

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

Report on the
**Quality Assurance of the South
African Comprehensive
Assessment Institute**

November 2024

National Senior Certificate
Examination and Assessment





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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

The National Senior Certificate (NSC) examinations are a critical measure of the academic progress of learners in South Africa. As a gateway to further education, vocational training, and employment opportunities, these examinations play a crucial role in shaping the future of young South Africans. Umalusi, as 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 South African Comprehensive Assessment Institute (SACAI).

As an independent assessment body, SACAI provides an alternative pathway for learners to obtain their NSC qualification. It plays a key role in delivering assessments that meet to national standards, ensuring learners have a meaningful opportunity to achieve their educational goals. Umalusi oversees these assessments, to maintain the highest academic and procedural standards ensuring that SACAI's NSC examinations align with the expectations of the South African education system.

Through rigorous moderation, verification of marking standards, and strict oversight of the examination process, Umalusi ensured that each quality assurance process complied with safeguarding policies and assessment guidelines, safeguarding fairness for all candidates. Umalusi also audited two critical processes: the SACAI's State of Readiness (SOR) to conduct, administer, and manage the examinations, and the appointment of marking personnel. This audit confirmed SACAI's preparedness to execute the examinations in accordance with regulations and that the appointed markers met the minimum requirements as outlined for the conduct, administration, and management of the NSC examinations. Following the completion of the marking process, Umalusi oversaw the standardisation of the results to ensure that this process ensured that candidates' examination marks were adjusted fairly. This process prevents any undue advantage or disadvantage caused by factors unrelated to subject knowledge, abilities, or aptitude, while ensuring consistency and comparability of results across examination cycles.

Despite these rigorous procedures, several areas of non-compliance were identified. These included deficiencies in the management of examination question papers, the appointment and record-keeping of chief invigilators and invigilators, the oversight of invigilators, and the security and supply of question papers. Further concerns were noted regarding the admission of candidates, administration of the writing sessions, and the overall compliance with examination procedures.

Umalusi reviewed SACAI's report and supporting evidence on the conduct, administration, and management of the November 2024 NSC examinations submitted by SACAI. These findings were moderated at the standardisation meeting held on 22 December 2024 and at the approval meeting on 7 January 2025.

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

Accordingly, the EXCO of Council has, therefore, approved the release of the SACAI November 2024 NSC examination results.


Regarding the identified irregularities, SACAI is required to nullify the results of the candidates implicated in the irregularities and implement sustainable measures to mitigate the recurrence of reported administrative errors and omissions.

The SACAI must address the directives for compliance and improvement outlined in the Quality Assurance of Assessment (QAA) Report.

EXCO of Council commends SACAI successfully administering the examinations.

Umalusi remains committed to ensuring the continued quality, integrity, and credibility of the NSC examinations. Through research, benchmarking, and continuous system improvements, Umalusi will continue working toward an internationally comparable assessment system.

Finally, Umalusi extends its gratitude to all stakeholders who contributed to maintaining 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 assuring the quality of assessment at exit points and conducting the external moderation of assessment for all public and accredited private assessment bodies. This mandate includes external moderation of assessments, standardisation of examination results, and the approval of the release of results based on compliance with quality assurance requirements.

The South African Comprehensive Assessment Institute (SACAI) plays a critical role in ensuring 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 SACAI NSC examinations, assessing overall quality of examination administration, the accuracy of assessment standards, and the integrity of the marking and moderation processes.

This report aims to:

- Evaluate the quality and standard of the 2024 SACAI 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 involved:

- Moderation of examination question papers across various subjects; (Chapter 1)
- Moderation of school-based assessment, oral assessment and practical assessment tasks; (Chapter 2)
- Monitoring the state of readiness to conduct examinations; (Chapter 3)
- Audit of appointed 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).

The November 2024 National Senior Certificate (NSC) examinations administered by the South African Comprehensive Assessment Institute (SACAI) were conducted in accordance with national standards and regulations. SACAI demonstrated strong adherence to the relevant policies, guidelines, and regulations governing the NSC examinations, ensuring their validity and reliability. The assessment tasks aligned well with the curriculum, ensuring fairness and the accurate measurement of candidates' knowledge.

The examination papers effectively assessed students' competencies, demonstrating a high level of alignment with the prescribed curriculum. The papers were well-structured and balanced across different cognitive levels. Additionally, SACAI implemented comprehensive training for examiners to enhance marking consistency and accuracy. Moderation and external verification processes further contributed to the reliability and fairness of the marking process.

Improvement in the implementation of security protocols to ensure the integrity of the examination process were noted. This was evident in the handling of examination materials and the measures taken to prevent leaks, early access to question papers, or any other breaches.

Additionally, progress was observed in the management of SOR, the conduct, administration and management of the examination, and as well as the verification of marking.

However, occasional concerns regarding the clarity of some assessment instructions, which could have led to confusion among candidates. Clearer, more detailed instructions should be provided in future assessments to ensure that candidates fully understand the tasks they are required to complete. SACAI's an effort to maintain standards through the trainings of examiners the SACAI conducted. This measure should be strengthened to avoid errors in question paper.

While SACAI complied in most of the quality assurance process, several issues require attention, including:

- a. the lack of a strong room/safe for securing examination consignments at the writing centres,
- b. failure to escort all candidates to the toilet,
- c. absence of an invigilator/relief invigilator timetable,
- d. incomplete examination and marking files, unavailability of appointment letters for chief invigilators,
- e. and delays in the examination due to the replacement of question papers.

Addressing these issues will improve compliance and enhance operational effectiveness.

Overall, the SACAI's November 2024 NSC examinations maintained acceptable standard of quality, adhering to relevant policies, regulations, and an guidelines. While the examination process was largely effective, minor improvements in marker training, and the clarity of certain guidelines would enhance the overall experience for both candidates and examiners.

Following the quality assurance processes undertaken, the Executive Committee (EXCO) of Umalusi Council concluded that the November 2024 SACAI NSC examinations were conducted in line with relevant policies and regulations. There were no systemic irregularities identified to compromise the credibility and integrity of the examinations. As a result, the EXCO approved the release of the SACAI November 2024 NSC examination results.

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

ACRONYMS AND ABBREVIATIONS

| | |
|-----------------|---|
| ASC | Assessment Standards Committee |
| AC | Assessment criteria |
| CAPS | Curriculum Assessment Policy Statement |
| CAT | Common Assessment Task |
| CAT | Computer Applications Technology |
| CEO | Chief Executive Officer |
| EGD | Engineering Graphics and Design |
| EIC | Examinations Irregularities Committee |
| EXCO | Executive Committee of Council |
| FAL | First Additional Language |
| GENFETQA | General and Further Education and Training Quality Assurance |
| HL | Home Language |
| IT | Information Technology |
| PAT | Practical Assessment Task |
| PoA | Programme of Assessment |
| QAA | Quality Assurance of Assessment |
| QI | Qualitative Input |
| SAG | Subject Assessment Guideline |
| SACAI | South African Comprehensive Assessment Institute |
| SER | Self-Evaluation Report |
| SBA | School-Based Assessment |
| SLA | Service Level Agreement |
| SOR | State of Readiness |
| Umalusi | Council for Quality Assurance in General and Further Education and Training |

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CHAPTER 1

MODERATION OF QUESTION PAPERS

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

The South African Comprehensive Assessment Institute (SACAI) is tasked with developing and internally moderating examination question papers and their marking guidelines. Umalusi conducts the external moderation of these question papers and their marking guidelines to ensure fairness, validity, and reliability before being administered by SACAI. This process ensures that the standard of the examinations remains consistent from year to year.

The external moderation process uses a set of quality indicators grouped into 10 assessment criteria. Table 1A outlines these quality indicators, which must be met for approval of a question paper and its marking guideline.

This chapter examines how the SACAI November 2024 National Senior Certificate (NSC) examination question papers and their marking guidelines aligned with the set criteria during the first moderation. Any question paper or marking guideline that did not meet the required standards at this stage was sent back for revisions. These amendments were resubmitted for further moderation until full compliance with the established criteria was achieved.

The following section provides an overview of the scope and approach used to contextualise the findings presented in this chapter.

1.2 Scope and Approach

Umalusi received 46 question papers and their marking guidelines for external moderation. These were evaluated based on the criteria outlined in Table 1A.

- (a) Part A examines the moderation of question papers;
- (b) Part B assesses the moderation of marking guidelines; and
- (c) Part C reviews the overall impression of each question paper and its marking guideline.

Table 1A summarises all the criteria and the number of quality indicators used to evaluate the question papers and marking guidelines.

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

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

^o Number of quality indicators

Given this context, a question paper and its marking guideline ultimately fall into one of the four categories based on their compliance with the established criteria and quality indicators:

- a) approved (if they comply in all respects);
- b) conditionally approved and not to be submitted for subsequent moderation (if they comply in most respects);

- c) conditionally approved and to be resubmitted for subsequent moderation (if they have limited compliance); and
- d) not approved (if they have little to no compliance with the quality indicators).

A criterion's overall compliance level is determined by how well its quality indicators are met during the external moderation process. When the quality indicators are adhered to, the compliance level of the criterion increases, signalling that the question paper and its marking guidelines meet the expected standards. On the other hand, when the quality indicators are not met, non-compliance increases, indicating areas that require improvement or revision.

1.3 Summary of Findings

This chapter presents findings from a small-scale study aimed at evaluating the status of question papers and their marking guidelines during the first moderation phase. It provides a comparative analysis of the status of various question papers and their marking guidelines over a period of three examination cycles. Additionally, this section offers a detailed analysis of the performance levels of the question papers and their marking guidelines, assessed against each criterion prescribed by Umalusi.

1.3.1 Status of Question Papers Moderated

Figure 1A provides a graphic representation of the status of the question papers and their marking guidelines following the first moderation phase. The data reveals that out of the total number of submissions, five question papers and their marking guidelines were approved at first moderation, 31 were conditionally approved, and 10 were not approved.

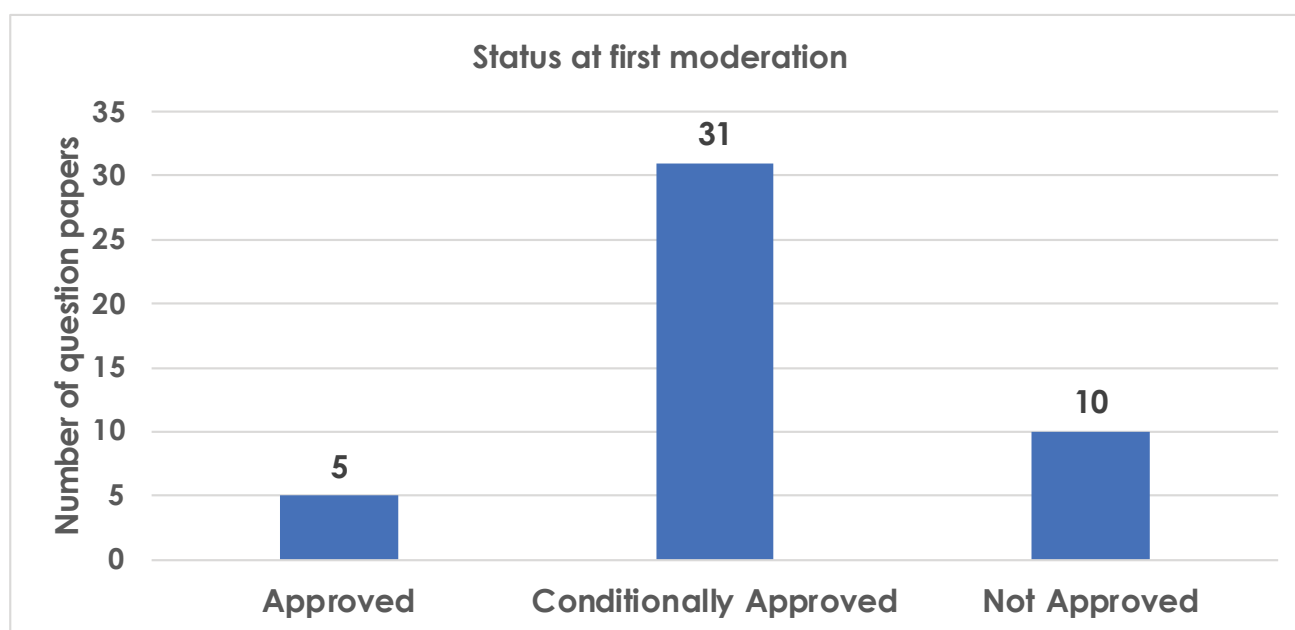


Figure 1A: Status of question papers and their marking guidelines at first moderation

Figure 1B visually contrasts the status of the question papers and their marking guidelines across three examination cycles. This comparative analysis allows SACAI to assess the progression or any changes in the quality and compliance of the submitted materials over time.

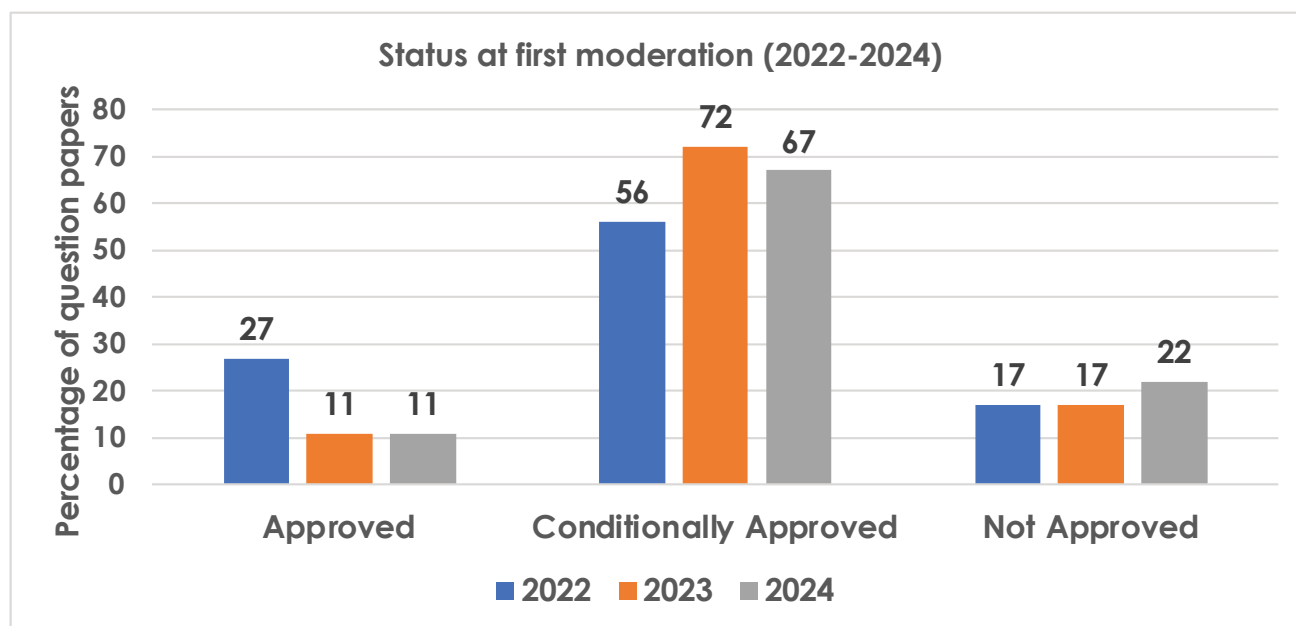


Figure 1B: Comparison of the status of question papers and their marking guidelines at first moderation for the November 2022, November 2023, and November 2024 examinations

Figure 1B shows that for the November 2024 examination, 11% of the question papers and their marking guidelines were approved at first moderation, consistent with the percentage in the November 2023 examinations. This approval rate remains 16% lower than the 27% achieved in November 2022. With fewer sets approved, the percentage of question papers that were conditionally approved has increased. Additionally, the number of question papers not approved at first moderation has increased by 5% compared to the previous two examination cycles.

The following section provides an overview of the compliance levels per criterion.

1.3.2 Compliance Level per Criterion

This section presents the findings related to the four levels of compliance (no compliance, limited compliance, compliance in most respects, and compliance in all respects) for each of the 10 criteria outlined in Table 1A.

A question paper and its marking guideline are rated 100% compliant when all the quality indicators in a given criterion are met. Compliance is rated at 60% to 99% when most of the quality indicators in a criterion are met. Limited compliance is rated between 30% and 59%, indicating that while some quality indicators in a criterion have been met, most have not. 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 | 22 | 74 | 4 | 0 |
| Internal moderation | 39 | 41 | 11 | 9 |
| Content coverage | 35 | 59 | 6 | 0 |
| Cognitive skills | 37 | 57 | 6 | 0 |
| Text selection, types, and quality of questions | 30 | 61 | 9 | 0 |
| Language and bias | 37 | 57 | 6 | 0 |
| Predictability | 81 | 17 | 2 | 0 |
| Conformity with question paper | 41 | 46 | 13 | 0 |
| Accuracy and reliability of marking guidelines | 26 | 67 | 7 | 0 |
| Overall impression | 26 | 59 | 15 | 0 |

Table 1B presents the compliance levels for each criterion in the November 2024 examination. Predictability achieved the highest compliance rate at 81%. To attain full compliance (100%), a question paper must follow the prescribed format and avoid repeating questions from previous papers. In contrast, conformity with the question paper was considerably lower at 41%, and all other criteria demonstrated compliance levels below 40%. The criterion with the lowest level of compliance was technical details, at only 22%. Of particular concern is the 26% decrease in content coverage from the November 2023 to the November 2024 examinations, dropping from 61% to 35%. In contrast, the most notable improvement occurred in the accuracy and reliability of marking guidelines, which increased by 17%, rising from 9% to 26%.

The following section provides an explanation of the rationale behind the compliance levels for each criterion, emphasising the evaluation of each quality indicator.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

The compliance levels for each criterion, as assessed for every question paper and its marking guideline, are summarised in Annexure 1A. Some categories are superscripted (e.g., M1) to indicate the number of quality indicators that were not complied with.

Annexure 1B lists the question papers and marking guidelines that did not meet some quality indicators at first moderation during the November 2024 examination cycle.

This section provides an overall performance level for each criterion.

a) Technical details

The question papers achieved only 22% compliance with the technical details criterion. The remaining 78% failed to comply due to the following issues:

- i. Five question papers were submitted without an analysis grid. The grid is essential for assessing whether the question paper is balanced and aligns with examination guidelines concerning cognitive skills. It also helps identify misalignments in categorising questions based on cognitive skills. Therefore, it is imperative that a question paper be accompanied by an analysis grid when submitted for external moderation.
- ii. Two question papers failed to include all relevant details, such as the subject name, time allocation, total marks, and the number of pages.
- iii. Eleven question papers contained instructions to candidates that were unclear or ambiguous, which could potentially confuse the candidates.
- iv. Thirteen question papers had layouts that were cluttered and not reader-friendly.
- v. Eight question papers had incorrectly numbered questions. Proper numbering is essential for easy navigation and ensuring candidates follow instructions effectively.

- vi. Five question papers contained incorrectly numbered pages.
- vii. One question paper had inconsistent headers and footers that did not adhere to the required format.
- viii. Ten question papers deviated from the appropriate fonts as prescribed by SACAI.
- ix. Six question papers did not clearly indicate mark allocations. Mark allocations are essential as they guide candidates on how to structure their responses.
- x. Four question papers were found to be too lengthy to be completed within the allocated time.
- xi. Twenty-one question papers included drawings, illustrations, graphs, tables, or other visual elements that were inappropriate, unclear, contained errors, or were not print-ready.
- xii. Five question papers failed to adhere to the prescribed formats outlined in the assessment body's Subject Assessment Guidelines (SAG).

b) Internal moderation

Thirty-nine percent of the question papers complied with this critical criterion. However, 61% of the question papers failed to comply due to the following reasons:

- i. Twenty-three question papers and their marking guidelines were submitted for the first external moderation without a full history of their development and internal moderation. This evidence is essential, as it helps the external moderator determine the validity of the inputs provided by the internal moderator.
- ii. For 16 question papers, the quality, standard, and relevance of the inputs provided by the internal moderators were deemed inappropriate.
- iii. Nine question papers lacked evidence that the internal moderators' recommendations had been addressed.

c) Content coverage

With content coverage compliance at only 35%, this is concerning, as every subject has a guideline that clearly outlines the content that needs to be covered and to what extent. Sixty-five percent of the question papers, therefore, failed to comply due to the following reasons:

- i. Twelve question papers did not clearly indicate how each question was connected to a specific topic.
- ii. Ten question papers failed to adequately cover the skills, concepts, and themes prescribed in the Curriculum and Assessment Policy Statement (CAPS).
- iii. Four question papers were found to be outside the prescribed scope of the CAPS.
- iv. Two question papers featured skills, topics, or themes that were not appropriately linked or integrated.
- v. In four question papers, some questions were considered not representative of the latest developments. As subjects evolve, assessments must reflect current discourse and assess candidates based on up-to-date knowledge rather than outdated content.
- vi. Ten question papers included content that was not appropriate, relevant, or academically sound.

d) Cognitive skills

Only 37% of the question papers met the criterion for cognitive skills. The remaining 63% of the question papers failed to comply with this criterion for the following reasons:

- i. There was no analysis grid for five of the question papers to clearly show the cognitive level of each question or sub-question. This raises concerns about how the setting panel was able to ensure the appropriateness of the question paper in meeting the required ratios for cognitive levels.
- ii. Seventeen question papers did not have an appropriate distribution of cognitive skills. This is measured against the prescribed distribution norms in the policy documents, and deviations from these norms could either advantage or disadvantage candidates.

- iii. Four question papers included choice questions that were not of equal difficulty.
 - iv. In three question papers, opportunities were not adequately provided to assess candidates' abilities to reason, communicate, translate verbal to symbolic representations, translate visual evidence to written responses, compare and contrast, identify causal relationships, express arguments clearly, and provide creative responses.
 - v. Four question papers showed evidence of difficulty being intentionally increased by including irrelevant information.
 - vi. There was a lack of correlation between mark allocation, cognitive level, degree of difficulty, and time allocation in nine question papers.
- e) Text selection, types, and quality of questions

Thirty percent of the question papers complied with this criterion. The remaining 70% of the question papers were concerningly non-compliant due to the following reasons:

- i. In seven question papers, the source material were not of an appropriate length.
 - ii. Eight question papers contained source material that was not functional, relevant, or appropriate.
 - iii. In three question papers, the source material did not allow for the testing of skills.
 - iv. The source material did not generate questions across the cognitive levels in the three question papers.
 - v. Two question papers did not relate to what is pertinent to their respective subjects, which is crucial in the process of developing a high-quality question paper.
 - vi. Fourteen question papers contained vaguely defined problems, ambiguity, extraneous or irrelevant information, trivialities, and unintentional clues to the correct answers.
 - vii. In 19 question papers, clear instructional keywords/verbs were not used consistently.
 - viii. Fifteen question papers had questions that did not provide enough information for candidates to elicit appropriate responses.
 - ix. In eight question papers, some of the questions had factual errors or misleading information.
 - x. In two question papers, there were double negatives in the questions, or the questions were formulated in unnecessarily negative terms.
 - xi. Seven question papers referenced prose texts, visuals, drawings, illustrations, examples, tables, and graphs that were irrelevant or incorrect.
 - xii. In two question papers, some questions suggested answers to other questions.
 - xiii. Five question papers had questions that overlapped with other questions.
 - xiv. In two question papers, some options did not follow grammatically from the stem.
 - xv. Four question papers contained logical cues that made one of the options an obvious choice.
 - xvi. In three question papers, not all the options were of approximately the same length, with the correct answer being longer, more specific or more complete than other options.
 - xvii. In two question papers, a word or phrase in the stem was repeated in the correct answer.
- f) Language and bias

Compliance with the criterion for question papers is at only 37%. Sixty-three percent of the question papers were, therefore, non-compliant due to the following reasons:

- i. Two question papers used terminology or data incorrectly.
- ii. Eleven question papers contained inappropriate levels of language register, or the level and/or complexity of the vocabulary was not suitable for Grade 12 learners.
- iii. Sixteen question papers included subtle grammatical issues that might cause confusion.
- iv. Fifteen question papers contained instances of grammatically incorrect language.
- v. Eight question papers included overly complicated syntax. Sentence structures should be prioritised to minimise unnecessary stress for candidates.
- vi. One question paper included foreign names, terms, or jargon without an accompanying glossary.
- vii. Three question papers contained evidence of bias regarding culture, gender, language, politics, race, religion, stereotyping, province, or region.

g) Predictability

Predictability obtained 81% compliance, the highest level of compliance. The 19% non-compliance was due to the following reasons:

- i. Five question papers contained questions that could be easily spotted or predicted.
- ii. One question paper had a verbatim repetition of questions from the past three years' question papers.
- iii. Three question papers lacked an appropriate degree of innovation.

h) Conformity with question papers

Compliance with this criterion was 41%, with the remaining 59% of the question papers and marking guidelines failing to meet the requirements for the following reasons:

- i. Nineteen marking guidelines included responses that did not correspond with their respective questions in the question papers.
- ii. Eleven marking guidelines included responses that did not align with the command words in the questions. Command words are essential, as they define the required focus and level of response.
- iii. In five marking guidelines, the marks allocated for each sub-question did not align with those indicated in the question paper.

i) Accuracy and reliability of marking guidelines

Twenty-six percent of the marking guidelines were accurate and reliable, marking this as the second-lowest level of attainment. Since accuracy and reliability are fundamental principles of assessment, it is crucial to ensure that the suggested responses are both correct and dependable. The remaining 74% of the marking guidelines were concerningly non-compliant due to the following reasons:

- i. Twelve marking guidelines contained incorrect answers related to the subject matter. The failure to provide correct answers presents a significant challenge for the assessment body and emphasises the need for intensive training of examining panels.
- ii. Twenty marking guidelines included typographical or language errors.
- iii. Thirteen marking guidelines had answers that were not clearly laid out, which could impact the marking process.
- iv. Four marking guidelines were deemed incomplete, as they did not indicate mark allocation or distribution for some responses.
- v. One marking guideline applied negative marking.
- vi. Fourteen marking guidelines lacked sufficient detail to ensure reliable marking. Responses must include enough detail to accommodate the varying abilities of marking personnel. Extra caution is required to guarantee fairness, validity, and reliability in the marking process.
- vii. Ten marking guidelines failed to provide for alternative responses. Examining panels must ensure marking guidelines accommodate all plausible answers to a question.

j) Overall impression and general remarks

Compliance with the criterion for the question papers was only at 26%, which is jointly the second lowest attainment. The remaining 74% of the question papers failed to comply for the following reasons:

- i. Six question papers were not aligned with the current policy and/or guideline documents.
- ii. Concerningly, 23 question papers were deemed neither fair, valid, nor reliable.
- iii. Five question papers did not assess the objectives of the CAPS and/or other applicable assessment frameworks.
- iv. Twenty-one question papers were not of an appropriate standard.
- v. Twelve question papers were not deemed comparable to those of previous years.
- vi. Twenty-four marking guidelines were deemed neither fair, valid, nor reliable.

- vii. Eighteen marking guidelines were not of an appropriate standard.
- viii. Six marking guidelines were not deemed comparable to those of previous years.
- ix. One question paper indicated that the skills, knowledge, attitudes, and values were not assessed.

The following section compares compliance levels over the past three years of examinations.

1.3.4 Comparison of compliance per criterion and levels of moderation: November 2022, November 2023, and November 2024

Table 1C compares compliance levels at first moderation across three examination periods: November 2022, November 2023, and November 2024. The comparison is organised sequentially according to the criteria outlined in the external moderation tool.

Table 1C: Comparison of compliance, per criterion, of question papers and their marking guideline at first moderation in November 2022, November 2023, and November 2024

| Criteria | November 2022 (% of question papers) | November 2023 (% of question papers) | November 2024 (% of question papers) |
|---|---|---|---|
| Technical details | 31 | 26 | 22 |
| Internal moderation | 67 | 52 | 39 |
| Content coverage | 60 | 61 | 35 |
| Cognitive skills | 50 | 48 | 37 |
| Text selection, types, and quality of questions | 23 | 20 | 30 |
| Language and bias | 44 | 26 | 37 |
| Predictability | 85 | 80 | 81 |
| Conformity with question paper | 44 | 30 | 41 |
| Accuracy and reliability of marking guidelines | 23 | 9 | 26 |
| Overall impression | 27 | 24 | 26 |

Table 1C indicates a decline in four criteria, while six showed improvement compared to the November 2023 examination. However, compared to the November 2022 examination, the compliance levels of the November 2024 question papers reveal a concerning decline in eight criteria and an improvement in only two.

Based on the trends presented in Table 1C and the findings throughout this chapter, it is critical to emphasise the non-compliance areas requiring focused and intensive interventions. Such measures are necessary to ensure improvements and consistency in the development of question papers and their accompanying marking guidelines.

1.4 Areas of Improvement

Although there was a decrease in four criteria, the increase in six and the consistently high percentage in the criterion on predictability is commendable.

1.5 Areas of Non-Compliance

The following areas of non-compliance require attention:

- a. The concerning 26% decline in compliance with the criterion on content coverage;
- b. The further 11% decline in compliance with the criterion on cognitive skills;
- c. The continued 13% decline in compliance with the essential criterion on internal moderation;
- d. The 4% decline in compliance with the fundamental criterion on technical details; and
- e. The inconsistency in compliance from one examination to the next.

1.6 Directives for Compliance and Improvement

SACAI must implement a comprehensive training programme for the examination panels. This programme should thoroughly address cover all the requirements related to the question papers, marking guidelines, and moderation criteria.

1.7 Conclusion

This chapter presented findings from the review of 46 first moderation reports for the SACAI November 2024 NSC examination question papers and their marking guidelines. The analysis highlighted both quantitative and qualitative reasons for non-compliance, offering a detailed understanding of the areas where improvements are needed. Additionally, this chapter focused on specific areas of non-compliance to assist SACAI in enhancing the development process of question papers and marking guidelines.



CHAPTER 2

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



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

2.1 Introduction

The CAPS offers learners an opportunity to demonstrate their competencies in a subject through school-based assessment (SBA), practical assessment tasks (PAT), and oral assessments. The purpose of these assessments is to evaluate skills that cannot be effectively assessed through traditional examinations. Umalusi quality assures these assessments to ensure consistency, comparability, and adherence to standards and quality.

The SBA, PAT, and oral assessments are subjected to checks and balances, which are guided by SACAI policies and SAG.

Phase 1 of the moderation process was conducted online from 30-31 July 2024. In Phase 2, moderation was again conducted online from 7-8 November 2024.

2.2 Scope and Approach

2.2.1 School-Based Assessment (SBA)

Umalusi conducted two phases of moderation. During Phase 1, six subjects from 36 SACAI schools/centres were sampled. Four of these subjects were further sampled in Phase 2 from 24 schools/centres during the November 2024 NSC examinations. This follow-up was carried out to address issues identified during Phase 1. Additionally, two new subjects were added to the sample, selected from 12 new SACAI schools/centres, as outlined in Annexure 2A.

Table 2A below describes the criteria used for evaluating 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 assessments | |

2.2.2 Practical Assessment Tasks (PAT)

PAT moderation was also conducted in two phases, with Umalusi sampling two subjects per phase. In Phase 1, CAT and Engineering Graphics and Design were sampled, while IT and EGD were moderated during Phase 2, as outlined in Annexure 2B.

The criteria used for PAT moderation are outlined in Table 2B below. Part 1 focused on the evaluation of teachers' files against four criteria, while Part 2 focused on the evaluation of learners' files against three criteria.

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 oral assessment moderation, Umalusi sampled two languages: English Home Language (HL) and Afrikaans First Additional Language. Six schools/centres were sampled for each language, as detailed in Annexure 2C. Both subjects were moderated during Phase 1 and Phase 2.

The oral assessments for the sampled subjects were analysed and evaluated using the criteria outlined in Table 2C below. This table includes four criteria for the moderation of teachers' files and two criteria for the moderation of learners' files.

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

| Part 1: Moderation of teacher files | Part 2: Moderation of learner 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 the two phases of SBA moderation across the eight sampled content subjects, PAT moderation for the three sampled practical subjects, and oral assessment moderation for the two sampled language subjects.

2.3.1 Moderating School-Based Assessment (SBA)

a) Teacher files

i. Technical aspects

To fully comply with this criterion, teachers' files must be neat and well-organised, and include all required documentation, such as annual teaching plans, Programmes of Assessment, assessment tasks, marking tools, marksheets, and moderation reports at all levels.

The sampled schools/centres for Economics, History, Life Sciences, Life Orientation, Mathematics, Physical Sciences, Agricultural Sciences, and Business Studies generally adhered to the technical aspects criteria in most respects. The teachers' files were neat, well-organised, and contained the required documents. However, one centre for Life Sciences presented a disorganised and untidy file. Additionally, in Phase 2, two sampled centres for History submitted poorly organised teacher files that lacked key documents, including the annual teaching plan, schools' assessment plans, and moderation reports.

ii. Programme of Assessment

In Mathematics, History, Life Sciences, Physical Sciences, Agricultural Sciences, and Business Studies, all sampled schools/centres adhered to the prescribed PoAs as outlined by the CAPS and SACAI SAG. The assessment tasks were appropriate, and the relevant topics were assessed.

In Economics and Life Orientation, while the PoAs in the teachers' files were aligned with CAPS and SACAI SAG, no dates for the administration of the tasks were indicated. Additionally, in Phase 2, one centre for History did not provide evidence of Task 6, as required in the programme of assessment.

iii. Assessment Tasks

The assessment tasks for all the schools/centres sampled in Economics, History, Life Orientation, Mathematics, Life Sciences, and Agricultural Sciences adequately covered the Grade 12 topics/content as prescribed by CAPS and SAG. The weightings and distribution of content were appropriate for the grade and fully compliant with CAPS and SAG. The cognitive grids for all assessment tasks were submitted as required.

For Physical Sciences, the four sampled schools/centres adequately covered the prescribed content according to CAPS and SAG. However, one school conducted an experiment that was not prescribed by the SAG, and another assessed the incorrect topic for the experiment. In Business Studies, there was limited exposure to higher-order cognitive questions in the essay-type questions across all sampled schools/centres.

iv. Technical layout of assessment tasks

All schools/centres generally adhered to the technical layout criteria for the eight sampled subjects. All questions in the assessment tasks were correctly numbered, and the layout was clear, easy to read, and understandable. The school name, subject, teacher, moderator, time allocation, and instructions to learners were clearly indicated on the front page of each assessment task. Page numbering was consistent and correct, and the font used was reader-friendly and technically correct. However, some challenges were noted in Mathematics, Business Studies, and Agricultural Sciences.

In Mathematics, the front page and the headers of assessment tasks contained typographical errors. In Business Studies, no marks/ticks were indicated in the marking guidelines for Task 5 in one sampled school. In Agricultural Sciences, two schools used an incorrect format for their tests.

v. Effectiveness of questioning

In Economics, the assessment tasks encouraged problem-solving, critical thinking and reasoning skills. The distribution of questions aligned with the cognitive levels and degree of difficulty as prescribed by SAG. However, in three of the six sampled schools/centres, the same assignment was recycled from previous years, and the same version was submitted for moderation in those years. In another centre, both the assignment and project failed to assess higher-order thinking skills.

In Life Sciences, all assessment tasks successfully assessed problem-solving, critical thinking, and reasoning skills. The distribution of cognitive levels and degree of difficulty adhered to SAG guidelines. However, in four of the six schools/centres sampled, the weighting grids, which indicate the spread of cognitive levels and degree of difficulty, were missing from the teachers' files.

In Physical Sciences, all six schools/centres fully complied with the assessment criteria. The tasks were of a good and acceptable standard, assessing a variety of skills and appropriate knowledge.

In Life Orientation, the weighting and distribution of cognitive levels were not balanced across all assessment tasks. There was an overemphasis on lower-order questions compared to higher-order questions.

In History, the assessment tasks covered all three cognitive levels and adhered to SAG requirements. Learners' abilities to engage with historical sources and related historical skills were adequately addressed. A variety of authentic sources, including visual sources, were used to assess learners' competencies. The difficulty levels of the choice questions were consistent, and the mark allocation was appropriate. However, there was minimal evidence that teachers used grids to analyse the cognitive demand and difficulty levels when setting internal assessment tasks to ensure they met the required standards.

In Mathematics, the assessment tasks generally featured a suitable variety of question types, pitched at appropriate levels of difficulty, and tested problem-solving skills. Investigations offered learners opportunities for innovative thinking. The cognitive analysis grids were provided for externally set assessment tasks, but these grids were missing for internally set assessment tasks.

In Business Studies, the distribution of cognitive levels and degree of difficulty in all assessment tasks was appropriate, as outlined in the CAPS and SAG documents. However, learners were not exposed to enough higher-order questions to encourage deeper thinking. The questions lacked scaffolding, with no progression from easier to more difficult questions, which could help learners feel more at ease. Essay-type questions grouped topics of equal difficulty rather than varying levels.

In Agricultural Sciences, the questions used in the assessment tasks demonstrated a high level of innovation. A fair distribution of cognitive levels was provided, as evidenced by the analysis grids. Task-based assessments were treated differently from controlled tests and examinations. However, no analysis grids were provided for the distribution of cognitive levels in the assignment and practical investigation.

vi. Question types

In Economics, most of the assessment tasks contained a variety of questions appropriate for the subject, including multiple-choice, short answer, paragraph responses, data/resource-based questions, real-life scenarios, and problem-solving tasks. However, one school recycled an assignment, limiting the opportunity for creative responses, as learners merely reproduced answers from previous years.

In Physical Sciences and Mathematics, the assessment tasks featured a range of question types that were appropriate, valid, and reliable. Mark allocations were consistent with subject conventions and were clearly indicated in the analysis grid.

In Life Sciences and Life Orientation, all assessment tasks included various question types, such as short answers, paragraphs, data/resource-based responses, real-life scenarios, and real-life problem-solving questions.

In History, all assessment tasks adhered to the SAG guidelines and included various question types. The common papers set by the institutions were generally well-balanced, largely due to the extensive use of previous national question papers.

In Agricultural Sciences and Business Studies, both subjects met the criteria for question types in all respects. The question types were appropriate, valid, and reliable, and mark allocations were clearly outlined according to subject conventions. However, in Business Studies, the project tasks lacked creativity, as the questions were routine.

vii. Source/stimulus material

The source materials of all assessment tasks in the sampled schools/centres for History, Life Orientation, Life Sciences, Mathematics, Physical Sciences, and Agricultural Sciences fully met the required standards. They were well-organised, reader-friendly, subject-specific, error-free, relevant, and of appropriate length. These materials facilitated the testing of interpretation skills and supported the generation of questions across all cognitive levels.

In Economics, five of the six sampled schools/centres used source materials that were well-organised, reader-friendly, subject-specific, and error-free. However, in one school, the project extract was excessively lengthy in relation to the number of questions directly linked to it, and the assignment used outdated data.

In Business Studies, the scenarios used in assessment tasks to develop learners' research skills and problem-solving abilities were outdated and did not reflect real-life situations as required by the subject. Additionally, some assessment tasks relied on old questions from previous question papers.

viii. Marking tools

In Economics, the marking tools for the assessment tasks at the five schools/centres adhered to the required quality and standards as per the marking guidelines. However, in one school, the distribution of marks for a test was not shown, and the rubric for the project did not indicate the mark allocations.

In Physical Sciences and Business Studies, the marking guidelines for all assessment tasks in both subjects fully complied with the requirements outlined in the SAGS across all the sampled schools. The guidelines were appropriately structured, neatly typed, complete with mark allocations, accurate, relevant, and aligned with the assessment tasks. These facilitated valid and reliable marking.

In Life Sciences, the marking guidelines and rubrics were appropriate for the assessment tasks, with alternative responses clearly indicated. The marking guidelines were complete and included correct mark allocations and distributions across different tasks. However, the marking guidelines for Task 3 were handwritten in one centre.

In Life Orientation, the marking guidelines were generally appropriate for most assessment tasks. However, in the two centres, there were instances where the answers provided in the test marking guideline were not relevant or inaccurate in certain aspects, with some answers failing to address the specifics of the questions.

In History, the marking guidelines for all assessment tasks complied with the expected standards and quality. The schools/centres adhered to the national rubric prescribed in the CAPS document. The marking tools were appropriately laid out, accurate, and facilitated efficient marking. However, there were serious concerns regarding the usage of marking guidelines and rubrics at three schools. Evidence showed that teachers at these schools lacked a proper understanding of how to use the matrix/rubric to correctly assess the paragraph and essay-type questions.

In Mathematics, the marking guidelines stood out for their use of separate columns for the question number, solution alternatives, mark ticks, descriptors, and mark totals. Mark allocations were appropriate and aligned with subject conventions, as exemplified in national papers. The solutions in the marking guidelines were accurate, though minor challenges were noted during verification, including missing pages in the marking guidelines.

In Agricultural Sciences, the marking tools for all assessment tasks were appropriately laid out and neatly typed. However, the marking guidelines for Task 2, Task 3, and the June examinations lacked ticks to guide the mark allocation and distribution in all schools/centres.

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

Internal moderation reports were included in four of the sampled schools/centres for Economics. Although all the assessment tasks were internally pre-moderated, the quality, standard, and relevance of the feedback from internal moderation were poor.

In Physical Sciences, internal moderation of assessment tasks at the school/centre level was evident, as demonstrated by the internal moderation reports. Additionally, school-level internal moderation of learners' files was also reflected in the reports.

In Life Sciences, internal moderation at the school level was thorough and well-documented, with detailed reports provided to teachers. The feedback from internal moderation was positive, fair, and supportive, and a comprehensive report on the marking of June examination scripts was made available to teachers.

In Life Orientation, school- and SACAI-based moderation was evident in three of the five sampled schools. However, the quality of internal moderation at the school level was poor, with no evidence of moderation in the remaining two schools/centres.

In History, internal moderation was evident in all the sampled schools/centres, though it was non-compliant. No moderation reports were found in the teachers' files to confirm that moderation took place at any level other than the remarking of learners' scripts. Phase 2 saw an improvement, with evidence of pre- and post-moderation at both the school/centre and national levels provided across all schools/centres.

In Mathematics, evidence of internal moderation was minimal in half of the sampled files. The remaining schools showed different levels of internal moderation. However, improvements were noted in Phase 2, where evidence of pre-moderation was provided at both school and national levels.

In Business Studies, pre- and post-moderation tools were included in the teachers' files. However, these tools were mainly used as checklists to ensure compliance rather than assessing the depth of the assessment tasks. Feedback provisions for teachers and/or learners in the instruments were not utilised, and the post-moderation reports failed to address concerns related to the fairness, validity, and reliability of the marking process.

In Agricultural Sciences, internal moderation in the sampled schools appeared to follow a checklist approach. Pre-moderation reports were presented in all the sampled schools, although one centre failed to pre-moderate its assessment tasks. All schools which fully complied with this quality indicator included the history of task development, from drafts to the final versions of all the assessment tasks.

b) Learner files

i. Learner performance

In Economics, learners were generally able to interpret the assessment tasks and provide appropriate responses. However, some struggled with middle- and higher-order analytic questions. In three of the sampled schools, learners did not submit all assessment tasks, which made it difficult to verify whether they met the expected demand across all tasks.

In Physical Sciences, while learners were able to interpret the assessment tasks, they were unable to provide appropriate responses, leading to poor performance. Many learners struggled to address all aspects of the tasks, particularly those with varying levels of difficulty, which contributed to their poor performance.

In Life Sciences, learners generally provided appropriate responses, demonstrating their ability to meet the demands of the tasks. However, performance varied according to individual academic abilities, with learners responding differently to the various levels of difficulty in the tasks.

In Life Orientation, most learners were of average ability and struggled with various question types, particularly higher-order questions.

In History, marks were well-distributed across the schools presented for moderation. Most learners responded appropriately to the source-based and essay-type questions, with varying degrees of success. Learner performance ranged from very poor to average in the June examinations. No improvement was observed in Phase 2, as learners continued to perform poorly in the trial examinations across all sampled schools/centres.

In Mathematics, learners generally performed poorly in the externally set assessment tasks, as they struggled to adequately address all aspects of the tasks. While performance on SACAI-set tasks was poor, learners scored higher marks on internally set tasks.

In Business Studies, overall learner performance was good. However, the high marks were likely a result of lenient marking, non-adherence to the marking guidelines, and poor-quality internal moderation.

In Agricultural Sciences, learner performance varied between tasks and across different schools/centres. Overall, performance in the trial examinations was satisfactory in both papers, indicating that assessors were able to effectively differentiate between learners' capabilities.

ii. Quality of marking

In Economics, marking was consistent with the marking guidelines. The totalling and transfer of marks to the marksheets were correct, and moderators provided detailed reports based on each learner's performance. However, some learners did not have marks recorded for certain assessment tasks in one centre.

In Physical Sciences, marking was acceptable in five of the six moderated schools/centres. However, one centre exhibited erratic marking due to misinterpretation of the marking guidelines and inadequate training in marking. Across all schools/centres, there was no evidence of written constructive feedback provided to learners on their scripts. Additionally, in one school, the moderator awarded a half mark, despite the practice of awarding half marks being discontinued.

In Life Sciences and Mathematics, teachers adhered to the marking guidelines and fully complied with the requirements. The totalling and transfer of marks to the marksheets were accurately executed.

In Life Orientation, the quality of marking was a concern. The sampled schools/centres did not adhere to the marking guidelines, particularly for source-based and Physical Education Tasks (PET).

In History, marking generally met acceptable standards, with consistency in the application of marking guidelines and mark allocation. However, significant issues were noted with the marking of paragraph and essay-type questions across all schools/centres. Teachers lacked knowledge of the matrix used for marking these types of questions and, as a result, did not use the matrix during Phase 1 moderation. This issue persisted in Phase 2, with teachers remaining lenient and awarding excessively high marks for essay-type questions.

In Business Studies, the overall quality of marking ranged from poor to average across the sampled schools/centres. Ticks were inconsistently allocated, failing to align with the marking guidelines. There was also inconsistent marking of the "introduction" and "conclusion" sections in essays. Additionally, the schools did not adhere to the marking principles outlined for the subject.

In Agricultural Sciences, marking was consistent with the marking guidelines, the variances ranging from 0% to 3.3%. Most variances between the teachers' marks and the moderators' marks were due to computational errors rather than discrepancies in marking quality.

iii. Moderation of learner files

In Economics, Life Sciences, and Physical Sciences, learner work was internally moderated at the school/centre level. The quality of internal moderation was generally acceptable, with constructive feedback provided to both teachers and learners. However, in one sampled school for Economics, the internal moderation was poor and lacked developmental value.

In History, Life Orientation, and Mathematics, internal moderation was largely non-compliant and conducted for compliance purposes. It merely reaffirmed the marking done by teachers, failing to identify marking errors. Additionally, the moderation in these subjects lacked Qualitative Input or comments. During Phase 2, no significant improvements were observed in History and Mathematics, as the internal moderation process across all sampled schools/centres remained superficial, with poor quality and no constructive feedback provided to the markers.

In Agricultural Sciences and Business Studies, the quality of school-level moderation was poor. Green pen annotations, which mirrored the red pen markings of teachers, indicated that the internal moderation processes were performed solely for compliance, rather than to provide developmental value.

2.3.2 Moderating Practical Assessment Tasks (PAT)

a) Teacher files

i. Technical aspects

In EGD, two of the sampled schools submitted teacher files in hard-copy format, while the remaining four schools shared documents electronically via email. Although the teacher file from one school was neat, the assessment tasks were not arranged in the correct sequence. For the schools that submitted electronically, all required documents were available as separate files, either in a single folder or in separate folders. During Phase 2, the soft copies provided for external moderation had very faint linework. Additionally, the learner files, originally in A3 format, were reduced to A4 size moderation. This reduction was poorly executed, with only portions of the answers visible on A4 copies. Despite these challenges, the EGD PAT aligned well with national standards and compared favourably to them.

In CAT, SACAI provided teacher files via individual links. However, the submissions from various schools were disorganised, making navigation difficult.

In IT, teacher files submitted by all the sampled schools included consistent content such as marksheets, assessment programmes, and PAT documents. The files also contained reference material, including additional resources and information shared with learners by teachers. All schools/centres sampled implemented the correct 2024 SACAI Grade 12 EGD NSC PAT assessment guideline document. Five schools/centres ensured that all learners received the entire Section B and the learners' task from the PAT document. However, one school did not issue this task to learners, which was irregular. Furthermore, two schools did not complete the prescribed PAT within the timeframes stipulated in the PAT Guideline document. Phase 2 showed improvements, with all six sampled schools/centres for EGD PAT fully adhering to the PAT Guidelines in the CAPS.

All moderated schools, except one, administered the SACAI-prescribed CAT PAT. One centre completed the DBE PAT instead of the prescribed SACAI PAT. While the DBE PAT met the required standards, there were uncertainties about the implications for the school administering these tasks. However, both the PAT evaluated the same standards, although they assessed different topics.

ii. Programme of assessment

All sampled schools/centres for IT included the programme of assessment in the teachers' files, as required. The submitted PoA fully complied with the Information Technology PAT requirements. In EGD and CAT all the sampled schools/centres adhered to the programme of assessment and all the phases were completed by all the learners in the sampled centres except for one centre in CAT where several learners did not complete all the phases.

iii. Assessment tasks and marking tools

The 2024 SACAI Grade 12 Engineering Graphics and Design NSC PAT Guideline document included comprehensive and clear assessment criteria and checklists, which were required and duly used by all sampled schools. The assessments conducted by teachers in Engineering Graphics and Design were fair and reliable. The marking guidelines and rubrics for teachers, markers, and learners in the PAT document adhered to the prescribed requirements.

In Computer Applications Technology, all sampled schools administered SACAI-prescribed PAT. Each sampled school/centre used the prescribed marking rubric, which was externally moderated and approved by Umalusi.

The teachers' assessments in IT were fair and reliable across all sampled schools/centres. All the rubrics were completed, and totals were correctly transferred to the record sheets.

iv. Moderation of teacher files

The 2024 SACAI Grade 12 EGD NSC PAT Guideline was moderated and approved by Umalusi, with no evidence of internal pre-moderation being required. There was evidence of internal post-moderation of learners' PAT, but moderation reports were not provided. Improvements were noted in Phase 2, as internal moderation was well-executed, and moderation reports were provided.

In CAT, all submissions were internally moderated. However, in some instances, feedback from internal moderation did not provide significant value to the PAT.

The quality of marking and moderation of the IT PAT was satisfactory. There was clear evidence of moderation of the learners' attempts by the internal moderator. The inclusion of detailed comments for each candidate was evident, showcasing best practices. Additionally, documentary evidence of moderation was provided in the form of reports and feedback from the internal moderator.

b) Learner files

i. Learner performance

It was concerning that, among the completed PAT for EGD, three learners performed poorly, indicating minimal support or lack thereof to complete the PAT. However, in Phase 2, a slight improvement was noted, with learner performance ranging from poor to very good across all six sampled schools/centres. It was encouraging to note that some learners went above and beyond to produce to deliver a high quality PAT conclude by adding submissions..

In CAT, learners generally performed well in the PAT. In one school, suggestions were made to remark the PAT for certain learners. These suggestions were highlighted in yellow in the individual school reports. Additionally, the absence of a completed marksheet made it difficult to verify the accuracy of the marks transferred from the marking grid to the marksheet.

The moderated tasks for IT varied from poor to very good across all six sampled schools/centres. Only one learner from the sample received incomplete marks due to not submitting the Phase 2 PAT.

ii. Quality of marking

The general marking quality marking in EGD was poor in two schools from the sample in Phase 1. In one school, a discrepancy was observed between the externally moderated marks and the marks awarded by teachers for the 12 completed PAT. This clearly indicated that the teachers lacked a thorough understanding of some of the level descriptors, rubrics, and assessment criteria. However, an improvement was noted in Phase 2, as the quality of marking for all PAT was outstanding. Teachers awarded marks in line with the criteria outlined in the 'Assessment Criteria and Checklist' in the PAT document.

In CAT, each learner's submission was evaluated using the PAT marking tool, based on the issued rubric. The rubric was consistently applied across all assessments. However, in two schools, there were instances of lenient marking, where some teachers used the marking tool more as a checklist rather than critically assessing the quality of the work submitted.

Overall, the mark allocations and evaluation of learners' IT PAT were fair and accurately reflected each learner's achievement for most candidates. However, in one school, the mark allocation was somewhat lenient.

iii. Moderation of learner files

Internal moderation was evident in five of the six sampled schools/centres for the EGD PAT. However, the quality of the internal moderation for the PAT was poor. In Phase 2, internal moderation took place at all schools/centres, but there was no improvement, as the quality of the moderation remained subpar.

In CAT and IT, marking and moderation were consistent and fair. The assessors and moderators demonstrated competence in both subjects.

2.3.3 Moderating Oral Assessments

a) Teacher files

i. Technical aspects

The layout of tasks was generally acceptable in all the verified schools for English HL. Instructions were clear, providing appropriate guidance for learners. Mark allocations for each oral assessment were indicated, along with the duration of the tasks. However, in one school, no assessment task sheet was provided for the first Prepared Speech, and another school administered an invalid assessment that did not comply with the Examination Guidelines provided by SACAI.

In Afrikaans FAL, all relevant oral assessment task sheets were attached to the submission, and all documentation was well-prepared and complete. However, in one school, only candidates' videos were uploaded, and no teacher files, marksheets, or mark allocations were provided. Additionally, attendance registers and declaration forms were not uploaded.

ii. Quality of assessment tasks

In Phase 1 for English HL, the subject policy was unclear regarding the length of the text for the Listening Comprehension task. As a result, schools used their discretions in assessing the task and provided a cognitive analysis grid, task sheet, and marking guidelines. For the second oral assessment task, Unprepared Speech, clear guidelines were given to candidates, including hints and well-defined expectations and outcomes. Three to seven topics were offered for candidates to choose from at the verified schools/centres.

During Phase 2, challenges with the oral assessment tasks were noted. The assessment tasks did not align with the prescribed cognitive levels for Listening Comprehension in all the schools/centres verified. Additionally, two centres did not provide cognitive analysis grids for the Listening Comprehension assessment. Despite this, the marks achieved by learners suggested that the assessment contained more lower-order questions. One question in an assessment was invalid, as the response was not found in the text. Furthermore, one centre administered the Unprepared Speech task as a reading assessment, which did not comply with the Examination Guidelines. In two other centres, the quality of the second Prepared Speech task did not meet the requirements outlined in the Examination Guidelines.

In Afrikaans FAL, the assessment tasks adequately covered the topics and content as prescribed in the subject policy and examination guidelines in all sampled schools/centres. Various topics were provided, and the duration for each oral assessment task was appropriate. The formulation of questions and answers was clear and unambiguous, and the cognitive

levels were correctly addressed. The question types for each assessment varied and were pitched at the appropriate grade level for learners. However, in two centres, the cognitive levels were not indicated in Task 1, and in another centre, marking guidelines for the same oral assessment task were not provided. Adherence to subject requirements was observed in the Prepared Speech, Prepared Reading, and Listening tasks. The use of the stimulus materials for the oral tasks was evident, with candidates presenting their speeches at all schools. Most candidates were well-prepared.

iii. Moderation

During Phase 1, five of the six centres verified provided pre- and post-moderation reports on the tools provided by SACAI for English HL. The internal pre- and post-moderation instruments used were those from the assessment body, but they were primarily used for compliance purposes, with little or no feedback given to teachers. In Phase 2, there was no improvement in the quality of moderation, as the feedback remained poor. In one centre, the moderation was conducted by the subject teacher instead of the departmental head or senior teacher.

In Afrikaans FAL, internal moderation was conducted in all six sampled schools/centres during Phase 1. However, incorrect-coloured pens were used, and the quality of internal moderation was poor. In Phase 2, there was no improvement; incorrect-coloured pens continued to be used, and the quality of internal moderation remained inadequate. Marks were not adjusted on the marking sheets after moderation. Additionally, the feedback provided was of poor quality, consisting only of checklists without constructive comments. While moderation was evident in candidates' oral assessment tasks in two centres, no reports were provided. In the other two centres, no evidence was provided in the files.

iv. Overall impression

The schools continue to face challenges in the administration and management of oral assessments. Unprepared Speech 1 was conducted as a reading assessment, and Unprepared Speech 2 did not meet the requirements outlined in the Examination Guidelines in two sampled schools for English HL. Cognitive analysis and moderation of oral assessments remain difficult in both subjects. While improvements in learner performance were observed, in the English HL, strong performance was largely due to lenient marking of both Unprepared and Prepared Speeches. In Afrikaans FAL, learner performance was generally good, with most candidates scoring above 50% in most tasks.

b) Learner files

i. Learner performance

The learner performance in English HL across the six sampled schools/centres was good, particularly in the Listening Comprehension Test. In both unprepared and prepared speeches, learners achieved very high marks due to lenient marking by teachers. It was evident from the recordings that many learners were reading their answers rather than presenting them. In Phase 2, the issue of lenient marking by both teachers and moderators continued in the speech assessments. Many learners did not meet the requirements but still received high marks. This could be attributed to challenges with the rubric provided by the Assessment Body, which did not offer enough guidance for assessors.

In Afrikaans FAL, learners' responses met the expectations and requirements of the oral assessment tasks across all the sampled schools. Most learners were adequately prepared. However, in one school, five learners had marks recorded without evidence of the assessment task in their files.

ii. Internal moderation of learner files

The internal moderation tool provided by the Assessment Body for English HL was generic and did not allow for detailed feedback. While the post-moderation of the Listening Comprehension Test was fairly accurate, the post-moderation of the speeches was not thorough.

In Afrikaans FAL, there was evidence of school moderation; however, feedback on the moderation of assessment tasks was lacking. There were no improvements in Phase 2 regarding the moderation process or feedback provided.

2.4 Areas of Improvement

Umalusi noted the following areas of improvement:

- a. Neat files were submitted for Afrikaans FAL in all the sampled schools during Phase 2;
- b. In Mathematics, all assessment tasks used at the six sampled schools complied with CAPS prescriptions, and the scope and cognitive level distributions for each sub-question were clearly presented; and
- c. In Agricultural Sciences, all the sampled schools included the history of task development, from drafts to the final versions of all the assessment tasks.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Non-adherence to the technical requirements of the teachers' files in Life Sciences and Afrikaans FAL due to incomplete submission of the required documentation;
- b. Absence of an analysis grid showing the distribution of cognitive levels in all assessment tasks within the teacher files for Life Orientation, Physical Sciences, and Mathematics;
- c. The SAG did not provide clear guidance to centres, particularly regarding the length of the Listening Comprehension text;
- d. In Afrikaans FAL, the teachers' files were missing important documents required for oral assessment moderation;
- e. Poorly designed rubrics for assessing the prepared and unprepared speeches;
- f. Inflation of oral assessment marks for both the prepared and unprepared speeches;
- g. Poor quality of SACAI common tasks, with errors and mistakes in Business Studies;
- h. Poor quality of oral assessment components in English HL and Afrikaans FAL; and
- i. Subpar quality of moderation and feedback in History, Physical Sciences, Business Studies, English HL, Afrikaans FAL, Computer Applications Technology, and Engineering Graphics and Design.

2.6 Directives for Compliance and Improvement

SACAI must:

- a. Ensure that training is provided to teachers on the technical aspects, including the preparation of teacher files, development of cognitive analysis grid, development of assessment task creation, and the design and application of rubric.
- b. Enhance the Subject Assessment Guidelines for the English HL and Afrikaans FAL SAG to offer clear and detailed guidance on the assessment of oral assessment tasks; and
- c. Strengthen internal moderation processes and equip teachers with moderation skills to enhance the quality of marking across all subjects.

2.7 Conclusion

Umalusi acknowledged SACAI's efforts in providing common assessment tasks to ensure that learners receive quality and standardised assessments. However, this approach limits teachers' opportunity to develop their skills in crafting quality tasks. Additionally, SACAI must focus on enhancing the quality of internal moderation to ensure that appropriate standards are upheld in the conduct, administration, and management of SBA, PAT, and oral assessment. It is crucial that the directives for compliance and improvement outlined above be implemented to ensure full alignment with assessment policies, guidelines, and standards in each subject.



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 key 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 national examinations by assessment bodies. This audit aims to identify potential risks that could compromise the credibility of the National Senior Certificate (NSC) examinations, where necessary, issue directives for compliance and improvement, and monitor the assessment bodies' implementation of mitigating strategies to address these risks.

The main objectives of the audit were to:

- i. Evaluate SACAI's level of readiness to conduct the November 2024 NSC examinations;
- ii. Monitor the progress made in addressing the directives for compliance and improvement issued following the November 2023 examinations;
- iii. Assess whether SACAI has established systems to ensure the integrity of the November 2024 NSC examinations;
- iv. Provide feedback on SACAI's SOR to conduct the November 2024 NSC examinations; and
- v. Recognise the good practices implemented by SACAI in effectively managing national examinations.

The findings outlined in this chapter reflect SACAI's SOR. Additionally, the chapter outlines areas of improvement, areas of non-compliance and directives for compliance and improvement that SACAI must address. SACAI is responsible for preparing an improvement plan on the directives issued for submission to Umalusi and providing progress on its implementation.

3.2 Scope and Approach

Umalusi adopted a risk-based approach to assess SACAI's preparedness to conduct, administer, and manage the examinations. The process comprised of the following steps:

- a) Conducting and submitting a self-evaluation report (SER)
SACAI conducted a self-evaluation of its SOR to conduct, administer, and manage the examinations. Umalusi reviewed the submitted report and developed a risk profile for the assessment body.
- b) Evidence-based verification
Umalusi analysed all the evidence documents submitted with the SER to assess SACAI's readiness to conduct, administer, and manage the November 2024 NSC examinations.
- c) On-site verification audit

An on-site audit was conducted at SACAI to verify the submitted evidence and assess their examination systems. During the visit, the following activities were conducted:

- i. Interviews with SACAI officials regarding security measures and the submitted evidence;
- ii. Verification of examination systems, focusing on key focus areas; and
- iii. A visit to the printing facility.

3.3 Summary of Findings

The findings from the document analysis, verification of evidence provided by SACAI, and the on-site audit conducted by Umalusi are detailed below.

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 SACAI has adequate human and financial capacity to manage all examinations and assessment-related activities for the November 2024 NSC examinations.

- b) Registration of candidates and centres
 - i. Candidate's registration

SACAI registered 5 789 candidates for the November 2024 NSC examinations, showing a slight decrease from the 5 814 candidates registered for the November 2023 examinations. During the verification process, it was confirmed that SACAI had completed candidate registration on time.

The processing of applications for 2024 candidates seeking concessions due to learning barriers, in accordance with SACAI's Policy on Screening, Identification, Assessment and Support (SIAS), has been finalised. All relevant concessions and accommodations were communicated to the examination centres.

A total of 341 candidates were granted various types of concessions or accommodations for the November 2024 examinations.

- ii. Registration of examination centres

SACAI established 84 examination centres for the November 2024 NSC examinations, down from 103 centres in 2023. These centres were approved by Umalusi to conduct, administer, and manage the examinations.
- iii. Marking centres

For the November 2024 examinations, SACAI established a single marking centre. The marking centre will host five staggered marking sessions in accordance with the pre-determined marking plan. The centre was audited and found to be compliant with the marking requirements.

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

SACAI has established systems for managing School-Based Assessment (SBA), Practical Assessment Tasks (PAT), and oral assessments. Information sessions were held with SACAI centres and schools to ensure adherence to SACAI's policies and guidelines for the implementation and moderation of these assessments. Internal moderation of SBA, PAT, and oral assessments was scheduled for completion by 21 October, after which Umalusi will conduct external moderation.

- d) Printing, packaging, and distribution

SACAI developed a management plan outlining the processes, procedures, and timeframes for the printing, packing, and distribution of question papers, which was verified by Umalusi. A risk assessment covering printing, packaging, storage, and distribution was conducted, and appropriate mitigating strategies have been implemented. All personnel involved in managing question papers have signed confidentiality agreements. The assessment body has also invested in securing measures across all stages of the value chain.

- i. Printing

The printing of question papers was outsourced, with a signed Service Level Agreement (SLA) in place. Umalusi verified the evidence provided and is and is satisfied with the continuous enhancement of security measures, particularly the expedited vetting of individuals handling live question papers. SACAI will source nine subjects from the Department of Basic Education (DBE) and six from the Independent Examinations Board (IEB), while all remaining papers will be printed by the appointed SACAI service provider.

Quality assurance measures, including proofreading to ensure print standards, were found to be in place. Printed question papers are stored in a secure strongroom, accessible only to the print manager. The strongroom is equipped with monitoring cameras. Umalusi was satisfied with the documented storage standards and procedures.

ii. Packaging

Umalusi is satisfied with the established standards and the documented procedure outlining the storage standards and process flow for the packaging of question papers. Printed question papers are sealed in tamper-proof bags and securely stored in a strongroom.

iii. Distribution

Umalusi verified the detailed management plan for the distribution of consignments to storage at examination centres. Documented security measures for the distribution of question papers to all delivery points are in place and are implementable. Measures regarding the security of storage and delivery details are classified and cannot be disclosed.

e) Monitoring of examinations

SACAI developed a management plan to monitor the conduct of the examinations. Training of chief invigilators and invigilators was completed in accordance with the SACAI management plan.

Risk management plans and mitigation strategies have been developed for each examination centre. Resident monitors will be deployed to all high-risk and newly established examination centres.

f) Marker audit and appointments

The selection and appointment of markers were conducted in accordance with SACAI's policy for the recruitment, selection, and appointment of markers. SACAI has appointed sufficient markers, and no shortages were noted during the Umalusi audit. Notably, Umalusi found that confirmation of appointed markers was not finalised until late in October. Marking will commence in the first week of November 2024 using a staggered approach, with completion scheduled for 6 December 2024. Umalusi will closely monitor the implementation of the staggered marking approach to ensure the credibility of the examinations.

g) Systems for capturing examination and assessment marks

SACAI has demonstrated the system's readiness for capturing the November 2024 examinations and assessment marks through the successful capturing of marks during the June 2024 NSC examinations. To assess the readiness of the mark-capturing system, Umalusi will conduct a dry run of the testing process in November 2024. This will enable Umalusi to identify any potential gaps that could pose challenges during the submission of marks for the standardisation process.

h) Management of examination irregularities

The structure for managing examination irregularities is well-established and in accordance with regulatory provisions. It was found that the Examinations Irregularities Committee (EIC) was functional and had submitted all previous reports to Umalusi on the pre-determined dates set by Umalusi.

Evidence from the verified historical records indicates that SACAI has effectively managed cases of examination irregularities in accordance with the regulations governing the conduct, administration, and management of the NSC examinations.

A Standard Operating Procedure (SOP) and a procedural document outlining the handling and management of irregularities are in place to guide the step-by-step process for addressing such issues.

3.2 Areas of Potential Risk to Compromise the Credibility of the Examinations

Based on the verification audit conducted on SACAI's SOR on 25 September 2024, Umalusi identified the presence of unauthorised personnel near secure areas, particularly the printing area for question papers, as a risk that could potentially compromise the credibility and integrity of the November 2024 examinations. SACAI was required to urgently address this risk. Additionally, Umalusi noted that confirmation of appointed markers was not finalised until late in October 2024.

3.4 Areas of Improvement

No areas for improvement beyond the expected standard were noted.

3.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- a. Late confirmation of appointed markers; and
- b. The presence of unauthorised personnel near the printing area.

3.6 Directives for Compliance and Improvement

SACAI must ensure that:

- a. A management plan is established with clear timelines for confirming appointed markers; and
- b. Stringent measures are implemented to restrict unauthorised personnel from accessing the printing warehouse premises.

3.7 Conclusion

Notwithstanding the identified areas of non-compliance, on which Umalusi provided feedback, Umalusi is satisfied with the intervention strategies submitted by SACAI. These strategies will be closely monitored during the rollout phase of the examination administration.

SACAI has once again met Umalusi's pre-determined standards for the SOR, and the assessment body is encouraged to sustain the areas where progress has been made compared to previous examination preparations.



CHAPTER 4

AUDIT OF APPOINTED MARKERS

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi audit of appointed markers to evaluate whether the internal controls, processes, guidelines, and policies for appointing markers for the NSC examination are correctly followed. The audit also ensures compliance with SACAI requirements, standards, and policies regarding marker appointments. This process verifies that only qualified marking personnel with the necessary qualifications, skills, and experience are appointed.

This chapter presents a report on the audit of appointed markers conducted from 17 to 18 September 2024, using a desktop approach for the November 2024 NSC examinations.

4.2 Scope and Approach

The audit of appointed markers covered the markers, chief markers, and internal moderators. It excluded deputy chief markers and senior markers for the following reasons:

- SACAI does not appoint deputy chief markers due to low enrolments, and
- While SACAI appoints senior markers, this process occurs at the start of the marking period. Senior markers are appointed during the marking guideline standardisation meetings, scheduled to begin in November 2024 and conclude by 3 December 2024. SACAI bases the appointment of senior markers on their performance in marking the authorisation scripts.

Umalusi sampled 21 subjects (Annexure 4A) for the audit of appointed markers.

The evidence submitted by SACAI for the audit included the following:

- The requirements for the recruitment of markers across levels and positions;
- The 2024 circulars and adverts used for the recruitment of markers and the marker application forms issued;
- The spreadsheets, records, electronic files, or database of all appointed markers for all subjects;
- The lists of reserve markers and novice markers for all subjects; and
- The minutes of meetings held during the selection process.

Umalusi used the criteria outlined in Table 4A to evaluate the evidence submitted during the audit process.

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

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

4.3 Summary of Findings

4.3.1 Compliance with Notional Marking Time

- Markers

Umalusi used the notional marking times provided by SACAI, along with the number of scripts per paper and the days allocated for marking, to assess the adequacy of the appointed markers.

In 15 out of the 21 sampled subjects, SACAI appointed markers in accordance with the notional marking time. However, for Afrikaans Home Language (HL) Paper 1, Paper 2, and Paper 3, the notional time per script is 25, 25, and 28 minutes, respectively. Of the 10 appointed markers, three were designated to mark all three papers, three were appointed for Paper 1 and Paper 3, one for Paper 1 and Paper 2 only, two for Paper 2 only, and one for Paper 1 only. This arrangement resulted in a shortfall of eight markers for Paper 1, and six markers each for Paper 2 and Paper 3.

In Consumer Studies, SACAI appointed five makers instead of the required seven. In Engineering Graphics and Design, SACAI appointed only two markers instead of four. In Physical Sciences, SACAI appointed 15 markers, with five assigned to both papers, three to Paper 1 only, and seven to Paper 2 only. This resulted in a shortfall of four markers.

In Tourism, SACAI appointed five markers instead of the required 12. With only five markers, it is unlikely that they will be able to complete marking within the allocated seven-day period. This highlights a shortage of markers in the subject; however, SACAI plans to re-advertise and appoint additional markers.

b) Chief markers and internal moderators

According to SACAI's marking policy, the examiners and internal moderators of NSC question papers are appointed as the chief markers and internal moderators for marking, respectively. In exceptional cases where this is not possible, the examiner and moderator are expected to attend and lead memo discussions before their duties as chief markers or moderators are handed over to substitutes appointed by SACAI. In 11 out of the 21 subjects, examiners and internal moderators were appointed as chief markers and internal moderators, respectively, for marking.

Umalusi discovered that no chief marker was appointed for Consumer Studies and Tourism due to low enrolments. In Afrikaans HL Paper 1, Paper 2, and Paper 3, two chief markers were appointed: one was responsible for Paper 1 and Paper 2, while the other was assigned to Paper 3 only. Two internal moderators were also appointed for Afrikaans HL, with one responsible for Paper 1 and Paper 3, and the other for Paper 2 only. SACAI fully complied with its policy requirements in this regard.

In English First Additional Language (FAL), one chief marker was appointed for Paper 2 only, while another was appointed for the remaining two papers. SACAI fully complied in this regard.

In Mathematics and Life Sciences, one chief marker was appointed for both Paper 1 and Paper 2 in each subject. However, no internal moderator was appointed for either Mathematics paper.

For Physical Sciences, one chief marker and one internal moderator were appointed for both Paper 1 and Paper 2. The internal moderator was responsible for overseeing both Papers.

SACAI appointed one chief marker in Agricultural Sciences to oversee both Paper 1 and Paper 2. No internal moderator was appointed due to the relatively small enrolment number in this subject. Additionally, one chief marker was appointed for all three papers in English HL Paper 1, Paper 2, and Paper 3. However, no internal moderator was appointed for the English HL papers. In Economics Paper 1 and Paper 2 and Geography Paper 1 and Paper 2, SACAI appointed one chief marker to oversee both papers, with one internal moderator appointed for both papers in Economics and Geography.

4.3.2 Qualifications and Subject Specialisation

In line with SACAI's marking policy, the minimum qualification for appointment as a marker, senior marker, chief marker, or internal moderator is a recognised bachelor's degree or a REQV 14 post-school qualification. This qualification must include the subject to be marked at the second- or third-year level or an equivalent post-matric qualification deemed appropriate.

a) Markers

Based on the spreadsheet submitted to Umalusi, all appointed markers possessed the relevant qualifications and subject specialisations, meeting the requirements for marking at the Grade 12 level.

b) Chief markers and internal moderators

Chief markers and internal moderators were appropriately qualified teachers, holding relevant qualifications and subject specialisations. Their qualifications ranged from a recognised bachelor's degree to a PhD. SACAI fully complied with its policy requirements in this regard.

4.3.3 Teaching Experience

a) Markers

SACAI requires applicants to have a minimum of four to five years of teaching experience in the Further Education and Training (FET) phase in the subject applied for, with at least two years of experience teaching the subject at Grade 12 level within the past three years, regardless of the assessment body.

The appointed markers had more than five years of teaching experience, with between two and five years of teaching experience in the subject they applied to mark. All appointed markers taught Grade 12 during the current academic year at centres or schools registered to conduct the NSC examinations under SACAI, the IEB, or the DBE.

b) Chief markers and internal moderators

SACAI's marking policy does not specify the number of years of teaching experience required before appointing chief markers and internal moderators. However, Umalusi verified that all appointed chief markers and internal moderators possessed substantial teaching experience, ranging from five years to over 20 years, in the subjects for which they were appointed. Their experience was gained through SACAI, the DBE, and/or the IEB.

4.3.4 Marking Experience

a) Markers

SACAI's marking policy states that prior experience as a marker is advantageous for applicants. However, applicants with minimal or no experience in marking NSC examination scripts may be appointed on a probationary basis for one marking session. The majority of appointed markers were experienced teachers, with marking experience ranging from four years to over 20 years. Novice markers were also appointed, with their marking experience ranging from zero to less than three years.

b) Chief markers and internal moderators

SACAI's updated marking policy does not specify the required number of years of marking experience for candidates to be appointed as chief markers or internal moderators. Instead, the policy stipulates that the examiner and moderator for a specific NSC question paper must be appointed as the chief marker and internal moderator during the marking process. All appointed chief markers and internal moderators complied with this policy, as they were the designated examiners and moderators of the question papers they were appointed to oversee.

4.4 Areas of Improvement

No areas for improvement were identified during the audit process.

4.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- a. Shortages of markers in relation to notional marking times were observed in the following subjects: Hospitality Studies; Tourism; Afrikaans HL Paper 1, Paper 2, and Paper 3; Consumer Studies; EGD Paper 1 and Paper 2; and Physical Sciences Paper 1 and Paper 2;
- b. No internal moderators were appointed for English HL Paper 1, Paper 2, and Paper 3, and Mathematics Paper 1 and Paper 2; and
- c. No chief marker was appointed for Physical Sciences Paper 2.

4.6 Directives for Compliance and Improvement

SACAI must ensure the following:

- a. An adequate number of markers are appointed for all subjects in alignment with the notional marking times; and
- b. Internal moderators and chief markers are appointed for all examination papers.

4.7 Conclusion

SACAI demonstrated adherence to most of its marking policy requirements in appointing markers, chief markers, and internal moderators for the November 2024 NSC examinations. However, SACAI must strengthen its criteria for appointing markers at all levels by explicitly specifying the required years of experience for each role.



CHAPTER 5

MONITORING OF THE WRITING AND MARKING
OF EXAMINATIONS



CHAPTER 5: MONITORING OF THE WRITING AND MARKING OF EXAMINATIONS

5.1 Introduction

Chapter 5 provides an account of the compliance evaluation conducted by monitoring the conduct, administration, and management of the SACAI November 2024 NSC examinations.

The examination administration commenced on 15 October 2024 and concluded on 27 November 2024. The marking followed, in accordance with the staggered marking management plan, from 1 November to 6 December 2024.

This chapter presents the findings in two sections: Section A, which focuses on monitoring the writing of the examinations, and Section B, which covers monitoring the marking of the examinations. It also highlights areas of non-compliance, which translate into directives for compliance and improvement, requiring the development of an improvement action plan.

5.2 Scope and Approach

SACAI established 84 examination centres for the writing of the November 2024 NSC examinations and one centralised marking centre. Umalusi monitored 66 of these examination centres, including the marking centre. Additionally, Umalusi senior management and executives conducted oversight monitoring visits to several SACAI writing centres and one established marking centre.

The data presented in this report was collected using the instrument for monitoring the writing of examinations and marking centres, as well as related methodologies, observations, and interviews.

5.3 Summary of Findings

The reported information and conclusions are based on the findings from the 66 examination centres and the one marking centre monitored. These findings were further contingent on the availability of evidence and data at the examination centres and the marking centre during Umalusi's visit.

SECTION A: Monitoring of the Writing of Examinations

Umalusi monitored a selection of SACAI writing centres, and the following is a summary of its findings.

5.3.1 General Administration

a) Management of examination question papers

The findings indicate that 66 monitored centres complied with the prescribed rules for the general administration of question papers.

Consignments were delivered to the examination centres according to SACAI's delivery schedule via the courier service contracted by SACAI. Chief invigilators received the consignments, verified that the question papers delivered were correct, and ensured they were sealed in the lockable containers provided by SACAI. However, at one examination centre, the consignment was received by an unauthorised person. All the monitored examination centres were in possession of dispatch documents duly signed by the designated officials.

b) Appointment records of invigilators

Chief invigilators were appointed in writing by SACAI; however, letters of appointment were unavailable for verification in four examination centres. While SACAI trained chief invigilators through virtual meetings, evidence of such training could not be verified in two centres.

Although invigilators were appointed in writing, their appointment letters lacked signatures at one examination centre. The appointed invigilators included community members. While invigilators were trained for the current examination cycle, evidence of training was unavailable at two examination centres.

c) Management of invigilator attendance

All monitored examination centres had enough invigilators, adhering to the 1:30 ratio rule. Invigilation timetables were available in most centres, except for 12 examination centres. Relief invigilation timetables were unavailable in six centres. While invigilators signed the attendance registers, one examination centre had an unsigned attendance register.

d) Management of examination documents

All monitored examination centres complied with the following criteria:

- i. A copy of the official timetable for the current examinations was available.
- ii. All candidates were registered to write the examinations.
- iii. Examination files were available.

Umalusi verified the documents in the files and noted that 18 sampled examination centres did not have all the required documents in their files.

5.3.2 Credibility of the Writing of the Examinations

This sub-section reports on the credibility of the writing of the examinations, evaluated against the regulations governing the conduct, administration, and management of the SACAI November 2024 NSC examinations.

a) Security and supply of question papers

Security measures regarding the supply of examination consignments were complied with at all monitored examination centres. Consignments were stored in a secure environment upon arrival at the examination centres. Strong rooms or safes were available for the safekeeping of examination materials. Question papers were sealed before being distributed to the examination rooms. For the practical sessions of CAT and IT Paper 1, computers were checked a day prior to the examination session.

However, five monitored examination centres did not have strong rooms. At one of these centres, examination material was not stored in a secure place upon arrival because the strong room was inaccessible due to the unavailability of the key at the time of Umalusi's visit.

b) Admission of candidates in the examination room

Umalusi observed that 66 examination centres complied with the rules for admitting candidates into the examination rooms. Invigilators verified candidates' admission letters and ID documents. Seating plans were available for all subjects written, and candidates were seated accordingly. All candidates, including latecomers within the regulated timeframe, were admitted to the examination rooms. However, at one centre, candidates were admitted only 20 minutes before the commencement of the examination, contrary to the required 30 minutes.

c) Conduciveness of the examination room

Umalusi observed that the environment in all monitored SACAI examination centres was conducive to the writing of examinations, with all required amenities in place.

d) Administration of the writing session

The administration of the writing session was well-managed in 63 monitored examination centres. However, Umalusi observed the following issues:

- i. One examination centre did not have an information board.
- ii. Two monitored examination centres did not check calculators for compliance.

In centres where candidates were granted concessions, such as extra time, the accommodations were provided as stipulated.

e) Compliance with examination procedures

Verified evidence revealed that 63 monitored examination centres fully complied with the prescribed examination procedures.

However, Umalusi noted several deviations during the monitoring process. SACAI did not verify the SOR at three examination centres.

The following procedural violations were observed:

- i. At one examination centre, question papers were not distributed on time;
- ii. In three monitored examination centres, question papers were not checked for technical accuracy with candidates;
- iii. Candidates were allowed more than the prescribed 10 minutes of reading time at one examination centre;
- iv. Another centre started the examination 10 minutes later than the scheduled time on the timetable;
- v. An incorrect Geography Paper 2 was initially distributed to candidates but was later retrieved and replaced with the correct version. This led to a one-hour delay in starting the examination, with candidates granted an additional hour to complete it, causing the examination to end later than scheduled;
- vi. At one monitored examination centre, not all candidates were escorted to the toilet by an invigilator;.

f) Handling of answer scripts

Umalusi observed that scripts were managed in accordance with the prescribed procedures. At the end of the writing session, or when candidates indicated they had finished, scripts were counted and packed in sequence with the mark sheets. The scripts were sealed in official bags provided by SACAI and locked in crates, which were then stored securely until collection by the contracted courier service.

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

Umalusi noted five incidents that could potentially impact the credibility of the examination session:

- i. A candidate tore a page out of the answer book before submitting it.
- ii. A candidate was found in possession of a cell phone and crib notes.
- iii. Not all candidates were escorted by invigilators to the toilet at one centre.
- iv. A strong-room was not available for the safekeeping of examination material.

SECTION B: Monitoring the Marking of the Examinations

SACAI conducted the marking of scripts with a staggered programme at one marking centre. The findings from Umalusi's monitoring of the process are detailed below.

5.3.3 Planning and Preparations

a) Appointment of marking personnel

Umalusi verified the signed list of appointed marking personnel and confirmed its concurrence with the approved list of markers during its second visit, as the list was not available for verification during the first visit.

b) Availability of marking management plans

A marking management plan was in place at the marking centre. Markers reported for marking according to the staggered marking plan. However, not all markers reported as planned, and the arrival time at the centre differed from the norm scheduled time. The DBE full-time educators appointed as SACAI markers reported for duty at 12h00.

c) Availability of scripts and marking guidelines

SACAI provided the marking centre with marking guidelines/memoranda on time in preparation for the marking session, which commenced on 1 November 2024. All scripts for the allocated subjects were prepared and made available for marking on the day of the Umalusi visit.

d) Storage and safekeeping of scripts

Scripts were packed in labelled boxes, placed in crates, and locked in cages inside the control room under the supervision of the security guard. Surveillance cameras and alarm systems were used as additional layers of security at the marking centre.

e) Management and control of scripts

All scripts were controlled using script control forms, per SACAI's prescribed script control procedures. Each script was manually verified before storage. The security company contracted by SACAI accompanied all script movements within the marking centre.

5.3.4 Resources (Physical and Human)

a) Suitability of the infrastructure and equipment to facilitate marking

The marking centre had adequate space to accommodate all subjects to be marked according to the staggered marking plan. The control room was spacious enough to accommodate all the subjects to be marked. The furniture was sufficient and suitable for the purpose of marking. The marking centre was also equipped with the necessary communication facilities.

b) Capacity and availability of marking personnel

Umalusi noted that not all the appointed markers turned up as per the audited mark list. The DBE full-time educators appointed as SACAI markers reported on duty at 12h00.

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

The marking centre was conducive to marking. There were enough marking rooms to accommodate all the subjects marked. Three markers were provided overnight accommodation.

- d) Quality of food provided for markers

The meals provided at the marking centre were of good quality.

- e) Compliance with occupational health and safety requirements

The marking venue complied with all Occupational Health and Safety requirements. All fire extinguishers were serviced in June 2024.

5.3.5 Provision of Security Measures

- a) Access control into the marking centre

Security personnel monitored the entrance to the marking centre. No unauthorised person was allowed to enter the marking venue. All markers and visitors signed the register before entering the marking venue.

- b) Movement of scripts within the centres: Script control room and marking rooms

Script controllers kept a record of all scripts allocated to markers. All scripts were signed for and scanned before being dispatched to the marking rooms. Security guards escorted all the scripts during their movement.

5.3.6 Training of Marking Personnel

- a) Quality and standard of training sessions across subjects

Training of the marking personnel was conducted and took place as planned. Umalusi could not confirm the signed attendance register for training in the absence of documented evidence. Additionally, the marking centre file could not be verified since it was unavailable during the monitoring visit by Umalusi.

However, Chapter 6 on Marking Guidelines Standardisation and Verification of marking will report on the quality and standard of training sessions.

- b) Adherence to norm time

The daily norm time was established from 07h00 to 19h00, except for the full-time DBE educators, who started marking at 12h00. SACAI ensured that the norm time was adhered to.

5.3.7 Management and Handling of Detected Irregularities

All marking personnel were trained on the procedure for handling identified irregularities during the marking process. A marker who identifies an irregularity must report it to the chief marker, who will assess whether there is evidence of an irregularity. The chief marker responsible completes an irregularity form and submits it to the centre manager. The matter is then handed to the SACAI Examination Irregularities Committee.

5.4 Areas of Improvement

Nothing observed at the monitored centres exceeded the expected standard in both the writing and marking of the examinations.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. Calculators were not checked for compliance;
- b. A strong room/safe for the safekeeping of examination consignments was unavailable at the writing centres;

- c. Not all candidates were escorted to the toilet;
- d. Absence of invigilator/relief invigilator timetable;
- e. Examination and marking files did not contain all the required documents;
- f. Appointment letters for chief invigilators were not available;
- g. Delay in the examination due to the replacement of the Geography Paper 2 question paper; and
- h. The marking centre manager was not fully trained.

5.6 Directives for Compliance and Improvement

SACAI must ensure that:

- a. All centres where examination materials are stored have strong rooms or double -locking safes available;
- b. The writing and marking files contain all the required documents;
- c. The training of invigilators is enhanced;
- d. All chief invigilators are appointed in writing;
- e. Extensive proofreading of question papers is conducted before printing and dispatch; and
- f. The marking centre manager is adequately trained to respond to all questions related to their duties.

5.7 Conclusion

The findings from the conducted monitoring suggest that SACAI successfully conducted, administered, and managed the examinations to an acceptable level of compliance across all monitored examination centres, including its preparation for marking at the established marking centre. However, Umalusi recommends that SACAI take note of the listed non-compliance issues and directives provided in this report and submit mitigating strategies to address these concerns.



CHAPTER 6

MARKING GUIDELINE DISCUSSIONS AND VERIFICATION
OF MARKING



CHAPTER 6: MARKING GUIDELINE DISCUSSIONS AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi quality assures the assessment bodies' marking of the NSC examination scripts to confirm the fairness, validity, and reliability of the marking process. This quality assurance involves two key processes: the standardisation of the marking guidelines and the verification of the marking. Umalusi participated in the marking guideline standardisation meetings held by SACAI for the November 2024 NSC examinations, where the marking guidelines were approved and signed off. Following this approval, Umalusi proceeded with the verification of the marking process to ensure its fairness.

This chapter reports on the marking guideline standardisation meetings and the verification of the marking process for the November 2024 NSC examinations conducted by SACAI.

6.2 Scope and Approach

This section of the report outlines the scope and approach for the marking guideline standardisation meetings and the verification of the marking process.

6.2.1 Marking Guideline Standardisation Meetings

Umalusi sampled 15 subjects, comprising 32 question papers (Annexure 6A), for the online and/or onsite marking guideline standardisation meetings. These meetings were staggered on different dates for each subject and question paper. While most meetings were held onsite, some were conducted online via Microsoft Teams.

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

Table 6A: 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 examining panels for each question paper, alongside the preparation process for marking by senior marking personnel. Part B delved into the processes and procedures involved in the marking guideline standardisation meetings, with particular emphasis on the mediation of the marking guidelines during these sessions. Part C evaluated the quality of the marker training provided and the quality of the final marking guidelines.

6.2.2 Verification of Marking

Umalusi sampled 15 subjects, comprising 32 question papers, for verification of marking, as outlined in Annexure 6A.

The analysis and evaluation of the marking for these sampled subjects were based on the criteria specified in Table 6B.

Table 6B outlines four criteria, each containing a varying number of quality indicators:

- Criterion 1 focuses on policy matters;
- Criterion 2 examines adherence to marking guidelines;
- Criterion 3 evaluates the quality and standard of marking and internal moderation; and
- Criterion 4 assesses candidates' performance.

Table 6B: Umalusi criteria for verification of marking

| Criterion 1: Policy matters | Criterion 2: Adherence to the marking guidelines | Criterion 3: Quality and standard of marking and internal moderation | Criterion 4: 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 guidelines and processes followed | Internal moderation of marking | |
| | | Addition and transfer of marks | |

6.3 Summary of Findings

This section summarises the findings from the marking guideline standardisation meetings and the verification of the marking process.

6.3.1 Marking Guideline Standardisation Meetings

a) Preparatory Work

i. Pre-marking guideline standardisation meeting

The chief markers and internal moderators at SACAI conduct their pre-marking guideline standardisation meetings prior to the marking guideline standardisation meetings. During these meetings, they mark five dummy scripts as prescribed by SACAI.

SACAI has scheduled the pre-marking and marking guideline standardisation meetings between 1-25 November 2024, with the dates staggered across different subjects.

ii. Preparation by senior marking personnel

All senior marking personnel at SACAI were required, in accordance with SACAI's marking policy, to pre-mark five dummy scripts per question paper before the pre-meeting for the marking guideline standardisation. In contrast to the previous examination cycle, where most senior marking personnel did not comply with the requirement to pre-mark five dummy scripts, SACAI ensured that all senior marking personnel marked the required sample of five or more dummy scripts. This preparation contributed to the marking guideline standardisation discussions.

The pre-marking of five dummy scripts was completed for all sampled subjects except for one. In Afrikaans FAL Paper 1, both the chief marker and internal moderator marked only three scripts.

For Mathematics Paper 1 and Paper 2, the chief markers, internal moderators, and senior markers marked 15 dummy scripts each, exceeding the specified quota. In Life Sciences Paper 1, the sample of five marked dummy scripts included two English and three Afrikaans scripts, ensuring a spread across both English and Afrikaans versions.

b) Marking Guideline Standardisation Meetings**i. Processes and procedures**

SACAI successfully organised and managed all the marking guideline standardisation meetings for the sampled subjects. The chief markers or internal moderators chaired and led the meetings for the selected subjects, clearly outlining the procedures to be followed during the marking guideline standardisation meetings.

The logistical arrangements for the marking guideline standardisation meetings were well-managed. The venues where the meetings took place were well-organised, neat, and orderly.

ii. Mediation of the marking guidelines

The marking guideline standardisation meetings were rigorous for most of the selected subjects. Senior marking personnel were well-prepared for the meetings, contributing significantly to the discussions by proposing alternative responses, which were discussed and, where valid, included as correct responses.

Umalusi approved all valid alternative responses and marking directives, incorporating them into the marking guidelines to enhance the marking process. The inclusion of these alternative responses and marking directives did not impact the cognitive levels of the question papers.

Alternative or additional responses were observed in subjects such as Business Studies Paper 1, Mathematical Literacy Paper 1, Tourism Paper 1, Life Sciences Paper 1 and Paper 2, Accounting Paper 1, and Geography Paper 1 and Paper 2. In Mathematics Paper 1, only minor corrections were made to address typing errors in the question paper. These adjustments facilitated the marking process without altering the standard of the question paper. In Mathematics Paper 2, two different correct solutions to Question 4.5 were included in the marking guideline. These changes to the marking guidelines did not affect the cognitive levels or the difficulty of the questions across any of the question papers.

The tolerance ranges for each question paper were discussed and agreed upon for most subjects, except for Geography Paper 1. The external moderator requested that this matter be discussed before the training of markers commenced. Prior to the start of the meeting, the internal moderator and the chief marker ensured that the tolerance range was determined as planned.

SACAI adhered to the quality indicator regarding the mediation of the marking guidelines. Where changes or additions were necessary, the correct procedures were followed.

c) Training and quality of the final marking guidelines**i. Training of markers**

The training of markers is designed to ensure that appointed markers for all subjects are adequately prepared to mark candidates' scripts in alignment with the approved marking guidelines. The training also aims to foster a shared understanding and consistent application of the final, amended, and signed-off marking guidelines.

All the marking personnel underwent training and reviewed all training and authorisation scripts, as prescribed by SACAI. Participants were able to identify alternative answers to the original ones. SACAI ensured that the tolerance range for Geography Paper 1 was discussed and agreed upon prior to the training and submitted evidence to Umalusi. Overall, the training of markers was conducted effectively, meeting SACAI's requirements.

ii. Quality of the final marking guidelines

The marking guidelines were clear and unambiguous. The inclusion of alternate answers ensured that the guidelines provided sufficient detail to support consistent and reliable marking.

6.3.2 Verification of Marking

a) Policy Matters

i. Statistics

The quality indicator assesses whether sufficient personnel were appointed to mark the available candidates' scripts across all question papers.

As per SACAI's marking policy, the ratio of markers to senior markers should be 1:5, i.e. one senior marker for every five markers. This ratio is dependent on the number of available scripts and the number of days allocated for marking.

The 1:5 ratio was maintained for the following subjects: all papers of Afrikaans FAL; Accounting Paper 1 and Paper 2; Economics Paper 2; Business Studies Paper 1; English HL Paper 1 and Paper 2; English FAL Paper 1, Paper 2, and Paper 3; Physical Sciences Paper 1 and Paper 2; Life Sciences Paper 1; and Tourism Paper 1.

However, the 1:5 ratio of senior markers to markers was not met in several subjects, including Business Studies Paper 2 (1:6.5), Life Sciences Paper 2 (1:7), Economics Paper 1 (1:7), Life Sciences Paper 2 (1:7), English HL Paper 3 (1:8), History Paper 1 (1:9) and Paper 2 (1:9), Mathematical Literacy Paper 1 (1:9) and Paper 2 (1:9), and Mathematics Paper 1 (1:6) and Paper 2 (1:9 and 1:10).

Notably, two of the seven markers in Economics were proficient in Afrikaans, which was commendable as it strengthened the marking and moderation of Afrikaans scripts.

No senior markers were appointed in Geography Paper 1 and Paper 2, CAT Paper 1 and Paper 2, English HL Paper 3, EGD Paper 1 and Paper 2, and CAT Paper 1 and Paper 2 due to low candidate enrolment. In these cases, the moderation was carried out by the internal moderators and chief markers.

Despite the absence of senior markers in some subjects, there was clear evidence that sufficient moderation was conducted by the internal moderators and chief markers throughout the marking session.

In most subjects, SACAI did not fully comply with the quality indicator. The number of appointed markers and the available candidate scripts were not always fully considered when appointing senior markers.

ii. Official appointment of markers

All appointed markers were in possession of official appointment letters, which clearly indicated the question paper and the capacity in which they were appointed. Upon arrival, all markers were verified and authenticated, using a biometrics instrument for this process.

b) Adherence to the Marking Guidelines

i. Application of the approved marking guidelines

Umalusi confirmed that, for all the verified subjects, the marking guidelines used during the marking process were those approved and signed off by Umalusi following the marking guideline standardisation meetings.

- ii. Evidence of changes and/or additions to the marking guidelines and processes followed

The quality indicator assesses whether any changes or additions were made to the marking guidelines and whether the appropriate processes were followed. In instances where changes or additions were made to the marking guidelines after the marking guideline standardisation meeting, these were approved by Umalusi.

In Tourism Paper 1, several changes were made to the marking guidelines. For example, in Question 1.1.17, the correct answer was changed from A to C. In Question 2.2, the allocated four marks were adjusted to three to align with the question paper's mark allocation. Additionally, marks were awarded for the correct addition sign in Questions 2.1 and 2.9, and extra ticks were applied in Questions 2.8 and 8.1.3.

These changes and additions did not compromise the quality of the question paper nor impact their cognitive levels.

c) **Quality and Standard of Marking and Internal Moderation**

- i. Quality and standard of marking

This quality indicator assesses the quality and standard of marking during the marking process. The verification of the marking for the selected subjects showed that the marking was consistent in most respects. When deviations arose, external moderators in discussed with the chief markers and internal moderators, who communicated with the senior markers. Senior markers took steps to ensure that the markers complied with the necessary changes and/or additions. The allocation of markers per question proved effective, as it helped minimise the number of mistakes during the marking process. However, the following exceptions were noted:

In Business Studies Paper 1, in Question 3.5, split ticks were not applied as indicated in the marking guideline. As a result, markers awarded candidates four marks instead of the prescribed two marks. Furthermore, markers only marked the core word to allocate a mark, rather than placing the sentence within the context, as required by the guidelines. In Question 2.7 on Strategy Evaluation, some markers confused strategy implementation with strategy evaluation, leading them to credit candidates for answers related to strategy implementation instead of strategy evaluation.

In English FAL Paper 3, two novice markers experienced challenges with marking within the agreed tolerance range. To address this, the markers were retrained in using rubrics and provided with additional support. Despite these challenges, the verification of the marking for the selected subjects revealed that, overall, the marking was consistent in most respects. Where marking challenges were identified, they were promptly addressed and corrected.

- ii. Internal moderation of marking

This quality indicator assesses whether internal moderation was conducted and if it met the required standards. Internal moderation was evident in the candidates' scripts, as indicated by the use of different coloured pens. The extent of internal moderation met the required quota of 10% to 15% across batches of the verified subjects.

The chief markers and internal moderators conducted whole-script moderation in Afrikaans FAL Paper 1 and Paper 2; English FAL Paper 1, Paper 2, and Paper 3; Business Studies Paper 1; English HL Paper 1, Paper 2, and Paper 3; History Paper 1 and Paper 2; Mathematics Paper 1 and Paper 2; and Life Sciences Paper 1 and Paper 2.

In Afrikaans FAL Paper 3, the senior markers moderated only the questions they were responsible for, rather than the entire script. The chief marker also moderated selected questions per script in a batch. In Accounting Paper 1, the chief marker and internal moderator moderated one or two questions in each script.

Internal moderation was carried out continuously, with rigorous and ongoing consultation between senior marking personnel and the rest of the teams. A minimum of 10% was moderated across all subjects and at all levels.

iii. Addition and transfer of marks

This quality indicator assesses the accuracy of mark calculation, capturing, and the transfer of marks per script. Umalusi identified instances of incorrect calculation and/or totalling of marks in certain subjects. These issues were returned to the examination assistants via chief markers for correction.

In Life Sciences Paper 1, Umalusi observed errors in the addition of marks in some candidates' scripts, with variations of ± 1 or ± 2 marks noted in a few instances. In Business Studies Paper 1, the calculation of marks by some markers was incorrect in Question 3.3, where a marker exceeded the maximum of six marks allowed for the question. This issue was later rectified. In English HL Paper 2, an error occurred in one script, where the final mark was recorded incorrectly by 12 marks—a mistake made by both the marker and senior marker. The chief marker identified the discrepancy and corrected the totals.

The thorough and consistent training of markers significantly contributed to ensuring uniformity in the allocation of marks, the accurate addition of totals, and the precise transfer of marks from the scripts to the marksheets in most of the subjects.

d) Candidates' Performance

During the verification of the 32 question papers, the overall performance of candidates exhibited variations across the subjects. The analysis of candidate performance in the verified subjects is summarised as follows:

Accounting Paper 1: Candidates experienced significant challenges with analysis and interpretation questions. They struggled to identify and quote relevant information based on the questions provided. Performance was notably poor in Question 1.1, which required candidates to calculate the correct net profit after tax, and in Question 1.2, which focused on the 'Statement of Financial Position.' In Question 1.1, many candidates approached the calculation as if they were preparing a Statement of Comprehensive Income. This misinterpretation led them to use pre-adjustment amounts and attempt to adjust them, resulting in the loss of marks. Additionally, a lack of understanding of the required format caused errors in details and amounts. In Question 1.2, candidates demonstrated difficulty in transferring amounts correctly to Question 1.3, further impacting their performance.

In Paper 2, most candidates performed poorly in Question 1.1, 'Cash Journals,' Question 1.1.2, 'Bank Reconciliation Statement,' Question 1.1.4, 'Calculation of Card Sales,' and particularly dismally in Question 1.1.5, 'Internal Control.' A few candidates also performed poorly in Question 4.1, 'Debtors Collection Schedule,' and Question 4.4, 'Control of Packing Material and Water and Electricity.' They often calculated figures incorrectly. Overall, the performance in Accounting was poor, as most candidates struggled with basic accounting concepts.

Afrikaans FAL Paper 1, Paper 2, and Paper 3: In Paper 1, Section C posed a challenge due to a lack of vocabulary. In Question 4.3.2, candidates struggled with the word 'Mismoedig.' The term 'Die Vergelyking' in Question 5.2.4 was particularly difficult for most candidates.

In Paper 2, candidates did not perform well across all the genres.

However, candidates performed better in Paper 3, where they made appropriate choices in all three sections (eight choices in Section A, four choices in Section B, and three in Section C) and excelled in answering all questions.

Business Studies Paper 1 and Paper 2: In Paper 1, candidates performed poorly in Question 4.1, where they struggled to respond to questions on 'Consumer Rights.' In Question 4.2.2, most candidates provided general responses, some focusing on its purpose instead of the positive

impact (advantages). In Questions 4.7 and Question 4.8, it was evident that candidates continued to struggle with the sub-topic 'Quality of Performance.'

In Paper 2, candidates struggled with Question 2.5, as they were unable to link the success and failure factors in 'Management and Taxation' with a 'Public Company.' In Question 3.5, candidates confused 'Diversity' with 'Cultural Rights in the Workplace.' Performance was poor in questions related to 'Leadership Theories versus Styles.' Candidates' responses were vague or incorrect on basic concepts in Question 4.5, where they misinterpreted 'Race' as 'Racism,' altering the intended meaning of their answers. In Question 6.2, candidates confused the real causes of 'Conflict in the Workplace' with personal/individual conflict issues between two parties. In Business Studies, Umalusi noted that most candidates struggled with basic concepts of the subject.

Computer Applications Technologies Paper 1 and Paper 2: The performance of candidates was generally concentrated in the lower to mid-range, with only a few achieving average or above-average scores.

In Paper 1, candidates struggled with basic skills, particularly those expected from Grade 10, leaving many questions unanswered in Question 4. In Question 4.3, many candidates failed to use 'Absolute Cell References,' resulting in lost marks. Question 7 was the most poorly answered section, with candidates facing difficulties in tasks such as using non-breaking hyphens in Question 7.2, 'Sorting Data' in Question 7.3, and 'Applying Gradients' in Question 7.4. Furthermore, candidates struggled with moving graphs to separate sheets in Question 7.5 and linking objects between programmes in Question 7.6.

Economics Paper 1 and Paper 2: The performance of candidates ranged from poor to good.

In Paper 1, Question 4 on 'Macroeconomics and Economic Pursuits' posed challenges, as candidates struggled to respond to questions related to the 'Economic Pursuits' sub-topic. In Question 5 on 'Macroeconomics,' despite being a popular essay question, many candidates performed poorly. This sub-topic, focused on 'International Trade,' revealed limited knowledge and understanding among candidates.

In Paper 2, Questions 2.2, 2.3, and 2.4, which required content recall, were not answered well. Additionally, Question 2.5, which demanded higher-order thinking skills, was poorly performed.

EGD Paper 1 and Paper 2: The performance of candidates was concentrated in the lower to mid-range.

In Paper 1, candidates performed poorly in Question 3 on '2-Point Perspective.' While many struggled to convert 2-dimensional views into 3-dimensional perspective drawings, a notable number could at least determine the vanishing points correctly.

In Paper 2, candidates faced challenges with Question 4 on 'Mechanical Assembly,' struggling with basic components and features, as well as the ability to re-draw parts to scale. Question 1 on 'Mechanical Analytical' proved particularly difficult, with most candidates demonstrating poor interpretation of mechanical assembly drawings, limited understanding of Third Angle Orthographic Projection, inadequate knowledge of bolts and nuts, and a weak familiarity with SANS 10111 drawing rules and conventional representations.

English FAL Paper 1, Paper 2, and Paper 3: The performance of candidates was unevenly distributed.

In Paper 1, candidates struggled with Question 5 on 'Language and Editing Skills.' The most challenging aspects included Question 5.2 on 'Reported Speech,' Question 5.12 on 'Combining Two Sentences,' and Question 5.13 on identifying the part of speech used.

In Paper 2, the majority of candidates performed at Levels 1 and 2. Candidates particularly struggled with Question 7 on 'The Lighthouse Keeper's Wife.' Many found even the basic questions difficult, with open-ended and irony questions posing significant challenges.

In Paper 3, overall performance ranged from Levels 5 to 7, as most candidates were familiar with the required formats and structures of texts in this paper.

English HL Paper 1, Paper 2, and Paper 3: The performance of candidates was fair overall.

In Paper 1, however, candidates performed poorly. In Question 3, 'Analysing Advertising,' candidates demonstrated a satisfactory understanding of the advertisement, but middle and higher-order questions proved challenging for most. While many candidates could describe the advertisement, they failed to interpret deeper meanings or read beyond the obvious. Many also struggled with the question on 'Advertising Technique.' Although they needed to identify a single technique from a host of alternatives, they were often unable to name the technique. Instead, they provided an example and discussed it, earning one or two marks rather than the full three marks. Regarding the two linguistic questions, candidates performed well on one, but struggled with explaining the purpose of the ellipsis in the context in which it was used.

History Paper 1 and Paper 2: The performance of candidates in both History papers was generally poor.

In Paper 1, most candidates answered two source-based questions: Question 1 on 'Internal Resistance to Apartheid,' Question 2 on 'The Truth and Reconciliation Commission,' and Question 3 on 'Globalisation.'

In Paper 2, the weakest performance was observed in Question 4 on 'Vietnam.' Although this question was popular, candidates struggled to take a clear stance on whether they agreed with the statement: "The Vietnam War (1954-1976) was characterised by an overwhelming number of casualties, the use of chemical weapons, and extensive media coverage." Similarly, in Question 5 on 'The Congo,' candidates were unable to critically discuss whether Mobutu Sese Seko succeeded in achieving political, economic, and social stability in the Congo after its independence in the 1960s. In Question 6 on 'The Black Power Movement,' candidates found it challenging to effectively explain the extent to which Malcolm X, Stokely Carmichael, and the Black Panther Party succeeded in achieving justice and racial equality for African Americans in the USA during the 1960s.

Geography Paper 1 and Paper 2: Overall, the performance of the candidates was fair.

In Paper 1, candidates struggled in several key areas: Question 2 on 'Geomorphology,' many candidates were unable to explain the term 'Baseflow,' which should have been a straightforward question. In Question 2.3.2, candidates failed to compare the underlying rock structures at points A (Dendritic Stream Pattern) and B (Trellis Stream Pattern), as shown in the diagram. Question 2.3.5(b), a higher-order question, required candidates to provide a factor and explain how the 'Drainage Pattern' identified in Question 2.3.5(a) develops, but this was also poorly answered. In Question 3, candidates struggled to draw a free-hand sketch of the 'Slope' from spot height 1431 in the north-western corner of the Orthophoto Map to the road at point 1. Most candidates did not earn any marks for this question, indicating a lack of knowledge in representing slopes using contour lines. Question 3.1.5, which focused on calculating the 'Vertical Exaggeration' of a cross-section or sketch drawn in Question 3.1.4, was another area of poor performance. Many candidates confused 'Vertical Exaggeration' with 'Average Gradient,' resulting in lost marks or unanswered questions. Overall, candidates struggled in areas where they could have performed better, highlighting a lack of content knowledge in Paper 1.

In Paper 2, Question 3 on 'Geographical Skills and Techniques' was one of the poorest performing questions. In Question 3.1.5, most candidates were unable to calculate an area in m², indicating a lack of understanding of map calculations. Question 3.3.3 required candidates to explain how remote sensing could effectively monitor flooding in Eastwood block C6 on the Topographical Map, but many candidates did not attempt the question. This demonstrated their difficulty with higher-order questions that required both a factor and a qualifier.

Life Sciences Paper 1 and Paper 2: The performance of candidates in Life Sciences Paper 1 and Paper 2 in 2024 was notably poorer compared to 2023, with the majority of candidates performing at Levels 1 and 2 in both papers.

In Paper 1, poor performance was observed in Question 2.1, which required knowledge of the 'Accommodation of the Eye.' Candidates struggled to differentiate between 'Accommodation and the Pupillary Mechanism,' as well as the 'Contraction and Relaxation' of different eye structures. In Question 3.3, an investigative question about the 'Ripening of Fruit,' candidates were unable to link the required content and concepts to provide correct answers. Additionally, in Question 3.4, which involved a diagram illustrating a 'Micrograph of a Cross Section' through the 'Human Spinal Cord,' candidates struggled to correctly match the labels with the functions of the Human Nervous System.

In Paper 2, candidates had difficulty with Question 2.1, which focused on 'Speciation in Baobab Trees.' Many were unable to explain 'Speciation' and instead provided generic answers. In Question 2.4, which addressed 'Inbreeding in Lions in Game Reserves,' candidates failed to connect the relevant content and concepts to answer the question correctly. In Question 3.2, which concerned 'Genetically Modified Salmon,' candidates struggled to explain and understand key concepts such as Genetic Modification, Genetically Modified Organisms, and Genetically Modified Products.

Mathematical Literacy Paper 1 and Paper 2: The performance of candidates in Mathematical Literacy Paper 1 and Paper 2 was mixed, with overall results ranging from fair to good. However, several key areas reflected poor subject content knowledge.

In Paper 1, candidates performed poorly in Question 2 on 'Finance.' Some candidates continued to use incorrect formulae for compound interest calculations in Question 2.1.1, and many struggled to determine the amount paid out at the end of the investment period in Question 2.1.2. Additionally, some candidates had difficulty explaining why the graph did not start at 0 in Question 2.2.3. In Question 2.3.6, candidates struggled to show the calculations, which led to the amount of R644 489. In Question 3 on 'Data Handling,' candidates faced challenges in determining the mean in Question 3.2.3, as they did not divide the number of female applicants by five. They also had difficulty describing the trend in the graph in Question 3.2.5 and determining how many students achieved results lower than the median in Question 3.3.2.

In Paper 2, candidates struggled the most with Question 2 on 'Maps, Plans and Other Representations.' Many were unable to calculate the total cost with or without preparation in Question 2.1.3, and some failed to justify, with calculations, that five laps around the soccer field were equivalent to two kilometres in Question 2.1.2. Additionally, candidates found it difficult to calculate the maximum number of six-pack water bottles that would fit into one box in Question 2.2. Despite these challenges, the overall performance in both papers showed that some candidates were able to perform at a fair to good level, although gaps in subject knowledge persisted.

Mathematics Paper 1 and Paper 2: The performance of candidates in Mathematics Paper 1 and Paper 2 was generally poor, with several areas presenting significant challenges.

In Paper 1, many candidates struggled with Question 4 on 'Finance,' which required both reading comprehension and understanding. A common mistake was the inability to distinguish between the 'Reducing Balance Method and Compound Decrease.' In Questions 5 and 6, which focused on 'Functions,' candidates were able to handle basic graph-related questions, but lacked the necessary application and interpretive skills. In Question 6.2.2, a frequent error involved subtracting the bottom graph from the top graph and incorrectly equating the result to 5, leading to fundamental misunderstandings of the question.

In Paper 2, candidates faced difficulty with 'Analytical Geometry' in Questions 3 and 4. They struggled to recall that an angle of inclination is a positive angle between 00 and 1800, and some failed to recognise that the equation for the circle represents not . Additionally, candidates did not understand that the radius represents a length and cannot be negative. In Question 4.7, many candidates were unable to provide proper conclusions based on their calculations. In 'Trigonometry' (Questions 5-7), candidates struggled with basic definitions, identities, and reduction formulae, and many had difficulty solving Trigonometric Equations. Lastly, in 'Euclidean Geometry' (Questions 8-11), candidates faced recurring difficulties with reasoning, proof

techniques, and the application of theorems. They often failed to provide correct or complete reasons for their statements, leading to unnecessary mark loss and reflecting a lack of precision in applying mathematical reasoning.

Physical Sciences Paper 1 and Paper 2: The performance of candidates in Physical Sciences Paper 1 and Paper 2 was varied, with notable difficulties observed in specific areas.

In Paper 1, Question 7 on 'Electrostatics' was poorly performed. Many candidates incorrectly used the term 'indirectly' instead of 'inversely proportional' and confused 'Newton's Gravitational Law' with 'Coulomb's Law,' leading to incorrect explanations that referred to masses rather than charges. In Question 7.1.2, which involved a 'Free Body Diagram,' candidates confused the direction of F_A on Q and F_B on Q . They also incorrectly added a normal force to the diagram despite the object being in the air. In Question 7.1.3, candidates mixed up the different electrostatic and electric field equations, showing a lack of understanding of how they relate to each other. In Question 7.2.2, many candidates struggled with conversions, specifically converting grams to kilograms, and failed to understand the relationship between the electrostatic force and the weight of the sphere thus, they could not state that $F_{A \text{ on } S} = F_g$.

In Paper 2, Question 5 on 'Rates and Extent of a Reaction' was another poorly performed section. In Question 5.4.1, candidates were unable to perform the calculation required to prove that Hydrochloric Acid was the limiting reactant. Similarly, in Question 5.4.2, candidates struggled with calculating the number of Sulphur atoms in the precipitate. In Question 6 on 'Chemical Equilibrium,' candidates struggled to define a 'Reversible Reaction' in Question 6.1.1 and failed to identify the condition that caused the sudden change in the 'Reaction Rate' in Question 6.1.4, resulting in incorrect explanations in Question 6.1.5. The 'Equilibrium Constant Calculation' posed a significant challenge, particularly in calculating the concentration of 'Hydrogen at Equilibrium.' Despite these difficulties, the overall performance of most candidates was fair to good.

Tourism Paper 1: While the overall performance of candidates was good, Umalusi noted poor performance in specific areas. In Question 6, most candidates struggled to generate responses about the role of International Trade Shows in marketing South Africa, with some opting not to answer the question at all. In Question 5.2.5, candidates had difficulty linking the content they had been taught in class and providing their own opinions, which hindered their ability to answer the question effectively.

In most of the verified subjects, candidates were clustered at lower performance levels, and several factors contributed to the observed poor performance. These included:

- A lack of conceptual understanding, which hindered candidates' ability to tackle applications and problem-solving questions, particularly in subjects like Accounting and Mathematics;
- Weak analysis skills when responding to scenario-based questions, especially in Accounting and Mathematical Literacy;
- A lack of practice in drawing and the application of various skills and techniques required in subjects like EGD;
- In Geography, candidates displayed a lack of knowledge regarding map work calculations; and
- Weak foundational knowledge in subjects like Accounting, Mathematics, and Physical Sciences, along with poor content recall from Grades 10-11, which was evident in EGD Paper 1 and Paper 2.

6.4 Areas of Improvement

Umalusi noted an improvement in the adherence to the requirement of pre-marking five dummy scripts for most subjects in preparation for the marking guideline standardisation meetings.

6.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Non-adherence to the 1:5 ratio of senior markers to markers in various subjects, including Business Studies Paper 2, Life Sciences Paper 2, Economics Paper 1, English HL Paper 3, History Paper 1 and Paper 2, Mathematical Literacy Paper 1 and Paper 2, and Mathematics Paper 1 and Paper 2;
- b. Non-adherence to the pre-marking of five dummy scripts for all subjects; and
- c. Poor quality of marking and moderation in Business Studies Paper 1 and English FAL Paper 3.

6.6 Directives for Compliance and Improvement

- a. Whilst there is a noticeable improvement in adherence to the pre-marking of dummy scripts, SACAI must ensure full compliance with its marking policy by requiring all markers across all subjects to mark the prescribed number of dummy scripts as part of their preparation for marking guideline standardisation meetings; and
- b. The quality of marking and moderation for all subjects is strengthened.

6.7 Conclusion

SACAI is commended for its improved adherence to the pre-marking of five dummy scripts for most subjects, in preparation for the marking guideline standardisation meetings. However, SACAI is requested to address the areas of non-compliance identified during the marking process. The poor performance observed in some subjects is concerning and requires attention. Despite this, full adherence to the application of the approved marking guidelines was noted in most subjects. Umalusi also noted an overall improvement in the management and administration of the November 2024 NSC examinations.



CHAPTER 7

STANDARDISATION AND RESULTING

CHAPTER 7: STANDARDISATION AND RESULTING

7.1 Introduction

Standardisation is a process informed by the evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than the student's ability and knowledge. In general, variability may occur because of the standard of question papers, the conduct of the examinations, the quality of marking and other related factors. It is for this reason that examination results are standardised to control their variability from one examination sitting to the next.

In broad terms, standardisation involves the verification of subject structures; monitoring of the capturing of marks; dry run testing for system alignment; developing and verifying norms and verifying the standardisation booklets in preparation for standardisation meetings. Standardisation decisions are informed by various factors, including Umalusi principles of standardisation, QIs compiled by internal and external moderators, and examination monitors and intervention reports presented by assessment bodies. The process concludes with the approval of mark adjustments followed by, statistical moderation and the resulting process.

7.2 Scope and Approach

Umalusi quality assured the results of 24 NSC subjects for the November 2024 examinations, administered by the SACAI, 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 quantitative data and QIs, to reach standardisation decisions per subject. After the standardisation meeting, Umalusi verified the correctness of the adjustments applied to each subject and subsequently verified and approved the resulting files on the subject level.

7.3 Summary of Findings

The following section presents the most important results and decisions before, during, and after the standardisation meetings.

7.3.1 Development of Norms

The norms for the NSC examination were developed from the previous five examination sittings for the November 2024 examinations. Once that was done, in accordance with policy requirements, the SACAI submitted the norms to Umalusi for verification and approval. Analysis of the norms' datasets showed that one subject had an outlier year for the November 2024 NSC examinations. Table 7A shows the subject with an outlier year for the November 2024 NSC examinations:

Table 7A: Subject with outlier year for the November 2024 NSC examinations

| Level | Code | Subjects | Outlier year |
|-------|----------|-----------------------|--------------|
| NQF 4 | 19321024 | Mathematical Literacy | 201911 |

7.3.2 Dry Runs and Verification of the NSC System

In preparation for the November 2024 standardisation processes, Umalusi and the SACAI embarked on a process to verify systems through dry-run testing. The purpose of the dry run testing was to ensure the alignment and readiness of the mainframe system for the November 2024 data processing. The dry-run testing focused on ensuring that:

- Formulae used for data processing were compatible;
- The historical data on both systems were accurate; and
- The systems could verify whether an SBA mark exists for each repeater candidate.

7.3.3 Capturing of Marks

Umalusi monitored the capturing of the November 2024 NSC examination marks on 10 December 2024 at the SACAI head offices in Garsfontein, Gauteng province. During this monitoring, Umalusi assessed the authenticity of marksheets, verified the capturing system, and evaluated the accuracy of the marks-capturing process. The accuracy of the data capturing process was maintained in all sampled scripts and marksheets. The system allowed for double-capturing, which was feasible in eliminating errors. However, Umalusi noted concerns regarding marksheets lacking required signatories from some officials involved in moderation and verification.

Umalusi further reviewed documents related to the capturing process, employment procedures for data capturers, and activities ensuring error-free and credible examination mark capturing. The capturing and verification of marks adhered to SACAI's management plan and guidelines. Additionally, the process conformed to policy and procedural standards. The capturing manager provided necessary appointment letters and training documentation for capturers, as well as information on managing capturing centres and securing examination materials.

SACAI appointed two data capturers who were duly trained to implement the double-capturing directives. Data capturers were assigned user IDs for the double-capturing process, with the system configured to flag variations between capturers. The enquirer officer used marksheets and candidates' scripts to confirm the assigned marks. SACAI provided a control mechanism to regulate the number of candidate scripts circulated during verification.

The capturing venue had 24-hour security and strict entry procedures. Procedures were in place to monitor personnel entering and leaving the venue. This includes evidence of confidentiality forms for designated personnel. Scripts and marksheets were stored in the same venue, expediting the verification process. The venue also featured a backup cloud system for automatic data storage and backup generators to handle electricity load shedding.

In summary, SACAI adhered to reliability and accuracy standards in examination marks capturing. The administration process for the November 2024 NSC examinations was credible.

7.3.4 Electronic Datasets and Standardisation Booklets

The SACAI submitted the standardisation datasets as indicated. The submitted standardisation datasets and booklet for the NSC examinations adhered to the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Guideline document. The standardisation datasets and the booklet were verified and eventually approved.

7.3.5 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NSC examinations on 20 and 21 December 2024, respectively. Many factors, including qualitative and quantitative data, guided the ASC in making adjustment decisions. The QI included matters emanating from the moderation of question papers and marking guideline discussions on issues that might unfairly advantage or disadvantage candidates, Post-Exam Analysis (PEA) and Evidence-Based Reports (EBR). Quantitative inputs included guiding norms and pairs analysis. All evidence was considered based on the established standardisation principles. The November 2024 NSC standardisation adjustment decisions are listed in Table 7B below:

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

| Description | Total |
|---|-----------|
| Number of subjects presented | 24 |
| Raw marks | 14 |
| Adjusted (mainly upwards) | 08 |
| Adjusted (downwards) | 02 |
| Unstandardised | 00 |
| Number of subjects standardised: | 24 |

Once the ASC was satisfied with the reliability of the information provided, the 24 subjects presented were standardised. For the November 2024 NSC examinations, the ASC accepted the raw marks for 14 out of 24 subjects. The marks for eight subjects were adjusted upwards while the marks of two subjects were adjusted downwards.

IT initially achieved a capture rate of 93,7%, falling short of the required 95%, leading to its provisional standardisation pending an improved capture rate. Subsequently, SACAI informed Umalusi that the outstanding candidates had been absent for the external PAT. These statuses were subsequently updated from 'outstanding' to 'absent', raising the capture rate above the 95% threshold. As a result, Umalusi approved the standardisation decision for IT.

7.3.6 Post-Standardisation

Umalusi conducted the approval of the adjustment of marks and the verification of the statistical moderation and resulting processes after the standardisation meeting. Umalusi verified the correctness of the adjustments applied to each subject and subsequently verified and approved the resulting files on the subject level.

7.4 Areas of Improvement

The completion of the dry-run testing process for the NSC November 2024 examinations showed improvement compared to the November 2023 examinations.

7.5 Areas of Non-Compliance

At the time of the pre-standardisation meeting, SACAI had not achieved the required 95% mark capture rate for IT, recording a capture rate of 93%.

7.6 Directives for Compliance and Improvement

SACAI is required to ensure that a minimum capture rate of 95% is achieved for all subjects before the standardisation process as stipulated in the standardisation guidelines.

7.7 Conclusion

The standardisation decisions taken were based on sound educational reasoning. Therefore, Umalusi can conclude that the standardisation process, was conducted in a fair, transparent, and reliable manner.



ANNEXURES

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 | M ¹ | M ¹ | A | A | A | M ¹ | M ¹ | M ¹ | 4 |
| 2. | Accounting Paper 2 | A | A | M ¹ | M ¹ | A | A | A | A | M ¹ | M ¹ | 3 |
| 3. | Afrikaans First Additional FAL Paper 1 | M ¹ | M ² | A | A | M ⁴ | M ⁴ | A | M ¹ | M ⁴ | M ⁴ | 3 |
| 4. | Afrikaans FAL Paper 2 | M ³ | M ¹ | A | A | M ³ | M ⁴ | A | M ¹ | M ³ | M ⁴ | 3 |
| 5. | Afrikaans FAL Paper 3 | A | M ² | A | A | A | M ¹ | A | M ¹ | M ³ | M ³ | 3 |
| 6. | Afrikaans HL Paper 1 | M ⁶ | M ¹ | A | M ¹ | M ³ | M ⁴ | A | M ¹ | M ⁴ | M ⁴ | 3 |
| 7. | Afrikaans HL Paper 2 | M ³ | M ² | A | M ¹ | M ³ | M ⁴ | A | A | M ⁴ | M ⁴ | 3 |
| 8. | Afrikaans HL Paper 3 | M ³ | A | M ² | A | A | M ¹ | A | M ¹ | M ⁴ | M ⁴ | 3 |
| 9. | Agricultural Management Practices | A | A | A | A | M ¹ | M ¹ | A | A | M ¹ | M ² | 2 |
| 10. | Agricultural Sciences Paper 1 | M ¹ | A | M ¹ | M ¹ | A | A | A | A | A | A | 2 |
| 11. | Agricultural Sciences Paper 2 | M ¹ | A | M ¹ | M ¹ | A | A | A | A | A | A | 2 |
| 12. | Business Studies Paper 1 | A | M ² | A | M ¹ | A | A | M ¹ | A | M ¹ | M ² | 3 |
| 13. | Business Studies Paper 2 | M ¹ | M ² | M ¹ | M ³ | A | A | A | A | A | M ⁴ | 3 |
| 14. | Computer Applications Technology Paper 1 | M ² | A | A | A | M ² | M ² | A | L ² | M ¹ | A | 3 |
| 15. | Computer Applications Technology Paper 2 | A | A | A | A | A | M ¹ | A | A | A | A | 3 |
| 16. | Consumer Studies | M ⁴ | M ¹ | M ³ | M ² | L ¹² | M ³ | A | L ² | L ³ | M ² | 3 |
| 17. | Dramatic Arts | A | M ¹ | A | A | A | A | A | A | A | A | 3 |
| 18. | Economics Paper 1 | M ¹ | A | A | A | M ⁴ | L ³ | A | M ¹ | M ² | M ² | 3 |
| 19. | Economics Paper 2 | M ⁴ | A | A | M ² | M ⁵ | M ¹ | A | L ² | M ³ | L ⁶ | 3 |
| 20. | Engineering Graphics and Design Paper 1 | M ⁴ | L ³ | M ² | L ³ | A | M ¹ | A | A | M ² | M ² | 3 |
| 21. | Engineering Graphics and Design Paper 2 | M ⁴ | M ² | M ¹ | M ¹ | M ¹ | M ¹ | M ¹ | M ² | M ⁵ | M ¹ | 3 |
| 22. | English FAL Paper 1 | M ² | A | A | M ¹ | L ² | L ² | A | M ² | M ² | L ⁵ | 3 |
| 23. | English FAL Paper 2 | M ¹ | M ² | A | A | M ³ | M ¹ | A | M ¹ | M ¹ | A | 3 |
| 24. | English FAL Paper 3 | M ¹ | M ² | A | A | M ³ | M ¹ | A | A | A | A | 3 |
| 25. | English HL Paper 1 | L ⁷ | N ² | L ⁴ | L ³ | L ⁷ | L ⁵ | M ¹ | A | M ³ | L ⁸ | 4 |
| 26. | English HL Paper 2 | M ⁴ | M ¹ | M ¹ | M ² | M ⁸ | M ¹ | M ¹ | M ¹ | M ² | L ⁶ | 3 |
| 27. | English HL Paper 3 | M ¹ | L ² | L ² | M ¹ | M ³ | M ² | L ² | A | M ¹ | L ⁵ | 4 |
| 28. | Geography Paper 1 | M ³ | L ² | M ² | M ¹ | M ⁵ | A | A | M ¹ | M ¹ | M ⁴ | 3 |
| 29. | Geography Paper 2 | M ¹ | M ¹ | M ¹ | M ¹ | M ¹ | A | A | M ¹ | M ² | M ² | 3 |
| 30. | History Paper 1 | A | L ² | M ¹ | L ² | L ⁶ | A | A | L ² | L ¹ | M ³ | 4 |
| 31. | History Paper 2 | M ¹ | N ³ | M ¹ | M ¹ | M ¹ | A | A | M ¹ | M ² | M ² | 3 |
| 32. | Hospitality Studies | A | M ¹ | M ¹ | A | M ² | M ¹ | M ¹ | A | A | A | 2 |
| 33. | Information Technology Paper 1 | M ² | A | M ¹ | A | M ¹ | M ² | A | A | A | A | 3 |
| 34. | Information Technology Paper 2 | M ³ | N ³ | M ¹ | A | M ¹ | M ² | A | A | A | A | 3 |
| 35. | Life Orientation | M ³ | M ² | M ² | M ¹ | M ⁴ | A | M ¹ | M ² | A | M ⁴ | 4 |

| No. | SUBJECT (QUESTION PAPER) | COMPLIANCE PER CRITERIA AT FIRST MODERATION | | | | | | | | | | General Remarks |
|-----|-------------------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| | | TD | IM | CC | CS | TS | LB | Pre | Con | AMG | OI | |
| 36. | Life Sciences Paper 1 | L ⁴ | M ¹ | L ¹ | M ¹ | M ² | M ¹ | A | A | A | L ⁷ | 4 |
| 37. | Life Sciences Paper 2 | M ² | A | M ¹ | A | M ¹ | A | A | A | M ¹ | M ¹ | 4 |
| 38. | Mathematical Literacy Paper 1 | M ³ | M ¹ | M ¹ | M ² | M ³ | M ² | M ¹ | L ² | M ² | L ⁴ | 4 |
| 39. | Mathematical Literacy Paper 2 | A | A | M ² | M ² | M ⁶ | M ¹ | A | M ¹ | L ⁵ | M ² | 3 |
| 40. | Mathematics Paper 1 | M ⁴ | N ³ | M ¹ | M ² | M ² | A | A | M ¹ | M ² | M ⁴ | 3 |
| 41. | Mathematics Paper 2 | M ³ | L ² | M ¹ | A | A | A | A | M ¹ | M ³ | M ² | 3 |
| 42. | Physical Sciences Paper 1 | M ¹ | A | M ² | M ² | A | A | A | M ¹ | M ² | M ⁴ | 4 |
| 43. | Physical Sciences Paper 2 | M ² | A | M ¹ | M ¹ | A | A | A | A | M ¹ | M ⁴ | 3 |
| 44. | Tourism | M ² | A | M ¹ | M ¹ | M ³ | M ¹ | A | M ¹ | M ⁴ | A | 2 |
| 45. | Visual Arts Paper 1 | M ³ | M ¹ | M ¹ | M ² | M ² | M ² | M ¹ | L ² | M ² | M ³ | 4 |
| 46. | Visual Arts Paper 2 | M ³ | A | A | A | M ² | M ¹ | A | M ¹ | A | A | 3 |

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 CRITERIA

| Quality indicators | Question papers not compliant |
|---|---|
| 1.1 The question paper is complete with a grid, memorandum, relevant answer sheets, and formula sheets/addenda. | 1. Business Studies Paper 2 2. Engineering Graphics and Design Paper 1 3. English HL Paper 1 4. English HL Paper 2 5. Life Orientation |
| 1.2 All relevant details, such as time allocation, subject name, number of pages, and instructions to candidates, are included on the question paper. | 1. Mathematics Paper 2 2. Tourism |
| 1.3 The instructions to candidates are clear and unambiguous. | 1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Computer Applications Technology Paper 1 5. Engineering Graphics and Design Paper 1 6. English FAL Paper 1 7. English FAL Paper 2 8. English FAL Paper 3 9. Geography Paper 1 10. Mathematics Paper 1 11. Visual Arts Paper 1 Theory |
| 1.4 The layout of the question paper is uncluttered and reader-friendly. | 1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Economics Paper 2 5. English FAL Paper 1 6. English HL Paper 1 7. English HL Paper 2 8. Information Technology Paper 1 9. Information Technology Paper 2 10. Life Sciences Paper 1 11. Mathematical Literacy Paper 1 12. Mathematics Paper 1 13. Visual Arts Paper 2 |
| 1.5 The questions are numbered correctly. | 1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 3 3. Consumer Studies 4. Information Technology Paper 2 5. Life Orientation 6. Life Sciences Paper 1 7. Mathematical Literacy Paper 1 8. Visual Arts Paper 2 |
| 1.6 The pages are numbered correctly. | 1. Afrikaans FAL Paper 2 2. Life Orientation 3. Mathematical Literacy Paper 1 4. Mathematics Paper 1 5. Mathematics Paper 2 |
| 1.7 The headers and footers on each page are consistent and follow the required format. | 1. English HL Paper 1 |

| Quality indicators | Question papers not compliant |
|--|--|
| 1.8 Appropriate fonts are used consistently throughout the question paper. | <ul style="list-style-type: none"> 1. Afrikaans HL Paper 1 2. Consumer Studies 3. English HL Paper 1 4. English HL Paper 2 5. Information Technology Paper 1 6. Information Technology Paper 2 7. Mathematics Paper 1 8. Physical Sciences Paper 1 9. Physical Sciences Paper 2 10. Visual Arts Paper 1 Theory |
| 1.9 Mark allocations are clearly indicated. | <ul style="list-style-type: none"> 1. Afrikaans HL Paper 1 2. Consumer Studies 3. Economics Paper 2 4. Life Sciences Paper 2 5. Tourism 6. Visual Arts Paper 1 Theory |
| 1.10 The question paper can be completed in the allocated time. | <ul style="list-style-type: none"> 1. Economics Paper 2 2. Engineering Graphics and Design Paper 1 3. English HL Paper 1 4. English HL Paper 2 |
| 1.11 The quality of drawings, illustrations, graphs, tables, etc., is appropriate, clear, error-free, and print-ready. | <ul 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. Consumer Studies 7. Economics Paper 1 8. Economics Paper 2 9. Engineering Graphics and Design Paper 1 10. English HL Paper 1 11. English HL Paper 3 12. Geography Paper 1 13. Geography Paper 2 14. History Paper 2 15. Life Sciences Paper 1 16. Life Sciences Paper 2 17. Mathematical Literacy Paper 1 18. Mathematics Paper 2 19. Mathematics Paper 1 20. Physical Sciences Paper 2 21. Visual Arts Paper 2 |
| 1.12 The question paper adheres to the format requirements outlined in the SAG and other assessment frameworks. | <ul style="list-style-type: none"> 1. Afrikaans HL Paper 3 2. English HL Paper 1 3. Geography Paper 1 4. Life Sciences Paper 1 5. Mathematics Paper 1 |

CRITERION 2: INTERNAL MODERATION

| Quality indicators | Question papers not compliant |
|--|---|
| <p>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)).</p> | <ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Business Studies Paper 1 7. Business Studies Paper 2 8. Dramatic Arts 9. Engineering Graphics and Design Paper 1 10. English FAL Paper 2 11. English FAL Paper 3 12. English HL Paper 1 13. English HL Paper 3 14. Geography Paper 2 15. History Paper 2 16. Hospitality Studies 17. Information Technology Paper 2 18. Life Orientation 19. Life Sciences Paper 1 20. Mathematical Literacy Paper 1 21. Mathematics Paper 1 22. Mathematics Paper 2 23. Visual Arts Paper 1 Theory |
| <p>2.2 The quality, standard, and relevance of the inputs from the internal moderator are appropriate.</p> | <ol style="list-style-type: none"> 1. Afrikaans HL Paper 2 2. Business Studies Paper 1 3. Business Studies Paper 2 4. Consumer Studies 5. Engineering Graphics and Design Paper 1 6. English FAL Paper 2 7. English FAL Paper 3 8. English HL Paper 1 9. English HL Paper 2 10. English HL Paper 3 11. Geography Paper 1 12. History Paper 1 13. History Paper 2 14. Information Technology Paper 2 15. Life Orientation 16. Mathematics Paper 1 |
| <p>2.3 There is evidence that the internal moderator's recommendations have been implemented.</p> | <ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 3 3. Engineering Graphics and Design Paper 1 4. Geography Paper 1 5. History Paper 1 6. History Paper 2 7. Information Technology Paper 2 8. Mathematics Paper 1 9. Mathematics 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 an LO/topic. | 1. Accounting Paper 1 2. Accounting Paper 2 3. Agricultural Sciences Paper 1 4. Agricultural Sciences Paper 2 5. Business Studies Paper 2 6. Engineering Graphics and Design Paper 1 7. Geography Paper 1 8. Information Technology Paper 1 9. Information Technology Paper 2 10. Life Orientation 11. Mathematical Literacy Paper 2 12. Mathematics Paper 1 |
| 3.2 The question paper sufficiently covers the skills, concepts, topics, and themes as prescribed in the CAPS, and/or SAG, and/or other applicable assessment frameworks. | 1. Afrikaans HL Paper 3 2. Consumer Studies 3. English HL Paper 1 4. Geography Paper 1 5. Hospitality Studies 6. Life Orientation 7. Life Sciences Paper 1 8. Mathematics Paper 2 9. Physical Sciences Paper 1 10. Physical Sciences Paper 2 |
| 3.3 The questions fall within the broad scope of the CAPS, and/or SAG, and/or other applicable assessment frameworks. | 1. Afrikaans HL Paper 3 2. English HL Paper 1 3. Life Sciences Paper 2 4. Physical Sciences Paper 1 |
| 3.4 The skills, topics, themes, and concepts are appropriately linked and integrated. | 1. Consumer Studies 2. Tourism |
| 3.5 The questions reflect the latest developments in this subject. | 1. Engineering Graphics and Design Paper 1 2. English HL Paper 1 3. English HL Paper 3 4. Visual Arts Paper 1 Theory |
| 3.6 The content in the question paper, including examples, text, and illustrations, is suitable, appropriate, relevant, and academically sound. | 1. Consumer Studies 2. English HL Paper 1 3. English HL Paper 2 4. English HL Paper 3 5. Geography Paper 2 6. History Paper 1 7. History Paper 2 8. Mathematical Literacy Paper 1 9. Mathematical Literacy Paper 2 10. Mathematics 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. | 1. Agricultural Sciences Paper 1 2. Agricultural Sciences Paper 2 3. Business Studies Paper 1 4. Business Studies Paper 2 5. Engineering Graphics and Design Paper 1 |
| 4.2 There is an appropriate distribution of cognitive levels, whether based on Bloom's Taxonomy or any other taxonomy. | 1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Business Studies Paper 2 4. Consumer Studies 5. Economics Paper 2 6. Engineering Graphics and Design Paper 1 7. English FAL Paper 1 8. English HL Paper 1 9. Geography Paper 1 10. History Paper 1 11. History Paper 2 12. Life Sciences Paper 1 13. Mathematical Literacy Paper 1 14. Mathematical Literacy Paper 2 15. Mathematics Paper 1 16. Physical Sciences Paper 1 17. Physical Sciences Paper 2 |
| 4.3 The multiple-choice questions are of equal difficulty. | 1. Business Studies Paper 2 2. Economics Paper 2 3. English HL Paper 2 4. Life Orientation |
| 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. | 1. English HL Paper 3 2. Tourism 3. Visual Arts Paper 1 Theory |
| 4.5 The degree of difficulty is not unnecessarily increased by the inclusion of irrelevant information. | Consumer Studies English HL Paper 1 English HL Paper 2 Visual Arts Paper 1 Theory |
| 4.6 There is a clear correlation between mark allocation, cognitive level, degree of difficulty, and time allocation. | 1. Engineering Graphics and Design Paper 1 2. Engineering Graphics and Design Paper 2 3. English HL Paper 1 Geography Paper 2 History Paper 1 Mathematical Literacy Paper 1 Mathematical Literacy Paper 2 Mathematics Paper 1 Physical Sciences Paper 1 |

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

| Quality indicators | Question papers not compliant |
|---|---|
| 5.1 The question paper includes questions of various types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions. | None |
| 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; | 1. Consumer Studies 2. Economics Paper 2 3. English HL Paper 1 4. English HL Paper 2 5. Geography Paper 1 6. History Paper 1 7. Visual Arts Paper 2 |
| 5.4 is functional, relevant, and appropriate; | 1. Afrikaans FAL Paper 1 2. Consumer Studies 3. English HL Paper 1 4. English HL Paper 2 5. English HL Paper 3 6. Geography Paper 1 7. History Paper 1 8. History Paper 2 |
| 5.5 allows for the testing of skills; and | 1. English HL Paper 1 2. English HL Paper 2 3. English HL Paper 3 |
| 5.6 generates questions across the cognitive levels. | 1. Engineering Graphics and Design Paper 2 2. English HL Paper 1 3. English HL Paper 2 |
| Quality of questions | |
| 5.7 The questions are relevant to the key concepts of the subject. | 1. Consumer Studies 2. English HL Paper 1 |
| 5.8 The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia, and unintentional clues to the correct answers. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Economics Paper 1 7. English FAL Paper 2 8. English FAL Paper 3 9. English HL Paper 1 English HL Paper 2 History Paper 1 Mathematics Paper 1 Tourism Visual Arts Paper 1 Theory |

| Quality indicators | Question papers not compliant |
|---|---|
| 5.9 The questions include clear instructional keywords/verbs. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Agricultural Management Practices 7. Computer Applications Technology Paper 1 8. Economics Paper 1 9. Economics Paper 2 10. English FAL Paper 1 11. English FAL Paper 2 12. English FAL Paper 3 13. English HL Paper 1 14. English HL Paper 2 History Paper 1 Hospitality Studies Life Orientation Mathematical Literacy Paper 1 Mathematical Literacy Paper 2 |
| 5.10 The questions provide sufficient information to elicit appropriate responses. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Economics Paper 1 7. Economics Paper 2 8. English FAL Paper 1 9. English FAL Paper 2 10. English FAL Paper 3 11. English HL Paper 2 12. Information Technology Paper 1 13. Information Technology Paper 2 14. Tourism 15. Visual Arts Paper 1 Theory |
| 5.11 The questions contain no factual errors or misleading information. | 1. Consumer Studies 2. Economics Paper 1 3. Geography Paper 1 4. History Paper 1 5. Mathematical Literacy Paper 1 6. Mathematical Literacy Paper 2 7. Mathematics Paper 1 8. Tourism |
| 5.12 The questions are not formulated with double negatives or unnecessary negative terms. | 1. Life Sciences Paper 1 2. Mathematical Literacy Paper 2 |
| 5.13 References in the questions to prose texts, visuals, drawings, illustrations, examples, tables, and graphs are relevant and correct. | 1. Consumer Studies 2. Economics Paper 2 3. History Paper 1 4. Life Sciences Paper 2 5. Mathematical Literacy Paper 1 6. Mathematical Literacy Paper 2 7. Visual Arts Paper 2 |
| 5.14 No question suggests the answer to another question. | 1. Consumer Studies 2. Mathematical Literacy Paper 2 |
| 5.15 One question does not overlap with another question. | 1. Computer Applications Technology Paper 1 2. Consumer Studies 3. English HL Paper 2 4. English HL Paper 3 5. Mathematical Literacy Paper 2 |

| Quality indicators | Question papers not compliant |
|--|--|
| Multiple-choice questions (where applicable) | |
| 5.16 The options are grammatically consistent with the stem. | 1. Geography Paper 2 2. Life Orientation |
| 5.17 The options are free from logical cues that make any one choice obvious. | 1. Economics Paper 2 2. Geography Paper 1 3. Hospitality Studies 4. Life Sciences 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. Consumer Studies 2. Geography Paper 1 3. Life Orientation |
| 5.20 The correct answer does not repeat a word or phrase from the stem. | 1. Consumer Studies 2. Life Orientation |
| 5.21 The correct answer does not share elements with the other options. | None |

CRITERION 6: LANGUAGE AND BIAS

| Quality indicators | Question papers not compliant |
|---|--|
| 6.1 Subject terminology and data are used correctly. | 1. Consumer Studies 2. Economics Paper 1 |
| 6.2 The language, register, and vocabulary level are appropriate for Grade 12 learners. | 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. Consumer Studies 7. English FAL Paper 1 8. English HL Paper 1 9. Mathematical Literacy Paper 1 10. Tourism 11. Visual Arts Paper 1 Theory |
| 6.3 There are no grammatical subtleties that could cause confusion. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Computer Applications Technology Paper 2 8. Economics Paper 1 9. Engineering Graphics and Design Paper 1 10. Engineering Graphics and Design Paper 2 11. English FAL Paper 1 12. English FAL Paper 2 13. English FAL Paper 3 14. English HL Paper 1 15. Information Technology Paper 1 16. Information Technology Paper 2 |

| Quality indicators | Question papers not compliant |
|--|---|
| 6.4 The language used in the question paper is grammatically correct. | 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. Computer Applications Technology Paper 1 7. Economics Paper 1 8. Economics Paper 2 9. English HL Paper 1 10. English HL Paper 3 11. Hospitality Studies 12. Information Technology Paper 1 13. Information Technology Paper 2 14. Mathematical Literacy Paper 1 15. Visual Arts Paper 2 |
| 6.5 The questions do not contain unnecessarily complex syntax. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. English HL Paper 1 7. English HL Paper 2 8. Mathematical Literacy Paper 2 |
| 6.6 Foreign names, terms, and jargon are accompanied by a glossary. | 1. Visual Arts Paper 1 Theory |
| 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. | 1. English HL Paper 1 2. English HL Paper 3 3. Life Sciences Paper 1 |
| 6.8 The questions allow for adaptations and modifications to assess students with special needs, promoting inclusivity. | None |

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. | 1. Engineering Graphics and Design Paper 2 2. English HL Paper 2 3. English HL Paper 3 4. Life Orientation 5. Visual Arts Paper 1 Theory |
| 7.2 There is no verbatim repetition ("cut and paste") of questions from the past three years' question papers. | 1. Mathematics Paper 1 |
| 7.3 The question paper exhibits an appropriate degree of innovation. | 1. English HL Paper 1 2. English HL Paper 3 3. Hospitality Studies |

PART B: MODERATION OF MARKING GUIDELINE

CRITERION 8: CONFORMITY WITH QUESTION PAPER

| Quality indicators | Question papers not compliant |
|---|--|
| 8.1 The memo/marking guideline aligns with the questions in the question paper. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 3 6. Consumer Studies 7. Economics Paper 2 8. English FAL Paper 1 9. English HL Paper 2 10. Geography Paper 2 11. History Paper 1 12. Life Orientation 13. Mathematical Literacy Paper 1 14. Mathematics Paper 1 15. Mathematics Paper 2 16. Physical Sciences Paper 1 17. Tourism 18. Visual Arts Paper 1 Theory 19. Visual Arts Paper 2 |
| 8.2 The memo/marking guideline aligns with the command words in the questions. | 1. Computer Applications Technology Paper 1 2. Consumer Studies 3. Economics Paper 1 4. Economics Paper 2 5. English FAL Paper 1 6. English FAL Paper 3 7. English FAL Paper 2 8. History Paper 2 9. Life Orientation 10. Mathematical Literacy Paper 1 11. Visual Arts Paper 1 Theory |
| 8.3 The marks for each (sub-) question in the memo/marking guideline correspond with those in the question paper. | 1. Accounting Paper 1 2. Computer Applications Technology Paper 1 3. Geography Paper 1 4. History Paper 1 5. Mathematical Literacy 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. | 1. Consumer Studies 2. Economics Paper 1 3. Geography Paper 1 4. Geography Paper 2 5. History Paper 1 6. History Paper 2 7. Mathematical Literacy Paper 1 8. Mathematical Literacy Paper 2 9. Mathematics Paper 1 10. Mathematics Paper 2 11. Physical Sciences Paper 1 12. Tourism |

| Quality indicators | Question papers not compliant |
|--|--|
| 9.2 The marking guideline is free from typographical and language errors. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Agricultural Management Practices 8. Business Studies Paper 1 9. Computer Applications Technology Paper 1 10. Consumer Studies 11. Economics Paper 1 12. Economics Paper 2 13. English FAL Paper 1 14. English FAL Paper 2 15. English HL Paper 1 16. English HL Paper 2 17. History Paper 2 18. Physical Sciences Paper 1 19. Physical Sciences Paper 2 20. Visual Arts Paper 1 Theory |
| 9.3 The marking guideline is well-structured and facilitates the marking process. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 3 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Afrikaans HL Paper 3 6. Economics Paper 1 7. Economics Paper 2 8. Engineering Graphics and Design Paper 1 9. English HL Paper 1 10. English HL Paper 2 11. English HL Paper 3 12. Geography Paper 2 13. Mathematical Literacy Paper 2 |
| 9.4 The marking guideline is complete, with mark allocation and distribution provided for each question. | 1. Afrikaans HL Paper 3 2. Life Sciences Paper 2 3. Mathematical Literacy Paper 2 4. Mathematics Paper 2 |
| 9.5 The marking guideline promotes a balanced distribution of marks in an answer. | None |
| 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. | None |
| 9.7 The marking guideline awards marks positively, with no negative marking. | 1. Tourism |

| Quality indicators | Question papers not compliant |
|--|--|
| 9.8 The marking guideline provides sufficient detail to ensure the reliability of the marking process. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Economics Paper 1 8. Economics Paper 2 9. Engineering Graphics and Design Paper 1 10. English FAL Paper 1 11. English HL Paper 1 12. Mathematical Literacy Paper 2 13. Tourism 14. Visual Arts Paper 1 Theory |
| 9.9 The marking guideline allows for relevant and correct alternative responses. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Mathematical Literacy Paper 1 7. Mathematical Literacy Paper 2 8. Mathematics Paper 1 9. Mathematics Paper 2 10. Tourism |
| 9.10 The marking guideline appropriately uses rubrics where necessary. | None |

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. | 1. Afrikaans HL Paper 3 2. English HL Paper 1 3. Life Sciences Paper 1 4. Life Sciences Paper 2 5. Mathematical Literacy Paper 1 6. Mathematics Paper 1 |
| 10.2 The question paper is fair, valid, and reliable. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Consumer Studies 8. Economics Paper 1 9. Economics Paper 2 10. Engineering Graphics and Design Paper 1 11. Engineering Graphics and Design Paper 2 12. English FAL Paper 1 13. English HL Paper 1 14. English HL Paper 2 15. English HL Paper 3 16. Geography Paper 1 17. Life Orientation 18. Life Sciences Paper 1 19. Mathematical Literacy Paper 1 20. Mathematics Paper 1 21. Physical Sciences Paper 1 22. Physical Sciences Paper 2 23. Visual Arts Paper 1 Theory |

| Quality indicators | Question papers not compliant |
|---|---|
| 10.3 The question paper assesses the objectives of the CAPS, and/or SAG, and/or other applicable assessment frameworks. | 1. Afrikaans HL Paper 3 2. English HL Paper 1 3. History Paper 1 4. Life Sciences Paper 1 5. Mathematics Paper 1 |
| 10.4 The question paper is of an appropriate standard. | 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 Paper 1 8. Business Studies Paper 2 9. Economics Paper 2 10. English FAL Paper 1 11. English HL Paper 1 12. English HL Paper 2 13. Geography Paper 1 14. Geography Paper 2 15. History Paper 2 16. Life Orientation 17. Life Sciences Paper 1 18. Mathematical Literacy Paper 1 19. Mathematics Paper 1 20. Physical Sciences Paper 1 21. Physical Sciences Paper 2 |
| 10.5 The standard of the question paper is consistent with previous years. | 1. Business Studies Paper 2 2. Economics Paper 2 3. English FAL Paper 1 4. English HL Paper 1 5. English HL Paper 2 6. English HL Paper 3 7. Geography Paper 1 8. History Paper 2 9. Mathematics Paper 1 10. Physical Sciences Paper 1 11. Physical Sciences Paper 2 12. Visual Arts Paper 1 Theory |

| Quality indicators | Question papers not compliant |
|---|--|
| 10.6 The marking guideline is fair, valid, and reliable. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Consumer Studies 8. Economics Paper 1 9. Economics Paper 2 10. Engineering Graphics and Design Paper 1 11. English FAL Paper 1 12. English HL Paper 1 13. English HL Paper 2 14. English HL Paper 3 15. Geography Paper 1 16. History Paper 1 17. Life Orientation 18. Life Sciences Paper 1 19. Mathematical Literacy Paper 1 20. Mathematical Literacy Paper 2 21. Mathematics Paper 2 22. Physical Sciences Paper 1 23. Physical Sciences Paper 2 24. Visual Arts Paper 1 Theory |
| 10.7 The marking guideline is of an appropriate standard. | 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Business Studies Paper 1 8. Business Studies Paper 2 9. Economics Paper 2 10. English FAL Paper 1 11. English HL Paper 1 12. English HL Paper 2 13. English HL Paper 3 14. Geography Paper 2 15. History Paper 1 16. Life Orientation 17. Life Sciences Paper 1 18. Mathematics Paper 2 |
| 10.8 The standard of the marking guideline is consistent with previous years. | 1. Business Studies Paper 2 2. Economics Paper 2 3. English HL Paper 1 4. English HL Paper 2 5. English HL Paper 3 6. Mathematical Literacy Paper 2 |
| 10.9 Skills, knowledge, attitudes, and values are assessed. | 1. Life Sciences Paper 1 |

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

| | |
|----|--|
| 1 | Afrikaans HL Paper 1, Paper 2, and Paper 3 |
| 2 | Afrikaans FAL Paper 1, Paper 2, and Paper 3 |
| 3 | Accounting Paper 1 and Paper 2 |
| 4 | Agricultural Science Paper 1 and Paper 2 |
| 5 | Business Studies Paper 1 and Paper 2 |
| 6 | Computer Applications Technology Paper 1 and Paper 2 |
| 7 | Consumer Studies |
| 8 | Economics Paper 1 and Paper 2 |
| 9 | Engineering Graphics and Design Paper 1 and Paper 2 |
| 10 | English FAL Paper 1, Paper 2, and Paper 3 |
| 11 | English HL Paper 1, Paper 2, and Paper 3 |
| 12 | Geography Paper 1 and Paper 2 |
| 13 | History Paper 1 and Paper 2 |
| 14 | Hospitality Studies |
| 15 | Information Technology Paper 1 and Paper 2 |
| 16 | Life Sciences Paper 1 and Paper 2 |
| 17 | Mathematical Literacy Paper 1 and Paper 2 |
| 18 | Mathematics Paper 1 and Paper 2 |
| 19 | Physical Sciences Paper 1 and Paper 2 |
| 20 | Tourism |
| 21 | Visual Arts |

Annexure 5A: Examination centres visited during the writing and marking of the examinations

| No. | Date | Province | Centre | Subject Written |
|-----|-----------------|---------------|-----------------------------------|---|
| 1. | 15 October 2024 | Gauteng | SACAI East Rand | Computer Application Technology Paper 1 |
| 2. | 16 October 2024 | Gauteng | SACAI Akasia | Information Technology Paper 1 |
| 3. | 17 October 2024 | Western Cape | SACAI Rondebosch | English HL Paper 3 |
| 4. | 17 October 2024 | KwaZulu-Natal | SACAI Morningside, Durban | English HL Paper 3 |
| 5. | 17 October 2024 | Eastern Cape | SACAI East London | English HL Paper 3 |
| 6. | 21 October 2024 | Eastern Cape | SACAI Newton Park, Port Elizabeth | English HL Paper 1 |
| 7. | 21 October 2024 | Gauteng | SACAI Northriding | English FAL Paper 1 |
| 8. | 23 October 2024 | Gauteng | Baken Akademie | Afrikaans FAL Paper 1 |
| 9. | 24 October 2024 | Gauteng | School of Transformation | Business Studies Paper 1 |
| 10. | 24 October 2024 | Gauteng | Benhale Academy | Business Studies Paper 1 |
| 11. | 28 October 2024 | Gauteng | SACAI Akasia | Mathematical Literacy Paper 1 |
| 12. | 28 October 2024 | Gauteng | SACAI Alberton | Mathematics Paper 1 |
| 13. | 28 October 2024 | Free State | SACAI Bloemfontein | Mathematical Literacy Paper 1 |
| 14. | 28 October 2024 | Gauteng | SACAI Brooklyn | Mathematics Paper 1 |
| 15. | 28 October 2024 | Gauteng | 3D Christian Academy | Mathematics Paper 1 |
| 16. | 28 October 2024 | Mpumalanga | SACAI Nelspruit | Mathematical Literacy Paper 1 |
| 17. | 28 October 2024 | Northern Cape | SACAI New Park | Mathematics Paper 1 |
| 18. | 28 October 2024 | Free State | SACAI Welkom | Mathematics Paper 1 |
| 19. | 29 October 2024 | Gauteng | SACAI Boksburg | English HL Paper 2 |
| 20. | 29 October 2024 | KwaZulu-Natal | SACAI Morningside, Durban | English HL Paper 2 |
| 21. | 29 October 2024 | Western Cape | SACAI Greenhaven | English HL Paper 2 |
| 22. | 29 October 2024 | KwaZulu-Natal | SACAI Richards Bay | English HL Paper 2 |
| 23. | 30 October 2024 | Eastern Cape | Elsen Bridging School | Business Studies Paper 2 |
| 24. | 4 November 2024 | Eastern Cape | SACAI Newton Park, Port Elizabeth | Mathematical Literacy Paper 2 |
| 25. | 4 November 2024 | Limpopo | SACAI Eduan Park, Polokwane | Mathematical Literacy Paper 2 |
| 26. | 4 November 2024 | Limpopo | SACAI Tzaneen | Mathematical Literacy Paper 2 |
| 27. | 4 November 2024 | North West | SACAI Potchefstroom | Mathematical Literacy Paper 2 |
| 28. | 4 November 2024 | Western Cape | SACAI Brackenfell | Mathematical Literacy Paper 2 |
| 29. | 5 November 2024 | Limpopo | SACAI Bela-Bela | History Paper 1 |
| 30. | 5 November 2024 | KwaZulu-Natal | Boutique Schoolz | History Paper 1 |
| 31. | 5 November 2024 | Gauteng | My Tutor and Teaching Centre | History Paper 1 |
| 32. | 5 November 2024 | KwaZulu-Natal | SACAI Richards Bay | History Paper 1 |
| 33. | 7 November 2024 | KwaZulu-Natal | SACAI Morningside, Durban | Afrikaans Paper 3 |
| 34. | 7 November 2024 | Eastern Cape | SACAI BET-El Christelike Akademie | Afrikaans HL Paper 3 |
| 35. | 7 November 2024 | KwaZulu-Natal | SACAI Morningside, Durban | Economics Paper 1 |
| 36. | 7 November 2024 | Western Cape | SACAI Velddrif | Afrikaans HL Paper 3 |
| 37. | 8 November 2024 | Gauteng | SACAI Centurion | Physical Sciences Paper 1 |
| 38. | 8 November 2024 | Gauteng | SACAI Florida | Physical Sciences Paper 1 |

| No. | Date | Province | Centre | Subject Written |
|-----|------------------|---------------|---------------------------------------|---------------------------|
| 39. | 8 November 2024 | Gauteng | SACAI Pretoria East | Physical Sciences Paper 1 |
| 40. | 11 November 2024 | Gauteng | SACAI Glenvista | Physical Sciences Paper 2 |
| 41. | 11 November 2024 | Gauteng | SACAI Halfway House, Midrand | Physical Sciences Paper 2 |
| 42. | 11 November 2024 | Gauteng | SACAI Meyerton | Geography Paper 1 |
| 43. | 11 November 2024 | Mpumalanga | SACAI Witbank | Physical Sciences Paper 2 |
| 44. | 12 November 2024 | Gauteng | SACAI Randburg | Economics Paper 2 |
| 45. | 12 November 2024 | Limpopo | SACAI Graceland Combined School | Economics Paper 2 |
| 46. | 13 November 2024 | Western Cape | SACAI Kenwyn, Cape Town | History Paper 2 |
| 47. | 14 November 2024 | Gauteng | SACAI Cedarwood | Geography Paper 1 |
| 48. | 14 November 2024 | North West | Rustenburg | Geography Paper 1 |
| 49. | 14 November 2024 | KwaZulu-Natal | SACAI Pietermaritzburg | Geography Paper 1 |
| 50. | 15 November 2024 | Gauteng | SACAI Honeydew | Life Sciences Paper 1 |
| 51. | 15 November 2024 | Mpumalanga | SACAI Secunda | Life Sciences Paper 1 |
| 52. | 15 November 2024 | Gauteng | SACAI Pretoria East | Life Sciences Paper 1 |
| 53. | 15 November 2024 | Western Cape | SACAI Stellenbosch | Life Sciences Paper 1 |
| 54. | 15 November 2024 | Western Cape | SACAI George | Life Sciences Paper 1 |
| 55. | 18 November 2024 | Eastern Cape | SACAI Jeffreys Bay | Life Sciences Paper 2 |
| 56. | 18 November 2024 | Gauteng | Entheos Christian College | Life Sciences Paper 2 |
| 57. | 18 November 2024 | KwaZulu-Natal | SACAI Port Edward | Life Sciences Paper 2 |
| 58. | 18 November 2024 | Gauteng | SACAI Garsfontein, Pretoria | Life Sciences Paper 2 |
| 59. | 18 November 2024 | North West | SACAI Zeerust | Life Sciences Paper 2 |
| 60. | 20 November 2024 | Gauteng | SACAI Krugersdorp | Geography Paper 2 |
| 61. | 20 November 2024 | Limpopo | SACAI Eduan Park, Polokwane | Geography Paper 2 |
| 62. | 20 November 2024 | Gauteng | SACAI Vanderbijlpark | Geography Paper 2 |
| 63. | 20 November 2024 | Gauteng | Advanced College Brooklyn | Geography Paper 2 |
| 64. | 20 November 2024 | Gauteng | Pretium Private School | Geography Paper 2 |
| 65. | 21 November 2024 | Gauteng | Pierre Van Ryneveld Christian Academy | Accounting Paper 2 |
| 66. | 21 November 2024 | Gauteng | Zwart-Kop Christian School | Accounting Paper 2 |
| No. | Province | Centre | Date | Marked subject |
| 1. | Gauteng | SACAI | 19 November '24 | Group 1 allocated subject |

Annexure 5B: Examination centres found non-compliant during the monitoring of the writing of the SACAI November 2024 NSC examination

| Criteria | Nature of non-compliance | Centre implicated |
|--|---|--|
| Management of examination question papers | An unauthorised individual received question papers. | SACAI Alberton |
| Appointment records of chief invigilators and invigilators | The appointment letter for the chief invigilator was missing. | SACAI Randburg SACAI Kenwyn, Cape Town Entheos Christian Academy SACAI Zeerust |
| | The appointment letters of the invigilators were unsigned. | Baken Akademie |
| | There is no evidence that the chief invigilator received training from the assessment body. | SACAI Randburg SACAI Halfway House, Midrand |
| | There is no evidence that invigilators received training for the current examinations. | SACAI Tzaneen SACAI Zeerust |
| Management of invigilators | The timetable for relief invigilators was unavailable. | Baken Akademie SACAI Boksburg My Tutor and Teaching Centre SACAI Stellenbosch SACAI Krugersdorp SACAI Alberton |
| | The invigilator attendance register was unsigned. | SACAI Alberton |
| Management of examination documents | The examination timetable was unavailable in the file. | SACAI Pretoria East |
| Management of invigilators | The relief invigilator timetable was not included in the file. | SACAI Stellenbosch SACAI Richards Bay SACAI Greenhaven Bake Academia SACAI Boksburg My Tutor and Teaching Centre SACAI Stellenbosch SACAI Kenwyn, Cape Town SACAI Potchefstroom SACAI Krugersdorp SACAI Alberton SACAI Akasia |
| | The invigilators' appointment letters were missing from the file. | SACAI Zeerust SACAI Randburg SACAI Boksburg Baken Akademie |
| | The attendance records of the assessment body monitors were unavailable. | 3D Christian Academy SACAI Richards Bay SACAI Rondebosch My Tutor and Teaching Centre SACAI Witbank SACAI Krugersdorp SACAI Alberton |
| | A copy of the absentee form was unavailable. | Entheos Christian Academy |

| Criteria | Nature of non-compliance | Centre implicated |
|--|--|---|
| Security and supply of question papers | The examination consignment was not stored in a secure environment upon arrival at the examination centre. | SACAI Alberton |
| | A strong room was unavailable. | SACAI Kenwyn, Cape Town SACAI Randburg SACAI Rondebosch SACAI Richards Bay SACAI New Park |
| Admission of candidates | Candidates were admitted to the examination room 10 minutes late. | SACAI Jeffreys Bay |
| Administration of the writing session | There is no information board. | SACAI East London |
| | Calculators were not checked for compliance. | SACAI Rustenburg SACAI Brooklyn |
| Compliance with examination procedures | The assessment body has no evidence of the SOR. | SACAI Velddrif SACAI Krugersdorp SACAI Alberton |
| | Late distribution of question papers. | SACAI Rondebosch |
| | The question paper was not verified for technical accuracy with the candidates. | SACAI Rondebosch SACAI New Park SACAI Pretoria East |
| | Candidates were given more than 10 minutes of reading time. | SACAI Alberton |
| | The examination did not start on time. | SACAI Rondebosch |
| | Not all candidates were escorted to the toilet. | SACAI Randburg |
| | Candidates were allowed to leave the examination room during the last 15 minutes of the examination session. | SACAI Bloemfontein |

Annexure 6A: Subjects/question papers sampled for marking guideline standardisation meetings and verification of marking

| | Subject | | Subject |
|---|--|----|---|
| 1 | Accounting Paper 1 and Paper 2 | 9 | Geography Paper 1 and Paper 2 |
| 2 | Afrikaans FAL Paper 1, Paper 2, and Paper 3 | 10 | History Paper 1 and Paper 2 |
| 3 | Business Studies Paper 1 and Paper 2 | 11 | Life Sciences Paper 1 and Paper 2 |
| 4 | Computer Applications Technology Paper 1 and Paper 2 | 12 | Mathematics Paper 1 and Paper 2 |
| 5 | Economics Paper 1 and Paper 2 | 13 | Mathematical Literacy Paper 1 and Paper 2 |
| 6 | Engineering Graphics and Design Paper 1 and Paper 2 | 14 | Physical Sciences Paper 1 and Paper 2 |
| 7 | English FAL Paper 1, Paper 2, and Paper 3 | 15 | Tourism Paper 1 |
| 8 | English HL Paper 1, Paper 2, and Paper 3 | | |



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