



UMALUSI



Council for Quality Assurance in
General and Further Education and Training

**REPORT ON THE QUALITY ASSURANCE OF THE
INDEPENDENT EXAMINATIONS BOARD**
NOVEMBER 2024 NATIONAL SENIOR
CERTIFICATE EXAMINATIONS AND ASSESSMENT

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FOREWORD

The National Senior Certificate (NSC) examinations serve as a crucial benchmark for assessing learners' academic progress in South Africa. As a gateway to higher education, vocational training, and employment opportunities, these examinations play a pivotal role in shaping the future of young South Africans. Umalusi, the regulatory body responsible for quality assurance in general and further education and training, is committed to upholding the integrity and credibility of the NSC examinations, including those administered by the Independent Examinations Board (IEB).

Through rigorous moderation, verification of marking standards, and comprehensive oversight of the examination process, Umalusi ensures that the IEB's NSC assessments adhere to the highest academic standards. This includes moderating examination question papers to verify their alignment with curriculum policies and assessment guidelines, as well as implementing measures to prevent irregularities or discrepancies during the examination process.

Before the examinations commenced, Umalusi moderated and approved all examination question papers and their corresponding marking guidelines. This process also extended to School-Based Assessment (SBA), oral assessments, and Practical Assessment Tasks (PAT), ensuring that all components complied with curriculum policies and assessment guidelines. This review safeguards fairness in assessment, ensuring that no learner is unfairly disadvantaged or advantaged. Additionally, Umalusi conducted an audit of the system's readiness to administer the examinations, evaluating the preparedness of marking personnel and ensuring compliance with the regulations governing the conduct, administration, and management of the NSC examinations.

Following the marking process, Umalusi facilitated the standardisation of results. Standardisation further promotes comparability and consistency across examination cycles, to account for any external factors that may have influenced candidate performance. This ensures that the final marks accurately reflect learners' subject knowledge, skills, and abilities. Standardisation of the NSC.

Umalusi reviewed the report strengthening the credibility and supporting evidence on the conduct, administration, and management of the November 2024 NSC examinations submitted by the IEB. These findings were presented for moderation at the standardisation meeting held on 22 December 2024 and for approval at the meeting held on 7 January 2025.

Having thoroughly examined all evidence presented, the Executive Committee (EXCO) of the Umalusi Council concluded that the examinations were administered largely in accordance with the Regulations Pertaining to the Conduct, Administration, and Management of the NSC examinations. No systemic irregularities were reported that could have compromised the overall credibility and integrity of the November 2024 NSC examinations administered by the IEB.

The EXCO of the Council has, therefore, approved the release of the IEB November 2024 NSC examination results.

Regarding the identified irregularities, the IEB is required to nullify the results of candidates found to be implicated. Additionally, the IEB must implement the directives for compliance and improvement outlined in the Quality Assurance of Assessment Report.



The EXCO of the Umalusi Council commends the IEB for successfully administering the November 2024 NSC examinations.

Umalusi remains committed to upholding the quality, integrity, and credibility of the NSC examinations and assessment processes. Through research, benchmarking, and continuous review and improvement of systems, Umalusi strives to maintain an assessment framework that is internationally comparable.

Finally, Umalusi extends its gratitude to all the stakeholders who worked tirelessly to ensure the credibility of the November 2024 NSC examinations.

Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

Umalusi, as mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act (58 of 2001, as amended in 2008), is responsible for ensuring the quality of assessments at exit points and conducting external moderation for all public and accredited private assessment bodies. This mandate includes the external moderation of assessments, the standardisation of examination results, and the approval of result releases based on compliance with quality assurance requirements.

The Independent Examinations Board (IEB) plays a crucial role in upholding the quality, fairness, and credibility of the National Senior Certificate (NSC) examinations. This report presents the findings of the quality assurance process for the November 2024 IEB NSC examinations, with the aim of evaluating the overall quality of examination administration, the accuracy of assessment standards, and the integrity of the marking and moderation processes.

The primary objectives of this report are to:

- Assess the quality and standard of the 2024 IEB NSC examinations;
- Ensure adherence to assessment principles and regulatory requirements; and
- Identify areas for improvement in the examination and assessment processes.

The quality assurance process included:

- Moderation of examination question papers across various subjects (Chapter 1);
- Moderation of School-Based Assessment (SBA), oral assessment, and Practical Assessment Tasks (PAT) (Chapter 2);
- Monitoring the State of Readiness (SOR) for conducting examinations (Chapter 3);
- Auditing the appointment of markers (Chapter 4);
- Monitoring the writing and marking of the examination (Chapter 5);
- Marking guideline standardisation meetings and verification of marking (Chapter 6); and
- Standardisation and resulting (Chapter 7).

To assess the implementation of these quality assurance processes, Umalusi conducted interviews, document reviews, and site visits.

The external moderation of question papers confirmed that they were well-aligned with national curriculum requirements. The examination papers maintained consistency in their level of difficulty and relevance across subjects, ensuring a fair and balanced assessment for all candidates.

Umalusi's external moderation reports on SBA were shared with centres and schools to support continuous improvement in assessment practices. Adequate support mechanisms were in place for students with special needs, ensuring fair access to assessment opportunities and promoting inclusivity.

The marking processes were robust, guided by clear criteria and a comprehensive moderation system. External moderators provided valuable feedback, confirming the fairness and integrity of the marking process. However, minor inconsistencies in the application of marking rubrics were noted in certain subject areas, highlighting the need for additional training for some markers.



The IEB's assessment and examination processes adhered to established standards and practices. Effective security measures were implemented to manage suspected irregularities, and resources for both staff and students were generally adequate.

Following the quality assurance processes undertaken, the Executive Committee (EXCO) of the Umalusi Council concluded that the November 2024 IEB NSC examinations were conducted in line with relevant policies and regulations. No systemic irregularities were identified that could compromise the credibility of the examinations. Consequently, EXCO approved the release of the IEB November 2024 NSC examination results.

Overall, the IEB's November 2024 NSC examinations maintained a high standard of quality, with adherence to relevant policies, regulations, and guidelines. While the overall process was well-executed, minor improvements in marker training and the clarity of certain guidelines would further enhance the experience for both candidates and examiners.

Umalusi remains committed to upholding the integrity and credibility of the NSC examinations through continuous monitoring and quality assurance.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
EBR	Evidence-Based Report
EIC	Examination Irregularities Committee
FAL	First Additional Language
HL	Home Language
IEB	Independent Examinations Board
NSC	National Senior Certificate
PAT	Practical Assessment Task
PEA	Post-Exam Analysis
SAG	Subject Assessment Guideline
SAL	Second Additional Language
SBA	School-Based Assessment
SER	Self-Evaluation Report
SLA	Service Level Agreement
SOR	State of Readiness



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CHAPTER 1

MODERATION OF QUESTION PAPERS



CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

The development and internal moderation of examination question papers, and their marking guidelines, are the sole responsibility of the Independent Examinations Board (IEB). Umalusi, on the other hand, is tasked with the external moderation of these question papers and marking guidelines. The primary objective of external moderation is to ensure that the assessment body conducts a fair, valid, and reliable examination. This process ensures that the standards of the question papers used in a particular year are consistent with those approved in previous years.

The moderation of question papers involves mapping the question papers and marking guidelines against a set of quality indicators outlined under different criteria, as indicated in Table 1A. A set can only be deemed appropriate for administration once it meets all the quality indicators.

This chapter reports on the extent of external moderation conducted on the November 2024 National Senior Certificate (NSC) examination question papers. It begins with an overview of the scope and approach, followed by relevant background information, and concludes with a summary of the findings.

1.2 Scope and Approach

A total of 95 question papers were submitted to Umalusi for external moderation in preparation for the November 2024 examination cycle. Part A of Table 1A focuses on the moderation of question papers, Part B on the moderation of the marking guidelines, and Part C on the overall impression. These sections outline the criteria used in the external moderation process to assess whether the question papers fully comply, mostly comply, show limited compliance, or do not comply at all with the established quality indicators.

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

Part A: Moderation of question paper		Part B: Moderation of marking guideline		Part C: Overall impression	
1	Technical details (12) ^a	8	Conformity with question paper (3) ^a	10	Overall 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

Against this backdrop, a question paper and its marking guideline can be classified into one of four categories: 1) approved, 2) conditionally approved with no need for return for further moderation if the external moderator deems any minor errors correctable by the internal moderator, 3) conditionally approved, requiring submission for subsequent moderation, or 4) not approved.

The following section presents the findings related to the process outlined above.

1.3 Summary of Findings

This section reviews the status of question papers moderated during the November 2024 examination cycle and compares it with the status of question papers over the past three years. It then provides an analysis of compliance levels for each criterion. The section concludes with a discussion of why the moderated question papers and their marking guidelines failed to meet the quality indicators outlined in the moderation tool.

1.3.1 Status of Question Papers Moderated

A total of 30 question papers were approved during the first moderation, 56 were conditionally approved, and nine were not approved. Figure 1A presents a graphical representation of these numbers.

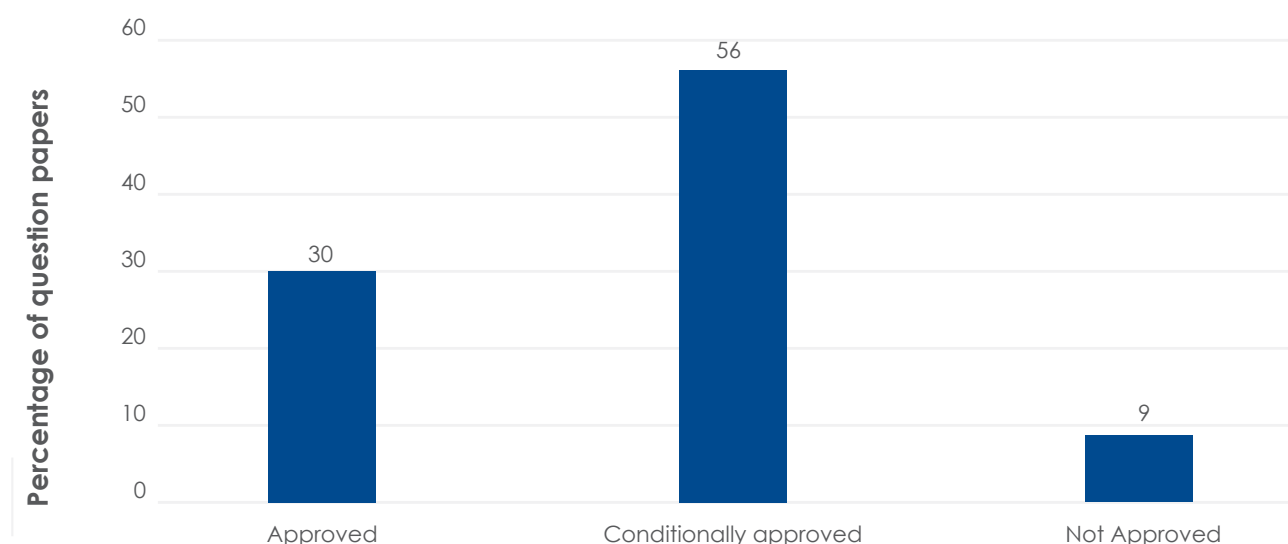


Figure 1A: Status of question papers and marking guidelines at first moderation

1.3.2 Compliance Level per Criterion

This section presents the findings on compliance levels across the four categories: no compliance, limited compliance, compliance in most respects, and compliance in all respects. These categories are applied to each of the 10 criteria in Table 1B.

When a question paper and its marking guideline meet all the quality indicators in a criterion, it is rated as 100% compliant. A 60%–99% compliance rate indicates compliance in most respects, while a 30%–59% compliance rate reflects limited compliance. Non-compliance is identified 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	48	52	0	0
Internal moderation	86	12	2	0
Content coverage	84	16	0	0
Cognitive skills	68	30	2	0
Text selection, types, and quality of questions	34	64	2	0
Language and bias	26	74	0	0
Predictability	94	6	0	0
Conformity with question paper	66	34	0	0
Accuracy and reliability of marking guidelines	34	64	2	0
Overall impression	52	42	6	0

Table 1B captures the compliance levels for each criterion numerically, expressed as percentages. As in the November 2021, 2022, and 2024 reports, predictability continues to have the highest compliance rate at 94%. Predictability is a criterion that can easily achieve a 100% compliance level, provided that examination panels ensure no questions from the past three years are repeated.

The same can be said for the content coverage criterion, which relies solely on each subject's policy prescription. However, it attained a compliance rate of 84%. Internal moderation showed the same level of compliance as the content coverage.

Following these, the criterion on conformity with the question paper and cognitive skills both recorded a 66% compliance rate. The criterion on technical details is of particular concern, with a compliance rate of 48%. This is alarming, as examination panels only need to ensure that all the relevant details required in a question paper and its marking guidelines are included. The submission of specific documents also forms part of this criterion, and its low compliance rate is concerning.

The criteria for language and bias, accuracy and reliability of marking guidelines, text selection, types, and quality of questions all performed poorly, with compliance rates of 26%, 34%, and 34%, respectively. Among these, the language and bias criterion was the lowest performer.

The following section provides an in-depth analysis of non-compliance across all question papers and their marking guidelines, mapping the analysis against each criterion in the moderation tool.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

The levels of compliance for each criterion of the question paper and its marking guideline are summarised in Annexure 1A. The table uses the following keys: 'A' for compliance in ALL respects, 'M' for compliance in MOST respects, 'L' for LIMITED compliance, and 'N' for NO compliance. For each of the last three categories, a superscript (M1) is used to indicate the number of quality indicators that were not complied with.

a) Technical details

The overall compliance level for this criterion is 48%, suggesting that 52% of the question papers failed to fully comply with the criterion due to the following issues:

- i. Three question papers were submitted without a complete package, analysis grid, and supporting documents.
- ii. Three question papers were submitted without showing all relevant details, such as time allocation, subject name, number of pages, and instructions to candidates. This omission undermines the purpose of ensuring the proper identification of the question paper and its marking guidelines.
- iii. In 22 question papers, the instructions were unclear. Clear instructions are vital to avoid confusion that could negatively impact the quality of a question paper.
- iv. Five question papers featured cluttered layouts that were not reader-friendly and had the potential to confuse candidates.
- v. Eight question papers had incorrectly numbered questions. This could be problematic for candidates when making a choice, as the numbering is crucial for following the instructions accurately.
- vi. In one question paper, the headers and footers on each page were inconsistent. Inconsistencies can cause confusion and make it difficult for candidates to navigate the question paper.
- vii. Twelve question papers did not follow the prescribed font types and sizes. Part of a question paper identity is determined by standardised font styles and sizes, as outlined by the IEB.
- viii. Five question papers failed to indicate mark allocations for some questions.
- ix. Two question papers could not be completed within the allotted time, as they appeared too lengthy.
- x. Twenty-three question papers failed to ensure that the quality of drawings, illustrations, graphs, tables, etc., met the required standards. As some questions rely on these visual references, poor-quality graphics can render them ineffective and undermine their intended purpose.
- xi. Five question papers did not adhere to the format requirements outlined in the Subject Assessment Guideline (SAG) and other assessment frameworks. These format requirements are clearly communicated through policies and SAGs for each question paper.

b) Internal moderation

Eight-six percent of the question papers satisfied this criterion, while 14% were non-compliant due to the following issues:

- i. Two question papers were submitted without presenting a full history of the development of the question papers and their marking guidelines. This information is crucial for external moderation, as it helps determine whether proper guidance was provided by the internal moderator during the question paper's development.
- ii. In 13 question papers, the quality of inputs made by the internal moderator was inadequate. A full history of the development process must be provided to enable the external moderator to assess whether challenges identified during internal moderation were effectively addressed.
- iii. Six question papers showed no evidence that the internal moderator's recommendations were implemented. Providing a full history of the development of a question paper allows the external moderator to verify whether the changes or recommendations proposed by the internal moderator were taken into account.



c) Content coverage

Eighty-four percent of the question papers managed to satisfy this criterion, while the rest failed due to the following issues:

- i. Five question papers were submitted with analysis grids that did not clearly show how each question paper was linked to the topics covered.
- ii. Six question papers were deemed not to have adequately covered the skills prescribed.
- iii. Nine question papers did not fall within the broad scope of the SAG.
- iv. Two question papers showed no linkage and integration of the topics addressed.
- v. Five question papers were not representative of the latest developments in the subject. As subjects evolve, examining panels must effectively interpret subject policies to align their prescriptions with current developments, ensuring that candidates are presented with problems that address today's challenges.
- vi. Seven question papers did not fully comply with the quality indicator concerning the suitability, appropriateness, relevance, and academic accuracy of the content. Careful attention must be given to ensure that the content of the questions is accurate in order to avoid unnecessary confusion.

d) Cognitive skills

Sixty-eight percent of the question papers fully complied with this criterion. The remaining 32% failed to comply fully due to the following issues:

- i. Five analysis grids were submitted, but they did not clearly map all the questions to their cognitive levels. This raises concerns about how an internal moderator determined the appropriateness of a question paper for submission for external moderation.
- ii. Sixteen question papers failed to adhere to the prescribed standards related to cognitive levels. Although the issue of cognitive skills is highly contested, examining panels must ensure that the gap between external moderators and their own interpretations of cognitive skills is bridged during discussions. This will help ensure that the same subjects are not repeatedly found wanting in this regard.
- iii. Three question papers included choice questions that were not of equal levels of difficulty. This compromises the integrity of the question paper, as it suggests that marks attained by different candidates cannot be compared fairly.
- iv. Four question papers did not present questions that assessed a range of cognitive abilities, such as reasoning, translating information from one form to another, or effectively communicating a message.
- v. Five question papers failed to ensure that the degree of difficulty was not unnecessarily increased by including irrelevant information.
- vi. Seven question papers showed no correlation between the marks allotted, the cognitive skills assessed, the degree of difficulty, and the time allocated to complete a question paper.

e) Text selection, types, and quality of questions

Thirty-four percent of the question papers fully complied with this criterion, while the remaining 66% failed due to the following issues:

- i. One question paper focused on certain types of questions to the detriment of others.
- ii. Two question papers failed to ensure that the texts chosen were of an appropriate length as prescribed in the SAG. When selecting texts such as prose, visuals, graphs,

- tables, illustrations or examples, several considerations must be made. Firstly, the texts chosen must be of an appropriate length as prescribed in the SAG. Secondly, source materials must be functional, relevant, and appropriate for their intended purpose.
- iii. Seven question papers used source materials that were not functional, relevant, or appropriate for their purpose.
 - iv. In five question papers, the selected materials did not allow for the testing of skills.
 - v. One question paper failed to ensure the generation of questions across the different cognitive levels.
 - vi. Nine question papers included content that was not pertinent to their specific subjects. Selecting appropriate materials must be accompanied by ensuring the quality of questions. The two aspects are closely related. If the materials selected lack current content or if the presentation of such content is done haphazardly, generating questions becomes a mammoth task.
 - vii. Thirteen question papers included ambiguous questions that could confuse candidates, compromising the standard of the question papers.
 - viii. Twenty-four question papers did not provide clear instructional keywords or verbs. Questions must use specific key verbs so that the expected responses are clear. In their absence, any response might be deemed appropriate.
 - ix. Twenty-three other question papers included insufficient information to elicit appropriate responses.
 - x. Ten question papers contained factual errors or misleading information in some of the questions.
 - xi. One question paper included double negatives in some of its questions.
 - xii. Eight question papers referred to prose texts, visuals, graphs, or other irrelevant or incorrect materials.
 - xiii. Three question papers included instances of questions that suggested answers to other questions.
 - xiv. Eleven question papers included questions that overlapped with others.
 - xv. Three question papers included options that grammatically followed from the stem.
 - xvi. Three question papers included options that were not free from logical clues, making one of the options an obvious choice.
 - xvii. One question paper included options of uneven lengths, leaving a significant disparity that made guessing the correct option easier.
 - xviii. Two question papers included a word or phrase in the stem that was repeated in the correct answers, potentially leading candidates to guess the correct option.
 - xix. Two question papers had options where the correct answers included elements in common with other options, which could cause confusion and make it easier for candidates to guess the correct response.

f) Language and bias

Twenty-six percent of the question papers fully complied with this criterion. The remaining 74% failed to comply due to the following issues:

- i. Two question papers used incorrect terminology/data.
- ii. Twelve question papers had inappropriate language, register, and vocabulary complexity for Grade 12 learners.
- iii. Fifteen question papers contained subtleties in grammar, which can create confusion as they may be interpreted in different ways. It is advisable to avoid these subtleties whenever possible.
- iv. Twenty-six question papers contained grammatically incorrect language. Editing and proofreading are core responsibilities of an internal moderator. Submitting a question

- v. paper without ensuring proper language use leads to unnecessary challenges. Seventeen question papers contained questions that were not formulated in simple sentences, resulting in overly complicated syntax. Examining panels must formulate questions in clear, simple sentences and avoid complex syntax. It is important to remember that these question papers are for high school learners, most of whom do not come from English-speaking backgrounds.
- vi. Two question papers were not accompanied by a glossary to explain foreign names, terms, and jargon.
- vii. Seven question papers showed evidence of bias related to culture, gender, language, politics, race, religion, stereotyping, province, or region.
- viii. Two question papers would not have allowed for adaptations or modifications to assess learners with special needs, compromising inclusivity.

g) Predictability

Ninety-four percent of the question papers fully complied with the criterion on predictability. The remaining six percent failed to comply due to the following issues:

- i. Four question papers contained questions that were predictable or could be spotted easily.
- ii. Four question papers included questions that were repeated verbatim from question papers administered within the past three years.
- iii. Four question papers included questions with an inappropriate degree of innovation.

h) Conformity with question papers

Sixty-six percent of the marking guidelines fully complied with this criterion. The remaining 34% did not satisfy the requirements due to the following issues:

- i. Sixteen marking guidelines contained responses that did not correspond with their questions. Internal moderators are entrusted with identifying and correcting these discrepancies to ensure that both the questions and suggested responses align.
- ii. Eleven marking guidelines did not match the command words in the questions, which could have had serious implications on the candidate's performance if not detected and corrected, as suggested by the external moderators.
- iii. Twelve marking guidelines contained marks that did not align with those allotted in the question paper. Internal moderators are responsible for ensuring consistency between the marks allotted in both the question paper and the marking guideline.

i) Accuracy and reliability of marking guidelines

Thirty-four percent of marking guidelines were deemed accurate and reliable in terms of responding to the questions set out in their related question papers. The remaining 66% of the marking guidelines failed to comply due to the following issues:

- i. Twenty-five marking guidelines contained responses to questions that were incorrect in terms of the subject matter.
- ii. Thirty-one marking guidelines had typographical errors.
- iii. Sixteen marking guidelines were poorly laid out, which could have hindered the marking process.
- iv. Eleven marking guidelines were incomplete, as they sometimes did not show mark allocations and mark distribution.
- v. Two marking guidelines did not encourage the spread of marks within their responses.
- vi. Three marking guidelines provided such a narrow range of marks that it would have

- been difficult to distinguish between low and high performers.
- vii. One marking guideline awarded marks negatively.
- viii. Twenty-two marking guidelines did not provide enough detail to ensure marking reliability.
- ix. Eleven marking guidelines made no allowance for relevant or correct alternative responses.
- x. One marking guideline did not use rubrics, even though they were appropriate.

j) Overall impression

Fifty percent of the question papers and their marking guidelines fully complied with the criterion on overall impression. The remaining 50% failed to comply due to the following issues:

- i. Nine question papers were not aligned with the current policy or assessment guideline documents.
- ii. Thirty-four question papers were deemed unfair, invalid, and unreliable based on the principles of assessment.
- iii. Six question papers were generally deemed not to have assessed the objectives of the SAG.
- iv. The standard of 28 question papers was generally considered subpar, while 15 other question papers were also questionable in terms of their standard compared to previous years.
- v. Twenty-eight marking guidelines were generally deemed unfair, invalid, and unreliable.
- vi. Eighteen marking guidelines were considered to have a questionable standard.
- vii. The standard of 11 question papers was questionable compared to previous years, as was the case with nine marking guidelines.
- viii. One question paper and its marking guideline did not assess the required skills, knowledge, attitudes, and values.

The following section compares compliance levels across the past three recent examination cycles.

1.3.4 Comparison of compliance per criterion and levels of moderation: November 2022 to November 2024

This section presents a comparative analysis of the compliance levels for various criteria over three examination cycles (November 2022, November 2024, and November 2024), as shown in Table 1C. The purpose is to provide a clear picture of areas where improvements have been made, as well as areas that still require attention. The aim is to develop strategies to address these areas needing improvement. This analysis is set against the backdrop that the IEB receives directives each year, and if these directives are effectively implemented, they are likely to bring about positive changes.

Table 1C: Comparison of compliance per criterion of question papers and marking guidelines at the first moderation in November 2022, November 2024, and November 2024

Criteria	November 2022 (% of question papers)	November 2024 (% of question papers)	November 2024 (% of question papers)
Technical details	51	56	48
Internal moderation	81	79	86
Content coverage	85	85	84
Cognitive skills	73	70	68
Text selection, types, and quality of questions	56	51	34
Language and bias	66	56	26
Predictability	92	91	94
Conformity with question paper	79	69	66
Accuracy and reliability of marking guidelines	50	40	34
Overall impression	60	56	52

When examining the performance levels, the internal moderation and predictability criteria have shown some fluctuation over the past three years. In contrast, all other criteria are on a downward trajectory, with the criterion on language and bias showing the lowest percentage and the most significant decrease, at 30%, in terms of performance.

Based on this comparative analysis, the next section highlights specific areas for improvement, followed by areas of non-compliance. The analysis of non-compliance will inform the section on directives that the IEB receive to drive improvements in performance levels in future examination processes.

1.4 Areas for Improvement

The IEB is commended for its improved performance in the internal moderation and predictability criteria.

1.5 Areas of Non-Compliance

The following areas require focused and intensive support:

- Fluctuating performance and the inability to achieve 100% compliance in the internal moderation and predictability criteria.
- A noticeable decline in performance across the other eight criteria.

1.6 Directives for Compliance and Improvement

The IEB must:

- a. Continue training its examining panels to maintain and further improve on the other criteria.
- b. Investigate question papers that consistently underperform, implement appropriate interventions, and submit a comprehensive management plan for these interventions to Umalusi.
- c. Develop and implement additional systems to improve performance in the remaining eight criteria.

1.7 Conclusion

This chapter presented a concise overview of the scope and approach used in conducting the moderation process for the November 2024 examination cycle. It included background information on the number of question papers and marking guidelines reviewed. The narrative report, supported by graphical representations, outlined the approval status of the question papers and marking guidelines, categorising them as approved, conditionally approved, or not approved. The chapter further analysed the reasons for non-compliance with the criteria, detailing the quality indicators that were not met. A comparative analysis of the performance levels over the past three examination cycles highlighted trends, including areas for improvement and areas of non-compliance. Finally, directives were issued to guide future interventions aimed at improving overall compliance and quality.

CHAPTER 2

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



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

2.1 Introduction

Umalusi conducts the moderation of SBA, Practical Assessment Tasks (PAT), and oral assessments to ensure these assessments meet the required quality and standards as prescribed in the assessment body's SAGs.. Accordingly, Umalusi verified whether the SBA, PAT, and oral assessment tasks administered for the November 2024 NSC examinations by the IEB were fair, valid, reliable, and indicative of the quality and quantity of work required as described in the SAG.

2.2 Scope and Approach

2.2.1 School-Based Assessment (SBA)

Umalusi sampled six subjects across 36 IEB schools for online SBA moderation for the November 2024 NSC examinations, as outlined in Annexure 2A. The SBA moderation was conducted from 14-15 November 2024.

Table 2A below outlines the criteria used to evaluate the teachers' and learners' files.

Table 2A: Criteria used for the moderation of SBA

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

2.2.2 Practical Assessment Tasks (PAT)

Umalusi sampled two subjects, Consumer Studies and Sport and Exercise Science, at six schools per subject for the PAT moderation, as listed in Annexure 2B.

Table 2B outlines the criteria used to moderate the PAT for these two subjects. The first part focuses on teachers' files, while the second part focuses on the learners' files.

Table 2B: Criteria used for the moderation of PAT

Part 1: Moderation of teacher files	Part 2: Moderation of learner files
Technical aspects	Learner performance
Programme of Assessment	Quality of marking
Assessment tasks and marking tools	Moderation of learner files
Moderation of teacher files	

2.2.3 Oral Assessment

For moderation of oral assessments, Umalusi sampled two languages, English Home Language (HL) and IsiZulu First Additional Language (FAL), from six schools for each language, as listed in Annexure 2C.

The oral assessments for the sampled subjects were analysed and evaluated using the criteria outlined in Table 2C below.

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

Part 1: Moderation of teacher files	Part 2: Moderation of teacher files
Technical aspects	Learner performance
Quality of assessment tasks	Internal moderation of learner files
Moderation	
Overall impression	

2.3 Summary of Findings

This section provides a summary of the findings from SBA moderation across the six sampled content subjects, PAT moderation for the two sampled practical subjects, and oral assessment moderation for the two sampled language subjects.

2.3.1 School-Based Assessment (SBA) Moderation

a) Teacher files

i. Technical aspects

The teachers' files from all the sampled schools for Agricultural Sciences, Business Studies, Hospitality Studies, History, and Mathematical Literacy were well-structured and organised, fully meeting the required standards. These files were neat, easily accessible, and contained all necessary documents, including annual teaching plans, assessment tasks, marking tools, and marksheets. However, in Business Studies, two of the sampled schools were missing question papers and rubrics.

In Physical Sciences, all schools sampled submitted teacher files containing the required documents. However, accessing these documents proved difficult in five of the six schools, as assessment tasks were submitted as a single electronic file. In contrast, one school organised the assessment tasks into separate folders, making them much easier to access.

ii. Programme of Assessment

All sampled schools in Agricultural Sciences, Business Studies, Hospitality Studies, History, and Physical Sciences adhered to and implemented the Programmes of Assessment as stipulated by the IEB policy for School-Based Assessment (SBA) tasks. Valid and appropriate methods of assessment were used in the tasks, and the assessment tools (marking guidelines and rubrics) were appropriate for the different tasks.

However, in Mathematical Literacy, four of the five moderated schools did not submit the Programme of Assessment. Additionally, one school submitted the Programme of Assessment for 2023 instead of the required 2024 version.

iii. Assessment tasks

The assessment tasks in all the sampled schools were aligned with the curriculum outlined in the SAG. These tasks adequately covered the prescribed topics and reflected the full range of cognitive and difficulty levels. The distribution of marks in the assessment tasks was generally accurate and adhered to established norms. Questions focused on the topics prescribed in the SAG and appropriately incorporated the latest developments in the subjects and technology.

However, in Hospitality Studies, some questions were not directly related to the hospitality industry (e.g. definitions of words, generic terms, or definitions unrelated to the subject). Additionally, one school included tests with errors that could have been identified and addressed through proper pre-assessment moderation. As a result, the tests and assessment tasks for Hospitality Studies were not of the required standard. Furthermore, the rubrics lacked detailed criteria, making them too simplistic, leading to marks being awarded too easily.

In History, Paper 1 of the preliminary examinations included a Paper 2 theme on China instead of the prescribed theme, Vietnam.

iv. Technical layout of assessment tasks

The technical layout of the Agricultural Sciences, Hospitality Studies, and History assessment tasks met the required standards. The layout was uncluttered and reader-friendly. Essential details such as the school name, time allocation, subject, and instructions to learners were clearly presented on the front page of each task. The numbering of questions was accurate, and page numbering, headers, and footers were consistent, adhering to the required format.

In Business Studies, the technical layout of the assessment tasks met the minimum requirements. However, incorrect numbering in a sub-question was noted in one of the sampled schools.

In Mathematical Literacy, the technical layout of assessment tasks met the requirements in all the sampled schools.

In Physical Sciences, the technical layout met the minimum requirements in all the moderated schools except one, where the name of the school was not indicated on the preliminary examination question papers.

v. Effectiveness of questioning

In Agricultural Sciences, the questioning in each assessment task promoted creative thinking, critical analysis, and the accurate presentation of reports by learners. The use of an analysis grid to indicate the spread and weightings of cognitive levels and levels of difficulty improved the effectiveness of questioning. Additionally, teachers demonstrated innovation in designing tasks, as evidenced by learners' use of PowerPoint presentations and videos.

In Business Studies, the assessment tasks encouraged problem-solving, critical thinking, and reasoning. The analysis grids uploaded by schools showed cognitive demand distributed as 60% lower-order and 40% higher-order thinking skills.

In History, the assessment tasks were common tasks set collaboratively by clusters. The three cognitive levels of questioning and the relevant weightings were appropriately applied. The tasks effectively addressed learners' ability to analyse historical sources and demonstrated an alignment with cognitive levels and historical skills. Authentic sources, particularly visual ones, were utilised to assess competence, and new sources were introduced. Choice questions were balanced in terms of difficulty.

In Mathematical Literacy and Hospitality Studies, the assessment tasks demonstrated an appropriate distribution of questions across the cognitive levels as prescribed in the SAG. However, in Mathematical Literacy, the degree of difficulty was not explicitly indicated in all the sampled schools. Despite this, the assessment tasks in both subjects reflected a suitable level of innovation.

In Physical Sciences, the preliminary examination question papers largely consisted of a 'cut-and-paste' content from past examination question papers. As a result, the questions primarily tested learners' recall and application of content, with limited emphasis on extending understanding or exposing learners to concepts beyond the classroom. While the practical tasks were of an acceptable standard, there was minimal evidence of attempts to deepen learners' grasp of basic concepts. Furthermore, the Chemistry practical task set at two schools required greater attention to detail.

vi. Question types

In Physical Sciences, Hospitality Studies, Mathematical Literacy, and Business Studies, the assessment tasks contained the required variety of question types suitable for the subject. These included real-life scenarios and problem-solving questions, multiple-choice questions, definitions, one-word answers, and data-response questions. All questions used appropriate instructional verbs, and the language and terminology were suitable and relevant for Grade 12 learners. The mark allocation for each question was clearly outlined and aligned with the levels of difficulty. However, one school in Physical Sciences did not indicate the mark allocation for the practical aspect of experiments.

In Business Studies, the multiple-choice questions in the tests were predictable.

In Mathematical Literacy, an equation in one of the questions contained an error in one of the sampled schools.

In Agricultural Sciences, the types of questions represented the latest developments in the subject by incorporating creativity and technology. Learners used PowerPoint presentations, brochures, and videos to respond to creative questions, reflecting current trends in agriculture and farming. Several questions also focused on precision farming, aligning with modern farming practices. The questions were well-presented and effectively designed.

In History, the assessment tasks incorporated a variety of question types, with common papers set by schools that were mostly balanced. The balance was achieved primarily due to the extensive use of previous national question papers. Source-based and essay questions aligned with the topics prescribed in the SAG. The questions were clear, free from double negatives, and devoid of errors.

vii. Source/stimulus material

The source materials and illustrations used in the assessment tasks across all six sampled subjects were relevant, appropriate, and aligned with current developments in each subject area. The sources were subject-specific, clear, user-friendly, and well-suited to Grade 12 learners. Additionally, the language used in the materials was appropriate, free from grammatical errors, and suitable for the level of the learners.

However, a significant issue identified was that the schools failed to acknowledge the sources of the materials. This oversight should be addressed to maintain academic integrity and proper referencing standards.

viii. Marking tools

In Agricultural Sciences, Hospitality Studies, Business Studies, and History, the marking tools used were appropriate for all assessment tasks. These tools were well-designed, relevant, and clearly outlined mark allocations and distributions, making them easy to use during the marking process. The marking guidelines were typewritten, which enhanced readability and facilitated efficient marking. However, in Business Studies, there were errors in the marking guidelines, such as incorrect answers and missing mark distribution (ticks) across all sampled schools.

In Mathematical Literacy, only one of the sampled schools provided comprehensive marking tools with clear mark allocations and distributions. The remaining four schools lacked mark allocations for alternative solutions, and some did not include ticks, explanations, or symbols to indicate where marks should be awarded.

In Physical Sciences, the marking guidelines were relevant and aligned with the assessment tasks. Mark distributions were clearly outlined in most cases, except in one school where the practical tasks lacked mark distributions. Additionally, incorrect answers were found in the preliminary examinations and Chemistry practical marking guidelines in another school.

ix. Pre-moderation of assessment tasks and evidence of post-moderation of assessment

In Agricultural Sciences, the moderation process was thorough, with constructive and developmental feedback provided to both teachers and learners, contributing to improvements in teaching and learning. Pre- and post-moderation were both conducted, ensuring a comprehensive approach to assessment quality.

In History, Hospitality Studies, and Mathematical Literacy, internal moderation was carried out in the sampled schools, but the quality of this moderation was lacking. It appeared to be conducted primarily for compliance purposes, with little or no constructive feedback or suggestions for improvement included in the reports.

In Physical Sciences, there was no evidence of moderation for assessment tasks in the sampled files. The pre-moderation process was poor, resembling a mere checklist with minimal feedback. This points to a significant gap in the moderation process, as it failed to provide valuable insights or ensure the quality of assessment tasks.

In Business Studies, post-moderation was school-based, with pre-moderation reports supporting the checks made. While most of the moderation was technical, one school demonstrated more intensive moderation, offering meaningful and constructive feedback that could help improve both the assessments and teaching practices.

b) Learner files

To fully comply with this criterion, learner files must be well-organised and neat. Additionally, they should contain all the assessment tasks undertaken, evidence of internal moderation at different levels, annual teaching plans, and Programmes of Assessment.

i. Learner performance

This section provides an overview of learner performance across various assessment tasks.

Learners performed above average in all the assessment tasks in Agricultural Sciences. The spread of marks indicated that assessment tasks were correctly pitched and that all learners were accommodated in terms of the types of questions and sources used.

In Business Studies and Hospitality Studies, learner performance was satisfactory. Candidates excelled in lower-order thinking questions but struggled with higher-order thinking questions. Most learners were able to interpret and provide appropriate responses to the assessment tasks.

In History, a good spread of marks was observed across the schools presented for moderation. Most learners responded appropriately to the source-based and essay-writing tasks, with varying degrees of success. However, learners struggled to write coherent introductions and conclusions for essay-type questions. Learner performance in the preparatory examinations ranged from average to good.

In Mathematical Literacy, learners' performance in the preliminary examinations was good across all the schools sampled.

In Physical Sciences, learner performance was satisfactory for most assessment tasks. Learners performed exceptionally well in the practical tasks, but their achievement in the preliminary examinations was not as good. In one school, learners performed very poorly in the Chemistry section of the preliminary examinations. In contrast, in another school, many candidates successfully answered the higher-order questions in the same paper.

ii. Quality of marking

In Agricultural Sciences, the allocation of marks by the internal moderators was consistent with the original marks awarded to learners for each assessment task. As a result, the quality of marking by teachers was fair, valid, and reliable.

In Business Studies, marking was generally consistent and adhered to the marking guidelines. However, lenient marking was observed in some scripts. Some teachers struggled to total marks and count ticks accurately, with deviations ranging from one to three marks. Most learners' scripts included written feedback in the form of comments. In one script, only correct answers were ticked, and incorrect answers were left unmarked, with no cross indicating errors.

In Hospitality Studies, marking was consistent, and the marking guidelines were adhered to in four of the six sampled schools. However, in the remaining two schools, teachers had difficulty using the rubric correctly when marking the project.

In the sample of History learners' files, the marking was of an acceptable standard, and in most cases, teachers demonstrated how marks were awarded. Therefore, there was consistency in the application of the marking tool and mark allocation. However, the marking of paragraph and essay-type questions was problematic in all schools. Teachers did not follow the prescribed procedures and symbols for marking paragraph questions and awarded marks without using a matrix for essay-type questions.

In Mathematical Literacy, the marking guidelines were applied correctly in all moderated schools. Written constructive feedback was evident in the moderated scripts.

In Physical Sciences, marking was accurate and consistent with the marking guidelines in four of the six sampled schools. However, in one school, the Chemistry practical task was marked inaccurately, with errors in the calculation of the concentration of acetic acid being marked as correct when they were incorrect. In another school, incorrect answers were also marked as correct.

iii. Moderation of learner files

In Agricultural Sciences, all assessment tasks in the learners' files at the sampled schools were moderated at both the school and national levels. Adequate feedback was provided to assist learners with revision, highlighting areas for improvement. The quality of internal moderation was good, as it detected errors in marking and mark allocation made by teachers.

In Business Studies, whole-script moderation at the school level was conducted using a green colour pen. The quality of internal moderation was poor, except in one school where it was rigorous, resulting in a 12-mark adjustment to one script. Two schools had post-moderation reports, but there was no evidence of moderation on the live scripts.

In Hospitality Studies, learner scripts were moderated at the school level, and discrepancies were identified by the internal moderator in four of the sampled schools. However, in two schools, there was no evidence of moderation on the scripts reviewed. Green ticks were only visible on the front page next to the marks and a signature.

In History and Mathematical Literacy, there was evidence of internal moderation of learners' work. Internal moderation reports indicated that learner performance was reviewed, but the feedback lacked qualitative inputs or comments.

In Physical Sciences, two schools showed no evidence of internal moderation of learners' files. In the remaining four schools, evidence of moderation was present, but the quality and standard were poor. No feedback was provided to learners. The moderation appeared to be an example of malicious compliance, as one moderator did not mark or remark a question from a learner's script, but still arrived at the same total mark as the original marker.



2.3.2 Practical Assessment Tasks (PAT) Moderation

a) Teacher files

i. Technical aspects

In Sport and Exercise Science, all six sampled schools submitted the required documents for moderation. The files were well-organised and easy to navigate.

In Consumer Studies, five of the six sampled schools submitted well-organised files with all documents clearly named and arranged in a logical order. The quality of work presented was good and met the PAT requirements.

ii. Programme of Assessment

None of the schools sampled for Sport and Exercise Science included the Programme of Assessment in their files. However, in Consumer Studies, the Programme of Assessment was fully adhered to and in line with the IEB SAG requirements.

iii. Assessment tasks and marking tools

In Sport and Exercise Science, all required PAT were included, featuring a variety of question types, such as multiple-choice, short answers, paragraphs, real-life scenarios, and real-life problem-solving questions.

In Consumer Studies, learners demonstrated the required skills and techniques through their choice of products. The product choices were generally appropriate across the sampled schools. However, in one school, teachers needed to ensure that all the listed skills and techniques were included. Additionally, in three of the sampled schools, the rubric was not used correctly, as there were no comments to justify the mark allocated for the practical tasks.

iv. Moderation of teacher files

All teacher files from the sampled schools in Sport and Exercise Science and Consumer Studies contained evidence of both internal moderation by the school and external moderation by the assessment body. The internal moderation was of good quality and met the required standards.

b) Learner files

i. Learner performance

In Sport and Exercise Science, learners responded well to questions set at varying cognitive levels, and their performance was well above average.

In Consumer Studies, all learners excelled in completing the PAT according to the requirements. The chosen products were appropriate, and all components of the PAT assessed the skills and techniques outlined in the PAT guidelines. Every aspect of the PAT was thoroughly covered, and candidates performed well, meeting the expectations set for them.

ii. Quality of marking

In Consumer Studies, marks were consistently allocated in line with the marking guidelines. However, the quality of work presented at one school was subpar, and lenient marking was noted. At another school, the rubric was not used correctly, with marks circled on the rubric, but without any comments to justify the marks allocated.

In Sport and Exercise Science, marking was consistent across five of the six sampled schools and adhered to the marking guidelines. However, in one school, the rubric was not used appropriately to mark the PAT.

iii. Moderation of learner files

In both subjects, there was evidence of external moderation by the assessment in the learners' files. The quality of internal moderation varied across schools, but it was generally of an acceptable standard.

2.3.3 Oral Assessments

a) Teacher files

i. Technical aspects

Four of the six schools verified in English HL submitted their files in clearly marked folders, including teacher folders, learner evidence, and marksheets. Their level of organisation was commendable, as each folder contained the necessary information in accordance with the IEB SAG requirements. In IsiZulu FAL, all files were neatly organised, well-structured, and easy to navigate, with all relevant documents readily accessible.

ii. Quality of assessment tasks

The assessment tasks in both English HL and IsiZulu FAL provided a variety of topics that were of interest to learners and addressed current global issues. The variety ensured the inclusion of learners at different levels and covered topics that resonated with their interests. The topics encouraged engagement and were relatable to learners. Additionally, learners were provided with rubrics for their assessment tasks, which clarified expectations and aided their preparation.

iii. Moderation

In English HL, four of the six schools sampled provided a comprehensive profile of each assessment task as evidence of internal moderation. One school demonstrated evidence of national moderation by the IEB. However, the remaining two schools lacked evidence of internal moderation in the teacher file.

For IsiZulu FAL, none of the sampled schools presented evidence of their internal or external moderation in their files. This represents a recurrent area of non-compliance that requires urgent attention.

iv. Overall impression

The schools/centres complied fully with the technical aspects of the oral assessments as all the necessary documents were available, neatly organised, well structured and easily accessible. The quality of assessment tasks were of a good standard, with a wide range of questions that catered for learners at different achievement levels. The

assessment tasks addressed current global issues that were of interest and relatable to learners. However, there are still challenges regarding internal moderation of oral assessments, as two sampled schools in English FAL lacked the evidence of candidate performance. Furthermore, all sampled schools in IsiZulu FAL showed no evidence of internal or external moderation and this is a continuous area of non-compliance in this subject that should be given immediate attention by the assessment body.

b) Learner files

i. Learner performance

In English HL, learners' written responses and oral presentations, where applicable, met the expectations and demands of the assessment tasks. Most learners demonstrated the following:

- Appropriate use of register, style, and voice tailored to audience and purpose;
- Critical language awareness, including the ability to express values, attitudes, and an awareness of biases, stereotypes, and emotive language;
- Appropriate word choice, language structures, and conventions in their responses; and
- Learners' performance aligned with previous benchmarks and expectations. Similarly, in IsiZulu FAL, learners were well-prepared for their presentations, with performance ranging from average to very good.

ii. Internal moderation of learner files

Four of the six schools sampled in English FAL provided evidence of rigorously conducted internal moderation. However, the remaining two schools did not present evidence of any internal moderation of learner responses.

In IsiZulu FAL, no evidence of moderation of learner files was found across all the sampled schools.

2.4 Areas for Improvement

Umalusi noted one area of improvement:

- a. Good-quality internal moderation was observed in Agricultural Sciences, which included written constructive feedback in both teachers' and learners' files.

2.5 Areas of Non-Compliance

Umalusi identified the following areas of non-compliance:

- a. Non-adherence to the technical aspects for the submission and organisation of files per IEB SAG guidelines in English HL, Business Studies, and Consumer studies;
- b. Incorrect themes in question papers for the preliminary examinations, e.g. in History Paper 1, Question 1 included a Paper 2 theme on China instead of the prescribed theme, Vietnam;
- c. Inappropriate use of rubrics for marking projects and essay-type questions in History, Chemistry practical tasks (Physical Sciences), Consumer Studies, and Hospitality Studies;
- d. Absence of evidence for moderation and constructive feedback to learners and teachers in History, IsiZulu FAL, and Physical Sciences;
- e. Poorly developed or designed marking guidelines in Mathematical Literacy and Business Studies; and

- f. Incomplete or incorrect analysis of assessment tasks in terms of cognitive levels and levels of difficulty in Hospitality Studies.

2.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. Schools comply with the IEB SAGs' requirements for the submission and organisation of SBA, PAT, and oral assessment teacher files;
- b. Pre-moderation of assessment tasks is intensified to ensure that only relevant and appropriate topics are included in the correct papers;
- c. Quality internal moderation and feedback to learners and teachers during moderation are enhanced and geared to improve assessment outcomes; and
- d. Teachers are capacitated in the use of rubrics for marking, the development of quality marking guidelines, and the preparation of analysis grids.

2.7 Conclusion

The IEB is commended for its overall successful management of SBA, PAT, and oral assessments in alignment with its requirements. Most schools performed well in the administration of these processes. However, challenges persist in key areas such as setting well-constructed question papers; developing robust marking guidelines to ensure fair, valid, and reliable marking; effective use of rubrics; high-quality internal moderation; and provision of constructive feedback. The directives for compliance and improvement outlined above must be implemented to ensure full compliance with assessment policies, guidelines, and standards across all subjects.

CHAPTER 3

MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS



CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

Umalusi undertakes several critical quality assurance processes as part of its mandate to ensure the effective management of examinations. One such process is the audit of the State of Readiness (SOR) to conduct, administer, and manage the national examinations. This audit aims to identify potential risks that could compromise the credibility of examinations and, where necessary, implement appropriate mitigating strategies.

The main objectives of the audit were to:

- i. Evaluate the IEB's readiness to conduct the October/November 2024 NSC examinations.
- ii. Monitor the progress made in addressing the directives for compliance and improvement issued after the October/November 2024 examinations.
- iii. Assess whether the IEB has implemented systems to ensure the integrity of the October/November 2024 NSC examinations.
- iv. Provide feedback on the IEB's SOR to conduct the October/November 2024 NSC examinations.
- v. Recognise the good practices implemented by the IEB in effectively managing national examinations.

The findings presented in this chapter reflect the IEB's SOR. Additionally, the chapter outlines directives for compliance and improvement that the IEB must address. The IEB is responsible for preparing a report on these directives and submitting an improvement plan to address the identified findings.

3.2 Scope and Approach

Umalusi adopted a risk-based approach to assess the IEB's preparedness to conduct, administer, and manage the examinations.

The following process was followed:

- a) Conducting and submitting a Self-Evaluation Report (SER)
The IEB conducted an evaluation of its SOR to conduct, administer, and manage the examinations. The Self-Evaluation Report (SER) was submitted in accordance with Umalusi's requirements. This report was subsequently evaluated, and a risk profile was developed based on the findings.
- b) Evidence-based verification
Evidence-based verification is a cornerstone of Umalusi's quality assurance processes. Umalusi conducted a comprehensive document analysis of the supporting documents submitted with the SERs, followed by an onsite verification. These steps were taken to thoroughly assess the IEB's preparedness to conduct, administer, and manage the November 2024 NSC examinations.

The combination of document analysis and onsite verification provided critical insights, playing a pivotal role in Umalusi's adjudication of the IEB's SOR for the October/November 2024 NSC examinations.

3.3 Summary of Findings

The document analysis and onsite verification led to the following findings:

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

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

The audit confirmed that the IEB has the necessary capacity to effectively oversee all examination and assessment activities for the October/November 2024 NSC examinations. The IEB demonstrated sustainable stability through its robust financial position and fully staffed team, ensuring the seamless management of the national examinations.

- b) Registration of candidates and centres

- i. Candidate's registration

For the October/November 2024 NSC examinations, the IEB successfully registered 16 321 candidates. Candidates with immigrant status were appropriately registered, ensuring compliance with relevant policies. Additionally, all candidates eligible for accommodations were accurately identified, with the necessary documentation in place to support their needs.

- ii. Registration of examination centres

The IEB conducted a desktop audit to assess the readiness of all examination centres for the October/November 2024 NSC examinations. A total of 256 examination centres were registered for this purpose.

To enhance oversight, examination centres were categorised and profiled based on their risk levels: high, moderate, and low. Centres writing with the IEB for the first time were classified as high-risk and have been earmarked for close monitoring during the examination period.

- iii. Marking centres

The IEB will utilise its four established marking centres, which were audited during preparations for the June 2024 marking process. These centres were confirmed to be fit for purpose, demonstrating their capability to efficiently and effectively manage the marking process for the October/November 2024 NSC examinations.

- c) Management of internal assessment/School-Based Assessment (SBA) and Practical Assessment Tasks (PAT)

The IEB has distributed the SBA policy and guidelines to all registered centres and schools to ensure compliance with established standards. This includes detailed systems for moderating SBAs, oral assessments, and PAT.

Additionally, Umalusi's external moderation reports on SBAs were shared with the centres and schools as part of a structured feedback process, aimed at fostering continuous improvement and ensuring progress in the management of assessment practices.

d) Printing, packaging, and distribution

i. Printing

The printing of the November 2024 examination materials, like the June 2024 NSC question papers, was outsourced to a service provider. A comprehensive Service Level Agreement (SLA) between the IEB and the service provider was signed and fully implemented. The SLA outlined key security measures, norm times for printed consignments, and access control measures to be enforced during the printing of question papers.

During the onsite verification visit, Umalusi expressed satisfaction with the IEB's management plan and the specific measures established to safeguard question papers during the printing phase. Furthermore, the quality checks conducted on the standard of print-ready question papers, including rigorous proofreading, demonstrated the IEB's readiness and commitment to maintaining high standards throughout the printing process.

ii. Packaging

The IEB presented its comprehensive management plan for the printing, packaging, and distribution of question papers to Umalusi. This plan was deemed adequate, as it outlined the roll-out phases and ensured systematic execution.

Strict security measures were implemented during the packaging of examination materials, including the signing of confidentiality agreements and declaration forms by all staff involved. A detailed start-to-end process flow was followed, complemented by random quality checks to audit the process in real-time.

Printed question papers were securely stored in a strongroom with restricted access control measures.

The management plan also outlined the duration for storing question papers after printing and packaging, as well as clear timelines for distributing print-ready consignments to examination centres.

However, during the onsite verification of the IEB's packaging room, Umalusi identified a potential security risk. The use of transparent packaging, which exposed the questions on the back of the pack, could compromise the confidentiality of the examination materials. Umalusi flagged this as a significant risk and recommended prompt remedial action to ensure the security of the examination process.

iii. Distribution

The IEB has developed and implemented standards to mitigate potential risks associated with the distribution, collection, and collation of examination materials at registered examination centres. These standards include monitoring norm times for storage of printed question papers to ensure timely distribution. Security measures for question papers have been strengthened at various levels of the process.

Umalusi found the established security measures and procedures to be both relevant and acceptable, ensuring a secure distribution process.

However, Umalusi identified a potential risk to the credibility and integrity of the November 2024 NSC examinations due to the prolonged storage of printed question papers. This extended storage period, by its nature, could expose the examination materials to risks, such as hijacking or other unforeseen incidents, which could lead to the loss of multiple scripts to undermine the examination process and the fairness of the assessments.

e) Monitoring of examinations

The IEB successfully conducted the June 2024 NSC examinations, with Umalusi expressing satisfaction with the IEB's compliance throughout the process. This reference to the June 2024 examinations serves as a benchmark to assess the IEB's readiness for the November 2024 NSC examinations. As an innovation in managing high-stakes examinations, the IEB will continue to use an audio-visual monitoring system. Additionally, the IEB has implemented a hybrid modality, combining physical monitoring visits with online monitoring through audio-visual cameras.

In line with its management plans, the IEB appointed and trained invigilators twice in 2024, in March and September. Monitoring plans are in place and will be verified during the October/November evaluation. A training manual for monitors has been developed and will be used by chief invigilators at the centres. Risks associated with the conduct of examinations have been outlined, and mitigating strategies have been incorporated into the training materials.

f) Marker audit and appointments

The IEB has established clear and well-defined systems for the recruitment and appointment of markers. The policies and criteria for selecting and appointing markers are thoroughly outlined and consistently applied.

A comprehensive management plan for marker training has been developed and will be implemented at all four marking centres. The IEB has also allocated subjects to be marked at various centres. The required number of marking personnel has been appointed for all subjects, and the list of appointed markers was shared with Umalusi during the audit process. Additionally, a detailed training programme on marking processes has been developed and will be used during the training sessions scheduled for December.

In conclusion, the IEB has demonstrated its commitment to upholding high standards in the recruitment and appointment of markers. The established processes and criteria, coupled with the comprehensive training plans, are expected to ensure the smooth conduct of the examination process.

g) Systems for capturing examination and assessment marks

Umalusi confirmed that the systems used for mark capturing during the June 2024 NSC examinations were compliant. The findings from the June 2024 examination serve as a critical benchmark for assessing the IEB's SOR for the October/November 2024 examinations. As part of its verification process, Umalusi conducted a dry run of the IEB's resulting system to assess its SOR. The IEB successfully submitted all standardisation information in the format prescribed by Umalusi, demonstrating its capacity to handle the upcoming examinations.

It was also noted that data capturers are selected from a pool of seasoned professionals, ensuring accuracy and reliability in the mark-capturing process.

h) Management of examination irregularities

The IEB's processes and procedures for managing irregularities are governed by the policies and regulations surrounding the conduct, administration, and management of the NSC. This process is overseen by the IEB's Examinations Irregularities Committee (EIC).

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

- a) Based on the verification audit conducted to assess the IEB's SOR to conduct, administer and manage the November 2024 NSC examinations, Umalusi identified the following risks that could potentially compromise the credibility and integrity of the examinations: The extended storage period of consignments of scripts at examination centres increases the risk of loss due to hijacking or other unforeseen incidents, which could result in candidates losing multiple scripts.
- b) The use of transparent packaging for question papers exposes the questions printed on the back of the pack, thereby compromising the confidentiality of the examination materials.



3.4 Areas for Improvement

No areas requiring improvement beyond the expected standard were identified.

3.5 Areas of Non-Compliance

Umalusi identified the following areas of non-compliance that could potentially compromise the credibility and integrity of the November 2024 NSC examinations:

- a. The prolonged duration during which consignments of scripts remain at examination centres poses a risk of loss due to hijacking or other unforeseen incidents. Such incidents could result in candidates losing multiple scripts; and
- b. Question papers are stored in transparent packaging, exposing the questions printed on the back of the pack and compromising the confidentiality of the examination materials.

3.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. The duration for storing script consignment is reviewed to mitigate risks that could lead to the undue loss of scripts; and
- b. The security of question papers during packaging should be strengthened.

3.7 Conclusion

The findings revealed that the IEB had established standard operating procedures, which were submitted as supporting evidence to fulfil the SOR audit requirements. The provided evidence met the required standard.

Despite the risks identified in section 3.5, Umalusi is satisfied with the level of preparedness demonstrated by the IEB for the conduct, administration, and management of the November 2024 NSC examinations.

CHAPTER 4

AUDIT OF APPOINTED MARKERS



CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi conducts an audit of appointed markers to verify whether the marking personnel appointed for the November 2024 NSC examination possessed the necessary qualifications, competencies, and experience. To achieve this objective, Umalusi used the IEB's internal controls, processes, guidelines, policies and other regulatory measures as the framework for assessing compliance.

This chapter presents Umalusi's findings from the audit of markers appointed by the IEB for the November 2024 NSC examination.

4.2 Scope and Approach

Umalusi selected a sample of 10 subjects (Annexure 4A) for the audit of appointed markers. The desktop audit was conducted from 17 to 18 September 2024.

The evidence submitted for the audit included the following:

- The IEB's requirements and criteria for the appointment of markers across the various marking levels and positions;
- The circulars and advertisements used for the recruitment of markers, as well as the marker application form(s);
- A database of all appointed markers for all subjects;
- The lists of all appointed markers, reserve markers, and novice markers for all subjects; and
- Minutes of the meetings held during the selection process.

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

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

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

4.3 Summary of Findings

4.3.1 Compliance with Notional Marking Time

a) Markers

Umalusi assessed the adequacy of the number of markers appointed for each question paper by using the notional marking times provided by the IEB and the allocated marking days.

The assessment involved comparing the number of appointed markers with the number of scripts per question paper, the duration (in hours) of a working day, and the days allocated for marking across each sampled subject.

The IEB appointed a sufficient number of markers in proportion to the notional marking time, the number of scripts to be marked, and the number of days allocated for marking. Therefore, there was full compliance with the criteria in all the sampled subjects.

b) Senior markers

The IEB applies a standard ratio of 1:7 for the appointment of senior markers to markers. However, this ratio may vary depending on the nature of the subject or the complexity of the questions being marked, at the discretion of the IEB. In all audited subjects, the 1:7 ratio was adhered to. In Computer Applications Technology Paper 1, Design, and Mathematics Paper 1 and Paper 2, the IEB maintained a ratio of 1 senior marker to 6 markers. For Information Technology Paper 2, a ratio of 1 senior marker to 5 markers was observed. At no point did the ratio exceed the stipulations outlined in the policy.

c) Chief markers and internal moderators

The established norm for appointing examiners and internal moderators is that each subject must have one examiner and one internal moderator. For subjects with two papers, the IEB appoints an examiner (chief marker) for each paper and one internal moderator to oversee both papers. This criterion was adhered to in all audited subjects.

4.3.2 Qualifications and Subject Specialisation

The IEB's policy for appointing marking personnel requires candidates to possess specific academic qualifications. To qualify as a marker or senior marker, a candidate must have an academic qualification that includes the relevant subject, at least at the first-year level, within a completed degree or diploma. The IEB also recognises and considers evidence of subject proficiency demonstrated through additional courses when appointing markers.

a) Markers

Umalusi verified the transcripts of all appointed markers in the sample and found that most markers possessed relevant teaching qualifications. However, in Tourism, while all appointed markers held relevant qualifications, specialisation in the subject they applied to mark remained a challenge. Although related subjects and evidence of proficiency through additional courses were considered, four appointed markers lacked evidence of subject specialisation in their qualifications.

b) Senior markers

The IEB policy on the appointment of marking personnel stipulates that all appointed senior markers must possess an academic qualification that includes the relevant subject at a minimum of first-year level, a related subject, or proof of proficiency through additional courses.

Umalusi verified the transcripts of all recommended senior markers in the sampled subjects and confirmed that the IEB fully complied with its policy requirements, as all appointed senior markers possessed the relevant qualifications.

c) Chief markers and internal moderators

The minimum qualification requirements for the appointment of internal moderators and chief markers at the IEB include a recognised degree or diploma and/or tertiary training in the relevant subject. Additionally, experience as an examiner is required to be considered for appointment as an internal moderator. In contrast, experience as a senior marker in the subject applied for

is necessary for appointment as an examiner. In the sampled subjects, all appointed internal moderators and examiners met the required qualifications and subject specialisations. The IEB fully complied with these requirements.

4.3.3 Teaching Experience

According to the IEB policy for the appointment of marking personnel, candidates must be teaching the subject to be marked at the Grade 12 level at an educational institution registered to conduct Grade 12 examinations through the IEB in order to be eligible for appointment as a marker.

a) Markers

Umalusi found that most of the markers whose appointments were verified had experience teaching the subjects they applied to mark at the Grade 12 level. The appointed markers had at least two years of teaching experience at the Grade 12 level at an IEB-registered school. The IEB stipulates that no more than 33% of markers for a paper may be inexperienced, and fewer than 20% should be new markers. However, in most verified subjects, a high percentage of novice markers were appointed. For example, IsiXhosa FAL had 40% novice markers, and Computer Applications Technology had 70% novice markers. In contrast, the IEB appointed fewer than 20% novice markers in Business Studies (9%), Information Technology (9%), Tourism (no novice markers), and Design (12% novice markers). Therefore, the IEB did not fully comply with its policy requirements in this regard.

b) Senior markers

The IEB's policy for the appointment of marking personnel stipulates that candidates applying to be appointed as senior markers must be teaching the relevant subject and have prior marking experience in the paper they are applying to mark. Experience in the most recent marking sessions is preferred. All appointed senior markers had the required teaching and marking experience in the subjects they were assigned to mark, with teaching experience ranging from two years to over 10 years. Additionally, they taught these subjects at the Grade 12 level at educational institutions registered to conduct Grade 12 examinations with the IEB. The IEB fully complied with its policy requirements in this regard.

c) Chief markers and internal moderators

According to the IEB policy, to be considered for appointment as an internal moderator or examiner, the applicant must be teaching the subject at the Grade 12 level at an IEB-registered school. Additionally, to be appointed as an internal moderator, the applicant must have previously served as an examiner for the subject applied for. To qualify as an examiner, the applicant must have previously served as a senior marker and worked at a school registered with the IEB. All appointed examiners and internal moderators had teaching experience in both public and IEB-registered schools, ranging from eight years to over 20 years. The IEB appointed qualified examiners and internal moderators who met the requirements in all the audited subjects.

4.3.4 Marking Experience

a) Markers

The IEB policy on the appointment of marking personnel does not prescribe specific marking experience for applicants to be appointed as markers. However, the IEB considers feedback from examiners regarding a marker's performance in the previous year's marking session when making recommendations for marker appointments. Additionally, to build an understanding of the standards that apply within the IEB, teachers from educational institutions that are writing IEB examinations for the first time are also considered for appointment.

The IEB appointed novice markers, as well as those with a year or two years of marking experience, to build capacity and expand its pool of potential markers for future subjects and question papers. To ensure a good balance, the IEB mixed less experienced markers with experienced ones in marking teams. The IEB adhered to its policy requirements for the recommended markers in all sampled subjects.

b) Senior markers

To be appointed as a senior marker, an applicant must have taught the subject at the Grade 12 level at an educational institution registered with the IEB. All recommended senior markers possess more than three years of marking experience. The IEB fully complied with its policy requirements in this regard.

c) Chief markers and internal moderators

The IEB policy governing the appointment of marking personnel stipulates that an applicant for the examiner or internal moderator position must have IEB marking experience in the subject applied for. In exceptional cases, the IEB may consider subject-related marking experience from other subjects or any marking-related experience within the IEB. For appointment purposes at this level, the IEB also considered subject marking experience from other assessment bodies. To be appointed as an internal moderator, previous experience as an examiner is required. To be appointed an examiner, experience as a senior marker within the IEB system is necessary. All internal moderators and examiners in the sampled subjects had prior experience as examiners and senior markers, respectively, within the IEB.

4.3.5 Enhancements to Criteria for the Appointment of Markers

The IEB appoints markers and senior markers based on their performance in previous marking sessions. Those who demonstrated strong performance, as reflected in the reports from chief markers and internal moderators, were considered for appointment.

4.4 Areas for Improvement

No areas for improvement were noted.

4.5 Areas of Non-Compliance

Umalusi noted that the IEB appointed a high percentage of inexperienced markers, exceeding the stipulated 30% quota, in IsiXhosa FAL Paper 1 and Paper 2, as well as in Computer Applications Technology Paper 1 and Paper 2.

4.6 Directives for Compliance and Improvement

The IEB is required to appoint the specified quota of novice markers in all subjects.

4.7 Conclusion

The audit process confirmed that the IEB primarily adhered to its requirements for appointing markers, senior markers, examiners, and internal moderators for the November 2024 examination, as outlined in its criteria for marking personnel appointments. This compliance reflects the IEB's commitment to maintaining high standards in the appointment process.

CHAPTER 5

MONITORING THE WRITING AND MARKING OF THE EXAMINATIONS



CHAPTER 5: MONITORING THE WRITING AND MARKING OF THE EXAMINATIONS

5.1 Introduction

The objective of Umalusi's monitoring of the writing and marking of the November 2024 NSC examinations is to ensure that the IEB conducts, administers, and manages the examinations in accordance with the approved guidelines and national policies.

The examinations administration commenced on 16 October 2024 and concluded on 28 November 2024, followed by the marking process, which took place from 7 to 13 December 2024.

The report highlights areas of improvement and instances of non-compliance, providing recommendations for future enhancement and ensuring adherence to NSC examination policies. This chapter is divided into two sections: Section A, Monitoring the Writing of the Examinations, and Section B, Monitoring the Marking of the Examinations.

5.2 Scope and Approach

Umalusi pre-sampled 44 examination centres from the 256 centres established by the IEB and four marking centres for its oversight monitoring.

The data presented in this chapter was gathered from the selected examination and marking centres through on-site monitoring, observations, and interviews conducted by Umalusi monitors.

Details of the monitoring process are provided in Annexure 5A and Annexure 5B. Annexure 5C contains a report on the examination centres involved in instances of non-compliance.

5.3 Summary of Findings

The findings presented are consolidated based on Umalusi's monitoring criteria for the writing and marking processes of the examinations. The data and conclusions are limited by the sample size and information available during Umalusi's visits.

SECTION A: Monitoring the Writing of the Examinations

General Administration

Managing the general administration during the writing phase of the examinations involves overseeing logistical aspects to ensure the quality, efficiency, and successful completion of the examination cycle.

a) Management of examination question papers

The IEB demonstrated commendable management of examination question papers, ensuring their prompt distribution to designated examination centres. Stringent security measures were implemented throughout the distribution process to maintain integrity. All consignments were received in electronically sealed bags according to the prescribed delivery schedule and were carefully inspected by chief invigilators. However, one centre noted an irregularity, where the consignment recipient did not have the required authorisation letter during the current examination cycle.

b) Appointment records of invigilators

According to regulations, chief invigilators are responsible for training and formally appointing all invigilators in writing. However, at four centres, not all invigilators were appointed in writing. Additionally, at two centres, some invigilators, including those overseeing approved concessions in separate venues, were not trained for the current examination.

At one examination centre, responsibilities typically assigned to the chief invigilator were carried out without proper authorisation documentation, and there was no evidence to confirm that the chief invigilator had received training for the current examination. Despite these issues, the monitored session was satisfactorily invigilated overall.

c) Management of invigilators' attendance

While chief invigilators ensured daily updates to the attendance registers for invigilators during examination sessions, the following gaps were identified:

- i. Relief timetables for invigilators were not prepared at four examination centres.
- ii. An invigilator did not arrive on time at one examination centre.

d) Management of examination documents

Umalusi monitors evaluated the examination management files and concluded that they were well-organised, containing all relevant and up-to-date documentation as required.

5.3.1 Credibility of the Writing of the Examinations

a) Security and supply of question papers

The IEB provided examination centres with question papers sealed in black plastic bags and equipped them with a tracking device and a smart lock system. This system ensured that the question papers remained securely sealed and could only be opened electronically at designated times. The process was remotely controlled and linked to the chief invigilator's cell phone. The smart lock allowed authorised personnel to open the bag no earlier than 45 minutes prior to the commencement of the examination session.

Upon arrival at the examination centres, examination materials were securely stored in strong rooms with restricted access, supported by surveillance cameras, alarm systems, and security personnel managing entry. These measures ensured a safe environment for storing and handling assessment materials, thereby maintaining the integrity and security of the examination process.

b) Admission of candidates to the examination room

The regulations outline specific duties for invigilators to ensure proper conduct during examinations. However, several gaps were identified at the monitored examination centres:

- i. At four centres, invigilators did not ensure that candidates were admitted to the examination room at least 30 minutes before the commencement of the examination.
- ii. At eight centres, invigilators failed to verify the admission letters or identity documents of candidates upon admission to the examination room.
- iii. Desks were not numbered at some centres, leading to two candidates sitting in incorrect spaces.
- iv. Calculators were not checked for compliance at one centre.

c) Conduciveness of the examination venue

The examination rooms were generally conducive to writing examinations, meeting several key requirements. They were spacious enough to comfortably accommodate all candidates, with suitable furniture provided. The rooms were adequately ventilated and well-lit, and sufficient ablution facilities were conveniently located nearby.

Umalusi also verified that noise levels at all monitored examination centres were well-managed, ensuring an optimal environment for candidates.

d) Administration of the writing session

The administration of the writing was effectively managed across the monitored centres, with the following observations:

- i. Clocks or other time-displaying devices were positioned at the front of the examination rooms, ensuring visibility to all candidates.
- ii. Examination rooms were kept free of unauthorised materials.
- iii. Information boards displaying relevant details about the ongoing examination sessions were present in all but one monitored centre.

Overall, the administration of the writing sessions met acceptable standards and complied with the regulations governing the conduct of the NSC examinations.

e) Compliance with examination procedures

Across the sampled examination centres, examination procedures were generally implemented as prescribed. However, the following shortcomings were noted:

- i. Although the audit report was completed electronically, the assessment body did not provide feedback to one centre on their readiness to administer the examination.
- ii. At two centres, invigilators failed to verify the correctness of the information on the cover pages of the answer books.
- iii. Technical accuracy was not verified with candidates at three examination centres.
- iv. At one centre, 10 minutes of reading time was not provided to candidates due to the late distribution of the question paper.
- v. At three centres, the start and end times stipulated on the timetable were not adhered to.

f) Handling of answer scripts

The handling of answer scripts was meticulously managed in accordance with regulatory procedures at all monitored examination centres, ensuring 100% compliance.

At the end of each writing session, all answer scripts were collected, counted, and packed in the sequence of the respective mark sheets. They were then sealed in official IEB bags and electronically locked within black bags, following the allocated time stipulated by the IEB. These bags were subsequently stored in strong rooms, ready for collection by the appointed courier according to the collection schedule. Tracking via the app was available to both the examination centre and the IEB for monitoring purposes.

SECTION B: Monitoring of the Marking of Examinations

The findings presented below are derived from Umalusi's monitoring of the marking process at four IEB marking centres:

- i. Crawford International College
- ii. SAHETI School
- iii. St Benedict's College
- iv. St Stithians College

5.3.2 Planning and Preparation

a) Appointment of marking personnel

The selection and appointment of marking personnel, including chief markers, senior markers, internal moderators, markers, and examination assistants, were approved during Umalusi's audit. The IEB appointed a new examining panel with appropriately qualified members.

b) Availability of marking management plans

While a marking management plan was available, further enhancement is required to ensure that all key activities in the marking process are comprehensively covered.

c) Availability of scripts and marking guidelines

Marking guidelines/memoranda were delivered promptly and distributed to all marking personnel on the first day of marking. These guidelines were also utilised during marker training sessions and standardisation processes to ensure consistency and accuracy in the marking.

d) Storage and safekeeping of scripts

The IEB material handling team ensured the secure delivery of scripts in unmarked vehicles, escorted by security personnel, to the marking centres one day before the commencement of marking. Upon arrival, the scripts were securely stored in designated lockable venues, ready for handover to the respective examiners.

e) Management and control of scripts

Script management was overseen by examiners, senior markers, and assistants, ensuring strict adherence to established procedures. Scripts were distributed to markers efficiently, and the resubmission of scripts was well-managed, maintaining accountability for all consignments. Once marked, the consignments were transported to the data-capturing centre in unmarked vehicles. Examiners secured marking rooms at the end of each day, activating alarms and having security guards patrol the area. In some cases, 24-hour camera surveillance provided an additional layer of security.

5.3.3 Resources (Physical and Human)

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

The marking centres consisted of several classrooms, each well-equipped with tables and chairs to support the assessment of various subjects. The venues met the minimum Occupational Health and Safety requirements, providing a safe and conducive environment for marking activities. The marking rooms were spacious and well-furnished, adhering to the physical resource standards outlined in the SLA between the identified schools and the IEB.

Additionally, the school's communication facilities were made available to the marking centre management team. This included unlimited access to Wi-Fi, allowing team members to use their cell phones and laptops to ensure efficient communication and co-ordination.

b) Capacity and availability of marking personnel

Umalusi observed that only a small number of marking personnel were unable to report for duty, primarily due to ill health or changes in personal circumstances. In most instances, chief markers indicated that additional markers were not required, as the existing team was able to meet the deliverables. However, for certain subjects, markers from the waiting list were appointed to ensure adequate coverage, and they were provided with appropriate training.

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

The marking centres provided an optimal environment for marking activities, with clean, spacious rooms that offered sufficient lighting, accessible physical resources, and stringent security measures. However, due to extreme heat conditions experienced at one centre, the installation of air conditioning was recommended to enhance comfort and improve working conditions for the marking personnel.

d) Quality of food provided for markers

The IEB procured caterers to provide nutritious meals and refreshments for tea breaks and lunch. Significant effort was made to accommodate the needs of the marking personnel, ensuring their satisfaction and well-being throughout the marking process.

e) Compliance with Occupational Health and Safety requirements

The monitored marking centres fully complied with Occupational Health and Safety requirements. This was evidenced by the availability of adequate, clean, and functional ablution facilities, as well as the presence of clearly visible and well-maintained fire extinguishers.

5.3.4 Provision of Security Measures

a) Access control at the marking centre

Marking personnel were issued access cards, and security personnel enforced strict access control at the main gates. Visitors were required to present identification to gain access to the centre.

b) Movement of scripts within the centre

The movement of scripts was systematically supervised by the examiner, with support from the material handling team and other assistants. The material handling team managed the transfer of scripts between the scripts control room and the marking rooms.

A stringent control system was implemented within the marking rooms to ensure accountability for all scripts. Markers were required to sign for the number of scripts allocated to them, and a reconciliation was conducted when marked scripts were returned. Examiners and senior markers signed off on mark sheet summaries upon both the receipt and return of the marked scripts. The marked scripts were then securely boxed and transported to the data-capturing venue.

5.3.5 Training of Marking Personnel

a) Quality and standard of training sessions across subjects

The training sessions conducted across various subjects were highly effective, with ongoing support provided by assessment specialists, examiners, senior markers, and internal moderators. Training for marking personnel was conducted concurrently with the standardisation meeting. Markers were permitted to commence marking only after the chief marker or internal moderator confirmed that the required standards had been met. This process ensured the maintenance of quality and credibility throughout the marking process.

b) Adherence to norm time

The norm time for marking was set at nine hours per day, starting at 07:00 and concluding at 16:00, inclusive of tea and lunch breaks. All marking personnel adhered to the stipulated schedule.

5.3.6 Management and Handling of Detected Irregularities

The procedure for managing irregularities detected during the marking process was comprehensively covered in the training sessions conducted by the chief markers. Upon detecting an irregularity, the marker is required to promptly report it to the chief marker, who evaluates the evidence to determine whether further action is warranted. If necessary, the chief marker, in conjunction with the subject specialist, completes an irregularity form and escalates the issue, along with the relevant script, to the centre manager for further review and action.

The centre manager records the irregularities in the irregularity register and ensures the script is returned to its designated batch. The matter is then referred to the IEB Irregularities Committee for further investigation. All cases of irregularities, along with the recommended sanctions, are subsequently submitted to Umalusi for consideration.

5.4 Areas for Improvement

No areas for improvement were identified during the monitoring process.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- i. Absence of an authorisation letter for the consignment recipient.
- ii. Unavailability of written appointments for delegated examination responsibilities for the current examinations.
- iii. Admission of candidates into the examination room without verification through admission letters or identity documents.
- iv. Non-compliance with the roles and responsibilities of invigilators regarding the conduct, administration, and management of examinations.
- v. Inadequacies in the marking management plan, which requires further enhancement to comprehensively include all key activities.

Annexure 5B provides a detailed list of centres found non-compliant.

5.6 Directives for Compliance and Improvement

To address the identified non-compliance issues, the IEB is required to:

- a. Develop and implement a system for evaluating invigilators.
- b. Enhance the marking management plan to ensure the comprehensive inclusion of all key marking activities.

5.7 Conclusion

The findings indicate that the IEB has implemented several commendable practices in managing the writing and marking of examinations. However, the identified areas of non-compliance must be addressed to ensure improved adherence to policies and regulations. Implementing the provided directives will strengthen compliance, thereby upholding the quality, credibility, and integrity of the NSC examination process.

CHAPTER 6

MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING



CHAPTER 6: MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi plays a key role in the quality assurance of the marking processes for the NSC examination scripts, ensuring that the marking is fair, valid, and reliable. This involves participating in the marking guideline standardisation meetings and verifying the marking process.

The marking guideline standardisation meetings are held in preparation for the marking process. These meetings aim to finalise and standardise the marking guidelines, ensuring fair and consistent marking. The verification of the marking process commences immediately after the finalisation of the marking guidelines meetings and involves verifying the marked and moderated scripts.

This chapter discusses the marking guideline standardisation meetings and the verification of marking for the November 2024 NSC examinations conducted by the IEB.

6.2 Scope and Approach

The scope and approach of the marking guideline standardisation meetings and the verification of marking conducted by Umalusi are outlined below.

6.2.1 Marking Guideline Standardisation Meeting

The IEB hosted the marking guideline standardisation meetings onsite on 8 December 2024 for all sampled subjects, except for Mandarin Second Additional Language (SAL), which was held on 9 December 2024.

Umalusi sampled 10 subjects (Table 6A), comprising 18 question papers, for the marking guideline standardisation.

Table 6A: Subjects/question papers sampled for marking guideline standardisation meetings

No.	Subject		Paper
1.	Afrikaans HL Paper 1 and Paper 2	6.	Mandarin SAL Paper 1 and Paper 2
2.	Business Studies Paper 1	7.	Maritime Economics Paper 1
3.	Computer Applications Technology Paper 1 and Paper 2	8.	Mathematics Literacy Paper 1 and Paper 2
4.	English HL Paper 1 and Paper 2	9.	Mathematical Paper 1 and Paper 2
5.	Geography Paper 1 and Paper 2	10.	Physical Sciences Paper 1 and Paper 2
11.	Life Sciences Paper 1 and Paper 2		

Umalusi used the criteria outlined in Table 6B to analyse and evaluate the marking guideline standardisation meetings.

Table 6B: Criteria for the marking guideline standardisation meetings

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

Part A focused on the pre-marking guideline standardisation meetings conducted by the examination panels for each question paper, assessing the preparedness of chief markers and internal moderators as participants in the marking guideline discussions. Part B examined the processes and procedures followed, as well as the mediation of the marking guidelines during the marking guideline standardisation meetings. Part C explored the quality of marker training and the final marking guidelines.

6.2.2 Verification of Marking

Umalusi sampled 10 subjects, comprising 18 question papers as listed in Table 6A, for the verification of marking. The criteria outlined in Table 6C were used to analyse and evaluate the marking of the sampled subjects.

Table 6C: Umalusi criteria for verification of marking

Criterion 1: Policy matters	Criterion 2: Adherence to the marking guideline	Criterion 3: Quality and standard of marking and internal moderation	Criterion 4: Candidates' 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	

Criterion 1 focused on policy matters, Criterion 2 examined adherence to the marking guidelines, Criterion 3 assessed the quality and standard of marking and internal moderation, and Criterion 4 investigated candidates' performance.

6.3 Summary of Findings

6.3.1 Marking Guideline Standardisation Meetings

This section of the report presents the findings of the marking guideline standardisation meetings based on the criteria and quality indicators outlined in Table 6B.

a) Preparatory Work

i. Pre-marking guideline standardisation meeting

The chief markers and internal moderators conducted pre-marking guideline standardisation meetings a day before the official marking guideline standardisation meetings. The IEB expects chief markers and internal moderators to come prepared, having marked a sample of at least three dummy scripts or more, depending on subject requirements in preparation for discussions with the senior markers.

Umalusi noted that chief markers and internal moderators brought handwritten responses to the questions, which they referred to throughout the meetings. These responses were marked directly on the question papers and were visible to all participants. This practice confirmed that senior marking personnel thoroughly worked through the marking guidelines and identified potential additional or alternative responses for consideration by the examining panel. The total number of scripts marked by the chief marker and internal moderator prior to the pre-meeting ranged from three to eight. For the selected subjects, the IEB complied with this criterion in most respects.

ii. Preparation by senior marking personnel

The IEB mandates the pre-marking of at least three scripts per paper in preparation for the marking guideline standardisation meetings. However, depending on the agreement between the chief marker and internal moderator, this number may be increased. During the pre-marking guideline standardisation meetings, Umalusi observed that rigorous discussions were held between the senior markers, chief markers, internal moderators, and external moderators, using the scripts they had pre-marked as the basis for their deliberations.

For Business Studies Paper 1, the chief markers and internal moderators marked six English and two Afrikaans scripts each. For Computer Applications Technology Paper 1 and Paper 2, Mandarin SAL Paper 1 and Paper 2, and Maritime Economics Paper 1, each marking team pre-marked three scripts. For Life Sciences Paper 1 and Paper 2, as well as Mathematics Paper 1 and Paper 2, six scripts were marked per paper. In preparation for the marking of Physical Science Papers, senior marking personnel pre-marked five dummy scripts for Paper 1 and four for Paper 2. Except for Afrikaans HL Paper 1 and Paper 2, where senior marking personnel appeared unprepared, all other senior marking personnel were adequately prepared for the pre-meetings.

b) Marking Guideline Standardisation meeting

i. Processes and procedures

The IEB made all necessary organisational and logistical arrangements to facilitate the smooth running of the marking guideline standardisation meetings. These meetings were well-managed and conducted professionally, with chief markers and internal moderators leading and chairing the discussions.

The logistical arrangements made by the IEB were laudable for all the sampled question papers. The meeting rooms were well-organised and equipped with the necessary furniture. The venues were neat and orderly, and the question papers, marking guidelines, and sampled scripts for training were readily available to the markers upon their arrival.

ii. Mediation of the marking guidelines

The IEB ensured that the discussions during the mediation of the marking guidelines were thorough and rigorous. This approach resulted in the inclusion of valid alternative responses, which enhanced the marking guidelines and contributed to more accurate marking.

These alternative responses did not alter the cognitive levels of the questions and were approved by Umalusi. The marking guidelines used during the marking guideline standardisation meetings for all the question papers of the verified subjects represented the final versions and had received Umalusi's approval.

c) Training and quality of the final marking guidelines

i. Training of markers

The chief markers and internal moderators of the verified question papers prepared a minimum of three and a maximum of eight sample scripts for use in training senior markers and markers during the marking guideline standardisation meetings. The rigorous training process ensured that all markers were adequately prepared to mark in alignment with the approved marking guidelines.

ii. Quality of the final marking guidelines

The final marking guidelines were comprehensive and well-developed, providing sufficient guidance to ensure consistent and accurate marking. However, Umalusi noted concerns regarding the marking guidelines for Life Sciences Paper 1 and Paper 2. These guidelines did not include marking principles, and an acceptable tolerance range had not been determined during the meetings. This omission needed to be addressed at the start of the marking process.

For the selected subjects, there was adherence to the finally approved marking guidelines in most respects.

6.3.2 Verification of Marking

Table 6C was used as a framework to analyse the findings from the verification of marking across the 10 sampled subjects. The summary of these findings is as follows:

a) Policy Matters

i. Statistics

This quality indicator evaluates whether the number of appointed marking personnel was sufficient to manage the volume of scripts across subjects and question papers.

The IEB policy stipulates a ratio of one senior marker to every seven appointed markers (1:7). However, this ratio may vary depending on the nature of the question paper and at the discretion of the IEB. There was compliance with this criterion in most respects across the majority of the selected subjects.

For Mandarin SAL Paper 1 and Paper 2 (122 scripts per paper), the IEB appointed two markers but no senior marker. The two markers, who are also subject examiners, marked and moderated each other's work.

For Maritime Economics (790 scripts), the IEB appointed six markers, one senior marker, a chief marker, and an internal moderator, maintaining the 1:7 ratio. In Mathematics Paper 1 (10 034 scripts) and Paper 2, 135 and 133 markers were appointed, respectively. For these subjects, each question or part of the paper was assigned to a specific senior marker, with an average of nine senior markers per question. While the ratio of senior markers to markers was slightly higher in some instances, the approach ensured thorough supervision and quality control.

For Business Studies (7000 scripts), the IEB appointed 19 senior markers and 140 markers, adhering to the 1:7 ratio. For Computer Applications Technology Paper 1 (4222 scripts) and Paper 2 (4153 scripts), the senior marker-to-marker ratios were 1:6 and 1:7, respectively. These ratios comply with the prescribed norm. In the case of Afrikaans with 709 scripts, the IEB appointed nine markers and two senior markers for each question paper, thus maintaining the 1:7 ratio.

For English HL Paper 1 (14507 scripts) and Paper 2, the IEB maintained a 1:7 ratio with 149 and 148 markers, respectively, and sufficient senior markers for oversight. In Geography, for Paper 1 (3,733 scripts), the IEB appointed 59 markers, and 12 senior markers were appointed for Paper 1, maintaining a 1:6 ratio. For Paper 2, which consisted of four questions, six markers and one senior marker were appointed for each question.

For Physical Sciences Paper 1 (6,167 scripts), the IEB appointed 73 markers and 11 senior markers, adhering to the 1:7 ratio. Similarly, for Paper 2 (6,000 scripts), 76 markers and 11 senior markers ensured compliance with the ratio. In Life Sciences Paper 1 (6,922 scripts), the IEB appointed 88 markers and 15 senior markers. For Paper 2, 99 markers and 14 senior markers were assigned, all maintaining the required 1:7 ratio.

The chief markers and internal moderators played a critical role in closely monitoring novice markers across most subjects. The IEB is commended for its compliance with this criterion in most respects.

ii. Official appointment of markers

The internal moderators, chief markers, senior markers, and markers appointed for the sampled subjects received electronic confirmations of their appointments. Umalusi verified these appointments using the register provided by the IEB.

b) Adherence to the Marking Guidelines

This criterion evaluates whether the marking guidelines used during the marking process were the same as those approved by Umalusi during the marking guideline standardisation meetings. It also assesses whether proper protocols were followed when any additions or changes were made to the marking guidelines.

i. Application of the approved marking guidelines

Umalusi confirmed during the verification of marking that the marking guidelines used by the IEB marking personnel at the marking centres were approved at the marking guidelines standardisation meetings.

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

No additions or changes were made to the marking guidelines after the marking guideline standardisation meetings, except in Maritime Economics Paper 1 and Physical Sciences Paper 1. Umalusi approved the additions made.

c) Quality and Standard of Marking and Internal Moderation

i. Quality and standard of marking

Umalusi confirmed that there was consistency in marking as outlined in the approved marking guidelines for most of the selected subjects. However, the following observations were made:

In Afrikaans HL Paper 1, poor marking was observed in Question 3, where the candidate wrote too many words. Neither the marker nor the senior marker penalised the candidate for this, as required by the marking guidelines. This issue was identified during external moderation and was subsequently reported to the chief marker. To improve consistency in the marking of essays and transactional written work, Afrikaans HL Paper 2 implemented a two-marker system, where two markers marked each script sequentially.

The verification of the marking in the selected subjects showed that, in most respects, the marking was consistent. However, where deviations arose, the external moderator engaged in discussions with the chief marker and internal moderator. These discussions were subsequently communicated to the senior markers, who took responsibility for reminding their markers of specific requirements.

ii. Internal moderation of marking

Internal moderation is carried out by the internal moderator, chief marker, and senior markers, who work collaboratively to ensure the accuracy and consistency of the marking process. Depending on the subject, they may moderate specific questions or entire scripts. The moderated sample by senior marking personnel typically ranges between 10% and 15%.

The requirements of this criterion concerning the quality of internal moderation were met in the sample subjects, as verified by Umalusi. The internal moderation process was evidenced by using different coloured pens on candidates' scripts, indicating that moderation was effectively carried out. In the subjects verified, the moderated samples consistently accounted for 10% to 15% of the total scripts.

In Afrikaans HL Paper 1, the chief marker and external moderator were responsible for moderating whole scripts, while the internal moderator focused on moderating specific questions for each senior marker. In Afrikaans HL Paper 2, both the chief marker and internal moderator selected specific questions for moderation. For Computer Applications Technology Paper 1 and Paper 2, the internal moderator and chief marker moderated individual questions, and in some instances, multiple questions per script were reviewed. Despite the variations in the approach to moderation across different subjects, the quality of internal moderation was maintained.

Umalusi observed that in Business Studies Paper 1, Maritime Economics Paper 1, and Physical Sciences Paper 1, whole-script moderation was conducted by both the chief markers and internal moderators. However, in Physical Sciences Paper 2, no clear criteria were applied to select scripts for moderation. As a result, senior marking personnel moderated a range of scripts, either in their entirety or partially.

In English HL Paper 2, all genres were identified for moderation, and scripts with a range of marks across levels were selected. Since the paper included choice questions, moderators ensured all options were covered in the moderation sample. Scripts exhibiting significant anomalies, such as high marks in literature and low marks in transactional text marks, were also included to verify the reliability and validity of the marking.

In Mathematics Paper 2, the largest deviation in marks after external moderation was six marks. This discrepancy occurred because a marker had failed to evaluate the work completed at the end of the paper. This anomaly was identified and corrected during external moderation. In Physical Sciences Paper 1, markers made significant efforts to maintain consistency in marking, with senior markers ensuring

that any deviations were identified and rectified during moderation. A high level of consistency in marking was observed in Business Studies Paper 1, English HL Paper 2, Maritime Economics Paper 1, and Physical Sciences Paper 1.

iii. Addition and transfer of marks

This quality indicator includes the accuracy of mark calculation, capturing, and transfer for each script. Umalusi found that all verified subjects met this criterion, except for Mandarin SAL Paper 1. One of the two markers failed to accurately sum up the marks on some scripts, and even when calculations were made, a portion of them were incorrect. Upon identifying this issue, the external moderator addressed it with both markers, and the affected scripts were revisited to rectify the problem. In Computer Applications Technology Paper 1, the electronic marking guideline was designed to automatically compute all marks and transfer them to another spreadsheet automatically without manual intervention.

d) Candidates' Performance

Based on the sample verified, the following observations were made:

- i. **Afrikaans HL Paper 1 and Paper 2:** The performance of candidates in both papers was satisfactory. In Paper 1, candidates performed well in the summary, and better performance was observed in the question where candidates were asked to compare the two advertisements. However, most candidates struggled with the interpretation of the visual in the cartoon. In Paper 2, candidates excelled in the transactional writing tasks. There was a clear difference in performance between candidates' who studied the novels 'Toekomsmens' and 'Een of Ander.' Candidates performed better in 'Toekomsmens' compared to 'Een of Ander.'
- ii. **Business Studies Paper 1:** From the verified scripts, candidates performed well overall. However, they struggled with higher-order and creative problem-solving questions.
- iii. **Computer Applications Technology Paper 1 and Paper 2:** In Paper 1, candidates performed better in word processing, finding these questions easier to complete. In contrast, the database question proved to be more challenging for most candidates. In Paper 2, candidates struggled with a practical question that was phrased in a theoretical manner.
- iv. **English HL Paper 1 and Paper 2:** The performance of candidates ranged from weak to good. Paper 1 was considered very fair and accessible for all candidates. In Paper 2, candidates' performance in the literary essays varied from poor to very good. The most popular novel taught in many schools was 'The Handmaid's Tale.' The questions for this novel were based on the same quotation, and the topics were structured similarly. Overall, the literature essays were well answered, although some candidates either narrated the text or lost focus, failing to explore or critically engage with the topics and/or the text. Many candidates with average performance struggled to critically argue the central issues in the topics.

As with the Shakespearean essay, these candidates generally lapsed into narrating the story and linking it to the topics with varying degrees of success. Some candidates related the events in a very simplistic manner, with little or tenuous connection to the topic.

In Question 6 (the compulsory open letter question), candidates were required to write an open letter expressing their concerns about the challenges facing young South

Africans and suggesting points of action to address these issues. The performance in this section was very good, with many creative, innovative, and original responses. Candidates demonstrated a strong understanding of the format and requirements of an open letter, taking the instruction to heart. They effectively expressed their concerns and proposed possible solutions, using the correct register and articulating their viewpoints maturely and sincerely. Overall, candidates performed very well in this subject.

- v. **Geography Paper 1 and Paper 2:** The lower-order questions were well answered. However, in Paper 1, there were concerns. In Question 1, most candidates struggled to adequately explain what a 'bergwind' was, often merely describing the characteristics of the wind and losing marks as a result. Drawing a cross-section of a warm front was also problematic for some candidates, as they confused a warm front with a warm front occlusion. Integrating river rejuvenation with stream channel patterns proved to be a serious challenge for most candidates. Additionally, most candidates did not fully understand the topic on land reform and subsequently lost marks in this section.

Improvements in Geography Paper 1 were noted in the following aspects of essay writing:

Understanding the structure of an essay, including a meaningful introduction and conclusion, as well as the use of supportive evidence.

Challenges observed in essay writing of Geography Paper 1:

- Linking the information provided with content knowledge: This was particularly evident in Question 4.2.1.
- Poor drawing skills: In Question 4.2.1, the drawing of the tropical cyclone on the synoptic weather map was problematic. Many candidates were unable to indicate its specific location.
- Differentiating between air movement and the general direction of movement of the system.
- Question 6.3.4 (c): The concept of functional magnetism posed a significant challenge. Many candidates struggled to understand it as a concept and process, and they found it difficult to link it to specific information or areas. The difficulty of the content and the complexity of the sources provided increased the challenge for most candidates.

In Paper 2, Question 1 on Map Skills and Climate was poorly answered, but candidates performed better in Question 2, which covered Climate, Map Skills, and Fluvial Geomorphology. However, some candidates struggled with Question 2.2.1 (River Capture). Candidates excelled in Question 3, which focused on 'Settlement and Economic Geography.'

- vi. **Life Sciences Paper 1 and Paper 2:** In both papers, candidates demonstrated good performance overall. However, in Paper 2, candidates struggled with high cognitive demand questions, such as Questions 1.4 and 1.5, which were based on the sources provided. Many candidates had misconceptions about polyploidy and its reproductive advantages in plants, as well as misunderstandings in an extract on genetics. On a positive note, Questions 2.1 and 2.2 in Paper 2, which involved analysis and interpretation of the sources provided, were answered well by candidates.
- vii. **Mandarin SAL Paper 1 and Paper 2:** Candidates' performance was good overall in both question papers.

- viii. **Mathematics Paper 1 and Paper 2:** Candidates' performances were satisfactory. In Paper 1, the best-performed questions in Section A were Question 1 (Algebra – Equations), Question 3 (Basic Calculus, Tangents, and Parabola), and Question 4 (Arithmetic Sequence). The best performances in Section B were observed in Question 7 on Quadratic Sequences. However, Question 2 on Exponents and Logs and Question 6 on Finance posed challenges for many candidates. In Paper 2, the best-performed questions included those on Geometry, Basic Trigonometry, and the Regression line in Statistics.
- ix. **Physical Sciences Paper 1 and Paper 2:** Candidates performed poorly in questions of high cognitive demand. In Paper 1, Question 4.3 posed challenges, as some candidates struggled to relate the relevant terms in the equation to the gradient of the graph and solve for acceleration. In Question 7.5, candidates were expected to use a suitable equation to provide an explanation, but some candidates provided the equation without an explanation, or vice versa, forfeiting marks. In Question 8, the concept of the 'Resultant Electric Field' was not well understood by some candidates. In Paper 2, Question 2 was challenging for below-average candidates, many of whom struggled with providing explanations. A common issue was their inability to distinguish between inter- and intramolecular forces. Candidates performed better in Questions 3 and 8 on 'Rates of Reactions' and 'Organic Chemistry' respectively. Questions 4 and 5 on 'Chemical Equilibrium and Acids and Bases' were generally well answered across all levels of achievement. Questions 6 and 7 on 'Galvanic Cells' reflected average performance.

Common errors identified in Questions 6 and 7 included:

- Mixing up the anode and cathode reactions.
 - Inability to write down the net ionic reaction.
 - Vague identification of errors in cell notation.
 - Omitting the water of hydration when calculating the molar mass of magnesium chloride.
 - Inability to distinguish between products formed in concentrated and diluted solutions.
- x. **Maritime Economics Paper 1:** Overall, the performance of candidates was poor. While candidates performed marginally better in the multiple-choice questions, they struggled with middle and higher cognitive demand questions. Most candidates found Question 3 (an application-type question) challenging.

Overall, the performance of candidates, based on the verified sample, was satisfactory in most of the selected subjects.

6.4 Areas for Improvement

No areas for improvement were identified during the marking guideline standardisation meetings or the verification of marking for the 2024 NSC November examinations.

6.5 Areas of Non-Compliance

Umalusi observed the failure to establish the marking principles and determine the tolerance range for Life Sciences Paper 1 and Paper 2.

6.6 Directives for Compliance and Improvement

The IEB must ensure that the standardised marking guidelines include both the marking principles and the agreed-upon tolerance range to facilitate the marking process.

6.7 Conclusion

The IEB conducted marking guideline standardisation meetings, which effectively capacitated senior marking personnel to train markers. The thorough training of markers contributed to the consistency observed in the marking of scripts. The IEB is commended for successfully managing the marking process for the November 2024 examinations. Generally, all marking personnel adhered to the marking guidelines in the question papers of the subjects sampled by Umalusi for the verification of marking. This compliance ensured the fairness, validity, and reliability of the marks that candidates will receive.

The IEB is encouraged to address the non-compliance observed during the marking guideline standardisation meetings of Life Sciences Paper 1 and Paper 2.

CHAPTER 7

STANDARDISATION AND RESULTING



CHAPTER 7: STANDARDISATION AND RESULTING

7.1 Introduction

Standardisation is a process based on the evidence presented through qualitative and quantitative reports. Its primary goal is to achieve a high degree of uniformity within each context, considering potential sources of variability beyond the learner's ability and knowledge. Variability can arise from factors such as the standard of question papers, the conduct of the examinations, the quality of marking, and other related factors. For this reason, examination results are standardised to control their variability and ensure consistency across different examination sittings.

In broad terms, standardisation encompasses the verification of subject structures, monitoring the capturing of marks, conducting dry run testing for system alignment, developing and verifying norms, and reviewing standardisation booklets in preparation for standardisation meetings. Decisions made during standardisation are based on various factors, including Umalusi's principles of standardisation, qualitative inputs compiled by both internal and external moderators, examination monitors, and learner support reports submitted by assessment bodies. The process concludes with the approval of mark adjustments per subject, statistical moderation, and the subsequent steps.

7.2 Scope and Approach

Umalusi quality assured the results of 58 NSC subjects for the November 2024 examinations, administered by the IEB, through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, conducted dry run testing, and processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered both quantitative data and qualitative inputs to make standardisation decisions for each subject. After the meeting, Umalusi verified the correctness of the adjustments made to each subject and subsequently reviewed and approved the resulting files at the subject level.

7.3 Summary of Findings

The following section outlines the key results and decisions made before, during, and after the standardisation meetings.

7.3.1 Development of Norms

The norms for the NSC examinations were developed based on the previous five examination sittings for the November 2024 examinations. Once this process was completed, in accordance with policy requirements, the IEB submitted the norms to Umalusi for verification and approval. An analysis of the norms' datasets revealed two subjects with outlier years for the November 2024 NSC examinations. Table 7A presents the subjects with outlier years for the November 2024 NSC examinations:

**Table 7A: List of subjects with outlier years for the November 2024 NSC examinations**

Level	Code	Subjects	Outlier year
NQF 4	15351504	Mechanical Technology (Welding and Metal Work)	202011
	19351534	Technical Sciences	202111

7.3.2 Dry Runs and Verification of the NSC System

In preparation for the November 2024 standardisation processes, Umalusi and the IEB initiated a verification process through dry-run testing. This testing aimed to ensure the alignment and readiness of the mainframe system for processing data in the November 2024 examinations. The dry run testing focused on ensuring that:

- The formulae used for data processing were compatible;
- The historical data on both systems were accurate; and
- The systems were able to verify whether an SBA mark existed for each repeater candidate.

7.3.3 Electronic Datasets and Standardisation Booklets

The IEB submitted the standardisation datasets to Umalusi for verification purposes. The submitted datasets and booklet for the NSC examinations complied with the Requirements and Specification for Standardisation, Statistical Moderation, and Resulting Guideline document. Both the datasets and the booklet were verified and subsequently approved.

7.3.4 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NSC examinations on 21 and 22 December 2024, respectively. The ASC made adjustment decisions based on several factors, including both qualitative and quantitative data. The qualitative input included information derived from the moderation of question papers, discussions on marking guidelines, matters that might unfairly advantage or disadvantage candidates, as well as insights from the Post-Exam Analysis (PEA) and Evidence-Based Reports (EBR). Quantitative inputs included guiding norms and pairs analysis. All evidence was reviewed in accordance with the established standardisation principles. The adjustment decisions for the November 2024 NSC standardisation are presented in Table 7B below:

Table 7B: List of standardisation decisions for the November 2024 NSC examinations

Description	Total
Number of subjects presented	58
Raw marks	42
Adjusted (mainly upwards)	08
Adjusted (downwards)	08
Unstandardised	00
Number of subjects standardised	58

Once the ASC was satisfied with the reliability of the information provided, 58 subjects were standardised. For the November 2024 NSC examinations, the ASC accepted the raw marks for 42 of the 58 subjects. The marks for eight subjects were adjusted upwards, while the remaining eight subjects were mainly adjusted downwards. The ASC commended the IEB for their excellent administration of the November 2024 NSC examinations.

7.3.5 Post-Standardisation

Umalusi conducted the approval of the mark adjustments and verified the statistical moderation and resulting processes after the standardisation meeting. Umalusi ensured the correctness of the adjustments applied to each subject and subsequently verified and approved the resulting files at the subject level.

7.4 Areas for Improvement

None.

7.5 Areas of Non-Compliance

None.

7.6 Directives for Compliance

None.

7.7 Conclusion

The standardisation decisions made were grounded in sound educational reasoning. As a result, Umalusi can conclude that the standardisation process was conducted in a fair, transparent, and reliable manner.

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

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
1.	Accounting Paper 1	A	A	A	L ¹	A	A	A	A	A	L ⁴	3
2.	Accounting Paper 2	A	A	A	L ¹	M ¹	A	M ¹	A	A	L ³	3
3.	Afrikaans FAL Paper 1	M ²	A	A	A	M ³	M ⁴	A	M ¹	M ⁴	M ⁴	3
4.	Afrikaans FAL Paper 2	A	A	A	A	M ³	M ⁴	A	M ¹	M ⁴	M ⁴	3
5.	Afrikaans HL Paper 1	M ²	A	A	A	M ²	M ⁴	A	A	M ²	M ⁴	3
6.	Afrikaans HL Paper 2	M ²	A	A	A	M ³	M ³	A	A	M ¹	M ³	3
7.	Agricultural Management Practices	A	A	A	A	M ¹	M ¹	A	A	M ²	M ²	2
8.	Agricultural Sciences	A	A	A	A	A	A	A	A	A	A	1
9.	Arabic SAL Paper 1	M ¹	M ¹	A	A	M ¹	M ¹	A	A	M ¹	A	4
10.	Arabic SAL Paper 2	A	A	A	A	A	M ¹	A	A	A	A	2
11.	Business Studies	M ¹	M ¹	M ²	A	M ³	M ¹	A	A	M ²	M ²	3
12.	Computer Applications Technology Paper 1	A	A	A	A	M ²	M ³	A	A	M ¹	M ¹	3
13.	Computer Applications Technology Paper 2	A	A	A	A	A	M ¹	A	A	A	A	3
14.	Consumer Studies	M ²	L ²	M ²	M ¹	M ⁶	M ³	A	M ²	M ⁴	M ⁵	3
15.	Dance Studies	M ²	A	M ¹	M ⁴	M ⁴	A	N ³	A	M ⁴	M ³	4
16.	Design	A	A	M ¹	A	A	A	A	M ¹	M ²	A	2
17.	Dramatic Arts	M ²	A	A	M ¹	M ³	M ¹	A	A	M ²	A	3
18.	Economics	M ⁴	M ¹	A	M ²	M ⁴	M ¹	A	M ¹	M ²	M ³	3
19.	Engineering Graphics and Design Paper 1	M ³	A	A	M ²	A	M ¹	A	M ¹	M ³	M ²	3
20.	Engineering Graphics and Design Paper 2	M ²	A	A	M ²	A	M ¹	A	M ¹	M ³	A	3
21.	English FAL Paper 1	A	M ¹	A	A	M ³	A	A	M ¹	M ²	A	3
22.	English FAL Paper 2	A	A	A	A	M ⁴	M ¹	A	A	M ¹	A	3
23.	English HL Paper 1	M ²	A	A	A	M ³	A	A	M ¹	L ⁶	L ⁶	3
24.	English HL Paper 2	A	A	A	A	M ¹	A	A	A	A	M ³	3
25.	French SAL Paper 1	M ¹	A	A	A	M ⁶	M ³	M ¹	A	M ²	A	3
26.	French SAL Paper 2	A	A	A	M ¹	M ¹	A	A	A	A	M ²	3
27.	Geography Paper 1	M ³	M ¹	M ²	A	M ⁴	A	A	M ¹	L ³	L ⁴	3
28.	Geography Paper 2	A	A	A	A	A	A	A	A	A	A	2
29.	German SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
30.	German SAL Paper 2	A	A	A	A	A	L ¹	A	A	A	A	3
31.	Hindi FAL Paper 1	A	A	A	A	A	M ²	A	A	A	A	3
32.	Hindi FAL Paper 2	M ¹	A	A	A	A	M ¹	A	A	A	A	3
33.	Hindi FAL Paper 3	A	A	A	A	A	M ²	A	A	A	A	3
34.	Hindi SAL Paper 1	M ¹	A	A	A	A	M ¹	A	A	A	A	3
35.	Hindi SAL Paper 2	M ¹	A	A	A	A	M ¹	A	A	A	A	3
36.	History Paper 1	A	A	A	A	A	A	A	A	A	A	1
37.	History Paper 2	A	M ¹	A	M ²	A	M ¹	A	M ¹	A	M ¹	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
38.	Hospitality Studies	A	A	A	A	A	M1	A	M1	M1	A	2
39.	Information Technology Paper 1	M ¹	A	A	A	M ¹	M ¹	A	A	A	A	2
40.	Information Technology Paper 2	M ²	A	A	A	M ²	M ¹	A	M ¹	M ²	A	3
41.	IsiXhosa FAL Paper 1	M ¹	A	A	A	M ¹	M ¹	A	M ¹	M ¹	A	3
42.	IsiXhosa FAL Paper 2	A	A	A	A	A	M ¹	A	M ¹	M ¹	A	2
43.	IsiZulu FAL Paper 1	M ¹	A	M ¹	M ¹	M ⁴	M ³	A	M ¹	M ²	M ⁴	3
44.	IsiZulu FAL Paper 2	A	A	A	A	M ²	A	A	A	M ¹	M ⁴	3
45.	IsiZulu HL Paper 1	M ¹	A	M ¹	M ¹	M ⁴	M ³	A	M ¹	M ²	M ⁴	3
46.	IsiZulu HL Paper 2	A	A	A	A	A	A	A	A	M ¹	A	2
47.	Italian SAL Paper 1	M ⁴	A	A	A	M ⁵	M ¹	A	M ¹	M ²	A	2
48.	Italian SAL Paper 2	M ³	A	A	A	M ⁴	M ³	A	A	M ²	A	2
49.	Life Sciences Paper 1	M ¹	A	A	M ¹	M ²	A	A	A	M ¹	M ⁴	3
50.	Life Sciences Paper 2	M ⁴	A	A	A	M ²	M ¹	A	A	M ¹	M ²	3
51.	Mandarin SAL Paper 1	M ¹	A	A	A	M ²	A	M ¹	A	M ¹	A	3
52.	Mandarin SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
53.	Maritime Economics	A	M ²	A	A	A	A	A	A	A	A	1
54.	Marine Sciences Paper 1	M ¹	A	M ¹	M ¹	M ²	M ¹	A	A	M ¹	A	3
55.	Marine Sciences Paper 2	M ²	A	L ¹	L ²	L ²	M ¹	A	M ¹	M ¹	L ³	4
56.	Mathematical Literacy Paper 1	M ³	M ¹	M ¹	M ¹	M ³	M ¹	A	M ¹	M ¹	L ⁴	4
57.	Mathematical Literacy Paper 2	M ³	M ¹	L ³	M ²	M ⁴	L ⁴	L ²	A	M ²	L ⁵	4
58.	Mathematics Paper 1	M ²	M ¹	M ²	L ³	M ³	A	A	M ²	M ²	L ⁶	3
59.	Mathematics Paper 2	M ²	A	A	M ¹	A	A	A	A	M ¹	A	3
60.	Music Paper 1	M ¹	A	A	A	M ⁵	M ²	A	M ¹	M ³	A	3
61.	Music Paper 2	A	A	A	A	A	A	A	A	A	A	1
62.	Nautical Science Paper 1	M ¹	A	M ¹	A	L ²	A	A	A	L ¹	M ¹	3
63.	Nautical Science Paper 2	M ¹	L ²	M ²	A	A	M ¹	A	L ¹	M ¹	M ¹	3
64.	Physical Sciences Paper 1	M ¹	A	A	A	A	A	A	M ¹	M ³	M ¹	3
65.	Physical Sciences Paper 2	M ¹	A	A	A	M ²	A	A	A	A	A	3
66.	Portuguese FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
67.	Portuguese FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
68.	Portuguese FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
69.	Portuguese SAL Paper 1	M ¹	A	A	A	A	A	A	A	A	A	2
70.	Portuguese SAL Paper 2	A	A	A	A	A	M ¹	A	M ¹	A	A	2
71.	Sepedi FAL Paper 1	M ²	A	A	M ²	M ²	A	A	A	M ²	M ⁷	3
72.	Sepedi FAL Paper 2	A	M ¹	L ⁴	M ²	M ⁴	M ¹	N ³	M ¹	M ¹	L ⁸	3
73.	Sepedi HL Paper 1	A	M ¹	A	A	A	A	A	A	M ¹	M ²	3
74.	Sepedi HL Paper 2	M ¹	A	A	M ¹	A	M ¹	A	M ¹	M ¹	M ⁴	4
75.	Sesotho FAL Paper 1	M ²	M ¹	L ⁴	M ²	M ⁴	M ¹	M ¹	M ¹	M ²	L ⁸	4
76.	Sesotho FAL Paper 2	A	M ¹	A	A	M ¹	M ¹	A	A	M ²	A	2
77.	Sesotho HL Paper 1	A	M ¹	A	M ¹	M ³	A	A	A	M ²	L ⁶	3
78.	Sesotho HL Paper 2	A	M ¹	M ²	A	M ²	A	A	A	M ³	L ⁷	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
79.	Setswana FAL Paper 1	A	A	A	A	A	A	A	A	M ¹	M ¹	2
80.	Setswana FAL Paper 2	A	M ¹	A	A	A	M ²	A	A	M ¹	M ³	3
81.	SiSwati FAL Paper 1	M ¹	A	A	A	A	A	A	A	M ³	M ¹	3
82.	SiSwati FAL Paper 2	M ¹	A	A	A	A	M ²	A	A	A	M ¹	3
83.	Spanish SAL Paper 1	M ¹	A	A	A	A	A	A	A	A	A	2
84.	Spanish SAL Paper 2	M ¹	M ¹	A	A	A	A	A	A	M ¹	A	2
85.	Tamil SAL Paper 1	A	A	A	A	M ¹	A	A	M ²	A	A	2
86.	Tamil SAL Paper 2	M ¹	A	M ¹	A	M ³	A	A	A	M ¹	A	3
87.	Tourism	M ²	A	A	A	A	M ¹	A	A	M ¹	A	2
88.	Urdu FAL Paper 1	M ²	A	A	A	A	A	A	A	A	A	3
89.	Urdu FAL Paper 2	A	A	A	A	M ²	A	A	M ²	M ¹	A	3
90.	Urdu FAL Paper 3	M ¹	A	A	A	A	A	A	A	A	A	3
91.	Urdu SAL Paper 1	M ²	A	A	A	M ¹	A	A	M ¹	M ¹	A	3
92.	Urdu SAL Paper 2	M ¹	A	M ¹	L ³	A	M ²	A	N ³	N ¹⁰	M ³	3
93.	Visual Arts Paper 1	M ¹	A	A	A	M ¹	M ³	A	A	M ¹	A	4
94.	Xitsonga FAL Paper 1	M ¹	A	A	A	M ³	A	A	M ¹	M ²	M ⁴	3
95.	Xitsonga FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1

KEY:**CRITERIA FOR MODERATION**

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

COMPLIANCE

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)

GENERAL REMARKS

1 = Approved; 2 = Conditionally approved, not to be resubmitted; 3 = Conditionally approved, to be resubmitted; 4 = Not approved

Annexure 1B: List of question papers and marking guidelines not compliant with some quality indicators at first moderation in the November 2024 examination cycle

PART A: MODERATION OF QUESTION PAPERS

CRITERION 1: TECHNICAL DETAILS

Quality indicators	Question Papers not compliant
1.1 The question paper is complete with a grid, memorandum, relevant answer sheets, and formula sheets/addenda.	<ol style="list-style-type: none"> 1. Economics Paper 1 2. Information Technology Paper 2 3. Urdu SAL Paper 2
1.2 All relevant details, such as time allocation, subject name, number of pages, and instructions to candidates, are included on the question paper.	<ol style="list-style-type: none"> 1. Business Studies 2. Geography Paper 1 3. Life Sciences Paper 2
1.3 The instructions to candidates are clear and unambiguous.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Consumer Studies 4. Economics Paper 1 5. Engineering Graphics and Design Paper 1 6. Engineering Graphics and Design Paper 2 7. English HL Paper 1 8. French SAL Paper 1 9. Information Technology Paper 1 10. Information Technology Paper 2 11. Italian SAL Paper 1 12. Italian SAL Paper 2 13. Life Sciences Paper 2 14. Marine Sciences Paper 1 15. Marine Sciences Paper 2 16. Physical Sciences Paper 2 17. Sepedi HL Paper 2 18. SiSwati FAL Paper 2 19. Tourism 20. Urdu FAL Paper 1 21. Urdu FAL Paper 3 22. Xitsonga FAL Paper 1
1.4 The layout of the question paper is uncluttered and reader-friendly.	<ol style="list-style-type: none"> 1. Afrikaans HL Paper 2 2. Economics Paper 1 3. Mathematical Literacy Paper 2 4. Spanish SAL Paper 1 5. Spanish SAL Paper 2

Quality indicators	Question Papers not compliant
1.5 The questions are numbered correctly.	<ol style="list-style-type: none"> 1. Dramatic Arts 2. Hindi FAL Paper 2 3. Hindi SAL Paper 2 4. Italian SAL Paper 1 5. Italian SAL Paper 2 6. Mathematical Literacy Paper 1 7. Mathematics Paper 2 8. Urdu SAL Paper 1
1.6 The pages are numbered correctly.	None
1.7 The headers and footers on each page are consistent and follow the required format.	<ol style="list-style-type: none"> 1. Dance Studies
1.8 Appropriate fonts are used consistently throughout the question paper.	<ol style="list-style-type: none"> 1. Dance Studies 2. Engineering Graphics and Design Paper 1 3. Geography Paper 1 4. IsiXhosa FAL Paper 1 5. Italian SAL Paper 1 6. Life Sciences Paper 2 7. Mathematical Literacy Paper 2 8. Mathematics Paper 2 9. Music Paper 1 10. Sepedi FAL Paper 1 11. Urdu FAL Paper 1 12. Urdu SAL Paper 1
1.9 Mark allocations are clearly indicated.	<ol style="list-style-type: none"> 1. Italian SAL Paper 1 2. Nautical Science Paper 1 3. Nautical Science Paper 2 4. Portuguese SAL Paper 1 5. Tamil SAL Paper 2
1.10 The question paper can be completed in the allocated time.	<ol style="list-style-type: none"> 1. Economics Paper 1 2. Mathematics Paper 1

Quality indicators	Question Papers not compliant
1.11 The quality of drawings, illustrations, graphs, tables, etc., is appropriate, clear, error-free, and print-ready.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Arabic SAL Paper 1 5. Consumer Studies 6. Dramatic Arts 7. Engineering Graphics and Design Paper 1 8. Engineering Graphics and Design Paper 2 9. English HL Paper 1 10. Geography Paper 1 11. IsiZulu FAL Paper 1 12. IsiZulu HL Paper 1 13. Life Sciences Paper 1 14. Life Sciences Paper 2 15. Mandarin SAL Paper 1 16. Mathematical Literacy Paper 1 17. Mathematical Literacy Paper 2 18. Mathematics Paper 1 19. Physical Sciences Paper 1 20. Sepedi FAL Paper 1 21. Sesotho FAL Paper 1 22. Tourism 23. Visual Arts Paper 1
1.12 The question paper adheres to the format requirements outlined in the SAG and other assessment frameworks.	<ol style="list-style-type: none"> 1. Italian SAL Paper 2 2. Marine Sciences Paper 2 3. Mathematical Literacy Paper 1 4. Sesotho FAL Paper 1 5. SiSwati FAL Paper 1

CRITERION 2: INTERNAL MODERATION

Quality indicators	Question Papers not compliant
2.1 The assessment body submitted a file containing the full history of the question paper's development, including all drafts, internal moderators' comments/reports, etc. (All of these must accompany the question paper whenever it is submitted to the external moderator(s)).	<ol style="list-style-type: none"> 1. Arabic SAL Paper 1 2. Consumer Studies

2.2 The quality, standard, and relevance of the inputs from the internal moderator are appropriate.	<ol style="list-style-type: none"> 1. Business Studies 2. Consumer Studies 3. Economics Paper 1 4. History Paper 2 5. Mathematical Literacy Paper 1 6. Mathematical Literacy Paper 2 7. Nautical Science Paper 2 8. Sepedi FAL Paper 2 9. Sesotho HL Paper 1 10. Sesotho HL Paper 2 11. Sesotho FAL Paper 1 12. Sesotho FAL Paper 2 13. Setswana FAL Paper 2
2.3 There is evidence that the internal moderator's recommendations have been implemented.	<ol style="list-style-type: none"> 1. English FAL Paper 1 2. Geography Paper 1 3. Mathematics Paper 1 4. Nautical Science Paper 2 5. Sepedi HL Paper 1 6. Spanish SAL Paper 2

CRITERION 3: CONTENT COVERAGE

Quality indicators	Question Papers not compliant
3.1 The analysis grid clearly shows how each question is linked to skill, topic, and theme.	<ol style="list-style-type: none"> 1. Business Studies 2. Dance Studies 3. Design Paper 1 4. Tamil SAL Paper 2 5. Urdu SAL Paper 2
3.2 The question paper sufficiently covers the skills, concepts, topics, and themes as prescribed in the SAG, and/or other applicable assessment frameworks.	<ol style="list-style-type: none"> 1. Consumer Studies 2. Mathematical Literacy Paper 1 3. Mathematical Literacy Paper 2 4. Sepedi FAL Paper 2 5. Sesotho FAL Paper 1 6. Marine Sciences Paper 2
3.3 The questions fall within the broad scope of the SAG, and/or other applicable assessment frameworks.	<ol style="list-style-type: none"> 1. Business Studies 2. Hospitality Studies 3. Marine Sciences Paper 1 4. Mathematical Literacy Paper 2 5. Mathematics Paper 1 6. Nautical Science Paper 2 7. Sepedi FAL Paper 2 8. Sesotho HL Paper 2 9. Sesotho FAL Paper 1
3.4 The skills, topics, themes, and concepts are appropriately linked and integrated.	<ol style="list-style-type: none"> 1. Geography Paper 1 2. Sepedi FAL Paper 2

Quality indicators	Question Papers not compliant
3.5 The questions reflect the latest developments in this subject.	<ol style="list-style-type: none"> 1. Nautical Science Paper 1 2. Nautical Science Paper 2 3. Sepedi FAL Paper 2 4. Sesotho HL Paper 2 5. Sesotho FAL Paper 1
3.6 The content in the question paper, including examples, text, and illustrations, is suitable, appropriate, relevant, and academically sound.	<ol style="list-style-type: none"> 1. Consumer Studies 2. Geography Paper 1 3. IsiZulu FAL Paper 1 4. IsiZulu HL Paper 1 5. Mathematical Literacy Paper 2 6. Mathematics Paper 1 7. Sesotho FAL Paper 1

CRITERION 4: COGNITIVE SKILLS

Quality indicators	Question Papers not compliant
4.1 The analysis grid clearly shows the cognitive level of each question/sub-question.	<ol style="list-style-type: none"> 1. Dance Studies 2. Marine Sciences Paper 1 3. Marine Sciences Paper 2 4. Mathematics Paper 1 5. Urdu SAL Paper 2
4.2 There is an appropriate distribution of cognitive levels, whether based on Bloom's Taxonomy or any other taxonomy.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Consumer Studies 3. Engineering Graphics and Design Paper 1 4. Engineering Graphics and Design Paper 2 5. Hospitality Studies 6. Life Sciences Paper 1 7. Marine Sciences Paper 2 8. Mathematical Literacy Paper 1 9. Mathematics Paper 1 10. Mathematics Paper 2 11. Sepedi FAL Paper 1 12. Sepedi FAL Paper 2 13. Sesotho HL Paper 1 14. Sesotho FAL Paper 1 15. Sepedi HL Paper 2 16. Urdu SAL Paper 2
4.3 The choice questions are of equal difficulty/ cognitive skill.	<ol style="list-style-type: none"> 1. Dance Studies 2. Dramatic Arts 3. French SAL Paper 2

Quality indicators	Question Papers not compliant
4.4 The question paper offers opportunities to assess candidates' abilities to reason, communicate, translate verbal to symbolic forms, convert visual evidence into written responses, compare and contrast, identify causal relationships, present arguments clearly, and provide creative responses, among others.	<ol style="list-style-type: none"> Accounting Paper 2 Dance Studies Sepedi FAL Paper 1 Sepedi FAL Paper 2
4.5 The degree of difficulty is not unnecessarily increased by the inclusion of irrelevant information.	<ol style="list-style-type: none"> Dance Studies Economics Paper 1 IsiZulu FAL Paper 1 IsiZulu HL Paper 1 Mathematical Literacy Paper 2
4.6 There is a clear correlation between mark allocation, cognitive level, degree of difficulty, and time allocation.	<ol style="list-style-type: none"> Economics Paper 1 Engineering Graphics and Design Paper 1 Engineering Graphics and Design Paper 2 Mathematical Literacy Paper 2 Mathematics Paper 1 Sesotho FAL Paper 1 Urdu SAL Paper 2

CRITERION 5: TEXT SELECTION, TYPES, AND QUALITY OF QUESTIONS

Quality indicators	Question Papers not compliant
5.1 The question paper includes a variety of question types, such as multiple-choice, paragraph-based, data/source-based response, essay, real-life scenario, and problem-solving questions.	<ol style="list-style-type: none"> Dance Studies
Selection of texts (prose, visual, graphs, tables, etc.)	
The source material (e.g. prose text, visuals, drawings, illustrations, examples, tables, graphs):	
5.2 is subject specific;	None
5.3 is of an appropriate length;	<ol style="list-style-type: none"> Marine Sciences Paper 2 Music Paper 1
5.4 is functional, relevant, and appropriate;	<ol style="list-style-type: none"> Consumer Studies Dramatic Arts Geography Paper 1 IsiZulu FAL Paper 1 IsiZulu HL Paper 1 Mathematics Paper 1 Sesotho FAL Paper 1
5.5 allows for the testing of skills; and	<ol style="list-style-type: none"> Arabic SAL Paper 1 Dance Studies Economics Paper 1 Sesotho FAL Paper 1 Sesotho HL Paper 2
5.6 generates questions across the cognitive levels.	<ol style="list-style-type: none"> Sesotho FAL Paper 1
Quality of questions	

Quality indicators	Question Papers not compliant
5.7 The questions are relevant to the key concepts of the subject.	<ol style="list-style-type: none"> 1. English FAL Paper 1 2. Italian SAL Paper 1 3. Mathematical Literacy Paper 2 4. Music Paper 1 5. Sepedi FAL Paper 2 6. Sesotho HL Paper 1 7. Sesotho HL Paper 2 8. Sesotho FAL Paper 1 9. Sesotho FAL Paper 2
5.8 The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia, and unintentional clues to the correct answers.	<ol style="list-style-type: none"> 1. English FAL Paper 2 2. Tamil SAL Paper 2 3. Consumer Studies 4. Computer Applications Technology Paper 1 5. Information Technology Paper 2 6. English HL Paper 1 7. Afrikaans FAL Paper 1 8. Afrikaans FAL Paper 2 9. Afrikaans HL Paper 1 10. Visual Arts Paper 1 11. Xitsonga FAL Paper 1 12. Nautical Science Paper 2 13. Information Technology Paper 2

Quality indicators	Question Papers not compliant
5.9 The questions include clear instructional keywords/verbs.	<ol style="list-style-type: none"> 1. Agricultural Management Practices 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Business Studies 7. Computer Applications Technology Paper 1 8. Consumer Studies 9. Dance Studies 10. Economics Paper 1 11. English FAL Paper 1 12. English FAL Paper 2 13. English HL Paper 1 14. IsiXhosa FAL Paper 1 15. IsiZulu FAL Paper 2 16. Italian SAL Paper 1 17. Italian SAL Paper 2 18. Mandarin SAL Paper 1 19. Mathematical Literacy Paper 2 20. Nautical Science Paper 1 21. Sepedi FAL Paper 1 22. Sepedi FAL Paper 2 23. Urdu FAL Paper 2 24. Xitsonga FAL Paper 1

Quality indicators	Question Papers not compliant
5.10 The questions provide sufficient information to elicit appropriate responses.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Dance Studies 7. Dramatic Arts 8. Economics Paper 1 9. English FAL Paper 2 10. English HL Paper 1 11. French SAL Paper 2 12. IsiZulu FAL Paper 1 13. IsiZulu FAL Paper 2 14. IsiZulu HL Paper 1 15. Italian SAL Paper 2 16. Life Sciences Paper 1 17. Marine Sciences Paper 1 18. Mathematical Literacy Paper 2 19. Nautical Science Paper 1 20. Sepedi FAL Paper 2 21. Tamil SAL Paper 1 22. Tamil SAL Paper 2 23. Xitsonga FAL Paper 1
5.11 The questions contain no factual errors or misleading information.	<ol style="list-style-type: none"> 1. French SAL Paper 1 2. Geography Paper 1 3. Information Technology Paper 2 4. Life Sciences Paper 1 5. Life Sciences Paper 2 6. Mathematical Literacy Paper 1 7. Mathematics Paper 1 8. Music Paper 1 9. Sepedi FAL Paper 1 10. Tamil SAL Paper 2
5.12 The questions are not formulated with double negatives or unnecessary negative terms.	<ol style="list-style-type: none"> 1. French SAL Paper 1
5.13 References in the questions to prose texts, visuals, drawings, illustrations, examples, tables, and graphs are relevant and correct.	<ol style="list-style-type: none"> 1. Afrikaans HL Paper 2 2. Consumer Studies 3. Economics Paper 1 4. English FAL Paper 1 5. Geography Paper 1 6. Italian SAL Paper 2 7. Life Sciences Paper 2 8. Mathematical Literacy Paper 1

Quality indicators	Question Papers not compliant
5.14 No question suggests the answer to another question.	1. French SAL Paper 1 2. Mandarin SAL Paper 1 3. Physical Sciences Paper 2
5.15 One question does not overlap with another question.	1. Accounting Paper 2 2. Consumer Studies 3. Dramatic Arts 4. English FAL Paper 2 5. French SAL Paper 1 6. IsiZulu FAL Paper 1 7. IsiZulu HL Paper 1 8. Italian SAL Paper 1 9. Physical Sciences Paper 2 10. Sepedi FAL Paper 2 11. Urdu SAL Paper 1
Multiple-choice questions (where applicable)	
5.16 The options are grammatically consistent with the stem.	1. Business Studies 2. Marine Sciences Paper 2 3. Music Paper 1
5.17 The options are free from logical cues that make any one choice obvious.	1. Hospitality Studies 2. Marine Sciences Paper 1 3. Sesotho HL Paper 1
5.18 The options avoid absolute terms such as "always" or "never."	None
5.19 All options are approximately the same length, with the correct answer not being longer, more specific, or more detailed than the others.	1. Italian SAL Paper 1
5.20 The correct answer does not repeat a word or phrase from the stem.	1. Business Studies 2. French SAL Paper 1
5.21 The correct answer does not share elements with the other options.	1. French SAL Paper 1 2. Sesotho HL Paper 1

CRITERION 6: LANGUAGE AND BIAS

Quality indicators	Question Papers not compliant
6.1 Subject terminology and data are used correctly.	<ol style="list-style-type: none"> Consumer Studies Sepedi FAL Paper 2
6.2 The language, register, and vocabulary level are appropriate for Grade 12 learners.	<ol style="list-style-type: none"> Afrikaans FAL Paper 1 Afrikaans FAL Paper 2 Afrikaans HL Paper 1 Afrikaans HL Paper 2 Arabic SAL Paper 1 Computer Applications Technology Paper 1 IsiZulu FAL Paper 1 IsiZulu HL Paper 1 Italian SAL Paper 2 Life Sciences Paper 2 Mathematical Literacy Paper 2 Visual Arts Paper 1
6.3 There are no grammatical subtleties that could cause confusion.	<ol style="list-style-type: none"> Afrikaans FAL Paper 1 Afrikaans FAL Paper 2 Afrikaans HL Paper 1 Computer Applications Technology Paper 1 Computer Applications Technology Paper 2 Engineering Graphics and Design Paper 1 Engineering Graphics and Design Paper 2 French SAL Paper 1 Hindi FAL Paper 3 Hospitality Studies Information Technology Paper 1 Information Technology Paper 2 Mathematical Literacy Paper 2 Setswana FAL Paper 2 Tourism

Quality indicators	Question Papers not compliant
<p>6.4 The language used in the question paper is grammatically correct.</p>	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Arabic SAL Paper 2 6. Agricultural Management Practices 7. Business Studies 8. Consumer Studies 9. Dramatic Arts 10. Hindi SAL Paper 1 11. IsiXhosa FAL Paper 1 12. IsiXhosa FAL Paper 2 13. Italian SAL Paper 1 14. Italian SAL Paper 2 15. Marine Sciences Paper 1 16. Marine Sciences Paper 2 17. Mathematical Literacy Paper 1 18. Mathematical Literacy Paper 2 19. Music Paper 1 20. Portuguese SAL Paper 2 21. Sesotho FAL Paper 1 22. Sesotho FAL Paper 2 23. Sepedi HL Paper 2 24. Setswana FAL Paper 2 25. SiSwati FAL Paper 2 26. Urdu SAL Paper 2

Quality indicators	Question Papers not compliant
6.5 The questions do not contain unnecessarily complex syntax.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Computer Applications Technology Paper 1 6. English FAL Paper 2 7. French SAL Paper 1 8. Hindi FAL Paper 1 9. Hindi FAL Paper 2 10. Hindi FAL Paper 3 11. Hindi SAL Paper 2 12. IsiZulu FAL Paper 1 13. IsiZulu HL Paper 1 14. Italian SAL Paper 2 15. Music Paper 1 16. Visual Arts Paper 1 17. Nautical Science Paper 2
6.6 Foreign names, terms, and jargon are accompanied by a glossary.	<ol style="list-style-type: none"> 1. Consumer Studies 2. Mathematical Literacy Paper 2
6.7 There is no evidence of bias in the question paper regarding culture, gender, language, politics, race, religion, stereotyping, province, region, or any other factor.	<ol style="list-style-type: none"> 1. French SAL Paper 1 2. German SAL Paper 2 3. History Paper 2 4. IsiZulu FAL Paper 1 5. IsiZulu HL Paper 1 6. SiSwati FAL Paper 2 7. Urdu SAL Paper 2
6.8 The questions allow for adaptations and modifications to assess students with special needs, promoting inclusivity.	<ol style="list-style-type: none"> 1. Economics Paper 1 2. Visual Arts Paper 1

CRITERION 7: PREDICTABILITY

Quality indicators	Question Papers not compliant
7.1 The questions are designed in a way that they cannot be easily anticipated or predicted.	<ol style="list-style-type: none"> 1. Dance Studies 2. Mandarin SAL Paper 1 3. Mathematical Literacy Paper 2 4. Sepedi FAL Paper 2
7.2 There is no verbatim repetition ("cut and paste") of questions from the past three years' question papers.	<ol style="list-style-type: none"> 1. Dance Studies 2. French SAL Paper 1 3. Mathematical Literacy Paper 2 4. Sepedi FAL Paper 2
7.3 The question paper exhibits an appropriate level of innovation.	<ol style="list-style-type: none"> 1. Dance Studies 2. Sepedi FAL Paper 2 3. Sesotho FAL Paper 1 4. Accounting Paper 2

PART B: MODERATION OF MARKING GUIDELINE**CRITERION 8: CONFORMITY WITH QUESTION PAPER**

Quality indicators	Question Papers not compliant
<p>8.1 The memo/marking guideline aligns with the questions in the question paper.</p>	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Consumer Studies 4. English FAL Paper 1 5. English HL Paper 1 6. IsiZulu FAL Paper 1 7. IsiZulu HL Paper 1 8. Information Technology Paper 2 9. Mathematical Literacy Paper 1 10. Mathematics Paper 1 11. Music Paper 1 12. Sepedi HL Paper 2 13. Tamil SAL Paper 1 14. Urdu FAL Paper 2 15. Urdu SAL Paper 1 16. Urdu SAL Paper 2
<p>8.2 The memo/marking guideline aligns with the command words in the questions.</p>	<ol style="list-style-type: none"> 1. Design Paper 1 2. Geography Paper 1 3. Hospitality Studies 4. Mathematics Paper 1 5. Nautical Science Paper 2 6. Sepedi FAL Paper 2 7. Sesotho FAL Paper 1 8. Tamil SAL Paper 1 9. Urdu FAL Paper 2 10. Urdu SAL Paper 2 11. Xitsonga FAL Paper 1
<p>8.3 The marks for each (sub-) question in the memo/marking guideline correspond with those in the question paper.</p>	<ol style="list-style-type: none"> 1. Consumer Studies 2. Economics Paper 1 3. Engineering and Graphics Design Paper 1 4. Engineering and Graphics Design Paper 2 5. History Paper 2 6. IsiXhosa FAL Paper 1 7. IsiXhosa FAL Paper 2 8. Italian SAL Paper 1 9. Marine Sciences Paper 2 10. Physical Sciences Paper 1 11. Portuguese SAL Paper 2 12. Urdu SAL Paper 2

CRITERION 9: ACCURACY AND RELIABILITY OF MARKING GUIDELINE

Quality indicators	Question Papers not compliant
9.1 The answers in the marking guideline are correct with regard to the subject matter.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Consumer Studies 5. Dramatic Arts 6. English FAL Paper 1 7. English HL Paper 1 8. Geography Paper 1 9. IsiZulu FAL Paper 1 10. IsiZulu HL Paper 1 11. Information Technology Paper 2 12. Italian SAL Paper 1 13. Life Sciences Paper 1 14. Marine Sciences Paper 1 15. Marine Sciences Paper 2 16. Mathematical Literacy Paper 1 17. Mathematical Literacy Paper 2 18. Mathematics Paper 1 19. Music Paper 1 20. Sepedi FAL Paper 1 21. Sesotho HL Paper 2 22. Sesotho FAL Paper 1 23. Sepedi HL Paper 2 24. Urdu SAL Paper 2 25. Xitsonga FAL Paper 1

Quality indicators	Question Papers not compliant
9.2 The marking guideline is free from typographical and language errors.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Agricultural Management Practices 6. Consumer Studies 7. Dramatic Arts 8. Design Paper 1 9. English HL Paper 1 10. French SAL Paper 1 11. IsiXhosa FAL Paper 1 12. IsiXhosa FAL Paper 2 13. IsiZulu HL Paper 2 14. Information Technology Paper 2 15. Italian SAL Paper 2 16. Mandarin SAL Paper 1 17. Mathematics Paper 1 18. Mathematics Paper 2 19. Music Paper 1 20. Physical Sciences Paper 1 21. Sepedi HL Paper 1 22. Sesotho HL Paper 1 23. Sesotho FAL Paper 1 24. Sesotho FAL Paper 2 25. Setswana FAL Paper 1 26. Setswana FAL Paper 2 27. SiSwati FAL Paper 1 28. Spanish SAL Paper 2 29. Urdu FAL Paper 2 30. Urdu SAL Paper 1 31. Urdu SAL Paper 2

Quality indicators	Question Papers not compliant
9.3 The marking guideline is well-structured and facilitates the marking process.	<ol style="list-style-type: none"> Afrikaans FAL Paper 1 Afrikaans FAL Paper 2 Agricultural Management Practices Dance Studies Engineering and Graphics Design Paper 1 Engineering and Graphics Design Paper 2 English HL Paper 1 IsiZulu FAL Paper 1 IsiZulu HL Paper 1 Sesotho FAL Paper 2 Sesotho HL Paper 1 Sesotho HL Paper 2 SiSwati FAL Paper 1 Tamil SAL Paper 2 Urdu SAL Paper 2 Xitsonga FAL Paper 1
9.4 The marking guideline is complete, with mark allocation and distribution provided for each question.	<ol style="list-style-type: none"> Arabic SAL Paper 1 Business Studies Consumer Studies Design Paper 1 Economics Paper 1 English HL Paper 1 Geography Paper 1 Nautical Science Paper 1 Nautical Science Paper 2 Physical Sciences Paper 1 Urdu SAL Paper 2
9.5 The marking guideline promotes a balanced distribution of marks in an answer.	<ol style="list-style-type: none"> IsiZulu FAL Paper 2 Urdu SAL Paper 2
9.6 The marking guideline provides a sufficient range of marks to ensure the ability to discriminate between low and high performers is not compromised.	<ol style="list-style-type: none"> Dance Studies French SAL Paper 1 Urdu SAL Paper 2
9.7 The marking guideline awards marks positively, with no negative marking.	<ol style="list-style-type: none"> Urdu SAL Paper 2

Quality indicators	Question Papers not compliant
9.8 The marking guideline provides sufficient detail to ensure the reliability of the marking process.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Computer Application Technology Paper 1 4. Consumer Studies 5. Dance Studies 6. Engineering and Graphics Design Paper 1 7. Engineering and Graphics Design Paper 2 8. English FAL Paper 1 9. English FAL Paper 2 10. English HL Paper 11. Geography Paper 1 12. Hospitality Studies 13. Italian SAL Paper 1 14. Italian SAL Paper 2 15. Music Paper 1 16. Physical Sciences Paper 1 17. Sepedi FAL Paper 1 18. Sepedi FAL Paper 2 19. Sesotho HL Paper 2 20. Tourism 21. Urdu SAL Paper 2 22. Visual Arts Paper 1
9.9 The marking guideline allows for relevant and correct alternative responses.	<ol style="list-style-type: none"> 1. Business Studies 2. Dance Studies 3. Economics Paper 1 4. Engineering Graphics and Design Paper 1 5. Engineering Graphics and Design Paper 2 6. English HL Paper 1 7. Life Sciences Paper 2 8. Mathematics Paper 1 9. Mathematical Literacy Paper 2 10. SiSwati FAL Paper 1 11. Urdu SAL Paper 2
9.10 The marking guideline appropriately uses rubrics where necessary.	<ol style="list-style-type: none"> 1. Urdu SAL Paper 2

PART C: OVERALL IMPRESSION AND GENERAL REMARKS

CRITERION 10: OVERALL IMPRESSION

Quality indicators	Question Papers not compliant
10.1 The question paper aligns with the current policy/guideline documents.	<ol style="list-style-type: none"> Accounting Paper 1 Consumer Studies Life Sciences Paper 1 Mathematical Literacy Paper 1 Mathematical Literacy Paper 2 Mathematics Paper 1 Sepedi FAL Paper 2 Sesotho HL Paper 2 Sesotho FAL Paper 1
10.2 The question paper is fair, valid, and reliable.	<ol style="list-style-type: none"> Accounting Paper 1 Accounting Paper 2 Afrikaans FAL Paper 1 Afrikaans FAL Paper 2 Afrikaans HL Paper 1 Afrikaans HL Paper 2 Agricultural Management Practices Dance Studies Economics Paper 1 Engineering Graphics and Design Paper 1 English HL PAPER 1 English HL Paper 2 French SAL Paper 2 Geography Paper 1 Geography Paper 2 History Paper 2 IsiZulu FAL Paper 1 IsiZulu FAL Paper 2 IsiZulu HL Paper 1 Life Sciences Paper 1 Life Sciences Paper 2 Mathematical Literacy Paper 1 Mathematical Literacy Paper 2 Mathematics Paper 1 Sepedi FAL Paper 1 Sepedi FAL Paper 2 Sesotho HL Paper 1 Sesotho HL Paper 2 Sesotho FAL Paper 1 Sepedi HL Paper 2 Setswana FAL Paper 2 SiSwati FAL Paper 1 SiSwati FAL Paper 2 Xitsonga FAL Paper 1

Quality indicators	Question Papers not compliant
10.3 The question paper as a whole assesses the objectives of the SAG, and/or other applicable assessment frameworks.	<ol style="list-style-type: none"> 1. Marine Sciences Paper 2 2. Mathematical Literacy Paper 1 3. Mathematical Literacy Paper 2 4. Sepedi FAL Paper 1 5. Sepedi FAL Paper 2 6. Sesotho FAL Paper 1
10.4 The question paper is of an appropriate standard.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Accounting Paper 2 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans HL Paper 1 6. Afrikaans HL Paper 2 7. Business Studies 8. Consumer Studies 9. Economics Paper 1 10. English HL Paper 1 11. English HL Paper 2 12. French SAL Paper 2 13. IsiZulu FAL Paper 1 14. IsiZulu FAL Paper 2 15. IsiZulu HL Paper 1 16. Life Sciences Paper 1 17. Marine Sciences Paper 2 18. Mathematical Literacy Paper 1 19. Mathematical Literacy Paper 2 20. Mathematics Paper 1 21. Sepedi FAL Paper 1 22. Sepedi FAL Paper 2 23. Sesotho HL Paper 1 24. Sesotho HL Paper 2 25. Sesotho FAL Paper 1 26. Sepedi HL Paper 2 27. Setswana FAL Paper 2 28. Xitsonga FAL Paper 1

Quality indicators	Question Papers not compliant
10.5 The standard of the question paper is consistent with previous years.	<ol style="list-style-type: none"> Accounting Paper 1 Accounting Paper 2 Afrikaans HL Paper 2 Consumer Studies Economics Paper 1 English HL Paper 1 English HL Paper 2 Marine Sciences Paper 2 Mathematical Literacy Paper 1 Mathematical Literacy Paper 2 Mathematics Paper 1 Sepedi FAL Paper 1 Sepedi FAL Paper 2 Sesotho HL Paper 2 Sesotho FAL PAPER 1
10.6 The marking guideline is fair, valid, and reliable.	<ol style="list-style-type: none"> Afrikaans FAL Paper 1 Afrikaans FAL Paper 2 Afrikaans HL Paper 1 Agricultural Management Practices Consumer Studies Dance Studies Engineering Graphics and Design Paper 1 English HL Paper 1 Geography Paper 1 Geography Paper 2 IsiZulu FAL Paper 1 IsiZulu FAL Paper 2 IsiZulu HL Paper 1 Life Sciences Paper 1 Life Sciences Paper 2 Mathematics Paper 1 Nautical Science Paper 1 Physical Sciences Paper 1 Sepedi FAL Paper 1 Sepedi FAL Paper 2 Sepedi HL Paper 1 Sesotho HL Paper 1 Sesotho HL Paper 2 Sesotho FAL Paper 1 Sepedi HL Paper 2 Setswana FAL Paper 1 Urdu SAL Paper 2 Xitsonga FAL Paper 1

Quality indicators	Question Papers not compliant
10.7 The marking guideline is of an appropriate standard.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Business Studies 5. Consumer Studies 6. English HL Paper 1 7. Geography Paper 1 8. IsiZulu FAL Paper 1 9. IsiZulu FAL Paper 2 10. IsiZulu HL Paper 1 11. Sepedi FAL Paper 1 12. Sepedi HL Paper 1 13. Sesotho HL Paper 1 14. Sesotho HL Paper 2 15. Sesotho FAL Paper 1 16. Setswana FAL Paper 2 17. Urdu SAL Paper 2 18. Xitsonga FAL Paper 1
10.8 The standard of the marking guideline is consistent with previous years.	<ol style="list-style-type: none"> 1. Computer Applications Technology Paper 1 2. Consumer Studies 3. Dance Studies 4. English HL Paper 1 5. Geography Paper 1 6. Mathematics Paper 1 7. Sepedi FAL Paper 1 8. Sepedi FAL Paper 2 9. Sesotho FAL Paper 1 10. Sesotho HL Paper 1 11. Urdu SAL Paper 2
10.9 Skills, knowledge, attitudes, and values are assessed.	<ol style="list-style-type: none"> 1. Sepedi FAL Paper 2

Annexure 2A: List of subjects and schools/centres sampled for SBA moderation for the November 2024 NSC examination

	Subject	School	Modality
1.	Agricultural Sciences	<ul style="list-style-type: none"> Brainline, Montana BCVO: Beweging vir Christelik-Volkseie Onderwys Curro Heuvelkruin High School Le-Amen Education Centre Southern Cross Schools Umtata Christian School 	Desktop evaluation
2.	Business Studies	<ul style="list-style-type: none"> Ambleside School of Hout Bay Curro Vanderbijlpark Evolve Online School Pinnacle College Founders Hill Reddam House Bedfordview St Dominic's Priory School 	Desktop evaluation
3.	History	<ul style="list-style-type: none"> Curro Somerset West High School Curro Vanderbijlpark Hatfield Christian School Herschel Girls School Sandton Combined School St Mary's DSG Kloof 	Desktop evaluation
4.	Hospitality Studies	<ul style="list-style-type: none"> BCVO: Beweging vir Christelik-Volkseie Onderwys CBC Mount Edmund Curro Mossel Bay High School Selly Park Secondary School The King's School, Robin Hills Waterberg Academy 	Desktop evaluation
5.	Mathematical Literacy	<ul style="list-style-type: none"> Teneo Independent High School St Andrew's College Kingfisher Private School Holy Family College Brescia House School 	Desktop evaluation
6.	Physical Sciences	<ul style="list-style-type: none"> Curro Salt Rock High School Eagles Nest Christian SchoolHarvest Christian School Kitsong Independent School Reddam House Atlantic Seaboard Verney College 	Desktop evaluation

Annexure 2B: List of subjects and schools/centres sampled for PAT moderation for the November 2024 NSC examinations

	Subject	School	Modality
1.	Consumer Studies	<ul style="list-style-type: none"> Brescia House School Our Lady of Fatima Dominican Convent School Somerset West Private School Southern Cross Schools Hyde Park High School Abbots College Rondebosch 	Desktop evaluation
2.	Sport and Exercise Science	<ul style="list-style-type: none"> Ashton International College Cornwall Hill College Creston College High School De La Salle Holy Cross College Felixton College Notre Dame St. Peter's School 	Desktop evaluation

Annexure 2C: List of subjects and schools/centres sampled for oral assessment moderation for the November 2024 NSC examinations

	Subject	School	Modality
1.	IsiZulu FAL	<ul style="list-style-type: none"> Curro Edenvale High School Waterstone College High School Kearsney College Maris Stella Roedean School SA Thomas Moore College 	Desktop evaluation
2.	English HL	<ul style="list-style-type: none"> Abbots College JHB South Ambleside School of Hout Bay Reddam House Umhlanga Ridgeway College St. Monica's Diocesan School 	Desktop evaluation

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

1.	Business Studies
2.	Computer Applications Technology Paper 1 and Paper 2
3.	Design
4.	History Paper 1 and Paper 2
5.	Information Technology Paper 1 and Paper 2
6.	IsiXhosa FAL Paper 1 and Paper 2
7.	Life Orientation
8.	Mathematics Paper 1 and Paper 2
9.	Mathematical Literacy Paper 1 and Paper 2
10.	Tourism

Annexure 5A: Examination centres monitored during the writing phase of the examinations

NO.	PROVINCE	EXAM CENTRE	DATE VISITED	SUBJECT WRITTEN
1.	Eastern Cape	St. Monica's Diocesan School	4 November 2024	Mathematics Paper 1
2.	Eastern Cape	Advance for Life Christian Academy	08/11/2024	English HL/FAL Paper 1
3.	Eastern Cape	Kingswood College	16/11/2024	Life Sciences Paper 2
4.	Eastern Cape	Merrifield Preparatory School and College	15/11/2024	Physical Sciences Paper 2
5.	Eastern Cape	St Andrew's College	15/11/2024	Physical Sciences Paper 2
6.	Eastern Cape	Mthatha Christian School	12/11/2024	Life Sciences Paper 1
7.	Free State	Notre Dame St Peter's School	28/10/2024	Business Studies
8.	Free State	Harriston Combined School	04/11/2024	Mathematics Paper 1
9.	Free State	Curro Bloemfontein	08/11/2024	English HL/FAL Paper 1
10.	Free State	St Andrew's Secondary School Welkom	22/11/2024	Life Sciences Paper 2
11.	Gauteng	Southdowns College	29/10/2024	History Paper 1
12.	Gauteng	King David High School Linksfield	29/10/2024	History Paper 1
13.	Gauteng	Crawford College, Lonehill	30/10/2024	Mathematical Literacy Paper 1
14.	Gauteng	Curro Private School Hazeldean College	30/10/2024	Mathematical Literacy Paper 1
15.	Gauteng	IVA - Tutors & Exams (Centurion)	30/10/2024	Physical Sciences Paper 1
16.	Gauteng	Midstream College	04/11/2024	Mathematics Paper 1
17.	Gauteng	St Benedict's Catholic School	05/11/2024	Geography Paper 1
18.	Gauteng	Cornwall Hill College	06/11/2024	Computer Application Technology Paper 2
19.	Gauteng	St Alban's College	07/11/2024	Accounting Paper 1
20.	Gauteng	St David's Marist Inanda	07/11/2024	Accounting Paper 1
21.	Gauteng	Blue Hills College	12/11/2024	Life Sciences Paper 1
22.	Gauteng	Redhill School	18/11/2024	Mathematics Paper 2
23.	Gauteng	Yeshiva College of South Africa	22/11/2024	Life Sciences Paper 2
24.	KwaZulu-Natal	Felixton College	30/10/2024	Physical Sciences P1
25.	KwaZulu-Natal	Ashton International College, Ballito	04/11/2024	Mathematics Paper 1
26.	KwaZulu-Natal	Curro Hillcrest High School	08/11/2024	English HL/FAL Paper 1
27.	KwaZulu-Natal	Thomas More College	11/11/2024	History Paper 2
28.	KwaZulu-Natal	Brainline, Umhlanga	18/11/2024	Mathematics Paper 2
29.	KwaZulu-Natal	Our Lady of Fatima Dominican Convent School	22/11/2024	Life Sciences Paper 2
30.	Limpopo	Maseala Progressive College	25/10/2024	Economics
31.	Limpopo	Stanford Lake College	05/11/2024	Geography Paper 1
32.	Limpopo	Curro Private School, Heuwelkruin	12/11/2024	Life Sciences Paper 1

NO.	PROVINCE	EXAM CENTRE	DATE VISITED	SUBJECT WRITTEN
33.	Limpopo	Eagle's Nest Christian School	22/11/2024	Life Sciences Paper 2
34.	North West	Curro Klerksdorp	30/10/2024	Physical Sciences Paper 1
35.	North West	Xanadu Private School	18/11/2024	Mathematics Paper 2
36.	North West	Selly Park Secondary School	22/11/2024	Life Sciences Paper 2
37.	Northern Cape	Futurum Akademie Privaatskool	22/10/2024	Tourism
38.	Northern Cape	St Patrick's CBC College	22/11/2024	Life Sciences Paper 2
39.	Western Cape	Elkanah House	24/10/2024	Design
40.	Western Cape	Herschel Girls School	30/10/2024	Physical Sciences Paper 1
41.	Western Cape	Somerset College	30/10/2024	Physical Sciences Paper 1
42.	Western Cape	Curro Private School Durban	04/11/2024	Mathematics Paper 1
43.	Western Cape	Curro School Mossel Bay	12/11/2024	Life Sciences Paper 1
44.	Western Cape	Bridge House School	19/11/2024	Afrikaans HL Paper 2

Annexure 5B: Marking centres visited during the marking phase of the examinations

NO.	PROVINCE	MARKING CENTRE	DATE
1.	Gauteng	St Stithians College	10 December 2024
2.		Crawford International, Sandton	
3.		St Benedict's Catholic School	
4.		SAHETI School	

Annexure 5C: List of examination centres found non-compliant

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Management of examination question papers	No authorisation letter available for the delegation of collecting examination question papers.	<ul style="list-style-type: none"> Somerset College
	Signed dispatch documents were unavailable.	<ul style="list-style-type: none"> Herschel Girls School
Appointment of chief invigilators and invigilators' training	The delegation of examination responsibilities was not formally documented in writing for the current examinations.	<ul style="list-style-type: none"> St Andrew's College Southdowns College IVA - Tutors & Exams (Centurion) St Benedict's Catholic School Abbotts College, Rondebosch
	Not all invigilators underwent training for the current examinations, and evidence of such training was not made available.	<ul style="list-style-type: none"> Kingswood College St Benedict's Catholic School

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Management of invigilators' attendance	Examination centres did not develop or implement a plan for both invigilation and relief timetables.	<ul style="list-style-type: none"> Curro Bloemfontein Stanford Lake College Somerset College
	Invigilators did not arrive on time at the examination room as required.	<ul style="list-style-type: none"> Southdowns College
Admission of candidates to the examination venue	Candidates were not allowed to enter the examination venue at least 30 minutes before the commencement of the examination.	<ul style="list-style-type: none"> Harriston Combined School Curro Bloemfontein Midstream College St Benedict's Catholic School Ashton International College, Ballito
	Invigilators did not verify the admission letters and identity documents of candidates upon admission to the examination rooms.	<ul style="list-style-type: none"> Xanadu Private School Selly Park Secondary School Elkanah House St Benedict's Catholic School Ashton International College, Ballito Xanadu Private School Selly Park Secondary School Elkanah House
	Candidates were not seated according to the seating plan.	<ul style="list-style-type: none"> St Benedict's Catholic School
Compliance with examination procedures	The assessment body did not provide feedback on the audit report to examination centres to verify the SOR.	<ul style="list-style-type: none"> Futurum Akademie Privaatskool
	Invigilator(s) did not check the question paper for technical accuracy with the candidates.	<ul style="list-style-type: none"> Harriston Combined School Ashton International College, Ballito Bridge House School
	Question papers were not distributed to candidates on time, and the regulated reading time of 10 minutes before the examination was not allowed.	<ul style="list-style-type: none"> Southdowns College
	Invigilators did not verify the correctness of the information on the cover page of the answer book.	<ul style="list-style-type: none"> Curro Bloemfontein Ashton International College, Ballito
	Examinations did not start and end at the times stipulated on the timetable.	<ul style="list-style-type: none"> Harriston Combined School King David High School Linksfeld Curro Private School Durbanville

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