 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 33.3%.

Business Studies Paper 1 and Paper 2: In Paper 1, 30 scripts were verified: two candidates scored less than 30% and two candidates obtained more than 70%. The average for this paper was 47.7%. In Paper 2, 30 scripts were verified. In the sample, three candidates scored less than 30% and three candidates scored more than 80%. The average for this paper was 52.4%.

Civil Technology: Construction: In this subject 54 scripts were verified: 19 candidates obtained less than 30% and one candidate scored more than 80%. The average for this subject was 37.6%.

Consumer Studies: Eighty-three scripts were verified, with 33 candidates scoring less than 30% and three candidates scoring more than 80%. The average for this paper was 45.9%.

Dance Studies: This subject was marked centrally. It is difficult to draw any conclusions concerning the performance/marking processes of the Dance Studies candidates, owing to the non-availability of a sufficient number of marked scripts and a lack of Paper 2 practical component verification. The practical assessment task (PAT) and Paper 2 (practical component) must be filmed (visual evidence) and made available by the PED for moderation and verification.

Dramatic Arts: In this subject 133 scripts were verified: 27 candidates scored less than 30% and 19 scored more than 80%. The average for this paper was 50.6%.

Economics Paper 1 and Paper 2: In Paper 1, 148 scripts were verified and from the sample, 55 candidates scored less than 30% and two candidates scored more than 80%. The average for this paper was 38.4%. In Paper 2, 155 scripts were verified: 48 candidates from the sample scored less than 30% and six candidates scored more than 80%. The average for this paper was 42.2%.

Engineering Graphics and Design Paper 1 and Paper 2: In Paper 1, 111 scripts were verified, with 23 candidates scoring less than 30% and 12 candidates scoring more than 80%. The average for this paper was 48.7%. In Paper 2, 112 scripts were verified: 55 candidates from the sample scored less than 30% and five candidates scored more than 80%. The average for this paper was 37.2%.

English First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 97 scripts were verified, with 17 candidates scoring less than 40% and 13 candidates scoring more than 80%. The average for this paper was 57.9%. In Paper 2, 128 scripts were verified, with 42 candidates scoring less than 40% and 15 candidates scoring above 80%. The average for this paper was 51%. In Paper 3, 141 scripts were verified, with the average for this paper being 67.1%. Four candidates scored less than 40% and 24 candidates attained above 80%.

English Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 142 scripts were verified, with 36 candidates scoring less than 40% and 22 candidates scoring more than 80%. The average for this paper was 55.8%. In Paper 2, 114 scripts were verified, with 28 candidates scoring less than 40% and 19 candidates scoring more than 80%. The average for this paper was 53.6%. In Paper 3, 109 scripts were verified. In this sample 14 candidates scored less than 40% and 20 candidates attained above 80%. The average for this paper was 62.7%.

Geography Paper 1 and Paper 2: In Paper 1, 67 scripts were verified, with the performance of candidates at the lowest end of achievement. In the sample, 20 candidates scored less than 30% and one candidate obtained above 80%. The average for this paper was 40.4%. In Paper 2, 119 scripts were verified, with six candidates scoring less than 30% and 13 candidates above 80%. The average for this paper was 51.5%.

History Paper 1 and Paper 2: In Paper 1, 193 scripts were verified: 55 candidates scored less than 30% and eight candidates scored more than 80%. The average for this paper was 41.2%. In Paper 2, 199 scripts were verified, of which 63 scored less than 30% and ten candidates scored more than 80%. The average for this paper was 41.3%.

IsiNdebele Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 125 scripts were verified. From the sample, 12 candidates obtained less than 40% and no candidate obtained more than 80%. The average was 90.2%. In Paper 2, 125 scripts were verified, with 13 candidates who obtained less than 40% and 22 candidates scoring more than 80% at an average of 91.5%. In Paper 3, 135 candidates were verified: three candidates scored less than 40% and 129 candidates scored more than 80%. The average for this paper was 92.7%.

IsiXhosa Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 42 scripts were verified. Two candidates obtained less than 40% and two candidates more than 80%. The average for this paper was 83%. In Paper 2, 30 scripts were verified. Four candidates obtained less than 40% and none obtained 80% or above, at an average of 84.%. In Paper 3, 28 scripts were verified. No candidate obtained less than 40% and six candidates scored more than 80%. The average was 85.4%

IsiZulu First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 40 scripts were verified. Three candidates scored less than 40% and 13 candidates scored more than 80%. The average for the paper was 70%. In Paper 2, 40 scripts were verified. Eight of the candidates obtained less than 40% and 17 obtained more than 80%. The average for this paper was 63.4%. In Paper 3, 40 scripts were verified, with 32 candidates scoring above 80% and eight candidates scoring below 40%. The average for this paper was 74.6%

IsiZulu Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 60 scripts were verified. Five candidates scored less than 40% and six more than 80%. The average for this paper was 60.9%. In Paper 2, 56 scripts were verified. Ten candidates obtained less than 40% and eight, more than 80%. The average for Paper 2 was 57.5%. In Paper 3, 38 scripts were verified. No candidate scored less than 40% and six scored more than 80%. The average for Paper 3 was 67.5%.

Information Technology Paper 1 and Paper 2: In Paper 1, 20 scripts were verified. Seven candidates scored less than 30% and four candidates more than 80%. The average for Paper 1 was 45.9%. In Paper 2, 33 candidates were verified of which eight candidates obtained less than 40% and no candidate above 80%. The average for Paper 2 was 45.4%.

Life Orientation: A total of 131 scripts were verified, of which 35 candidates scored less than 30% and 16 above 80%. The performance in the verified scripts was not satisfactory, considering the nature of the subject. The average performance in this subject was 75%.

Life Sciences Paper 1 and Paper 2: In Paper 1, 273 scripts were verified and an average of 55.4% was obtained. Of these, 119 candidates scored less than 30% and ten candidates obtained above 80%. In Paper 2, 265 scripts were verified and an average of 68.2% was obtained. From the verified scripts, 70 candidates achieved less than 30%, and 16 candidates attained above 80%.

Mathematical Literacy Paper 1 and Paper 2: In Paper 1, 215 scripts were verified. From the sample, 22 candidates scored less than 30% and 11 candidates scored more than 80%. The average for this paper was 52.0%. In Paper 2, 221 scripts were verified: 30 candidates from the sample scored less than 30% and 24 candidates scored more than 80%. The average for this paper was 55%.

Mathematics Paper 1 and Paper 2: In Paper 1, 48 scripts were verified, with an average of 50.3%. From these scripts, ten candidates scored less than 40% and six candidates scored above 80%. In Paper 2, 48 scripts were verified, with an average of 48.3%. From these scripts, 13 candidates scored less than 40% and five candidates scored above 80%.

Marine Sciences Paper 1 and Paper 2: In Paper 1, 62 scripts were verified. Four candidates scored less than 30% and no candidate obtained 80% or above. In Paper 2, 62 scripts were verified. Four candidates scored less than 30% and nine candidates obtained 80% or above. The average performance in this subject was 60% in Paper 1 and 67,4% in Paper 2.

Mechanical Technology: Welding and Metalwork: Umalusi verified 91 scripts: 33 candidates obtained less than 30% and no candidate obtained 80% or above. The average for this paper was 37.8%.

Physical Sciences Paper 1 and Paper 2: In Paper 1, 153 scripts were verified. From the sample, 17 candidates scored less than 30% and 17 candidates scored more than 80%. The average for this paper was 55.7%. In Paper 2, 154 scripts were verified, with 13 candidates attaining less than 30% and 14 candidates scoring above 80%. The average for this paper was 54.7%.

Sepedi Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 59 candidates' scripts were verified, of which 16 obtained less than 40% and no candidate achieved above 80%. The average for this paper was 43.6%. In Paper 2, 60 scripts were verified: 29 candidates scored less than 40% and one candidate above 80%. In Paper 3, 49 scripts were verified: two candidates obtained less than 40% and 13 candidates, 80% and above. The average performance in Paper 2 was 42% and 54% in Paper 3.

Sesotho Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 38 scripts were verified, of which 16 candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 40.9%. In Paper 2, 39 scripts were verified: 16 candidates obtained less than 40% and no candidate obtained 80% or above. The average for this paper was 42.8%. In Paper 3, 27 scripts were verified, with one candidate scoring less than 40% and four candidates scoring more than 80%. The average for this paper was 64.8%.

Setswana Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 26 scripts were verified, of which four candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 51.7%. In Paper 2, 25 scripts were verified. Three candidates obtained less than 40% and three candidates obtained 80% or above. The average for this paper was 56%. In Paper 3, 25 scripts were verified, with no candidate scoring less than 40% and six candidates scoring more than 80%. The average for this paper was 74.8%.

SiSwati Home Language Paper 1, Paper 2 and Paper 3: No information was provided for Paper 1. In Paper 2, 25 scripts were verified: six candidates scored less than 40% and no candidate more than 80%. The average for this paper was 47.7%. In Paper 3, 17 candidates were verified. One candidate scored less than 40 % and six candidates more than 80%. The average for this paper was 70.8%.

South African Sign Language Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 53 scripts were verified: 24 candidates scored less than 40% and one candidate scored more than 80%, at an average of 37.8%. In Paper 2, 58 scripts were verified: 34 candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 38.6%. In Paper 3, 120 scripts were verified with 23 candidates who scored less than 40%. No candidate obtained more than 80%. The average for this paper was 40%.

Technical Mathematics Paper 1 and Paper 2: In Paper 1, 105 candidates' scripts were verified: 37 candidates scored less than 30% and two candidates scored more than 80%. The average for this paper was 37.9%. In Paper 2, 105 candidates' scripts were verified: 35 candidates scored less than 30% and three candidates scored more than 80%. The average for this paper was 38.7%.

Technical Sciences Paper 1 and Paper 2: In Paper 1, the marking of 105 scripts was verified: 45 candidates obtained less than 30% and no candidate obtained above 80%. The average for the paper was 36.2%. In Paper 2, 137 scripts were verified: 51 candidates obtained less than 30% and three candidates obtained more than 80%. The average for this paper was 36.3%.

Tourism: In this subject, 35 candidates' scripts were verified. Six candidates obtained less than 30% and no candidate obtained 80% or above. The average for this paper was 46%.

Tshivenda Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 120 candidates were verified. Two candidates scored less than 40% and ten candidates scored more than 80%, at an average of 62% for this paper. In Paper 2, 120 scripts were verified. 45 candidates scored less than 40% and 19 candidates scored more than 80%. In Paper 3, 123 scripts were verified. Only one candidate scored less than 40% and only one candidate scored more than 80% in the sample. The average for Paper 2 was 53% and 64.3% for Paper 3.

Xitsonga Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 190 scripts were verified: 44 candidates obtained less than 40% and seven candidates scored more than 80%. The average for this paper was 63%. In Paper 2, 160 scripts were verified: 30 candidates obtained less than 40% and eight candidates scored more than 80%. The average for this paper was 63.7%. In Paper 3, 160 scripts were verified: 12 candidates obtained less than 40% and 22 candidates scored more than 80%. The average for this paper was 65%.

External moderators provided the following reasons for candidates' unsatisfactory performance in the verified scripts:

i. A lack of content knowledge and inadequate understanding, or gaps in the understanding, of subject-specific terminology (Business Studies, Civil Technology: Construction, Consumer Studies, Dramatic Arts, Geography, History, Information Technology, Life Sciences, Mathematics, Physical Sciences and Tourism);
ii. An inability to respond adequately to opinion-based questions and higher-order questions (Afrikaans Home Language, Business Studies, Economics, English Home Language, History, Marine Sciences and South African Sign Language Home Language);
iii. Inadequate responses that lacked insight and depth (Accounting, Agricultural Management Practices, Business Studies, Economics, Geography, Mathematics, Technical Mathematics, Technical Sciences and Mathematical Literacy);
iv. An inability to execute calculations, make comparisons and make value judgements (Accounting, Civil Technology: Construction, Engineering Graphics and Design, Economics, Mathematical Literacy, Mathematics, Physical Sciences, Technical Mathematics, Technical Sciences and Tourism); and
v. Poor interpretation of texts and an inability to think creatively (English First Additional Language, Engineering Graphics and Design, South African Sign Language Home Language).

8.4 Areas of Improvement

The areas that showed improvement were noted as follows:

a. There was a marked improvement in internal moderation, which was highlighted in 2020 as an area of non-compliance, across the various levels of moderation; and
b. Only sporadic incidents of shadow marking were reported.

8.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Non-adherence to the 1:5 ratio for the appointment of senior markers to markers and deputy chief markers to senior markers, respectively (a recurring area of non-compliance from 2021). The non-compliance was noted in Afrikaans First Additional Language Paper 1 and Paper 3 (Free State), English First Additional Language Paper 2 (North West), IsiZulu First Additional Language Paper 2 (Gauteng), Sepedi Home Language Paper 2 and Paper 3 (Limpopo), Technical Mathematics Paper 1 and Paper 2 (KwaZulu-Natal, Paper 1 and Gauteng, Paper 1 and Paper 2); and
b. Inconsistent marking and internal moderation in South African Sign Language Home Language and failure to monitor the markers throughout the marking.

8.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. The internal moderation of the marking of South African Sign Language Home Language is intensified; and
b. The PED comply with the 1:5 ratio for the appointment of senior markers to markers, deputy chief markers to senior markers, respectively.

8.7 Conclusion

Consistency in the marking of scripts can be attributed to the rigorous training of the DBE marking personnel, conducted during the marking guideline standardisation meetings to standardise the application of the marking guidelines and disseminated to all PED. The DBE is, therefore, commended for conducting a successful marking process of the November 2022 NSC examination. In general, all PED adhered to the marking guidelines for the question papers for subjects sampled by Umalusi in its verification of marking. The fairness, validity and reliability of the results of the November 2022 examination were positively enhanced as a result.

CHAPTER 9:

STANDARDISATION AND RESULTING

CHAPTER 9: STANDARDISATION AND RESULTING

9.1 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.

9.2 Scope and Approach

The Department of Basic Education (DBE) presented 66 subjects for the standardisation of the November 2022 National Senior Certificate (NSC) examination. In turn, Umalusi developed the historical averages and verified standardisation, adjustments, statistical moderation and the resulting datasets.

9.2.1 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 DBE. 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.

9.2.2 Verification of Datasets and Standardisation Booklets

The DBE 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.

9.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the November 2022 NSC examination were held from 4–6 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 DBE, 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.

9.2.4 Post-Standardisation

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

9.3 Summary of Findings

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

9.3.1 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 Marine Sciences because it was first introduced in 2021. Also, the November 2021 examination sitting for Technical Mathematics was identified as an outlier and was therefore excluded from the norm.

9.3.2 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 9A lists the standardisation decisions taken.

Table 9A: Standardisation decisions for the DBE November 2022 NSC examination

Description	Total
Number of subjects presented	66
Raw marks	47
Adjusted (mainly upwards)	16
Adjusted (downwards)	03
Number of subjects standardised	**66**

During the NSC pre-standardisation meeting the Assessment Standards Committee observed a significant increase in the 2022 cohort. All 66 subjects were standardised by considering the trends in student performance (historical averages), pairs analysis and qualitative inputs provided.

9.3.3 Post-Standardisation

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

9.4 Areas of Improvement

The findings revealed the following area of good practice:

a. The DBE submitted the evidence-based reports and all standardisation and resulting datasets, as well as the standardisation booklet, in accordance with the management plan.

9.5 Areas of Non-Compliance

None

9.6 Directives for Compliance and Improvement

None

9.7 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, guided by established standardisation principles.

CHAPTER 10:

CERTIFICATION

CHAPTER 10: CERTIFICATION

10.1 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 for certification ensure that the qualification awarded to a candidate complies with all the requirements for the qualification as stipulated in the regulations. Assessment bodies are required to submit all candidate achievements to Umalusi, as the quality council, to quality assure, verify and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. 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 are in accordance with the approved results.

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

10.2 Scope and Approach

The period covered in this report is 01 December 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 in this report. The main examination covered is the November 2021 examination.

Certification of candidate achievements cannot be pinned to a single period in the year because it is a continuous process wherein 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.

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 were 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 to be addressed.

10.3 Findings

Every examination cycle starts with the registration of candidates for the academic year, or examination. Currently there are two examinations per year, in June and November. The registration of candidates must be done according to an approved qualification structure that lists 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 Department of Basic Education (DBE) must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi. Umalusi received the submission of the subject structures, which were compared with the Umalusi subject structures and differences were indicated. The second dataset of the subject structures was submitted to Umalusi and was uploaded and compared with the Umalusi subject structures. No differences were identified.

Two submissions of the registration data are required; the first, three months after registration has closed; and a final dataset at the end of October. The first is regarded as preliminary registration while the second is the final set of registrations. The DBE experienced a challenge in submitting the data to Umalusi within the prescribed three months of the registrations closing. Factors contributing to this were a new examination conducted in June; and the transfer of data from the SA School Administration and Management System (SA-SAMS) to the mainframe (SA-SAMS is being used to manage the registration of candidates). The DBE was also unable to submit the type of school (private or public) on the registration data, as required by Umalusi. It was, however, possible to submit an additional dataset to Umalusi from which this indicator could be accessed.

During the certification of the 2021 cohort of candidates it was discovered that some with special educational needs were not correctly marked on the examination system of the provincial education departments (PED); or not correctly indicated on the requests for certification. This resulted in these candidates being rejected at certification. After rectifying the special needs education (SNE) indicators, the candidates were certified. With the submission of the registration data for the 2022 examinations, the SNE indicators were checked and found to be correctly submitted.

Candidates with active sanctions were registered for upcoming examinations. These candidates should not be able to enrol until the sanction date expires. Further, invalid characters were noted in name and surname fields. The DBE was requested to attend to these highlighted issues.

After an assessment body has conducted the end-of-year examination, all results are submitted to Umalusi for the standardisation, statistical moderation and resulting of candidates. All candidate records must be submitted to Umalusi for approval before the results can be released. Umalusi approves the results of candidates for release after several quality assurance processes.

During the processing of the certification datasets, it was discovered that a small percentage of candidate records requesting certification had not been approved during the resulting process. Submitting results that have not been approved by Umalusi leads to unnecessary rejections and a certification backlog. Umalusi has issued letters to the Head of Examinations, together with a report on candidates who were resulted but whose results were never submitted for certification. The report also listed candidate records that were submitted for certification but were rejected, for various reasons. Some records were submitted several times to Umalusi, but without the errors having been corrected; other records were not resubmitted to Umalusi for certification and remain outstanding.

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. A re-issue must be requested to correct marks on a certificate already issued. Requests for the cancellation of replacement certificates (change of status) were received, to effect changes either in personal details or in marks: the DBE certification system must be amended to allow for the processing of requests for a re-issue to amend replacement certificates.

It is important to record and finalise irregularities to ensure that certificates are issued correctly to deserving candidates. The PED must, continually, inform Umalusi of all changes to irregularities, for Umalusi to update its IT system. It is of utmost importance that the Umalusi certification system be updated on the status of irregularities (pending, guilty, not guilty) before requests for certification are submitted. If this is not done it will lead to unnecessary rejections and delays in issuing certificates to deserving candidates.

The submission of datasets for certification was done within three months of the release of results for seven of the nine PED's, which was commendable. The extraction of the certification datasets was done immediately after the candidates requesting the re-marks/rechecks were marked on the system. This process did, indeed, assist with the earlier certification of candidates. However, the declaration forms required did not accompany all requests and Umalusi had to request them from the PED. There was a delay in submission of the second datasets for re-marks/rechecks because they were not submitted according to the DBE's management plan.

Among applications for re-issues of certificates already issued, it was found that cancellation reasons did not match the request for change. Any correction or change to personal details on the national population register must be requested as a legal change. However, these requests were approved by Umalusi and cancellation reasons were corrected, on behalf of the PED. This was to ensure that candidates were not disadvantaged and certificates were printed timeously. All evidence required, for example the letters from the Department of Home Affairs, must be certified documents and must accompany requests for re-issues.

Figure 10A reflects a summary of NSC certificates issued for the period 01 December 2021 to 30 November 2022, per PED and DBE. Figures 10B to 10K identify certificates issued for the DBE and all nine PED individually.

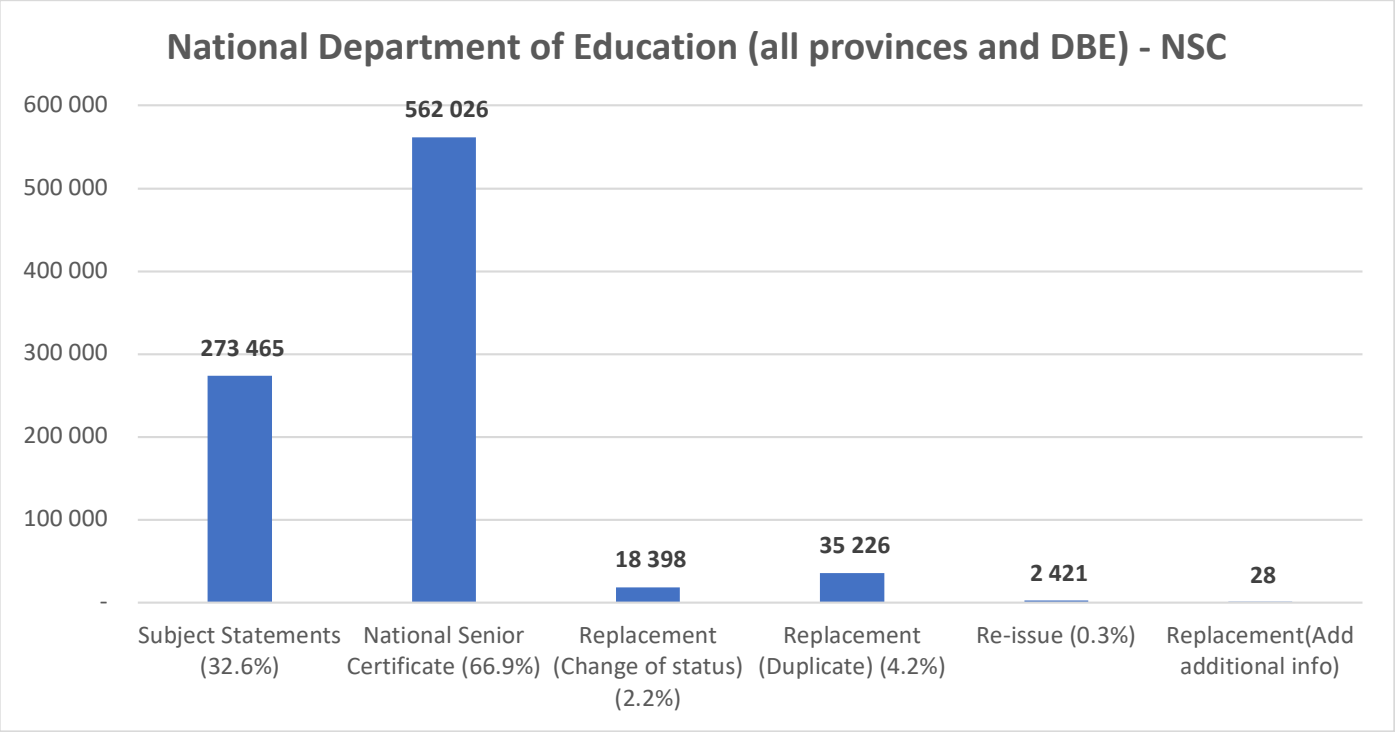

Figure 10A: NSC certificates issued during the period 1 December 2021 to 30 November 2022 for all provinces and DBE

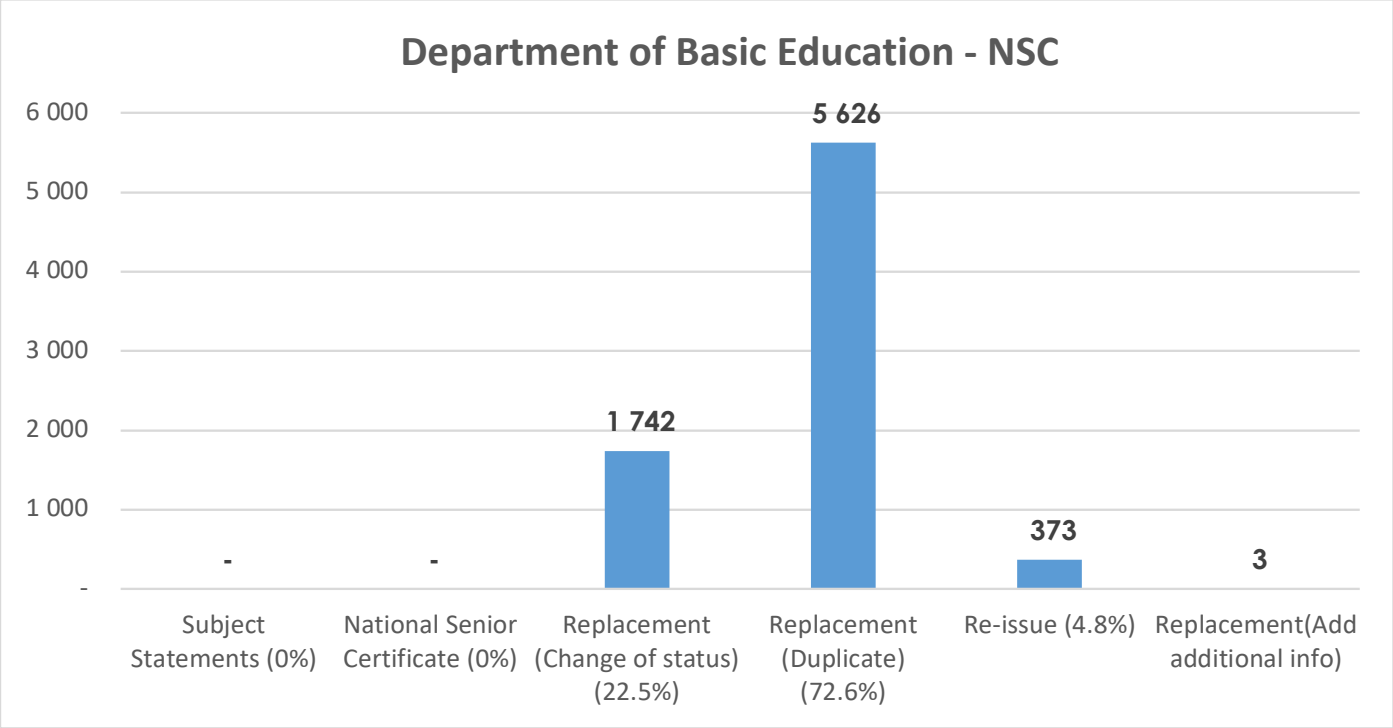

Figure 10B: Department of Basic Education

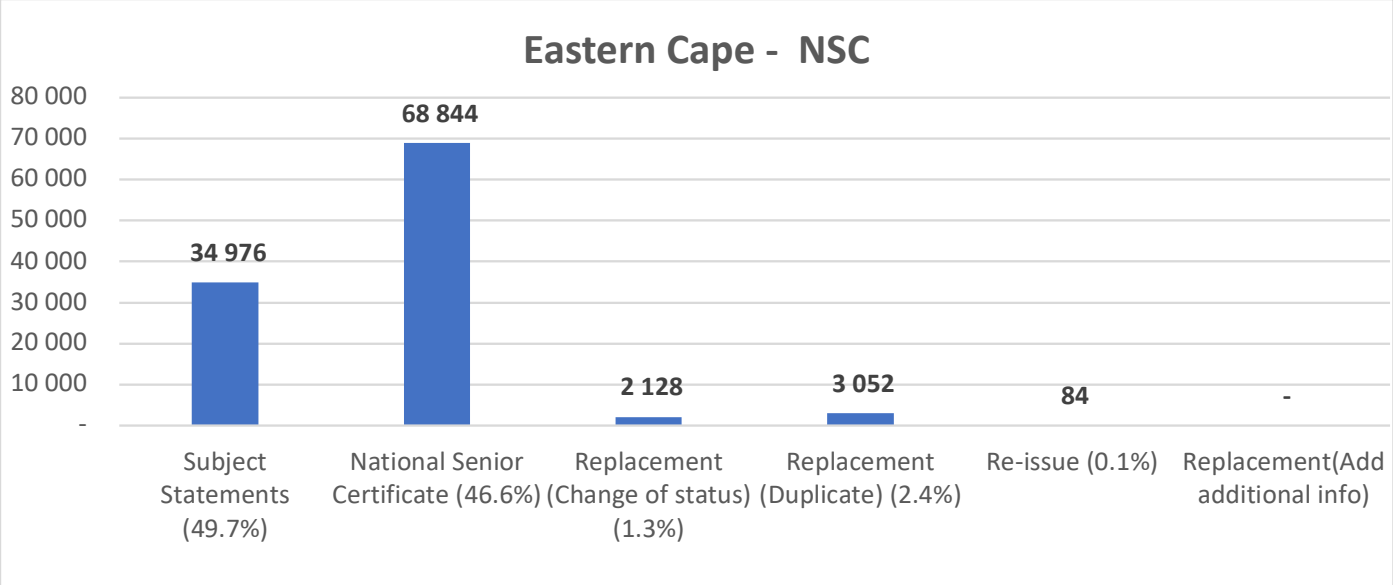

Figure 10C: Eastern Cape

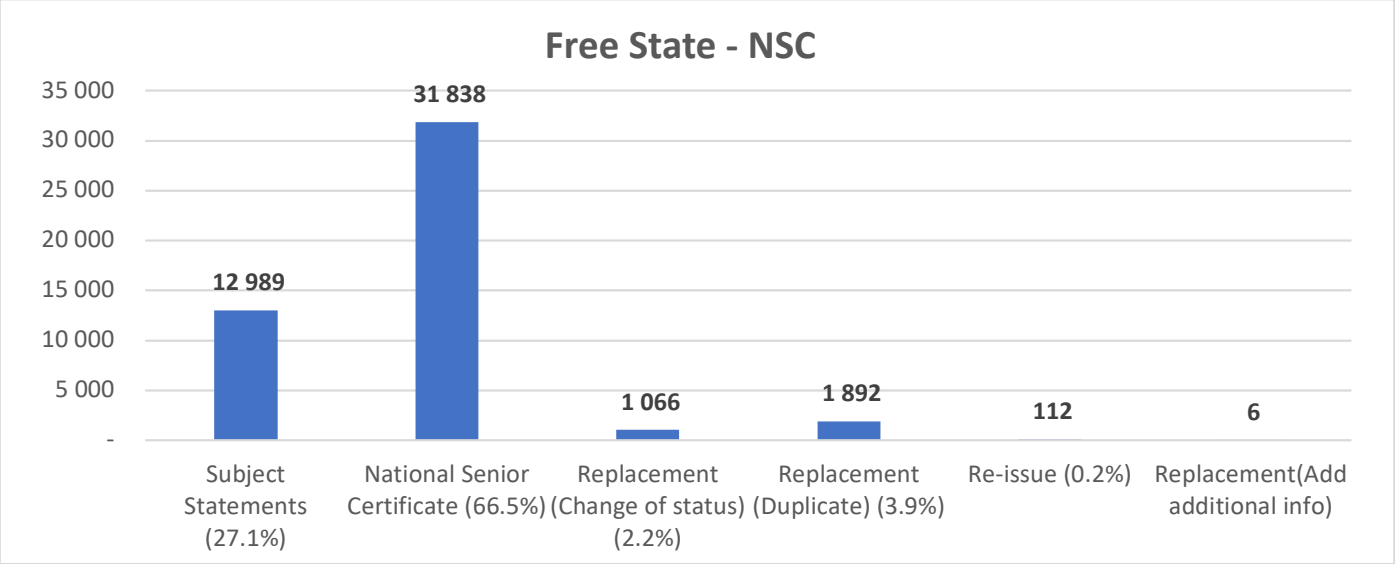

Figure 10D: Free State

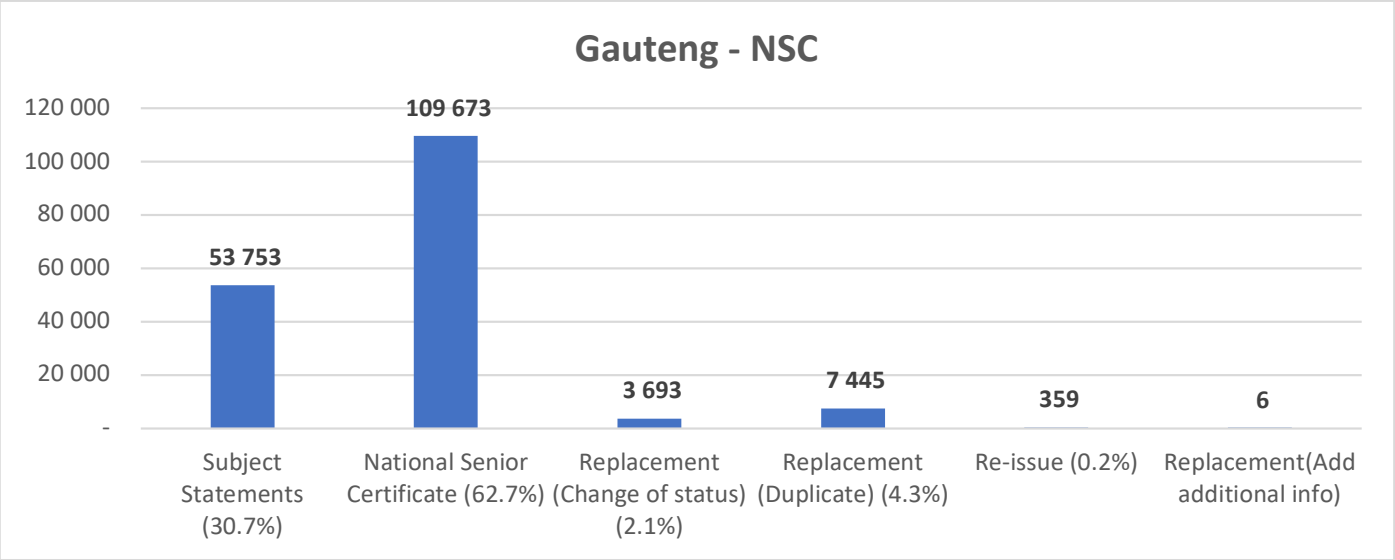

Figure 10E: Gauteng

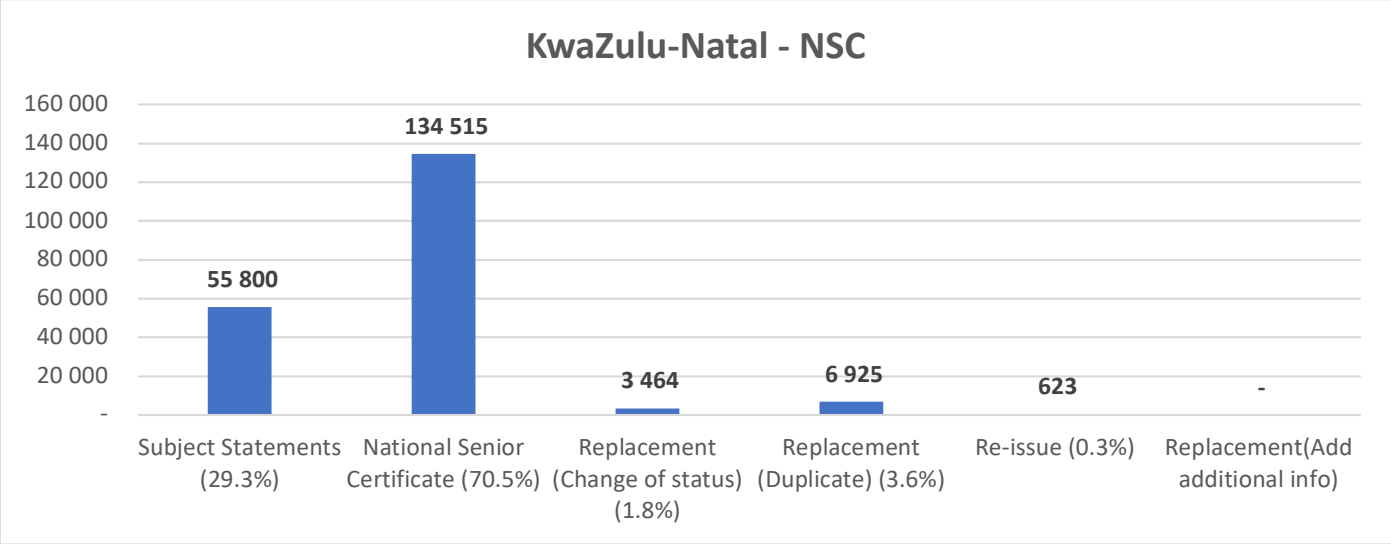

Figure 10F: KwaZulu-Natal

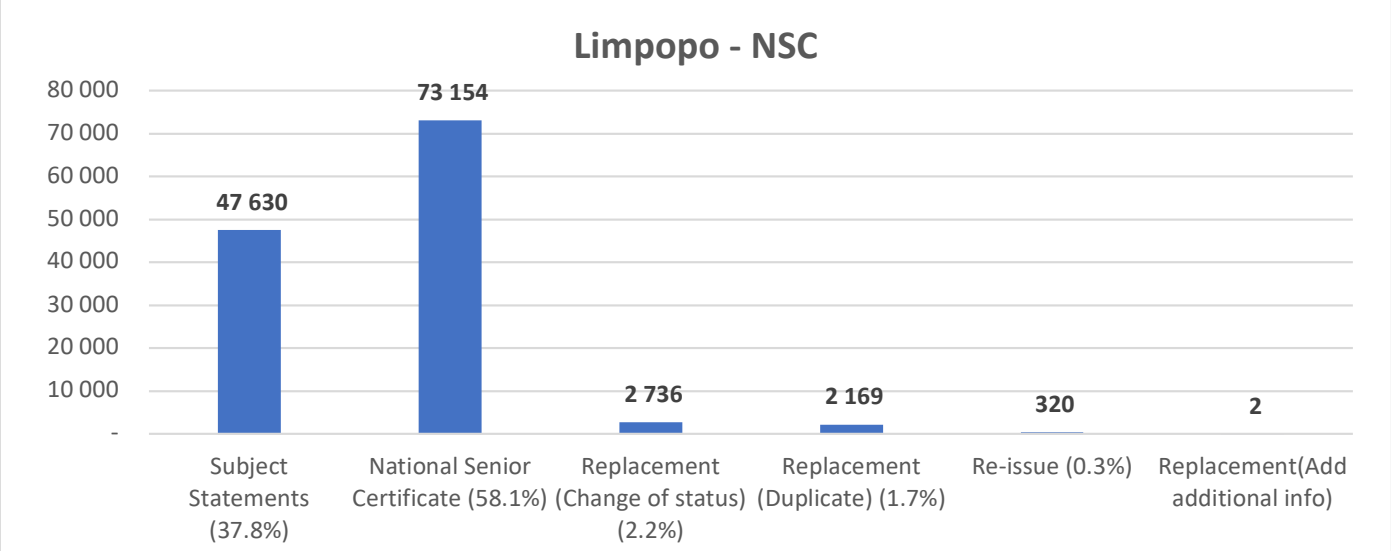

Figure 10G: Limpopo

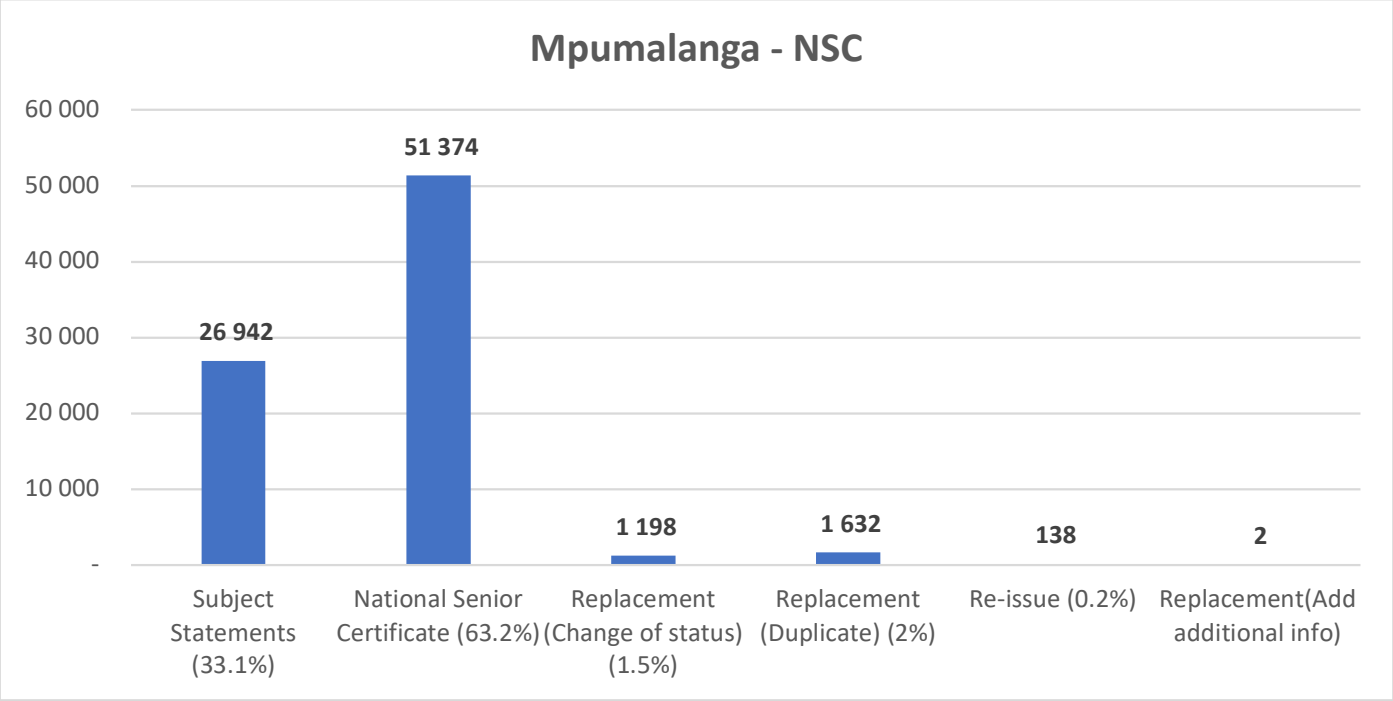

Figure 10H: Mpumalanga

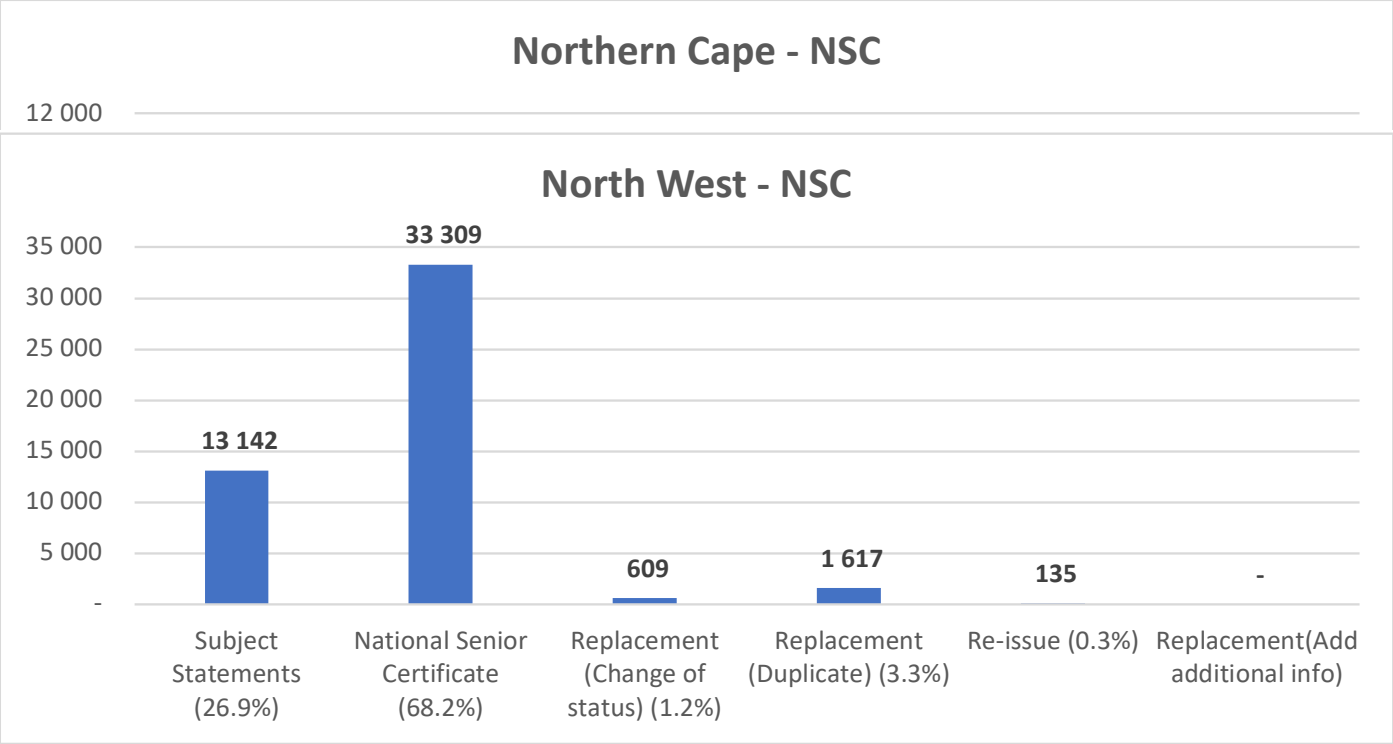

Figure 10J: North West

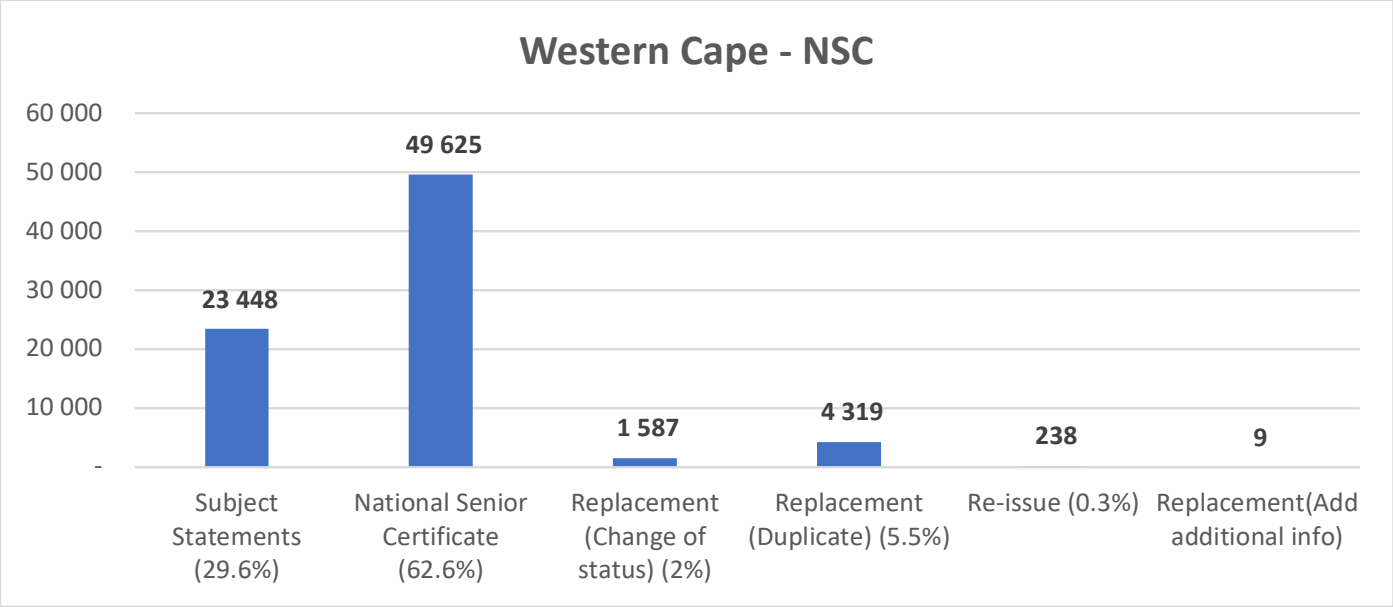

Figure 10K: Western Cape

The following tables reflect datasets and transactions for the period reviewed, for NSC (Table 10A), Senior Certificate (amended)(Table 10B) and Senior Certificate (Table 10C).

Table 10A: Total number of NSC datasets and transactions processed during the period 01 December 2021 to 30 November 2022 for the DBE and nine PED

	National Senior Certificate							
Province	**No. of datasets**	**No. of datasets accepted**	**% Accept**	**No. of records submitted**	**No. of records accepted**	**% Accept**	**Number rejected**	**Certificates printed**
Eastern Cape	228	222	97.4	150 158	37 459	91.5	12 699	12 354
Free State	290	262	90.3	62 978	55 538	88.2	7 440	47 895
Gauteng	561	531	94.7	248 938	205 747	82.7	43 191	174 865
KwaZulu-Natal	243	215	88.5	247 361	232 541	94.0	14 820	203 937
Mpumalanga	232	224	96.6	102 423	97 273	95.0	5 150	81 071
Northern Cape	72	70	97.2	23 517	21 811	92.8	1 706	16 041
Limpopo	395	390	98.7	189 218	151 524	80.1	37 694	125 892
North West	148	145	98.0	59 155	56 334	95.2	2 821	48 857
Western Cape	187	185	98.9	112 012	102 060	91.1	9 952	79 162
Department of Basic Education	265	258	97.4	7 938	7 777	98.0	161	7 777
Totals	**2 621**	**2 502**	**95.5**	**1 203 698**	**1 068 064**	**88.7**	**135 634**	**897 851**

Table 10B: Number of datasets and transactions received during the period 01 December 2021 to 30 November 2022 – Senior Certificate (amended)

	Senior Certificate (amended)							
Province	**No. of datasets**	**No. of datasets accepted**	**% Accept**	**No. of records submitted**	**No. of records accepted**	**% Accept**	**Number rejected**	**Certificates printed**
Eastern Cape	45	44	97.8	14 692	14 135	96.2	557	3 696
Free State	75	72	96.0	7 750	6 605	85.2	1 145	2 123
Gauteng	288	283	98.3	47 604	31 878	67.0	15 726	11 705
KwaZulu-Natal	107	105	98.1	20 164	19 141	94.9	1 023	4 672
Mpumalanga	58	53	91.4	16 228	15 213	93.7	1 015	4 143
Northern Cape	30	30	100.0	3 345	3 212	96.0	133	1 039
Limpopo	117	107	91.5	17 244	16 727	97.0	517	4 232
North West	68	68	100.0	13 798	13 632	98.8	166	3 486
Western Cape	100	99	99.0	15 944	14 917	93.6	1 027	6 224
Department of Basic Education	169	155	91.7	971	785	80.8	186	785
Totals	**1 057**	**1 016**	**96.1**	**157 740**	**136 245**	**86.4**	**21 495**	**42 105**

Table 10C: Number of datasets and transactions received during the period 01 December 2021 to 30 November 2022 – Senior Certificate

	Senior Certificate							
Province	**No. of datasets**	**No. of datasets accepted**	**% Accept**	**No. of records submitted**	**No. of records accepted**	**% Accept**	**Number rejected**	**Certificates printed**
Eastern Cape	105	99	94.3	1 451	1 339	92.3	112	1 339
Free State	133	122	91.7	899	794	88.3	105	794
Gauteng	470	454	96.6	4 181	3 880	92.8	301	3 880
KwaZulu-Natal	174	164	94.3	3 927	3 530	89.9	397	3 530
Mpumalanga	61	55	90.2	723	674	93.2	49	674
Northern Cape	34	33	97.1	326	301	92.3	25	301
Limpopo	165	157	95.2	965	881	91.3	84	881
North West	124	121	97.6	889	852	95.8	37	853
Western Cape	162	161	99.4	3 156	3 002	95.1	154	3 003
Department of Basic Education	409	329	80.4	3 788	3 562	94.0	226	3 562
Totals	**1 837**	**1 695**	**92.3**	**20 305**	**18 815**	**92.7**	**1 490**	**18 817**

10.4 Areas of Improvement

The following areas of improvement were noted:

a. The certification of the 2021 cohort of candidates was achieved within three months of the release of results. The PED submitted datasets after the closing date for re-marking and rechecks. Candidates who applied for re-marks/rechecks were excluded from the extract for the bulk certification. This process assisted with earlier certification of candidate achievements;
b. There was an increase in the percentage of datasets accepted across all the PED. The percentage of candidate records accepted and certified at first submission also increased. This was evidence that the datasets and candidates' records were submitted as per the directives for certification; and
c. The DBE and PED adhered to, and followed, the policy on the re-issuing of certificates. Candidates were guided and assisted with their applications for the re-issue of a certificate to correct personal information, as per policy. The majority of applications were approved by the Umalusi Internal Certification Committee, which is evidence that the applications were submitted correctly.

10.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. The biggest area of non-compliance was that not all the Umalusi-approved candidate records were submitted for certification;
b. Requests for certification were received in cases where the results had not been approved for release. The results requested to be certified were different from the results approved; therefore the certification requests were rejected. This cut across all nine PED;
c. The re-submission of candidate records for certification without correcting the errors, as identified, delays the certification of the candidate. To comply, the PED and DBE are required to investigate and correct errors before resubmitting to Umalusi for certification;
d. Non-submission of the preliminary and the final registration data, as per Umalusi directives and the DBE management plan. The indicator for the type of school, private or public, must be populated in the dataset for the registration data and must not be submitted as a separate dataset;
e. Non-finalisation and completion of irregularities before the next examination, which results in registering candidates with pending irregularities, was another area of non-compliance; and
f. The PED and the DBE were unable to request a re-issue of a certificate where results had been combined for a candidate who had passed subjects in multiple examinations.

10.6 Directives for Compliance and Improvement

The DBE and PED must comply with the following directives:

a. The PED must ensure that candidates who are still serving their irregularity sanction periods are not enrolled before the sanction period expires;
b. The PED must ensure that they submit information concerning all candidates who were involved in irregularities during the examination. Information must be submitted on Umalusi-prescribed spreadsheets. All pending irregularities from previous examinations must be finalised. Lists of pending cases provided by Umalusi should be attended to timeously;
c. The DBE must ensure that preliminary and final registration data are both submitted timeously, according to Umalusi directives and the DBE management plan;
d. The second certification dataset, with re-marks/rechecks, must not be neglected but submitted as soon as the process is finalised and according to the management plan of the DBE. A concerted effort must be made to ensure that all candidate records are submitted and certified by Umalusi to ensure that there are no certificates outstanding;
e. The PED and the DBE must develop functionality links for all records of candidates to make it possible to request certificates in bulk for candidates who have achieved and passed subjects across multiple examinations;
f. The DBE IT system must be programmed to combine candidate results; and
g. Provision must also be made for the combining of candidate records where a candidate has passed subjects with a private assessment body. This is important for the issuing of a Senior Certificate (amended) to candidates who request that the DBE combine subject statements into a certificate.

10.7 Conclusion

The DBE, as the assessment body, is an important role player in the certification of candidate achievements. The DBE was compliant and executed the directives for certification by fulfilling their responsibilities and executing their role effectively. The PED also adhered to the requirements and followed the directives.

During the last year, several improvements to the DBE IT system and the certification responsibilities of the DBE were noted. The efforts to ensure a functional examination IT system are appreciated.

The policy for the certification of candidate achievement was gazetted in October 2022. Adherence to this policy will ensure that the certification of candidate achievements will be executed with due diligence and ensure the successful issuing of certificates.

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	A	A	A	A	A	A	A	A	A	A	1
2.	Accounting Paper 2	A	A	A	A	A	A	A	A	A	A	1
3.	Afrikaans First Additional Language (FAL) Paper 1	A	A	A	A	A	M4	A	M1	M2	M1	2
4.	Afrikaans FAL Paper 2	M2	A	A	A	M1	M1	A	M1	M1	M2	2
5.	Afrikaans FAL Paper 3	M1	A	A	A	A	M2	A	A	M1	A	1
6.	Afrikaans Home Language (HL) Paper 1	M1	M1	A	A	M4	M3	A	M1	M3	M6	2
7.	Afrikaans HL Paper 2	M2	M1	A	A	M3	M2	A	M1	M3	M6	2
8.	Afrikaans HL Paper 3	M1	A	A	A	M3	M1	A	A	M2	M6	2
9.	Afrikaans Second Additional Language (SAL) Paper 1	A	A	A	A	M3	M3	A	M2	M2	M4	2
10.	Afrikaans SAL Paper 2	A	A	A	A	M3	M3	A	M2	M2	M4	2
11.	Afrikaans SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
12.	Agricultural Management Practices	M1	A	A	A	L3	L2	A	A	L1	M2	2
13.	Agricultural Sciences Paper 1	A	A	A	A	A	A	A	A	A	A	1
14.	Agricultural Sciences Paper 2	A	A	A	A	A	A	A	A	A	A	1
15.	Agricultural Technology	M2	A	A	M1	M1	M1	A	A	A	A	2
16.	Business Studies Paper 1	M2	A	A	A	M2	M2	A	A	M3	M2	2
17.	Business Studies Paper 2	M1	A	A	A	M1	M2	A	A	M2	M2	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
18.	Civil Technology: Civil Services	M3	M1	M2	M3	M6	A	L2	M1	A	M4	3
19.	Civil Technology: Construction	M3	A	M1	M2	L6	A	L2	M1	M3	L5	3
20.	Civil Technology: Woodworking	M3	M1	M2	M2	L6	A	L2	M1	M2	L5	3
21.	Computer Applications Technology Paper 1	A	A	A	M2	M2	M2	A	A	M3	M1	2
22.	Computer Applications Technology Paper 2	A	A	M1	M1	M4	M2	A	A	M3	M1	2
23.	Consumer Studies	M2	L1	M2	M1	L11	L6	M1	L2	L5	L4	2
24.	Dance Studies	A	A	A	A	A	A	A	A	A	A	1
25.	Design Paper 1	M1	A	A	A	A	A	A	A	M1	A	1
26.	Design Paper 2	A	A	A	A	A	A	A	A	A	A	1
27.	Dramatic Arts	M3	A	M1	M2	M4	M2	M2	A	M2	M2	1
28.	Economics Paper 1	A	A	A	L4	M4	M3	A	L2	M3	L7	2
29.	Economics Paper 2	M4	L2	M1	L4	M4	M3	A	N3	L7	L7	2
30.	Electrical Technology: Digital Electronics	M1	A	A	M2	M2	M1	L3	A	M1	L6	2
31.	Electrical Technology: Electronics	M1	A	M1	A	M4	M2	A	A	M2	L5	2
32.	Electrical Technology: Power Systems	M1	A	A	M1	M3	M1	M1	A	M2	L6	2
33.	Engineering Graphics and Design Paper 1	M3	A	A	M2	A	M1	A	M1	M2	M2	2
34.	Engineering Graphics and Design Paper 2	M3	M1	A	M2	A	M1	A	M1	M2	M2	2
35.	English FAL Paper 1	M1	M1	M1	M1	M1	M1	A	M1	M1	M1	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
36.	English FAL Paper 2	M1	M1	A	M1	M4	M1	A	M2	M1	L3	2
37.	English FAL Paper 3	M2	A	A	A	M3	M1	A	M1	A	A	2
38.	English HL Paper 1	A	M1	A	M1	M2	A	A	M1	M5	L5	2
39.	English HL Paper 2	A	M1	A	L3	M5	A	M1	L2	L5	L6	2
40.	English HL Paper 3	M1	A	A	M1	M2	M1	A	A	M3	M4	2
41.	English SAL Paper 1											
42.	English SAL Paper 2											
43.	English SAL Paper 3											
44.	Geography Paper 1	M4	M1	A	M2	L6	M1	A	L2	M2	L5	2
45.	Geography Paper 2	M1	A	M1	M1	M1	A	A	M1	M1	L4	2
46.	History Paper 1	M1	A	A	A	L2	A	A	A	L1	M1	2
47.	History Paper 2	M1	A	A	A	M1	A	A	A	M2	M1	2
48.	Hospitality Studies	M2	A	M2	M2	M2	M3	A	M1	A	A	2
49.	Information Technology Paper 1	A	A	A	A	M1	M2	A	A	M1	A	1
50.	Information Technology Paper 2	A	A	A	M1	M1	M1	A	A	A	M4	2
51.	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
52.	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
53.	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
54.	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
55.	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
56.	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
57.	IsiNdebele SAL Paper 1											

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
58.	IsiNdebele SAL Paper 2											
59.	IsiNdebele SAL Paper 3											
60.	IsiXhosa FAL Paper 1	A	A	M1	A	L10	M1	L2	L3	M3	L6	2
61.	IsiXhosa FAL Paper 2	A	A	A	M3	M4	M1	A	L2	M1	L6	2
62.	IsiXhosa FAL Paper 3	A	A	A	A	M3	M1	N3	A	M1	L6	2
63.	IsiXhosa HL Paper 1	M1	A	M1	M1	L8	M1	N3	A	A	M3	2
64.	IsiXhosa HL Paper 2	A	A	A	A	M4	M1	A	A	M1	L6	2
65.	IsiXhosa HL Paper 3	A	A	A	A	M3	M1	M1	A	M2	L6	2
66.	IsiXhosa SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
67.	IsiXhosa SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
68.	IsiXhosa SAL Paper 3	M1	A	A	A	M1	A	A	A	A	A	2
69.	IsiZulu FAL Paper 1	M2	M1	L5	A	M2	M1	A	M2	M2	L8	2
70.	IsiZulu FAL Paper 2	A	A	A	A	L4	A	A	L2	L4	L6	2
71.	IsiZulu FAL Paper 3	A	A	A	A	M1	M1	A	A	A	A	1
72.	IsiZulu HL Paper 1	A	A	M1	A	M5	A	A	M2	M1	L6	2
73.	IsiZulu HL Paper 2	A	A	A	A	M3	A	A	M2	M1	M6	2
74.	IsiZulu HL Paper 3	M1	A	A	A	M1	A	A	A	M1	L6	2
75.	IsiZulu SAL Paper 1											
76.	IsiZulu SAL Paper 2											
77.	IsiZulu SAL Paper 3											
78.	Life Orientation	A	A	A	A	M2	A	A	A	A	M2	1
79.	Life Sciences Paper 1	M1	A	A	M1	M2	A	A	A	M2	M2	2
80.	Life Sciences Paper 2	A	A	A	M1	M3	A	A	A	M2	M2	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
81.	Marine Sciences Paper 1	M2	A	A	A	A	A	A	A	A	A	2
82.	Marine Sciences Paper 2	M1	A	M1	M2	M4	M2	A	A	A	M2	2
83.	Mathematical Literacy Paper 1	M2	M1	A	M1	M3	M2	A	A	M3	M2	2
84.	Mathematical Literacy Paper 2	M2	M1	M1	M1	M4	M2	A	A	M1	M1	2
85.	Mathematics Paper 1	M1	A	M2	M2	M2	A	A	M1	M2	L5	2
86.	Mathematics Paper 2	M1	A	A	M2	M1	M1	A	A	M1	M1	2
87.	Mechanical Technology: Automotive	A	A	A	A	A	A	A	A	A	A	1
88.	Mechanical Technology: Fitting and Machining	A	A	A	A	A	A	A	A	A	A	1
89.	Mechanical Technology: Welding and Metalwork	A	A	A	A	A	A	A	A	A	A	1
90.	Music Paper 1	A	A	M1	M1	M5	A	M1	M1	M2	M4	2
91.	Music Paper 2	M1	A	A	M1	M1	M2	M1	M1	M4	M2	2
92.	Physical Sciences Paper 1	M2	A	A	M1	A	A	A	A	M1	M1	2
93.	Physical Sciences Paper 2	A	A	A	M2	M1	M1	A	A	M1	M1	2
94.	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
95.	Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	1
96.	Sepedi FAL Paper 1	A	A	A	A	M1	A	A	A	M2	M1	1
97.	Sepedi FAL Paper 2	A	A	A	A	M1	A	A	A	M2	A	1
98.	Sepedi FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
99.	Sepedi HL Paper 1	M1	A	M1	M2	M4	A	M1	A	L10	M6	2
100.	Sepedi HL Paper 2	A	A	M1	M1	M3	A	M1	M1	M2	M6	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
101.	Sepedi HL Paper 3	A	A	A	A	M1	A	M1	A	M1	M6	2
102.	Sepedi SAL Paper 1											
103.	Sepedi SAL Paper 2											
104.	Sepedi SAL Paper 3											
105.	Sesotho FAL Paper 1	A	M1	M1	M3	M4	A	A	A	M3	M2	2
106.	Sesotho FAL Paper 2	M1	A	A	L3	M5	M1	A	M1	M4	L6	2
107.	Sesotho FAL Paper 3	A	M1	A	A	M1	A	A	A	M2	M2	1
108.	Sesotho HL Paper 1	M1	M1	M1	L3	M3	A	M1	M1	M3	L6	2
109.	Sesotho HL Paper 2	A	M1	M1	M3	M5	M1	M2	M1	M1	L6	2
110.	Sesotho HL Paper 3	A	A	A	A	A	A	A	A	M1	A	1
111.	Sesotho SAL Paper 1	M2	M1	M1	A	M5	M1	M1	A	M3	L7	2
112.	Sesotho SAL Paper 2	A	M1	M1	M2	M5	M1	A	M2	L2	L6	3
113.	Sesotho SAL Paper 3	A	A	A	A	A	A	A	A	M1	A	1
114.	Setswana FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
115.	Setswana FAL Paper 2	M1	M1	M1	L4	A	A	L2	N3	M4	M4	2
116.	Setswana FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
117.	Setswana HL Paper 1	M1	A	M1	A	M2	L3	A	M1	A	M2	2
118.	Setswana HL Paper 2	A	M1	M1	A	M1	L2	A	M1	M2	M3	2
119.	Setswana HL Paper 3	M1	A	A	A	A	A	A	A	A	A	2
120.	Setswana SAL Paper 1											
121.	Setswana SAL Paper 2											
122.	Setswana SAL Paper 3											

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
123.	SiSwati FAL Paper 1	A	A	A	A	M3	A	A	A	M1	M4	2
124.	SiSwati FAL Paper 2	A	A	A	A	M3	A	A	A	M1	M4	2
125.	SiSwati FAL Paper 3	A	A	A	A	M2	A	A	A	M1	M4	2
126.	SiSwati HL Paper 1	A	A	A	A	M3	M1	A	A	M2	M3	1
127.	SiSwati HL Paper 2	A	A	A	A	M3	A	A	A	M2	M3	1
128.	SiSwati HL Paper 3	M1	A	M1	A	M4	A	A	A	M2	M3	1
129.	SiSwati SAL Paper 1											
130.	SiSwati SAL Paper 2											
131.	SiSwati SAL Paper 3											
132.	South African Sign Language HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
133.	South African Sign Language HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
134.	South African Sign Language HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
135.	Technical Mathematics Paper 1	M4	M1	M4	M3	M2	M1	A	A	M3	L8	2
136.	Technical Mathematics Paper 2	M2	M1	M2	M2	M3	M2	M1	A	M2	L8	2
137.	Technical Sciences Paper 1	M1	A	A	M1	M1	A	A	M1	M2	A	2
138.	Technical Sciences Paper 2	A	A	A	A	M2	A	A	A	A	A	2
139.	Tourism	M1	A	M1	A	M4	M1	A	M1	A	A	1
140.	Tshivenda FAL Paper 1	A	A	A	A	M1	L1	A	A	A	A	2
141.	Tshivenda FAL Paper 2	A	A	A	A	A	M1	A	M1	A	A	2
142.	Tshivenda FAL Paper 3	A	A	A	A	L1	A	A	A	A	A	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
143.	Tshivenda HL Paper 1	M1	A	A	A	M2	A	A	A	A	A	2
144.	Tshivenda HL Paper 2	A	A	A	A	M1	A	A	M3	M1	M2	1
145.	Tshivenda HL Paper 3	M1	A	A	A	M1	A	M2	A	A	M3	2
146.	Tshivenda SAL Paper 1											
147.	Tshivenda SAL Paper 2											
148.	Tshivenda SAL Paper 3											
149.	Visual Arts Paper 1	M1	A	A	L3	M1	A	A	L2	L4	M2	2
150.	Visual Arts Paper 2	A	A	A	A	M1	A	A	A	M1	A	1
151.	Xitsonga FAL Paper 1	M1	A	M1	A	M1	A	A	M1	M2	M4	2
152.	Xitsonga FAL Paper 2	A	A	A	A	M1	A	A	M1	M1	M4	2
153.	Xitsonga FAL Paper 3	M2	A	A	A	M1	A	A	M1	M1	M4	2
154.	Xitsonga HL Paper 1	A	A	A	A	M1	A	A	A	M1	M4	2
155.	Xitsonga HL Paper 2	M1	A	A	M1	M2	A	A	M1	M1	M4	2
156.	Xitsonga HL Paper 3	M1	A	A	A	M2	A	A	A	M1	M4	2
157.	Xitsonga SAL Paper 1											
158.	Xitsonga SAL Paper 2											
159.	Xitsonga SAL Paper 3											

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; OI = 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

Annexure 1B: List of question papers sourced from the bank and approved for the November 2021 NSC and June 2022 NSC/SC(a) examinations

No.	Question paper
1.	English SAL P1
2.	English SAL P2
3.	English SAL P3
4.	isiNdebele SAL P1
5.	isiNdebele SAL P2
6.	isiNdebele SAL P3
7.	IsiZulu SAL P1
8.	isiZulu SAL P2
9.	isiZulu SAL P3
10.	Sepedi SAL Paper 1
11.	Sepedi SAL Paper 2
12.	Sepedi SAL Paper 3
13.	Setswana SAL Paper 1
14.	Setswana SAL Paper 2
15.	Setswana SAL Paper 3
16.	Siswati SAL Paper 1
17.	Siswati SAL Paper 2
18.	Siswati SAL Paper 3
19.	Tshivenda SAL Paper 1
20.	Tshivenda SAL Paper 2
21.	Tshivenda SAL Paper 3
22.	Xitsonga SAL Paper 1
23.	Xitsonga SAL Paper 2
24.	Xitsonga SAL Paper 3

Annexure 2A: Subjects selected for SBA moderation

Province	Sampled subjects for SBA moderation	Sampled schools
Eastern Cape	South African Sign Language Home Language	• Reuben Birin Special School
Free State	Economics	• Concord Secondary School • Naledi-Ya-Botjabela Secondary School • Matseripe Secondary School
Gauteng	Business Studies South African Sign Language Home Language Mathematical Literacy	**Business Studies** • Simunye Secondary School • Mpumelelo Secondary School • Itirele-Zenzele Comprehensive **SASL Home Language** • MC Kharbai Special School **Mathematical Literacy** • Phakamani Secondary School • Amos Maphanga Secondary School • Tsakane Ext 8 Secondary School • BB Myataza Secondary School
KwaZulu-Natal	Maritime Economics Physical Sciences South African Sign Language Home Language	**KwaZulu-Natal** **Maritime Economics** • Dlangezwa High School • Phendukani High School • Mowat Park High School **SASL Home Language** • KwaThintwa School for the Deaf **Eswatini Schools** **Physical Sciences** • Hillside College • U Tech High School • Mbalenhle Christian Academy • Bookville Institute • Harold's Academy
Limpopo	Technical Sciences	**Technical Sciences** • Derek Kobe Secondary School • Giyani High School • Miriyavhavha Technical School • OR Tambo Secondary School

Province	Sampled subjects for SBA moderation	Sampled schools
Mpumalanga	Geography Mathematics South African Sign Language Home Language	**Geography** • LM Kganane Secondary School • DD Mabuza Secondary School • Mabande Comprehensive High School • Ezakheni Combined School • Metropolitan College • Trinity Christian College **Mathematics** • Hazyview Comprehensive School • Lekate High School • Middleburg High School • Hlabangemehlo Secondary School **SASL Home Language** Bukhosibetfu School for the Deaf
Northern Cape	Business Studies	**Business Studies** • Delgadia High School • Victoria Wes Hoërskool • Hoërskool AJ Ferreira
North-West	Geography	**Geography** • Gaopalelwe Secondary School • Ikatisong Secondary School • Itumeleng Secondary • Rethusegile Secondary
Western Cape	Marine Sciences Mathematics	**Marine Sciences** • Protea Heights Academy • Melkbosstrand • Simon's Town High • Gansbaai Academia **Mathematics** • Thembalethu High School • Percy Mdala Secondary School • Concordia High School • Matthew Goniwe Memorial High School

Annexure 2B: Schools implicated in areas of non-compliance

Areas of non-compliance	Subjects	Provinces	Implicated schools
Non-adherence to CAPS and other policy requirements	South African Sign Language Home Language	Eastern Cape	• Reuben Birin Special School
	Technical Sciences	Limpopo	• Giyani High School • OR Tambo Comprehensive
Failure to provide analysis grids for the assessment tasks	Geography	North-West	• Gaopalelwe Secondary School • Ikatisong Secondary School
	Mathematical Literacy	Gauteng	• Itumeleng Secondary • Rethusegile Secondary • Phakamani Secondary School • Amos Maphanga Secondary School • Tsakane Ext 8 Secondary School • BB Myataza Secondary School
		Western Cape	• Percy Mdala Secondary School • Concordia High School • Matthew Goniwe Memorial High School
Poor quality internal moderation and in some instances, no moderation at all	South African Sign Language Home Language	Eastern Cape	• Reuben Birin Special School
	Economics	Free State	• Concordia Secondary School • Matseripe Secondary School
	Business Studies	Gauteng	• Itirele-Zenzele Comprehensive High School
		Northern Cape	• ZF Mgcawu Secondary School • Delgania High School • Victoria Wes Hoërskool
Poor quality marking and application of the marking guidelines	Economics	Free State	• Concord Secondary School • Naledi-Ya-Botjabela Secondary School • Matseripe Secondary School
	Business Studies	Gauteng	• Itirele-Zenzele Comprehensive High School
	Technical Sciences	Limpopo	• Giyani High School • Miriyavhavha Secondary School • Derek Kobe Senior Secondary School
	Physical Sciences	KwaZulu-Natal	• Hillside College • Harold's Academy

Areas of non-compliance	Subjects	Provinces	Implicated schools
Lack of constructive feedback and developmental plans for learners	Economics	Free State	• Naledi-Ya-Botjabela School
	Technical Sciences	Limpopo	• Giyani High School
	Maritime Economics	KwaZulu-Natal	• Phendukani High School • Dlangezwa High School • Mowat Park High School
	Mathematics	Western Cape	• Percy Mdala Secondary School • Concordia High School • Matthew Goniwe Memorial High School • Thembalethu High School
Poor question setting and ability to measure levels of question difficulty	Geography	North-West	• Phakamani Secondary School • Amos Maphanga Secondary School • Tsakane Ext 8 Secondary School • BB Myataza Secondary School
	Mathematical Literacy	Gauteng	• Amos Maphanga Secondary School
Lack of pre- and post-moderation reports as required by the assessment procedures	South African Sign Language Home Language	Eastern Cape	• Reuben Birin Special School
	Economics	Free State	• Concord Secondary School • Naledi-Ya-Botjabela Secondary School • Matseripe Secondary School
	Geography	North-West	• Phakamani Secondary School • Amos Maphanga Secondary School • Tsakane Ext 8 Secondary School • BB Myataza Secondary School
Internal moderators' inability to decipher errors made by the subject teacher during marking	Geography	Mpumalanga	• LM Kganane Secondary School • DD Mabuza Secondary School • Mabande Comprehensive High School • Ezakheni Combined School • Metropolitan College • Trinity Christian College
	Marine Sciences	Western Cape	• Protea Heights Academy • Melkbosstrand • Simon's Town High School • Gansbaai Academia

Annexure 4A: Subjects/question papers per PED sampled for the audit of appointed markers

Province	List of subjects/question papers
Eastern Cape	Computer Applications Technology Paper 1 and Paper 2 English First Additional Language Paper 1 and Paper 2 History Paper 1 and Paper 2 IsiXhosa Home Language Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Technical Science IsiXhosa Home Language Paper 1, Paper 2 and Paper 3 IsiXhosa First Additional Language Paper 3 Technical Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2
Free State	Electrical Technology: Power Systems Electrical Technology: Electronics Dramatic Arts Dance Studies Design Religious Studies Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2 Tourism Visual Arts Hospitality Studies
Gauteng	Accounting Paper 1 and Paper 2 Civil Technology: Civil Services, Construction and Woodworking Information Technology Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 IsiZulu First Additional Language Paper 1, Paper 2 and Paper 3 Mechanical Technology: Fitting & Machining Technical Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2 Engineering Graphics and Design Paper 2
KwaZulu-Natal	Afrikaans Home Language Paper 1, Paper 2 and Paper 3 Consumer Studies Paper 1 Engineering Graphics and Design Paper 1 and Paper 2 English Home Language Paper 1, Paper 2 and Paper 3 IsiZulu Home Language Paper 1, Paper 2 and Paper 3 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mechanical Technology: Welding and Metalwork Technical Sciences Paper 1 and Paper 2 Visual Arts Paper 1 and Paper 2

Province	List of subjects/question papers
Limpopo	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 Economics Paper 1 and Paper 2 English First Additional Language Paper 1 and Paper 2 Geography Paper 2 Life Sciences Paper 2 Mathematical Literacy Paper 1 Tshivenda Paper 1, Paper 2 and Paper 3 Technical Mathematics Paper 1 and Paper 2 Xitsonga Paper 1, Paper 2 and Paper 3
Mpumalanga	English Home Language Paper 1, Paper 2 and Paper 3 Geography Paper 1 and Paper 2 History Paper 1and Paper 2 SiSwati Home Language Paper 1, Paper 2 and Paper 3 IsiZulu Home Language Mathematics Paper 1 and Paper 2 Ndebele Home Language Paper 1, Paper 2 and Paper 3 Physical Science Paper 1 Religious Studies Paper 1 and Paper 2 Xitsonga Home Language Paper 1, Paper 2 and Paper 3
North West	Accounting Paper 1 Agricultural Sciences Paper 1 Economics Paper 1 English First Additional Language Paper 1 and Paper 2 Geography Paper 1 Life Sciences Paper 1 Mathematics Paper 1 and Paper 2 Physical Science Paper 1 Setswana Home Language Paper 1 Tourism
Northern Cape	Accounting Paper 1 and Paper 2 Agricultural Science Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Consumer studies Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 English First Additional Language Paper 1, Paper 2 and Paper 3 English Home Language Paper 1, Paper 2 and Paper 3 Mathematics Paper 1 and Paper 2
Western Province	Computer Applications Technology Paper 1 and Paper 2 Consumer Studies Dance Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 History Paper 1 and Paper 2 IsiXhosa Home Language Paper 1, Paper 2 and Paper 3 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mechanical Technology: Welding and Metalwork

Annexure 5A: Examination centres visited during the writing phase of the DBE 2022 NSC examination

No.	Province	Centre	Date	Subject written
1.	Eastern Cape	Buchule Technical High School	05 September 2022	Life Orientation
2.	North West	Central Secondary	05 September 2022	Life Orientation
3.	Limpopo	Florapark Comprehensive High	05 September 2022	Life Orientation
4.	Northern Cape	Boesmanland High	05 September 2022	Life Orientation
5.	Gauteng	Hoërskool Die Fakkel	05 September 2022	Life Orientation
6.	Limpopo	Hoërskool Noorderland	05 September 2022	Life Orientation
7.	Limpopo	Mamolemane Secondary	05 September 2022	Life Orientation
8.	Gauteng	Ngaka Maseko Secondary	05 September 2022	Life Orientation
9.	Free State	Ntsu Secondary	05 September 2022	Life Orientation
10.	Mpumalanga	Nyamazane High	05 September 2022	Life Orientation
11.	Western Cape	South African College High	05 September 2022	Life Orientation
12.	North West	Tshepagalang Secondary	05 September 2022	Life Orientation
13.	KwaZulu-Natal	Westbury College of Science	05 September 2022	Life Orientation
14.	North West	Eletsa Secondary School	05 September 2022	Life Orientation
15.	Gauteng	Bedfordview	25 October 2022	Computer Applications Technology Paper 1
16.	Eastern cape	Byletts High School	25 October 2022	Computer Applications Technology Paper 1
17.	Gauteng	Carleton Jones High School	25 October 2022	Computer Applications Technology Paper 1
18.	North West	Curro Academy	25 October 2022	Computer Applications Technology Paper 1
19.	Northern Cape	Elizabeth Conradie	25 October 2022	Computer Applications Technology Paper 1
20.	Mpumalanga	Netherland Park Secondary Ermelo	25 October 2022	Computer Applications Technology Paper 1
21.	Free State	Eunice High School Universitas	25 October 2022	Computer Applications Technology Paper 1
22.	Gauteng	Filadelfia Secondary LSEN	25 October 2022	Computer Applications Technology Paper 1
23.	North West	Golfview High School	25 October 2022	Computer Applications Technology Paper 1
24.	Limpopo	Gwambeni High School	25 October 2022	Computer Applications Technology Paper 1

No.	Province	Centre	Date	Subject written
25.	Western Cape	Hottentots Holland High	25 October 2022	Computer Applications Technology Paper 1
26.	Mpumalanga	Kriel Hoërskool	25 October 2022	Computer Applications Technology Paper 1
27.	Gauteng	Landulwazi Comprehensive School	25 October 2022	Computer Applications Technology Paper 1
28.	Eastern Cape	Lawson Brown High School	25 October 2022	Computer Applications Technology Paper 1
29.	KwaZulu-Natal	Kwamasondo Secondary School	25 October 2022	Computer Applications Technology Paper 1
30.	Limpopo	Meetsetshehla Secondary	25 October 2022	Computer Applications Technology Paper 1
31.	KwaZulu-Natal	Mount View	25 October 2022	Computer Applications Technology Paper 1
32.	Limpopo	Pax College	25 October 2022	Computer Applications Technology Paper 1
33.	North West	Phatsima	25 October 2022	Computer Applications Technology Paper 1
34.	Mpumalanga	Steelcrest High School	25 October 2022	Computer Applications Technology Paper 1
35.	Northern Cape	Strydenburg Combined School	25 October 2022	Computer Applications Technology Paper 1
36.	North West	Golf View Secondary School	25 October 2022	Computer Applications Technology Paper 1
37.	Eastern Cape	Bonxa High School	25 October 2022	Computer Applications Technology Paper 1
38.	Mpumalanga	Ithafa MSTA School	25 October 2022	Computer Applications Technology Paper 1
39.	Eastern Cape	Westering Hoërskool	26 October 2022	Information Technology Paper 1
40.	Eastern Cape	Wiggins Secondary School	26 October 2022	Information Technology Paper 1
41.	KwaZulu-Natal	Northwood High School	26 October 2022	Information Technology Paper 1
42.	Gauteng	Edenvale High School	26 October 2022	Information Technology Paper 1
43.	Gauteng	Katlehong Secondary School	26 October 2022	Information Technology Paper 1
44.	Mpumalanga	Vezikhona Secondary School	31 October 2022	English First Additional Language Paper 1

No.	Province	Centre	Date	Subject written
45.	Mpumalanga	The Oasis College	31 October 2022	English First Additional Language Paper 1
46.	Gauteng	Delcom Training Institute	31 October 2022	English Home Language Paper 1 English First Additional Language Paper 1
47.	Gauteng	Mandisa Shiceka Secondary School	31 October 2022	English First Additional Language Paper 1
48.	Gauteng	Star Schools Braamfontein	31 October 2022	English Home Language Paper 1 English First Additional Language Paper 1
49.	Northern Cape	Tswelopele Secondary School	31 October 2022	English First Additional Language Paper 1
50.	Northern Cape	Sediba Academy	31 October 2022	English Home Language Paper 1
51.	Eastern Cape	Gcinumthetho Senior Secondary School	31 October 2022	English First Additional Language Paper 1
52.	Eastern Cape	Lamplough Senior Secondary School	31 October 2022	English First Additional Language Paper 1
53.	Limpopo	Kgapane High School	31 October 2022	English First Additional Language Paper 1
54.	Limpopo	Marobathota Repeat Centre	31 October 2022	English First Additional Language Paper 1
55.	Limpopo	Thohoyandou Secondary School	31 October 2022	English First Additional Language Paper 1
56.	Free State	Khauho Secondary School	31 October 2022	English First Additional Language Paper 1
57.	Free State	Molapo Secondary School	31 October 2022	English First Additional Language Paper 1
58.	KwaZulu-Natal	DRC Secondary School	31 October 2022	English First Additional Language Paper 1
59.	KwaZulu-Natal	uMgungundlovu Centre	31 October 2022	English First Additional Language Paper 1
60.	KwaZulu-Natal	Umtapho High School	31 October 2022	English First Additional Language Paper 1
61.	Western Cape	Calling Academy	31 October 2022	English First Additional Language Paper 1
62.	Western Cape	Heatherlands High School	31 October 2022	English First Additional Language Paper 1

No.	Province	Centre	Date	Subject written
63.	North West	Dirang Ka Natla Comprehensive High School	31 October 2022	English First Additional Language Paper 1
64.	North West	Fumane Secondary School	31 October 2022	English First Additional Language Paper 1
65.	KwaZulu-Natal	Gamalakhe Commercial High School	01 November 2022	Economics Paper 1
66.	Limpopo	Ralekwalana Secondary School	01 November 2022	Economics Paper 1
67.	Eastern Cape	Ntafufu Senior Secondary School	01 November 2022	Economics Paper 1
68.	Western Cape	Bardale Secondary School	01 November 2022	Economics Paper 1
69.	Mpumalanga	Kempsiding Combined School	01 November 2022	Economics Paper 1
70.	Free State	Marematlou Secondary School	01 November 2022	Economics Paper 1
71.	Mpumalanga	Alex Benjamin Secondary School	01 November 2022	Economics Paper 1
72.	Gauteng	Petit High School	01 November 2022	Economics Paper 1
73.	Western Cape	Masiphumelele High School	01 November 2022	Economics Paper 1
74.	North West	Sedibelo Secondary School	01 November 2022	Economics Paper 1
75.	North West	Thuto Tsebo Secondary School	01 November 2022	Economics Paper 1
76.	North West	Golf View Secondary School	02 November 2022	Afrikaans First Additional Language Paper 1
77.	KwaZulu-Natal	Ferrum High School	02 November 2022	Afrikaans First Additional Language Paper 1 Afrikaans Home Language Paper 1
78.	Limpopo	Hoërskool Pietersburg	02 November 2022	Afrikaans Paper 1
79.	Mpumalanga	Hoërskool Evander	02 November 2022	Afrikaans First Additional Language Paper 1
80.	Mpumalanga	Hoërskool Secunda	02 November 2022	Afrikaans First Additional Language Paper 1
81.	Mpumalanga	Nganana Secondary School	02 November 2022	History Paper 1
82.	Free State	Grey College Boys High School	02 November 2022	Afrikaans First Additional Language Paper 1
83.	Mpumalanga	Hlong High School	02 November 2022	Agricultural Management Paper 2
84.	Mpumalanga	Sigweje Secondary School	03 November 2022	History Paper 1

No.	Province	Centre	Date	Subject written
85.	Gauteng	Thuto Lefa Secondary School	03 November 2022	History Paper 1
86.	Northern Cape	Emmanuel Secondary School	03 November 2022	History Paper 1
87.	KwaZulu-Natal	Phambili High School	03 November 2022	History Paper 1
88.	Limpopo	Sethwethwa Senior Secondary	03 November 2022	History Paper 1
89.	Limpopo	Todani Secondary School	03 November 2022	History Paper 1
90.	Western Cape	Breërivier High School	03 November 2022	History Paper 1
91.	Eastern Cape	Ndamase Senior Secondary School	03 November 2022	History Paper 1
92.	Western Cape	Knysna Secondary School	03 November 2022	History Paper 1
93.	Free State	Hodisa Technical High School	03 November 2022	Engineering Graphics and Design Paper 1
94.	Free State	Lefikeng High School	03 November 2022	History Paper 1
95.	Free State	Taiwe Secondary School	03 November 2022	History Paper 1
96.	North West	Seoleseng Secondary School	03 November 2022	History Paper 1
97.	Eastern Cape	Masiphathisane	04 November	Mathematical Literacy Paper 1
98.	Eastern Cape	Algoa College	04 November 2022	Mathematical Literacy Paper 1 Mathematics Paper 1 Technical Mathematics Paper 1
99.	Eastern Cape	Sophumelela Finishing School	04 November 2022	Mathematics Paper 1
100.	KwaZulu-Natal	Buhlebomzinyathi Secondary School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
101.	KwaZulu-Natal	U-Tech School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
102.	KwaZulu-Natal	Mandlenkosi High School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
103.	Limpopo	Waterberg High School	04 November 2022	Mathematical Literacy Paper 1
104.	Western Cape	Gansbaai Academia	04 November 2022	Mathematics Paper 1
105.	Western Cape	Klein Nederburg High School	04 November 2022	Mathematical Literacy Paper 1

No.	Province	Centre	Date	Subject written
106.	Northern Cape	Duineveld High School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
107.	Free State	Leratong Secondary School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
108.	Mpumalanga	Marhaji Secondary School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy
109.	Gauteng	Pretoria Institute of Learning	04 November 2022	Mathematics Paper 1 and Mathematical Literacy
110.	Gauteng	Imfundo Secondary School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
111.	Western Cape	Masibambane Secondary School	04 November 2022	Mathematics Paper 1
112.	North West	Batlhaping Secondary School	04 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 1
113.	Eastern Cape	Lusikisiki College	07 November 2022	Mathematics Paper 2 Mathematics Literacy Paper 2 Technical Mathematics Paper 2
114.	Eastern Cape	Richard Varha Technical High School	07 November 2022	Mathematics Paper 2
115.	Eastern Cape	Ulwazi High School	07 November 2022	Mathematics Literacy Paper 2
116.	Limpopo	Basopa High School	07 November 2022	Technical Mathematics Paper 2
117.	Free State	Mfundo Thuto School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
118.	Free State	Motheo Designated Centre	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
119.	Free State	Tsebo Secondary School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
120.	Limpopo	Dimani Agricultural High School	07 November 2022	Mathematics Paper 2
121.	Limpopo	Monamoledi Secondary School	07 November 2022	Mathematics Literacy Paper 2

No.	Province	Centre	Date	Subject written
122.	Western Cape	Aurial College	07 November 2022	Technical Mathematics Paper 2
123.	Western Cape	New Orleans Secondary School	07 November 2022	Mathematics Paper 2
124.	Western Cape	Philippi High School	07 November 2022	Mathematics Literacy Paper 2
125.	Mpumalanga	Khamane High School	07 November 2022	Mathematics Paper 2
126.	Mpumalanga	Sibhulo Secondary School	07 November 2022	Mathematics Paper 2
127.	Gauteng	Carpe Diem Academy	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
128.	KwaZulu-Natal	Duck Ponds High School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
129.	KwaZulu-Natal	Gelekedle Secondary School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
130.	KwaZulu-Natal	Obed Mlaba Technical High School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
131.	North West	Le-Rona Secondary School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
132.	North West	Micha Kgasi Secondary School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
133.	North West	St Paul's High School	07 November 2022	Mathematics Paper 1 and Mathematical Literacy Paper 2
134.	Limpopo	Gwabeni (Rewrite)	07 December 2022	Computer Applications Technology
135.	Western Cape	Belhar Secondary	07 December 2022	Computer Applications Technology
136.	Gauteng	Hillview	07 December 2022	Computer Applications Technology
137.	North West	Malatse Motsepe	07 December 2022	Computer Applications Technology
138.	Limpopo	Michael Denga Ramabulana Secondary School	08 November 2022	Economics Paper 2
139.	Free State	Lekgulo Secondary School	08 November 2022	Economics Paper 2
140.	Limpopo	St Bedes High School	08 November 2022	Economics Paper 2

No.	Province	Centre	Date	Subject written
141.	Western Cape	Grassy Park High School	08 November 2022	Economics Paper 2
142.	Western Cape	Groot-Brakrivier Secondary School	08 November 2022	Economics Paper 2
143.	Eastern Cape	Dutywa Private Centre	08 November 2022	IsiXhosa Home Language Paper 1 IsiXhosa First Additional Language Paper 1
144.	Eastern Cape	Johnson Nqonqoza Senior Secondary School	08 November 2022	Economics Paper 2
145.	Eastern Cape	Jongilizwe Senior Secondary School	08 November 2022	Economics Paper 2
146.	Mpumalanga	Skhila Secondary School	08 November 2022	Economics Paper 2
147.	Mpumalanga	Setsheng Secondary School	08 November 2022	Economics Paper 2
148.	KwaZulu-Natal	Isibonelo High School	08 November 2022	IsiZulu Home Language Paper 1
149.	KwaZulu-Natal	Parkhill Secondary School	08 November 2022	Economics Paper 2
150.	KwaZulu-Natal	Sikhethuxolo High School	08 November 2022	Economics Paper 2
151.	North West	Boitshoko Secondary School	08 November 2022	Economics Paper 2
152.	North West	Ithuteng Commercial School	08 November 2022	Economics Paper 2
153.	Northern Cape	KS Shuping High School	09 November 2022	Setswana Home Language Paper 1
154.	Free State	Tikwana Comprehensive School	09 November 2022	Sesotho Home Language Paper 1
155.	Limpopo	Relebogile High School	09 November 2022	Xitsonga Home Language Paper 1 Sepedi Home Language Paper 2
156.	Mpumalanga	Bombani Secondary School	10 November 2022	History Paper 2
157.	Mpumalanga	Bukosibetfu Inclusive School	10 November 2022	South African Sign Language Home Language Paper 1
158.	Free State	Diphetoho Secondary School	10 November 2022	History Paper 2
159.	Free State	Thiboloha School for the Deaf and Blind	10 November 2022	South African Sign Language Home Language Paper 1
160.	Northern Cape	Oranjezicht High School	10 November 2022	History Paper 2
161.	Gauteng	Bona Lesedi Secondary School	10 November 2022	History Paper 2

No.	Province	Centre	Date	Subject written
162.	Limpopo	DZJ Mtebule	10 November 2022	History Paper 2
163.	KwaZulu-Natal	Franklin Secondary School	10 November 2022	History Paper 2
164.	Western Cape	Dominican School for Deaf Children	10 November 2022	South African Sign Language Home Language Paper 1
165.	North West	Reebone Secondary School	10 November 2022	History Paper 2
166.	North West	North West Secondary School for the Deaf	10 November 2022	South African Sign Language Home Language Paper 1
167.	Mpumalanga	Bukosibetfu Inclusive School	10 November 2022	South African Sign Language Home Language Paper 1
168.	Eastern Cape	Reuben Birin School for the Hearing Impaired	10 November 2022	South African Sign Language Home Language Paper 1
169.	North West	North West Secondary School for the Deaf	10 November 2022	South African Sign Language Home Language Paper 1
170.	Western cape	Western Cape Dominican School for Deaf Children	10 November 2022	South African Sign Language Home Language Paper 1
171.	Limpopo	Kutama Secondary School	11 November 2022	Physical Sciences Paper 1
172.	Limpopo	Nkwangulatilo Education Centre	11 November 2022	Physical Sciences Paper 1
173.	Mpumalanga	Chayaza Secondary School	11 November 2022	Physical Sciences Paper 1
174.	Free State	Lejweleputswa Designated Centre	11 November 2022	Physical Sciences Paper 1
175.	Gauteng	Eqinisweni Secondary School	11 November 2022	Physical Sciences Paper 1
176.	KwaZulu-Natal	Scelimfundo Combined School	11 November 2022	Physical Sciences Paper 1
177.	North West	Marikana High School	11 November 2022	Physical Sciences Paper 1
178.	North West	Tswelelopele High School	11 November 2022	Physical Sciences Paper 1
179.	Eastern Cape	Gobinamba Comprehensive School	14 November 2022	Physical Sciences Paper 2
180.	Eastern Cape	Holy Cross Senior Secondary School	14 November 2022	Physical Sciences Paper 2
181.	Eastern Cape	Tholang Senior Secondary School	14 November 2022	Physical Sciences Paper 2
182.	Limpopo	New Era College	14 November 2022	Physical Sciences Paper 2

No.	Province	Centre	Date	Subject written
183.	Western Cape	Esselen Park High School	14 November 2022	Physical Sciences Paper 2 Technical Science Paper 2
184.	Mpumalanga	Makhozana Manzini Secondary School	14 November 2022	Physical Sciences Paper 2
185.	Mpumalanga	Manyangana High School	14 November 2022	Religion Studies Paper 1
186.	Mpumalanga	Mghubo Secondary School	14 November 2022	Physical Sciences Paper 2
187.	Mpumalanga	Phumelela Secondary School	14 November 2022	Religion Studies Paper 2
188.	Gauteng	King Edward VII	14 November 2022	Physical Sciences Paper 2
189.	Gauteng	Pretoria Secondary School	14 November 2022	Physical Sciences Paper 2
190.	Free State	CommTech Comprehensive School	14 November 2022	Technical Paper 2; and Physical Sciences Paper 2
191.	Free State	Evungwini High School	14 November 2022	Technical Paper 2 and Physical Sciences Paper 2
192.	KwaZulu-Natal	Esizibeni Comprehensive High School	14 November 2022	Physical Sciences Paper 2
193.	North West	Hoërskool Zeerust	14 November 2022	Physical Sciences Paper 2
194.	KwaZulu-Natal	Ngwenya Secondary School	14 November 2022	Physical Sciences Paper 2
195.	Limpopo	Mahuntsi Secondary School	15 November 2022	Geography Paper 1
196.	Western Cape	Leiden Secondary School	15 November 2022	Geography Paper 1
197.	Free State	Wongalethu High School	15 November 2022	Geography Paper 1
198.	Mpumalanga	Ndzundza Mabhoko Secondary School	15 November 2022	Geography Paper 1
199.	Gauteng	Inqayisivele Secondary School	15 November 2022	Geography Paper 1
200.	Gauteng	New Hope Secondary School	15 November 2022	Geography Paper 1
201.	Eastern Cape	Mazizini Senior Secondary School	15 November 2022	Geography Paper 1
202.	KwaZulu-Natal	Nhloyana Examination Centre	15 November 2022	Geography Paper 1
203.	KwaZulu-Natal	Prince Nomatiyela Secondary School	15 November 2022	Geography Paper 1
204.	North West	Academy for Christian Education	15 November 2022	Geography Paper 1
205.	North West	Rekgaratlhile Secondary School	15 November 2022	Geography Paper 1
206.	Western Cape	Wesbank Secondary School	16 November 2022	Accounting Paper 1

No.	Province	Centre	Date	Subject written
207.	Western Cape	Proteus Technical Secondary School	16 November 2022	Engineering Graphics and Design Paper 2
208.	Limpopo	Gojela High School	16 November 2022	Accounting
209.	Free State	Kgololosego Secondary School	16 November 2022	Accounting Paper 1
210.	Free State	Leifo Iziko Combined School	16 November 2022	Accounting Paper 1
211.	Eastern Cape	VM Kwinana Senior Secondary School	16 November 2022	Engineering Graphics and Design Paper 2
212.	Eastern Cape	Khumbulani High School	16 November 2022	Accounting Paper 1
213.	Eastern Cape	Buchule Technical High School	16 November 2022	Engineering Graphics and Design Paper 2
214.	Western Cape	Oude Molen Technical High School	16 November 2022	Engineering Graphics and Design Paper 2
215.	Eastern Cape	Ulwazi High School	16 November 2022	Accounting Paper 1
216.	Mpumalanga	Nthoroane Secondary School	16 November 2022	Accounting Paper 1
217.	Mpumalanga	Mgudlwa Secondary School	16 November 2022	Accounting Paper 1
218.	Gauteng	Nick Mpshe Secondary School	16 November 2022	Engineering Graphics and Design Paper 2
219.	Gauteng	Hoërskool Garsfontein	16 November 2022	Engineering Graphics and Design Paper 2
220.	Gauteng	Bophelong Secondary School	16 November 2022	Accounting Paper 1
221.	North West	FM Ramaboea Technical and Commercial High School	16 November 2022	Engineering Graphics and Design Paper 2
222.	North West	Kgosibodiba Commercial School	16 November 2022	Accounting Paper 1
223.	KwaZulu-Natal	Kharwastan Secondary School	16 November 2022	Accounting Paper 1
224.	Eastern Cape	Kusile Comprehensive School	17 November 2022	Civil Technology Paper 1
225.	Eastern Cape	Zimele High School	17 November 2022	English First Additional Language Paper 2
226.	North West	Leshobo Secondary School	17 November 2022	English First Additional Language Paper 2
227.	North West	Z M Seatlholo High School	17 November 2022	English First Additional Language Paper 2

No.	Province	Centre	Date	Subject written
228.	Free State	Albertina Sisulu Secondary School	17 November 2022	English First Additional Language Paper 2
229.	Free State	EE Monese Combined School	17 November 2022	Civil Technology Paper 1
230.	Free State	Morena Mokopela Secondary School	17 November 2022	Civil Technology Paper 1
231.	Limpopo	Mbhekwana	17 November 2022	English First Additional Language Paper 2
232.	Western Cape	Nomzamo High School	17 November 2022	English First Additional Language Paper 2
233.	Western Cape	Portland Secondary	17 November 2022	English First Additional Language Paper 2
234.	Mpumalanga	Chief Mayisa Secondary School	17 November 2022	English First Additional Language Paper 2
235.	Gauteng	Makhosini Combined School	17 November 2022	English First Additional Language Paper 2
236.	Gauteng	Tsakane Secondary School	17 November 2022	English First Additional Language Paper 2
237.	Gauteng	Highlands North Boys High School	17 November 2022	Civil Technology Paper 1
238.	KwaZulu-Natal	Emalahleni Combined School	17 November 2022	English First Additional Language Paper 2
239.	KwaZulu-Natal	Stanger High School	17 November 2022	English First Additional Language Paper 2
240.	KwaZulu-Natal	Thornwood Secondary School	17 November 2022	English First Additional Language Paper 2
241.	Free State	Rainbow Secondary School	18 November 2022	Life Sciences Paper 1
242.	Western Cape	Weston Secondary School	18 November 2022	Life Sciences Paper 1
243.	Western Cape	Pinelands High School	18 November 2022	Visual Arts Paper 1
244.	Western Cape	Helderberg High School	18 November 2022	Life Sciences Paper 1
245.	North West	Ncunde Secondary School	18 November 2022	Life Sciences Paper 1
246.	Western Cape	Fish Hoek High School	18 November 2022	Visual Arts Paper 1
247.	Limpopo	Sebotsi Combined School	18 November 2022	Life Sciences Paper 1
248.	Limpopo	Gwenane Secondary School	18 November 2022	Life Sciences Paper 1
249.	Limpopo	Bakenberg High School	18 November 2022	Life Sciences Paper 1
250.	Eastern Cape	Reuben Birin School for the Deaf	18 November 2022	South African Sign Language Paper 2

No.	Province	Centre	Date	Subject written
251.	Eastern Cape	Ntsika Senior Secondary School	18 November 2022	Life Sciences Paper 1
252.	Eastern Cape	Mqikela Secondary School	18 November 2022	Life Sciences Paper 1
253.	Eastern Cape	Forbes Grant High School	18 November 2022	Visual Arts Paper 1
254.	Eastern Cape	Freemantle Boys High School	18 November 2022	Life Sciences Paper 1
255.	Gauteng	Wallmansthal Secondary School	18 November 2022	Life Sciences Paper 1
256.	Gauteng	Hoërskool Dinamika	18 November 2022	Visual Arts Paper 2
257.	KwaZulu-Natal	Dikana High School	18 November 2022	Life Sciences Paper 1
258.	KwaZulu-Natal	JE Ndlovu Secondary School	18 November 2022	Life Sciences Paper 1
259.	Western Cape	Perseverance Secondary School	21 November 2022	Life Sciences Paper 2
260.	Western Cape	Livingstone High School	21 November 2022	Life Sciences Paper 2
261.	Limpopo	Phangasasa Secondary School	21 November 2022	Life Sciences Paper 2
262.	Eastern Cape	Khwezilomso Comprehensive School	21 November 2022	Electrical Technology Paper 1
263.	Free State	Marallaneng Secondary School	21 November 2022	Life Sciences Paper 2
264.	Free State	Schonkenville School	21 November 2022	Life Sciences Paper 2
265.	Eastern Cape	Pearston Senior Secondary School	21 November 2022	Life Sciences Paper 2
266.	Eastern Cape	Zweliyandila High School	21 November 2022	Life Sciences Paper 2
267.	Mpumalanga	Lehlaka Combined School	21 November 2022	Life Sciences Paper 2
268.	Gauteng	DC Marivate Secondary School	21 November 2022	Life Sciences Paper 2
269.	Gauteng	Phateng Secondary School	21 November 2022	Life Sciences Paper 2
270.	Northern Cape	Boesmanland High School	21 November 2022	Life Sciences Paper 2
271.	KwaZulu-Natal	Southlands Secondary School	21 November 2022	Life Sciences Paper 2
272.	North West	Gaseitsiwe Secondary School	21 November 2022	Life Sciences Paper 2
273.	North West	GS Phoi Secondary School	21 November 2022	Life Sciences Paper 2
274.	North West	Thuto Boswa Secondary School	21 November 2022	Life Sciences Paper 2
275.	North West	Tlhoafalo Secondary School	21 November 2022	Life Sciences Paper 2

No.	Province	Centre	Date	Subject written
276.	Limpopo	Matimu High School	22 November 2022	Xitsonga Home Language Paper 2
277.	Limpopo	Phagameng High School	22 November 2022	Sepedi Paper 2
278.	Limpopo	Shirilele Secondary School	22 November 2022	Xitsonga Home Language Paper 2
279.	Limpopo	Somavugha	22 November 2022	Xitsonga Home Language Paper 2
280.	Free State	Kagisano Combined School	22 November 2022	Sesotho Home Language Paper 2
281.	Free State	Tlotlisong Secondary School	22 November 2022	Sesotho Home Language Paper 2
282.	Free State	Setjhaba se Maketse Combined School	22 November 2022	Geography Paper 2
283.	Western Cape	Van Cutsem Combined School	22 November 2022	Geography Paper 2
284.	Western Cape	Kayamandi High School	22 November 2022	Geography Paper 2
285.	Mpumalanga	Mpuluzi Secondary School	22 November 2022	Geography Paper 2
286.	North West	Johane Mokolobetsi Secondary School	22 November 2022	Setswana Home Language Paper 2
287.	North West	Bafedile Secondary School	22 November 2022	Setswana Home Language Paper 2
288.	North West	Johane Mokolobetsi School	22 November 2022	Setswana Home Language Paper 2
289.	Western Cape	Ravensmead High School	23 November 2022	Business Studies Paper 1
290.	Limpopo	Nthuba High School	23 November 2022	Business Studies Paper 1
291.	Mpumalanga	Kunjuliwe Secondary School	23 November 2022	Business Studies Paper 1
292.	Gauteng	New Model Private School	23 November 2022	Business Studies Paper 2
293.	Free State	Mophate Secondary School	23 November 2022	Business Studies Paper 2
294.	Free State	Seemahale High School	23 November 2022	Business Studies Paper 2
295.	KwaZulu-Natal	Dr A Lazarus School	23 November 2022	IsiZulu First Additional Language Paper 2
296.	KwaZulu-Natal	Groenvlei Combined School	23 November 2022	IsiZulu Home Language Paper 2
297.	KwaZulu-Natal	Wyebank Secondary School	23 November 2022	Business Studies Paper 1
298.	Eastern Cape	Hoër Volkskool	24 November 2022	Afrikaans Paper 2
299.	Eastern Cape	JA Calata Senior Secondary School	24 November 2022	Business Studies Paper 1

No.	Province	Centre	Date	Subject written
300.	Eastern Cape	Siwali Senior Secondary School	24 November 2022	Tourism Paper 1
301.	Eastern Cape	St Albans Correctional Facility	24 November 2022	Tourism Paper 1
302.	Western Cape	Lavender Hill High School	24 November 2022	Tourism Paper 1
303.	Mpumalanga	Nqobangolwazi Secondary School	24 November 2022	Tourism Paper 1
304.	Gauteng	Nkumbulo Secondary School	24 November 2022	Tourism Paper 1
305.	Free State	Hoërskool Fouche	24 November 2022	Tourism
306.	Free State	Sasamala Secondary School	24 November 2022	Tourism
307.	Gauteng	Hoërskool Oos-Moot	24 November 2022	Afrikaans Home Language Paper 2
308.	Gauteng	Memezela Secondary School	24 November 2022	Tourism Paper 1
309.	Northern Cape	Sediba Academy	24 November 2022	Afrikaans First Additional Language Paper 2
310.	KwaZulu-Natal	Laneria Secondary School	24 November 2022	Afrikaans First Additional Language Paper 2
311.	North West	Whitfield Academy	24 November 2022	Afrikaans First Additional Language Paper 2
312.	KwaZulu-Natal	Panorama Combined School	24 November 2022	Tourism
313.	Western Cape	Sentraal High School	25 November 2022	Accounting Paper 2
314.	Western Cape	Sinenjongo High School	25 November 2022	Agricultural Sciences
315.	Western Cape	Manzomthombo Secondary School	25 November 2022	Accounting Paper 2
316.	Limpopo	Mphambo High School	25 November 2022	Accounting Paper 2
317.	North West	Geysdorp Secondary School	25 November 2022	Agricultural Sciences Paper 1
318.	North West	Klipgat Secondary School	25 November 2022	Agricultural Sciences Paper 1
319.	Limpopo	Maope Secondary School	25 November 2022	Agricultural Sciences Paper 1
320.	Limpopo	George Masibe High School	25 November 2022	Agricultural Sciences Paper 1
321.	Limpopo	Dinao Examination Centre	25 November 2022	Agricultural Sciences Paper 1

No.	Province	Centre	Date	Subject written
322.	Mpumalanga	Alfred Matshine Commercial School	25 November 2022	Accounting Paper 2
323.	Gauteng	John Orr Technical High School	25 November 2022	Accounting Paper 2
324.	Gauteng	Hoërskool President CR Swart	25 November 2022	Accounting Paper 2
325.	Gauteng	HL Setlalentoa Secondary School	25 November 2022	Agricultural Sciences Paper 1
326.	Gauteng	Maditela Secondary School	25 November 2022	Accounting Paper 2
327.	Free State	Ntsu Secondary School	25 November 2022	Agricultural Sciences Paper 1
328.	Free State	Qibing High School	25 November 2022	Agricultural Sciences Paper 1
329.	KwaZulu-Natal	Gcwalulwazi Secondary School	25 November 2022	Agricultural Sciences Paper 1
330.	KwaZulu-Natal	Ikhwezi High School	25 November 2022	Accounting Paper 2
331.	KwaZulu-Natal	Woodview Secondary School	25 November 2022	Accounting Paper 2
332.	Eastern Cape	Phillip Mtywaku Senior Secondary School	28 November 2022	Agricultural Sciences Paper 2
333.	North West	Motsemme Secondary School	28 November 2022	Agricultural Sciences Paper 2
334.	Eastern Cape	Zinzani Senior Secondary School	28 November 2022	Isi Xhosa Paper 3
335.	Mpumalanga	Hlabangemehlo High School	28 November 2022	Siswati Home Language Paper 3
336.	Mpumalanga	King Makhosonke Secondary School	28 November 2022	Agricultural Sciences Paper 2
337.	Limpopo	Hlaluko Secondary School	28 November 2022	Agricultural Sciences Paper 2
338.	Limpopo	Mosepedi Secondary School	28 November 2022	Agricultural Sciences Paper 2
339.	Western Cape	Lingcinga Zethu Secondary School	28 November 2022	Agricultural Sciences Paper 2
340.	Western Cape	Van Cutsem Combined School	28 November 2022	Isi Xhosa Paper 3
341.	KwaZulu-Natal	Bukimvelo Secondary School	28 November 2022	IsiZulu Home Language Paper 3
342.	KwaZulu-Natal	Ginyiqhinga Secondary School	28 November 2022	Agricultural Sciences Paper 2

No.	Province	Centre	Date	Subject written
343.	KwaZulu-Natal	Ingwemabala Comprehensive High School	28 November 2022	IsiZulu Home Language Paper 3
344.	Eastern Cape	Sakhikamva High School	29 November 2022	Business Studies Paper 2
345.	Eastern Cape	Ukhanyo Secondary School	29 November 2022	Business Studies Paper 2
346.	Limpopo	Langalibalele Secondary School	29 November 2022	Sepedi Home Language Paper 3
347.	Limpopo	Mantutule High School	29 November 2022	Sepedi Home Language Paper 3
348.	Limpopo	Mohlatlego Machaba High School	29 November 2022	Sepedi Home Language Paper 3
349.	Gauteng	Saint Ansgar's High School	29 November 2022	Setswana Home Language Paper 2
350.	Gauteng	Mpumelelo Secondary School	29 November 2022	Business Studies Paper 2
351.	Northern Cape	Baitiredi Technical and Commercial School	29 November 2022	Setswana Home Language Paper 3
352.	Gauteng	MC Kharbai School for the Deaf	29 November 2022	South African Sign Language Paper 3
353.	Western Cape	Milnerton High School	29 November 2022	Business Studies Paper 2
354.	Free State	Lindley Combined School	29 November 2022	Business Studies Paper 2
355.	North West	Bore Secondary School	29 November 2022	Business Studies Paper 2
356.	North West	Choseng Secondary School	29 November 2022	Setswana Home Language Paper 3
357.	North West	Onkgopotse Turo Comprehensive School	29 November 2022	Setswana Home Language Paper 3
358.	North West	Rekopantswe Secondary School	29 November 2022	Business Studies Paper 2
359.	Free State	Popano Secondary School	29 November 2022	Sesotho Home Language Paper 3
360.	Free State	Sehunelo Secondary School	29 November 2022	Sesotho Home Language Paper 3
361.	Free State	Taung Secondary School	29 November 2022	Sesotho Home Language Paper 3
362.	Free State	Thokoana Makaota Secondary School	29 November 2022	Sesotho Home Language Paper 3
363.	KwaZulu-Natal	Uthukela Centre 2	29 November 2022	Business Studies Paper 2
364.	Gauteng	MC Kharbai School for the Deaf	29 November 2022	South African Sign Language Home Language Paper 3

No.	Province	Centre	Date	Subject written
365.	Limpopo	George Sonto High School	30 November 2022	English First Additional Language Paper 3
366.	Mpumalanga	Zendelingspost Combined School	30 November 2022	English First Additional Language Paper 3
367.	North West	Gabobidiwe High School	30 November 2022	English First Additional Language Paper 3
368.	North West	Letlape Secondary School	30 November 2022	English First Additional Language Paper 3
369.	Free State	Barnard Molokoane School	30 November 2022	Mechanical Technology
370.	Gauteng	Hoërskool Jan de Klerk	30 November 2022	English Home Language Paper 3
371.	Gauteng	Letlape Secondary School	30 November 2022	English First Additional Language Paper 3
372.	Gauteng	Esibonelwesihle Secondary School	30 November 2022	English First Additional Language Paper 3
373.	Gauteng	Fundulwazi Secondary School	30 November 2022	English First Additional Language
374.	KwaZulu-Natal	Ikhusana Combined School	30 November 2022	English First Additional Language Paper 3
375.	KwaZulu-Natal	Vezobala High School	30 November 2022	English First Additional Language Paper 3
376.	Western Cape	Bosmansdam High School	01 December 2022	Consumer Studies Paper 1
377.	North West	Matlosane Secondary School	01 December 2022	Consumer Studies
378.	Mpumalanga	Mphanama Secondary School	01 December 2022	Design Paper 1
379.	Mpumalanga	Reynopark High School	01 December 2022	Hospitality Studies Paper 1
380.	Mpumalanga	Sibusisiwe Secondary School	01 December 2022	Consumer Studies Paper 1
381.	Gauteng	NW Tsuene Secondary School	01 December 2022	Consumer Studies Paper 1
382.	Gauteng	Prestige College	01 December 2022	Design Paper 1
383.	Northern Cape	Postmasburg High School	01 December 2022	Consumer Studies Paper 1
384.	Northern Cape	Upington High School	01 December 2022	Consumer Studies Paper 1
385.	Free State	Lereko Secondary School	01 December 2022	Consumer Studies
386.	Free State	Martie du Plessis Special School	01 December 2022	Hospitality Studies Paper 1

No.	Province	Centre	Date	Subject written
387.	Free State	R T Mokgopa High School	02 December 2022	Afrikaans Second Additional Language Paper 3
388.	Mpumalanga	Stanwest Combined School	02 December 2022	Afrikaans First Additional Language Paper 3
389.	KwaZulu-Natal	Esiqiwini Secondary School	02 December 2022	Afrikaans Second Additional Language Paper 3
390.	KwaZulu-Natal	Icesa Campus	02 December 2022	Afrikaans Second Additional Language Paper 3
391.	North West	Are-Fadimeheng Secondary School	02 December 2022	Afrikaans Second Additional Language Paper 3
392.	North West	Stanwest Combined School	02 December 2022	Afrikaans First Additional Language Paper 3
393.	Gauteng	Hoërskool Bastion	02 December 2022	Afrikaans Home Language Paper 3
394.	Gauteng	National School of the Arts	05 December 2022	Music Paper 1
395.	Mpumalanga	Saint George Comprehensive School	06 December 2022	Dramatic Arts Paper 1
396.	Mpumalanga	Saint Marks School	06 December 2022	Dramatic Arts Paper 1
397.	Gauteng	Hoërskool Bekker	06 December 2022	Agricultural Technology Paper 1
398.	Gauteng	Holy Family Combined School	06 December 2022	Dramatic Arts Paper 1
399.	Free State	Setjhaba Se Maketse Combined School	07 December 2022	Computer Applications Technology Paper 1
400.	Gauteng	Phandimfundo Secondary School	08 December 2022	Economics Paper 1 (rewrite)

Annexure 5B: Examination centres found non-compliant during the monitoring of the writing of the DBE 2022 NSC examination

Criteria	Nature of non-compliance	Examination centres implicated
Management of examination question papers	The examination centre was not in possession of dispatch documents duly signed by all authorised personnel.	Lusikisiki College (EC) Mphanama Secondary Hoërskool Secunda King Makhosonke Secondary
	Question papers not received or collected by the chief invigilator or authorised person.	Nkumbulo Secondary School John Orr Technical High Alex Benjamin Secondary Bombani Secondary Alfred Matshe Comprehensive Hlong High Saint George Comprehensive King Makhosonke Secondary Khamane High Ndzundza Mabhoko Secondary Gcwalulwazi Secondary (KZN) Hoërskool Jim Fouche (FS) Marematlou Secondary (FS)

Criteria	Nature of non-compliance	Examination centres implicated
Appointment of chief invigilators and invigilators	There was no evidence that the principal was appointed in writing as chief invigilator and there was no delegation letter.	Breërivier High (WC) Masibambane Secondary (WC) Masiphumelele High (WC) Ravensmead High (WC) Mandisa Shiceka Secondary School Bona Lesedi Secondary School Pretoria Secondary School Imfundo Secondary School Hoërskool Jan de Klerk Phateng Secondary Prestige College Carpe Diem Academy Hlabangemehlo High Saint Marks King Makhosonke Secondary Ndzundza Mabhoko Secondary Sigweje Secondary Boesmanland High Emmanuel Secondary Postmasburg High Icesa Campus (KZN) Khauho Secondary (FS) Thiboloha School for the Deaf and Blind (FS)
	Chief invigilator was not trained by the assessment body.	King Makhosonke Secondary Ndzundza Mabhoko Secondary Khauho Secondary (FS)
	There was no evidence that the invigilators were appointed in writing.	Reuben Birin School for the Hearing Impaired (EC) St Albans Correctional Facility (EC) Masibambane Secondary (WC) Sentraal High (WC) John Orr Technical High Khauho Secondary (FS) Icesa Campus (KZN) Khauho Secondary (FS) Thiboloha Secondary (FS)
	Invigilators were not trained for the current examination.	Mosepedi Secondary (LP) Hoërskool Dinamika

Criteria	Nature of non-compliance	Examination centres implicated
Management of invigilators' attendance	There were no enough invigilators available in the examination room.	Basopa High (the ratio was 1:41) (LP) Mandisa Shiceka Secondary Sehunelo Secondary (FS)
	There was no attendance register signed by all invigilators available.	Gcinumthetho Senior Secondary (EC) St Albans Correctional Facility (EC) Shirilele Secondary (LP) Manzomthombo Secondary (WC) Masiphumelele High (WC) Proteus Technical Secondary (WC) Ravensmead High (WC) Mgudlwa Secondary Hlong High School Wyebank Secondary (KZN) Gelekedle Secondary (KZN) Wyebank Secondary (KZN) Gelekedle Secondary(KZN)
	There was no invigilators' timetable or relief timetable.	Gcinumthetho Senior Secondary (EC) Gobinamba Comprehensive (EC) Mazizini Senior Secondary (EC) Sophumelela Finishing (EC) St Albans Correctional Facility (EC) Ulwazi High (EC) Lingcinga Zethu Secondary (WC) Masibambane Secondary (WC) Masiphumelele High (WC) Philippi High (WC) Hoërskool Dinamika Tsakane Secondary Whitfield Academy (NW) Gamalakhe Commercial School (KZN) Icesa Campus (KZN) Kagisano Combined (FS) Kgololosego Secondary (FS) Khauho Secondary (FS) Lejweleputswa Designated Centre (FS) Marematlou Secondary (FS) Martie du Plessis Special (FS) Molapo Secondary (FS) Mophate Secondary (FS) Morena Mokopela Secondary (FS) Motheo Designated Centre (FS) Rainbow Secondary (FS) Tikwana Comprehensive High (FS) Tlotlisong Secondary (FS) Bafedile Secondary (NW) Ncunde Secondary (NW) Rekopantswe Secondary (NW)

Criteria	Nature of non-compliance	Examination centres implicated
Management of invigilators' attendance	The invigilators did not arrive at the examination room on time.	Basopa High (LP) Shirilele Secondary (LP) Umtapho High (KZN) Esizibeni Comprehensive High (KZN) Tlotlisong Secondary (FS) Tswelopele Secondary (NW)
Examination document management	The centre did not have a copy of the official timetable for the current examination.	Khumbulani High (EC) Ntsika Senior Secondary (EC) Khauho Secondary (FS) Sehunelo Secondary (FS)
	Monitoring reports by assessment body monitors were not available.	DRC Secondary (KZN) Gamalakhe Commercial High (KZN) Icesa Campus (KZN) Obed Mlaba Technical High (KZN) Parkhill Secondary (KZN) uMgungundlovu Centre (KZN) Umtapho High (KZN) Uthukela Centre (KZN) Vezobala High (KZN) Kagisano Combined (FS) Kgololosego Secondary (FS) Lejweleputswa Designated Centre (FS) Marematlou Secondary (FS) Martie du Plessis Special (FS) Molapo Secondary (FS) Mophate Secondary (FS) Motheo Designated Centre (FS) Sehunelo Secondary I (FS) Tikwana Comprehensive High (FS) Bafedile Secondary (NW) Dirang Ka Natla Comprehensive High School(NW) Thuto Tsebo Secondary (NW)
	Not all the candidates were registered to write the examination.	Hlaluko Secondary (LP) Ikhwezi High School (KZN) Prince Nomatiyela Secondary (KZN) Lejweleputswa Designated (FS) Mophate Secondary (FS) Marematlou Secondary (FS) Thuto Boswa Secondary (NW) Ikhwezi High (KZN) Prince Nomatiyela Secondary (KZN) Lejweleputswa Designated (FS) Mophate Secondary (FS) Marematlou Secondary (FS) Thuto Boswa Secondary (NW)

Criteria	Nature of non-compliance	Examination centres implicated
Security of question papers	There was no strong room or safe available for safe keeping of assessment material.	Dutywa Private Centre (EC) Masiphathisane (EC) Ntsika Senior Secondary (EC) DZJ Mtebule (LP) George Masibe High (steel cabinet was used) (LP) Hlaluko Secondary (the question papers were locked in the chief invigilator's car) (LP) Michael Denga Ramabulana Secondary (the question papers were kept in the chief invigilator's car) (LP) Vezikhona Secondary KS Shuping High Esizibeni Comprehensive (KZN) Groenvlei Combined (KZN) Icesa Campus (KZN) Scelimfundo Combined (KZN) Umgungundlovu Centre (KZN) Vezobala High (KZN) Hoërskool Jim Fouche (FS) Khauho Secondary (FS) GS Phoi Secondary (NW) Kgosibodiba Secondary (NW) Seoleseng Secondary (NW) Thuto Boswa Secondary (NW) Tswelopele High (NW)

Criteria	Nature of non-compliance	Examination centres implicated
Admission of candidates in the examination venue	Candidates were admitted late to the examination centre.	Algoa College (EC) Lingcinga Zethu Secondary (13:35) (WC) Milnerton High (candidates were admitted at 13:36) (WC) Vezikhona Secondary Phumelela Secondary Bukimvelo Secondary (KZN) Esiqiwini Secondary (KZN) Umtapho High (KZN) Lefikeng High (FS) Tswelopele High (NW)
	The question papers were not distributed to the candidates on time.	Oude Molen Technical High (papers were distributed at 13:50) (WC)
	There was no seating plan available for the subject written on the specific date.	Lamplough Senior Secondary (EC) Mazizini Senior Secondary (EC) Ntafufu Senior Secondary (EC) Ntsika Senior Secondary (EC) Sophumelela Finishing (EC) St Albans Correctional Facility (EC) Saint George Comprehensive Obed Mlaba Technical High (KZN) Khauho Secondary (FS) Hoërskool Zeerust (NW)
	Candidates were not seated according to the seating plan.	Lamplough Senior Secondary (EC) Mazizini Senior Secondary (EC) Ntafufu Senior Secondary (EC) Sophumelela Finishing (EC) St Albans Correctional Facility (EC) Chayaza Secondary Saint George Comprehensive King Makhosonke Secondary Ferrum High (KZN)

Criteria	Nature of non-compliance	Examination centres implicated
Conduciveness of the examination venue	There was a shortage of furniture.	Algoa College (EC)
	Examination room had insufficient space to accommodate all candidates with one metre between candidates.	Vezikhona Secondary Duck Ponds High (KZN) Esiqiwini Secondary (KZN) Ikhwezi High (KZN) Umtapho High (KZN) Seoleseng Secondary (NW)
	Not enough computer rooms to accommodate candidates registered for the subject.	Katlehong Secondary Golf View Secondary (CAT) (NW)
	Furniture was not suitable to write the examination.	V M Kwinana Senior Secondary (EC) Katlehong Secondary
	There was no proper lighting in the examination room.	Gwenane Secondary (LP) Michael Denga Ramabulana Secondary (LP) Chayaza Secondary
	The environment was not conducive for writing the examination. There was noise from other grades for the duration of the examination session.	Van Cutsem Combined (WC) Lehlaka Combined Hlabangemehlo Secondary Nthoroane Secondary Khamane High Phagameng High (LP) Gcwalulwazi High (KZN) Gelekedle Secondary (KZN) Khauho Secondary (FS) Tikwana Comprehensive High (FS) Matlosane Secondary (NW) – examination room not ventilated. Tswelopele High School (NW) Bonxa High (EC)
	No water available in the examination centre.	Barnard Molokoane (FS) Emalahleni Combined (KZN)

Criteria	Nature of non-compliance	Examination centres implicated
Administration of the writing session	There was no clock or other time-displaying device available and visible to all candidates.	Algoa College (EC) Lusikisiki College (EC) Ulwazi High (EC) uMgungundlovu Centre (KZN)
	There were no information boards displayed.	Hodisa Technical High (FS) Marematlou Secondary (FS) Tikwana Comprehensive High (FS) Tlotlisong Secondary I (FS) Tsebo Secondary (FS)
	The invigilators did not ensure that the candidates were not in possession of cell phones or any other material/equipment not required for writing	Basopa High (LP) George Sonto High (LP) Shirilele Secondary (LP) Todani Secondary (LP) Ingwemabala Comprehensive High (KZN) Mophate Secondary (FS)
	Calculators were not checked for compliance if allowed for use in the examination.	Khwezilomso Comprehensive (EC) Ntafufu Senior Secondary (EC) VM Kwinana Senior Secondary (EC) Basopa High (LP) Mphambo High (LP) New Orleans Secondary (WC) Philippi High (WC)
	The invigilators did not verify the admission letters/identity documents of candidates on admission to the examination room.	Hoër Volkskool (EC) Kusile Comprehensive (EC) Ntafufu Senior Secondary (EC) Zinzani Senior Secondary (EC) Basopa High (LP) George Sonto High (LP) Mahuntsi Secondary (LP) Shirilele Secondary (LP) Todani Secondary (LP) Manzomthombo Secondary (WC) Reynopark High Hlabangemehlo Secondary Phumelela Secondary Ikhwezi High (KZN) Ingwemabala Comprehensive High (KZN) Khauho Secondary (FS) Mophate Secondary (FS) Sehunelo Secondary (FS)

Criteria	Nature of non-compliance	Examination centres implicated
Compliance with examination procedures	The examination did not start at the time indicated on the timetable.	Algoa College (EC) Reuben Birin School for the Hearing Impaired (EC) Sophumelela Finishing (EC) Calling Academy (WC) Lingcinga Zethu Secondary (WC) Kayamandi High (WC) Masibambane Secondary (WC) Masiphumelele High (exam started at 09:10) (WC) Oude Molen Technical High (WC) Vezikhona Secondary Bukosibetfu Inclusive School Bonxa High (EC)
	The examination did not end at the time stipulated on the timetable.	Algoa College (EC) Sophumelela Finishing (EC) Calling Academy (WC) Masibambane Secondary (WC) Masiphumelele High (WC) Oude Molen Technical High (WC) Bonxa High (EC)
	The invigilators did not verify the correctness of the information on the cover page of the answer book.	Dutywa Private Centre (EC) Gobinamba Comprehensive (EC) JA Calata Senior Secondary (EC) Ntafufu Senior Secondary (EC) Basopa High (LP) George Sonto High (LP) Hlaluko Secondary (LP) Mphambo High (LP) Shirilele Secondary (LP) Todani Secondary (LP) Philippi High (WC) Letlape Secondary Sibhulo Secondary Esiqiwini Secondary (KZN) Nhloyana Examination Centre (KZN) Umgungundlovu Centre (KZN) Hoërskool Jim Fouche (FS) Letlape Secondary (NW)

Criteria	Nature of non-compliance	Examination centres implicated
Compliance with examination procedures	The question papers were not opened in front of the candidates.	Bosmansdam High (WC) Hoërskool Jim Fouche (FS)
	The question papers were not distributed to the candidates on time.	Ntafufu Senior Secondary (EC) uMgungundlovu Centre (KZN) Tswelopele High (NW)
	The invigilator(s) did not check the question paper for technical accuracy with the candidates.	Dutywa Private Centre (EC) Mazizini Senior Secondary (EC) Ntafufu Senior Secondary (EC) Ntsika Senior Secondary (EC) Basopa High (LP) Mphambo High (LP) Shirilele Secondary (LP) Somavugha (LP) Todani Secondary (LP) Van Cutsem Combined (WC) Sibhulo Secondary Gamalakhe Commercial High School (KZN) Ikhusana Combined (KZN) Ikhwezi High (KZN) Ingwemabala Comprehensive High (KZN) Nhloyana Examination Centre (KZN) Stanger High (KZN) Thornwood Secondary (KZN) uMgungundlovu Centre (KZN) Khauho Secondary (FS) Thiboloha School for the Deaf and Blind (FS) Letlape Secondary (NW)
	The examination rules were not read to the candidates.	Dutywa Private Centre (EC) Forbes Grant High (EC) Gcinumthetho Senior Secondary (EC) Johnson Nqonqoza Senior Secondary (EC) Lusikisiki College (EC) Ntafufu Senior Secondary (EC) Pearston Senior Secondary (EC) Ukhanyo Secondary School (EC) Zimele High (EC) Zweliyandila High (EC) Basopa High (LP) George Sonto High (LP) Hlaluko Secondary (LP) Kgapane High (LP) Skhila Secondary Esiqiwini Secondary (KZN) Ikhwezi High (KZN) JE Ndlovu High (KZN) Nhloyana Examination Centre (KZN) uMgungundlovu Centre (KZN) Onkgopotse Tiro Secondary (NW) Thuto Boswa Secondary (NW) Thuto Tsebo Secondary (NW)

Criteria	Nature of non-compliance	Examination centres implicated
Compliance with examination procedures	The candidates were not given the ten minutes' regulated reading time before writing.	Gcinumthetho Senior Secondary (five minutes) (EC) Gobinamba Comprehensive (EC) (25 minutes) Ntafufu Senior Secondary (EC) Pearston Senior Secondary School (15 minutes) (EC) Sibusisiwe Secondary Hlabangane Secondary Reynopark High Ikhwezi High (KZN) uMgungundlovu Centre (KZN) Evungwini High (FS) Hoërskool Jim Fouche (FS) Hodisa Technical High (FS) Khauho Secondary (FS) Lekgulo Secondary (FS) Morena Mokopela Secondary (FS) Tikwana Comprehensive High (FS) Thiboloha School for the Deaf and Blind (FS) Rekopantswe Secondary (FS) St Paul's Combined (NW)
	Candidates left the examination room temporarily without an escort.	St Albans Correctional Facility (EC) Basopa High (LP) Hlaluko Secondary (LP) Van Cutsem Combined (WC) Tikwana Comprehensive High (FS) Boitshoko Secondary (NW) Kgosibodiba Secondary (NW) Tswelopele High (NW)
	Candidates were allowed to leave the examination room during the last 15 minutes of the examination session.	Vezikhona Secondary Khauho Secondary (FS) Motheo Designated Centre (FS) Tikwana Secondary (FS)
	Some invigilators were engaged in either reading or were on their cell phones while invigilating.	Thornwood Secondary School (KZN) Motheo Designated Centre (FS)

Criteria	Nature of non-compliance	Examination centres implicated
Handling of answer scripts	The scripts were not sealed in the official satchels provided by the PED.	George Sonto High (LP) Gojela High (LP) Hlaluko Secondary (LP) Mosepedi Secondary (LP) Mphambo High (LP) New Era College (LP) Nkwangulatilo Education Centre (LP) Phagameng High School (LP) Relebogile High (LP) Shirilele Secondary (LP) St Bedes High (LP) King Makhosonke Secondary
Irregularity with possible impact on credibility of the examination session/cycle	By 09:30, 19 candidates had not started writing the examination. No examination venue was allocated for them. All the examination rooms were full.	Algoa College (EC)
	Technical irregularity: wrong subject level.	Pretoria Institute of Learning Alfred Matshine Commercial
	Act of dishonesty: crib notes	Eqinisweni Secondary School
	Candidates who were registered but did not appear on the official mark sheets supplied by the PED.	Ikhwezi High (KZN) Prince Nomatiyela Secondary (KZN) Lejweleputswa Designated (FS) Mophate Secondary (FS) Marematlou Secondary (FS) Thuto Boswa Secondary (NW)

Annexure 6A: Level of compliance of marking guidelines, per criterion

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
1.	Accounting Paper 1	A	A	A	A	A	A	A	A
2.	Accounting Paper 2	A	A	L	A	A	A	A	A
3.	Afrikaans First Additional Language (FAL) Paper 1	A	M	A	A	A	A	A	A
4.	Afrikaans FAL Paper 2	A	M	M	A	A	A	A	A
5.	Afrikaans FAL Paper 3	A	M	A	A	A	A	A	A
6.	Afrikaans Home Language (HL) Paper 1	A	M	A	A	A	A	A	A
7.	Afrikaans HL Paper 2	A	A	A	A	A	A	A	A
8.	Afrikaans HL Paper 3	A	A	A	A	A	A	M	A
9.	Afrikaans Second Additional Language (SAL) Paper 1	A	L	A	A	A	A	A	A
10.	Afrikaans SAL Paper 2	A	L	A	A	A	A	A	A
11.	Afrikaans SAL Paper 3	A	L	M	A	A	A	A	A
12.	Agricultural Sciences Paper 1	A	A	A	A	A	A	A	A
13.	Agricultural Sciences Paper 2	A	A	A	A	A	A	A	A
14.	Business Studies Paper 1	A	A	A	A	A	A	A	A
15.	Business Studies Paper 2	A	A	A	A	A	A	A	A
16.	Civil Technology: Civil Services	A	L	A	A	A	A	A	A
17.	Civil Technology: Construction	A	M	A	A	A	A	A	A
18.	Civil Technology: Woodworking	A	L	A	A	A	A	M	A
19.	Computer Applications Technology Paper 1	A	A	A	A	A	A	A	A
20.	Computer Applications Technology Paper 2	A	A	A	A	A	A	A	A
21.	Consumer Studies	A	M	M	A	A	A	M	A
22.	Design Paper 1	A	L	A	A	A	A	A	A
23.	Dramatic Arts	M	L	A	A	A	A	A	A
24.	Economics Paper 1	A	M	A	A	A	A	M	A
25.	Economics Paper 2	A	M	A	A	A	A	A	A
26.	Electrical Technology: Digital Electronics	A	L	A	A	A	A	A	A
27.	Electrical Technology: Electrical (Power Systems)	A	L	A	A	A	A	A	A
28.	Electrical Technology: Electronics	A	L	A	A	A	A	A	A
29.	Engineering Graphics and Design Paper 1	M	A	M	A	A	A	A	A
30.	Engineering Graphics and Design Paper 2	A	M	A	A	A	A	A	A
31.	English FAL Paper 1	A	A	A	A	A	A	A	A

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
32.	English FAL Paper 2	A	A	A	A	A	A	A	A
33.	English FAL Paper 3	A	A	A	A	A	A	A	A
34.	English HL Paper 1	A	M	A	A	A	A	A	A
35.	English HL Paper 2	A	M	A	A	A	A	A	A
36.	English HL Paper 3	A	M	A	A	A	A	M	A
37.	Geography Paper 1	A	M	A	A	A	A	A	A
38.	Geography Paper 2	A	M	A	A	A	A	A	A
39.	History Paper 1	A	M	A	A	A	A	A	A
40.	History Paper 2	A	M	A	A	A	A	A	A
41.	Hospitality Studies	A	M	A	A	A	A	A	A
42.	Information Technology Paper 1	A	A	A	A	A	A	A	A
43.	Information Technology Paper 2	M	M	A	A	A	A	A	A
44.	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A
45.	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A
46.	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A
47.	IsiXhosa FAL Paper 1	A	A	A	A	A	A	A	A
48.	IsiXhosa FAL Paper 2	A	A	A	A	A	A	A	A
49.	IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A
50.	IsiXhosa HL Paper 1	A	M	A	A	A	A	A	A
51.	IsiXhosa HL Paper 2	M	M	M	A	A	A	A	A
52.	IsiXhosa HL Paper 3	M	A	A	A	A	A	A	A
53.	IsiZulu FAL Paper 1	A	M	A	A	A	A	A	A
54.	IsiZulu FAL Paper 2	A	A	A	A	A	A	A	A
55.	IsiZulu FAL Paper 3	A	M	A	A	A	A	A	A
56.	IsiZulu HL Paper 1	A	A	A	A	A	A	A	A
57.	IsiZulu HL Paper 2	A	A	A	A	A	A	A	A
58.	IsiZulu HL Paper 3	A	A	A	A	A	A	A	A
59.	Life Orientation	A	A	A	A	A	A	A	A
60.	Life Sciences Paper 1	A	M	A	A	A	A	M	A
61.	Life Sciences Paper 2	A	M	A	A	A	A	A	A
62.	Mathematical Literacy Paper 1	A	A	A	A	A	A	A	A
63.	Mathematical Literacy Paper 2	A	M	A	A	A	A	A	A
64.	Mathematics Paper 1	M	M	A	A	A	A	A	A
65.	Mathematics Paper 2	A	M	A	A	A	A	A	A
66.	Mechanical Technology: Automotive	A	L	A	A	A	A	A	A
67.	Mechanical Technology: Fitting & Machining	A	L	A	A	A	A	A	A

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
68.	Mechanical Technology: Welding & Metalwork	A	L	A	A	A	A	A	A
69.	Physical Sciences Paper 1	M	A	A	A	A	A	A	A
70.	Physical Sciences Paper 2	A	A	A	A	A	A	A	A
71.	Religion Studies Paper 1	M	M	A	A	A	A	A	A
72.	Religion Studies Paper 2	M	L	A	A	A	A	A	A
73.	Sepedi HL Paper 1	A	A	A	A	A	A	A	A
74.	Sepedi HL Paper 2	A	A	A	A	A	A	A	A
75.	Sepedi HL Paper 3	A	A	A	A	A	A	A	A
76.	Sesotho HL Paper 1	A	A	M	M	A	A	A	A
77.	Sesotho HL Paper 2	M	M	L	A	A	A	A	A
78.	Sesotho HL Paper 3	A	M	L	A	A	A	A	A
79.	Setswana HL Paper 1	A	M	A	A	A	A	A	A
80.	Setswana HL Paper 2	A	M	A	A	A	A	M	A
81.	Setswana HL Paper 3	A	A	A	A	A	A	A	A
82.	SiSwati HL Paper 1	A	A	A	A	A	A	A	A
83.	SiSwati HL Paper 2	A	A	A	A	A	A	A	A
84.	SiSwati HL Paper 3	A	A	A	A	A	A	A	A
85.	Technical Mathematics Paper 1	A	A	A	A	A	A	A	A
86.	Technical Mathematics Paper 2	A	M	A	A	A	A	A	A
87.	Technical Sciences Paper 1	A	A	A	A	A	A	M	A
88.	Technical Sciences Paper 2	A	A	A	A	A	A	A	A
89.	Tourism	A	M	A	A	A	A	A	A
90.	Tshivenda HL Paper 1	A	A	A	A	A	A	A	A
91.	Tshivenda HL Paper 2	A	A	A	A	A	A	A	A
92.	Tshivenda HL Paper 3	A	A	A	A	A	A	A	A
93.	Visual Arts Paper 1	M	L	A	A	A	A	A	A
94.	Xitsonga HL Paper 1	A	A	A	A	A	A	M	A
95.	Xitsonga HL Paper 2	A	A	A	A	A	A	M	A
96.	Xitsonga HL Paper 3	A	A	A	A	A	A	M	A
	Number of reports submitted	96	96	96	96	96	96	96	96
	Number of reports outstanding	0	0	0	0	0	0	0	0

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
A	Compliance in all respects	85	47	87	95	96	96	85	96
M	Compliance in most respects	11	34	6	1	0	0	11	0
L	Limited compliance	0	15	3	0	0	0	0	0
N	No compliance	0	0	0	0	0	0	0	0
		96	96	96	96	96	96	96	96
A	% All respects	89%	49%	91%	99%	100%	100%	89%	100%
M	% Most respects	11%	35%	6%	1%	0%	0%	11%	0%
L	% Limited compliance	0%	16%	3%	0%	0%	0%	0%	0%
N	% No compliance	0%	0%	0%	0%	0%	0%	0%	0%

Annexure 7B: Marking centres found non-compliant during monitoring of the marking

Criteria	Nature of non-compliance	Centres implicated
Planning for marking	No reserve list of markers available	Port Shepstone Senior Primary School, President High School
	Late arrival of marking guidelines in Electrical Technology: Power Systems	Klerksdorp Technical High
Marking centre	Occupation Health and Safety certificate not valid	Northern Cape High School
Handling of irregularities	Shortage of scripts on arrival	Witteberg High School

Annexure 8A: List of subjects sampled for the verification of marking

Subjects			
1.	Accounting Paper 1 and Paper 2	20.	IsiZulu Home Language Paper 1, Paper 2 and Paper 3
2.	Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3	21.	Life Orientation
3.	Afrikaans Home Language Paper 1, Paper 2 and Paper 3	22.	Life Sciences Paper 1 and Paper 2
4.	Agricultural Management Practices	23.	Marine Sciences Paper 1 and Paper 2
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15.	History Paper 1 and Paper 2	34.	Technical Sciences Paper 1 and Paper 2
16.	Information Technology Paper 1 and Paper 2	35.	Tourism
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19.	IsiZulu First Additional Language Paper 1, Paper 2 and Paper 3		

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