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Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION

NOVEMBER 2024 NATIONAL SENIOR
CERTIFICATE EXAMINATIONS AND ASSESSMENT

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ACRONYMS AND ABBREVIATIONS

CAPS   Curriculum and Assessment Policy Statement

CAT   Common Assessment Task

DBE   Department of Basic Education

ECPED   Eastern Cape Provincial Education Department

FAL   First Additional Language

FSPED   Free State Provincial Education Department

GPED   Gauteng Provincial Education Department

HL   Home Language

ID   Identity Document

IT   Information Technology

KZN   KwaZulu-Natal

KZNPED   KwaZulu-Natal Provincial Education Department

LIMPED   Limpopo Provincial Education Department

LO   Life Orientation

MPED   Mpumalanga Provincial Education Department

NCPED   Northern Cape Provincial Education Department

NSC   National Senior Certificate

NWPED   North West Provincial Education Department

PAM   Personnel Administrative Measures

PAT   Practical Assessment Task

PED   Provincial Education Department/s

PEIC   Provincial Examinations Irregularities Committee

PoA   Programme of Assessment

SAL   Second Additional Language

SA-SAMS   South African School Administration and Management System

SASL HL   South African Sign Language Home Language

SBA   School-Based Assessment

SOP   Standard Operating Procedures

SOR   State of Readiness

WCPED   Western Cape Provincial Education Department

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

The National Senior Certificate (NSC) examinations represent a significant milestone in the educational journey of South African learners. Umalusi takes pride in ensuring that the NSC reflects the highest standards of academic integrity and excellence. Umalusi remains steadfast in its commitment to ensuring the delivery of a robust, fair, and credible examination process for all candidates.

In 2024, the South African education system continued to face challenges arising from logistical complexities and a rapidly evolving educational landscape. Despite these hurdles, Umalusi's collaboration with the Department of Basic Education (DBE) and other key stakeholders ensured that the examination process was successfully conducted. As mandated by legislation, Umalusi's role is to oversee the quality and standards of the NSC and ensure that the examinations uphold the trust placed in them by learners, parents, educators, and the broader South African community.

In safeguarding the integrity of the assessment process, Umalusi's core responsibilities in the 2024 NSC examinations included subjecting all question papers to external moderation and approval and ensuring compliance with the requirements set out in the Curriculum and Assessment Policy Statement (CAPS). This process also involved verifying the accuracy of marking standards and ensuring that results accurately reflected the capabilities of the learners. Through our rigorous quality assurance measures, Umalusi can confirm that the examinations were conducted consistently and fairly in alignment with the prescribed examination regulations and policies. Additionally, Umalusi conducted a thorough audit of the State of Readiness (SOR) of the education system to conduct, administer, and manage the examinations.

Despite these efforts, several challenges emerged during the conduct of the examinations. These included issues related to the quality and alignment of question papers, the accuracy and reliability of marking guidelines, the incorporation of higher-order thinking and open-ended questions, and disparities in assessment approaches and learner preparedness levels. These challenges underscore the need for improved teaching strategies and better alignment between assessment tasks and learner capabilities.

From an operational perspective, challenges were also observed in areas such as the appointment of chief invigilators and invigilators, availability of invigilator training attendance registers, safety and security of examination material, including question papers, and the overall conduciveness of examination venues. Issues related to candidate admission, the administration of the writing sessions, adherence to examination procedures, and irregularities with potential implications for the credibility of the examinations were also noted. While the impact of these challenges on candidates' performance was minimised, addressing them remains an ongoing exercise.

Umalusi reviewed the report and evidence on the conduct, administration and management of the November 2024 NSC examinations, as submitted by the DBE. These findings were presented for moderation at the standardisation meeting held on 23 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. There were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2024 NSC examinations administered by the DBE.

The EXCO of Council approved the release of the DBE November 2024 National Senior Certificate examination results.

In respect of identified irregularities, the DBE is required to block the results of all candidates implicated in irregularities, including those allegedly involved in acts of dishonesty, pending the outcome of DBE investigations and Umalusi's verification.

The DBE is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report.

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

Umalusi remains committed to continuously improving the quality of the NSC examination system. We will continue to refine our processes, embrace technological innovations, and address emerging challenges. Our strategic vision is to ensure that the NSC remains a benchmark of educational excellence and continues to serve as a reliable qualification for learners pursuing further education and employment opportunities. Umalusi's ongoing partnership with the DBE, educational institutions, and other stakeholders is crucial to maintaining the quality and integrity of the 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 performing 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.

Umalusi has established rigorous processes for quality assurance of assessments, which are continuously enhanced to ensure their currency and relevance. These processes are undertaken to evaluate the quality and integrity of the NSC. All the assessments leading to the awarding of the NSC were quality-assured to ensure that they were of the required standard.

The quality assurance processes include the following:

The quality assurance processes include the following:
- a. Moderation of question papers (Chapter 1);
- b. Moderation of School-Based Assessment (SBA) (Chapter 2);
- c. Monitoring the State of Readiness (SoR) to conduct the examinations (Chapter 3);
- d. Audit of appointed markers (Chapter 4);
- e. Monitoring the writing of the examination (Chapter 5);
- f. Marking standardisation meetings (Chapter 6);
- g. Monitoring of the marking of examinations (Chapter 7);
- h. Verification of marking (Chapter 8); and
- i. Standardisation of results (Chapter 9).

This report evaluates the effectiveness of the examination and assessment processes, providing a comprehensive overview of the strengths, challenges, and potential areas for improvement.

As part of its quality assurance function, Umalusi conducts external moderation of question papers and their marking guidelines to determine if they meet the required standard and compare favourably with the previous question papers. The examination question papers were well-structured and aligned with the curriculum, ensuring they effectively assess students' knowledge and skills.

Clear alignment with curriculum standards and national assessment objectives was evident, ensuring the relevance and integrity of the assessments.

Umalusi conducted the quality assurance of School-Based-Assessment (SBA) across the nine Provincial Education Departments (PED) in two phases. Phase 1 focused on the quality and standard of the assessment tasks and the measures put in place to ensure compliance with the CAPS, which included the moderation of the assessment tasks. Phase 2 of the SBA moderation looked into both the teacher and learner files. The main focus was on learner evidence of performance. Umalusi noted improved compliance with policy imperatives, especially on Common Assessment Tasks (CAT) set at cluster, district, or provincial levels. Assessment tasks developed at provincial, district, or cluster levels adhered to appropriate technical specifications, ensuring proper alignment between question papers, answer books, and marking guidelines. The corresponding marking guidelines were accurate, neatly presented, inclusive of alternative responses, and supportive of effective marking practices. However, a few minor issues were identified concerning unclear instructions in some of the assessment tasks. These issues, though not widespread, could be addressed to provide clearer guidance to both candidates and examiners.

Umalusi audited the SOR of the assessment bodies to conduct, administer, and manage the November 2024 NSC examinations. Umalusi was thoroughly satisfied with the systems implemented by the PED to ensure the incident-free conduct of these examinations. Additionally, Umalusi audited the appointment of markers across the nine PED to ensure that personnel with requisite experience and qualifications were appointed across levels. Notable improvements were observed in compliance with the 1:5 ratio of the appointment of senior markers to markers and deputy chief markers to senior markers.

Umalusi also monitored the conduct, administration, and management of writing and marking to ensure compliance with the regulations governing the NSC examinations. The DBE demonstrated strong adherence to established policies, regulations, and guidelines throughout the planning, administration, and management of the 2024 NSC examinations. While most centres had adequate infrastructure, some remote areas faced challenges with resource availability, which may have impacted the examinations. Improving infrastructure in these areas would ensure equitable access to assessment opportunities.

Umalusi further monitored the standardisation of marking guidelines to ensure they were comprehensive and could facilitate fair, accurate, and consistent marking. It was noted that the training for chief markers and internal moderators was thorough. The approved marking guidelines were also detailed, ensuring consistent and accurate marking. The verification of marking confirmed adherence to the established criteria. The moderation processes were thorough and ensured reliability and fairness in the marking.

The DBE met all the requirements leading to the standardisation of candidates' results and as a result, no directives for compliance and improvement were issued in this regard.

Following the quality assurance processes, the EXCO of the Umalusi Council concluded that the DBE's November 2024 NSC examinations were conducted in alignment with relevant policies and regulations. There were no systemic irregularities that could compromise the credibility of the examinations, and the EXCO, therefore, approved the release of the DBE's November 2024 NSC examination results.

The DBE has demonstrated a clear commitment to ongoing quality assurance and improvement, with steps taken to address previous feedback and strengthen the examination process. These efforts contribute to maintaining the credibility and integrity of the NSC examinations.

Overall, the DBE's November 2024 NSC examinations met high-quality standards. While the examination process was largely effective, there are opportunities to further enhance marker training, infrastructure, and the clarity of examination instructions. The DBE's continued commitment to quality assurance will ensure the ongoing credibility and success of the NSC examinations.

MODERATION OF QUESTION PAPERS

CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1   Introduction

The Department of Basic Education (DBE) holds the exclusive responsibility for the development and internal moderation of question papers and marking guidelines for each examination cycle at exit points, such as the National Senior Certificate (NSC) examinations. Once the DBE completes its internal moderation process, Umalusi steps in to conduct an external moderation of these question papers and marking guidelines prior to their administration by the DBE. Umalusi's moderation process complements the DBE's internal moderation and is designed to ensure that the question papers and marking guidelines meet the standards of fairness, validity, reliability, and comparability with previous years' approved materials. This is accomplished by assessing the question papers and marking guidelines against a predefined set of criteria.

This chapter provides a report on the compliance of the DBE's November 2024 NSC examination question papers and marking guidelines with the established criteria. The findings are derived from the data gathered during the first level of moderation. Annexures 1A and 1B provide a comprehensive breakdown of how the criteria were met or not met across the various assessment documents.

1.2   Scope and Approach

Umalusi received 138 question papers and marking guidelines from the DBE for the November 2024 NSC examination. Table 1A illustrates a three-dimensional approach used to guide the external moderation of these question papers and marking guidelines. This approach outlines the criteria and quality indicators that were employed to assess the overall quality of the materials. The three parts of Table 1A are summarised as follows:

a. Part A focuses on the moderation of question papers and comprises seven criteria;
b. Part B focuses on the moderation of marking guidelines and comprises two criteria; and
c. Part C addresses the overall impression and comprises one criterion.

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

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

[a] Number of quality indicators

The external moderators use each criterion to assess whether the question paper and its marking guideline comply with the following levels of compliance:

1.   in meeting all the quality indicators;
2.   in most respects;
3.   have limited compliance; and
4.   have no compliance.

If the question paper and marking guidelines meet all criteria during the first moderation, they will be approved for use in the examination. However, if specific criteria are not met, external moderators will request revisions. In such cases, the question paper and marking guidelines must be resubmitted for subsequent moderation.

The moderation process for question papers and their marking guidelines is thorough and well-established. Initially, the DBE examining panel is responsible for drafting the question paper and developing comprehensive marking guidelines. Following this, internal moderation is conducted by the DBE to ensure that the question papers meet the required standards and are in line with curriculum guidelines. Once the internal moderation is completed, the DBE submits the question papers, marking guidelines, and a full history of the internal moderation process to Umalusi for external moderation. This two-tiered moderation process ensures that all aspects of the question paper, including its structure, content, and marking guidelines, adhere to the required quality standards. The following section presents the findings related to this moderation process.

1.3   Summary of Findings

The data presented and analysed in this section were derived from the external moderation reports on the performance of all 138 question papers and marking guidelines during the first moderation of the November 2024 examination cycle. The findings are categorised according to themes aligned with the criteria outlined in Table 1A. Each question paper and its marking guideline were evaluated for compliance or non-compliance with these established criteria. This section also highlights the consequences of non-compliance, identifying specific areas that require attention in order to improve the quality and standards of question papers and marking guidelines.

1.3.1 Status of Question Papers Moderated

Figure 1A provides a graphical representation of the question papers and marking guidelines that were approved, conditionally approved, and not approved during the first moderation process.
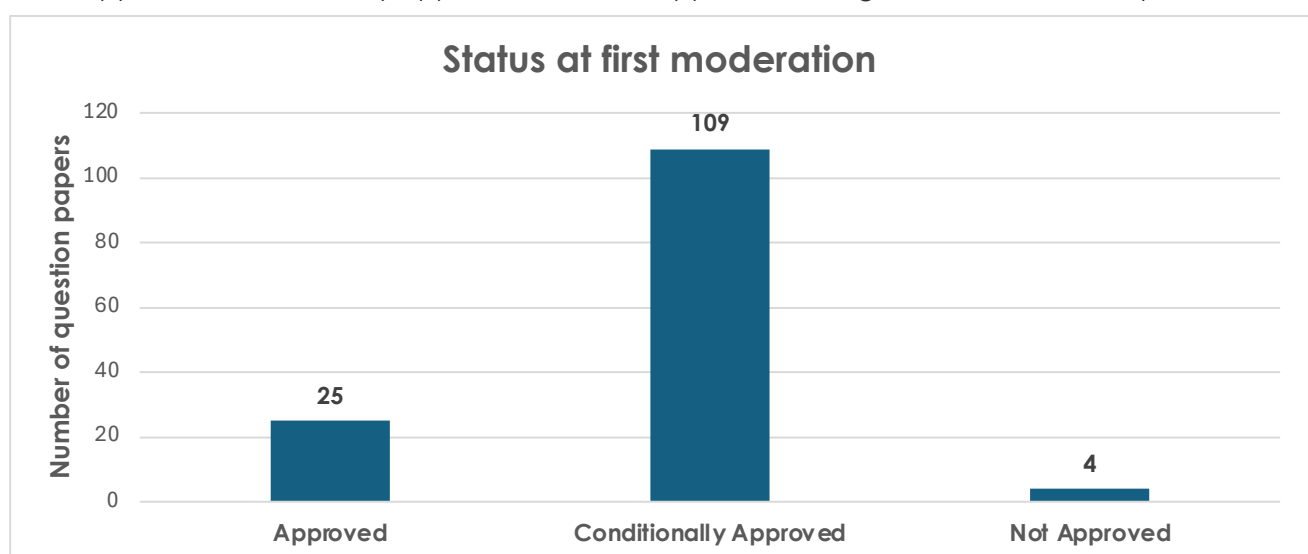
Figure 1A: Status of question papers and marking guidelines at first moderation

Out of the 138 question papers and marking guidelines submitted for external moderation, 25 were approved at first moderation, 109 were conditionally approved and required resubmission, and four were not approved.

For reflective purposes, it is important to compare the performance of question papers and marking guidelines over a three-year period. Figure 1B illustrates the status of question papers and their marking guidelines at first moderation during the November 2022, November 2023, and November 2024 examination cycles.
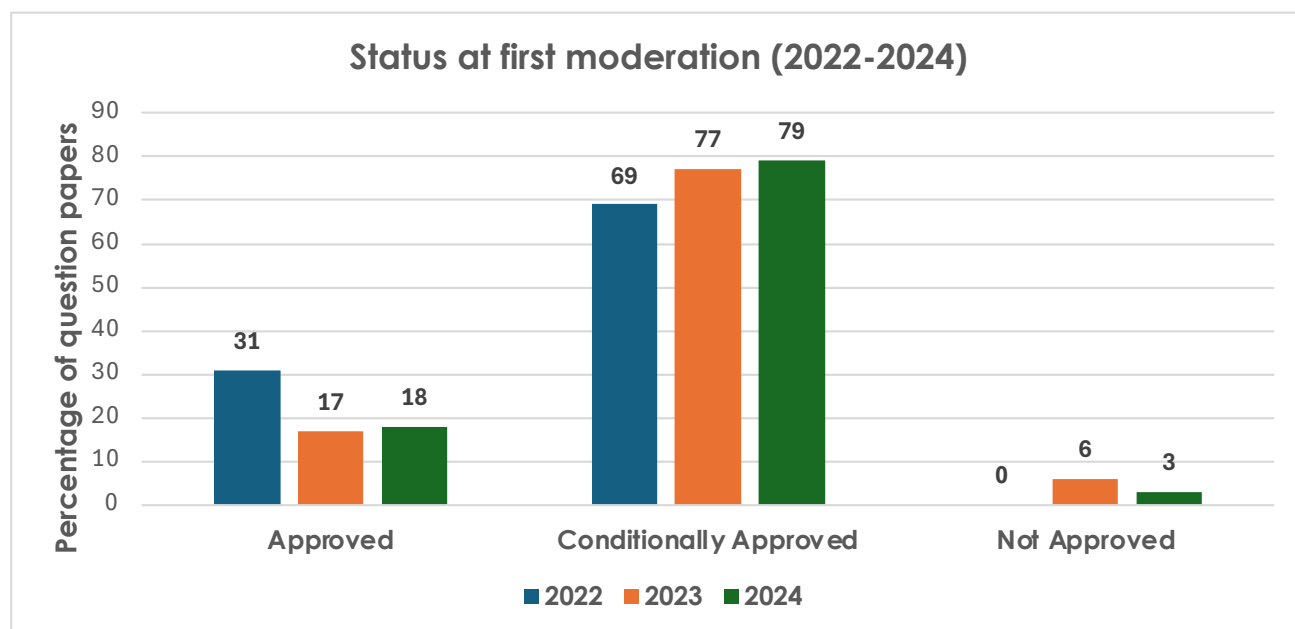
Figure 1B: Comparison of the status of question papers at first moderation during the November 2022, November 2023, and November 2024 examination cycles

Figure 1B shows a 1% increase in the approval rate of November 2024 question papers and marking guidelines at the first moderation level compared to November 2023. However, a significant decline of 14% manifested in November 2023, and over the past two years, it has been challenging to match the November 2022 approval of 31%. This stagnation reflects an increasing number of question papers being conditionally approved, requiring resubmission for subsequent moderation. A 3% decline in the number of question papers and marking guidelines that were not approved (rejected) at first moderation is observed compared to November 2023. Despite this slight improvement, there is still room for further progress if the DBE aims to achieve a 0% rejection rate, as was achieved in November 2022.

1.3.2 Compliance Level per Criterion

A total of 138 question papers and marking guidelines were evaluated during the first level of moderation. The evaluation was based on their performance against the four compliance levels: no compliance, limited compliance, compliance in most respects, and compliance in all respects. This evaluation was conducted across the 10 criteria listed in Table 1B.

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	50	47	3	0
Internal moderation	78	20	2	0
Content coverage	70	24	6	0
Cognitive skills	71	24	5	0
Text selection, types, and quality of questions	26	62	12	0
Language and bias	53	42	5	0
Predictability	83	10	7	0
Conformity with question paper	56	37	6	1
Accuracy and reliability of marking guidelines	33	63	4	0
Overall impression	36	41	22	1

The performance of the papers and marking guidelines during the first level of moderation is discussed in the subsequent pages. The analysis examines each criterion outlined in Table 1A, detailing how the question papers and marking guidelines met the required standards. The findings are based on data extracted from external moderation reports. A comprehensive breakdown of how each subject performed against each criterion can be found in Annexure 1A.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

This section presents the findings from the external moderation reports on the performance of question papers and marking guidelines during the first level of moderation for the November 2024 NSC examination cycle. For details on subjects that did not comply with the required standards, refer to Annexure 1B.

a)   Technical details

Fifty percent of the question papers fully complied with the criterion on technical details, while the remaining half displayed shortcomings, including the following:

   i.   One question paper was submitted without a complete analysis grid, comprising the balance of cognitive levels and the alignment with the required demand challenges.
   ii.   Five question papers were submitted without some of the relevant details, such as time allocation, subject name, number of pages, and instructions. To ensure compliance with technical requirements, the examining panel and internal moderators must thoroughly review the entire question paper against examination guidelines before submitting it for external moderation.
   iii. Twenty-four question papers contained unclear or ambiguous instructions. Clear instructions are essential to prevent unnecessary stress and confusion, ensuring that candidates can approach the examination calmly and with confidence.
   iv.   Six question papers featured cluttered layouts that were not reader-friendly, which could

potentially confuse candidates already experiencing the pressures of examination stress.

v. Five question papers contained incorrectly numbered questions, emphasising the importance of examining panels and internal moderators verifying numbering accuracy before external moderation. Errors in numbering can disrupt mark allocation and potentially impact candidates' performance.

vi. Two question papers had incorrectly numbered pages. It is essential that page numbering aligns with the instructions to ensure candidates can easily match the instructions to the correct questions.

vii. Seven question papers either lacked headers and footers on each page or had inconsistent headers and footers that did not adhere to the required format. Headers and footers are essential for providing crucial information and guiding candidates through the question paper.

viii. Nine question papers used inappropriate fonts. The choice of font type and size is crucial in conveying important visual cues to candidates, such as the order of importance and the tone of the question paper.

ix. Four question papers lacked mark allocations for some questions. Inaccurate or missing mark indications can disadvantage candidates, as proper mark allocation is crucial for ensuring fair assessment and maintaining the validity of the marking process.

x. Five question papers were overly lengthy, making it unlikely that candidates could complete them within the allocated time.

xi. Forty-four question papers did not fully comply with the requirement for high-quality drawings, illustrations, and graphs. Visual elements, such as drawings, illustrations, graphs, and tables, are crucial for stimulating candidates' cognitive functions. Unclear visuals can mislead candidates, and compromised visual quality undermines the fairness, reliability, and validity of the examination paper.

xii. Six question papers did not adhere to the format requirements outlined in the Subject Assessment Guidelines (SAG), and other assessment frameworks.

b) Internal moderation

A compliance rate of 78% in all respects was recorded for internal moderation. The remaining 22% of non-compliance was attributed to the following reasons:

i. Five question papers were submitted for external moderation without a complete development history. Without this history, external moderators are unable to trace the changes made to the question papers and marking guidelines. It is recommended that these essential details be included when submitting question papers and marking guidelines for external moderation.

ii. In 25 question papers and marking guidelines, the external moderation reports indicated the need to intensify internal moderation. Each internal moderator must ensure a thorough and rigorous internal moderation process to maintain the quality of the question paper. Achieving quality should not rest solely on the external moderators; it must be a collective effort.

iii. Four question papers showed little evidence that the internal moderators' recommendations were addressed. The examining panel must ensure that internal moderators' recommendations are not disregarded, as failure to do so undermines the moderation process. Additionally, internal moderators should verify that all recommendations have been properly addressed before submitting the question papers and marking guidelines for external moderation.

c)   Content coverage

A compliance rate of 70% was achieved in all aspects of content coverage. However, the remaining 30% of question papers did not meet the required standards, as outlined below:

i.   The analysis grids of four question papers did not clearly show how each question was linked to a learning outcome or the prescribed topics. The CAPS outlines specific topics that must be taught and details how learners should achieve the learning outcomes associated with those topics. To ensure the question paper meets these requirements, the examining panels and internal moderators must develop analysis grids that connect each question to the relevant topics and learning outcomes. Failure to do so could negatively impact candidates' performance and compromise the fairness, reliability, and validity of the question paper. Ensuring alignment between cognitive levels, topics, and learning outcomes is crucial for maintaining the integrity of the assessment and providing a fair and accurate reflection of candidates' knowledge and skills.

ii.   Eight question papers did not adequately cover the skills, concepts, topics, or themes as prescribed by the CAPS. The CAPS outlines the subject content that must be assessed, and it is essential for examining panels and internal moderators to develop an analysis grid that aligns with these prescribed subject contents. Failure to do so could negatively impact candidates' performance and undermine the fairness and comprehensiveness of the assessment. A question paper cannot be deemed fair, reliable, or valid if it fails to assess various cognitive levels and their corresponding degree of difficulty in alignment with the prescribed subject content. Therefore, all analysis grids must align with the subject content as prescribed in the CAPS to ensure that the question paper accurately assesses the required skills, knowledge, and competencies.

iii.   Ten question papers were not within the broad scope of the CAPS and/or other applicable assessment frameworks. Examining panels and internal moderators must ensure that examination question papers consistently reflect the curriculum as prescribed by the CAPS, SAG, and other relevant assessment frameworks. Adherence to these frameworks is essential for maintaining alignment with the intended learning outcomes and ensuring that the assessment is both valid and reliable.

iv.   Five question papers did not ensure that some skills, topics, themes, and concepts were linked or integrated. The question paper must be designed to ensure a logical flow logically, linking and integrating skills, topics, themes, and concepts. This alignment is crucial as it reflects the conceptual and philosophical foundation of the examined subject.

v.   Ten question papers contained questions that did not reflect the latest developments in their respective subjects. As the world evolves, so do the ideological foundations of each subject. It is essential for the examination body to stay up to date with current trends, discoveries, and discussions within each field. By doing so, the examination process ensures that candidates are assessed on relevant, contemporary knowledge and are not subjected to outdated ideologies or regressive philosophical thinking. Regularly updating question content ensures that assessments reflect the most current and progressive understanding within each subject.

vi.   Twenty-six question papers lacked appropriate, relevant, or academically correct examples, text and illustrations. It is crucial that examining panels and internal moderators ensure all content is factually accurate and academically sound. Failure to uphold these standards compromises the quality and credibility of the question paper and exposes it to potential scrutiny. Providing accurate and relevant examples, texts, and illustrations is essential for maintaining the integrity of the examination and ensuring that candidates are assessed on material that reflects the highest academic standards.

d) Cognitive skills

Seventy-one percent of the question papers fully complied with this criterion. However, the remaining 29% did not meet full compliance due to the following reasons:

   i.   One question paper was submitted without an analysis grid. All examination papers are assessed on how they address different cognitive skills and levels of difficulty. It is crucial that examining panels and internal moderators ensure that an analysis grid is included, as it provides a clear link between the questions, cognitive skills, and the expected level of difficulty.
   ii.   Twenty-one question papers and their analysis grids were submitted, but all had an inappropriate distribution of cognitive levels, resulting in a misalignment with the prescribed guidelines. A balanced distribution of cognitive skills is essential to ensure that the question paper is fair, reliable and valid, allowing candidates to attempt it with confidence.
   iii.   Six question papers included choice questions that did not possess equal cognitive skills. This discrepancy must be avoided, as it creates an unfair advantage or disadvantage for candidates, impacting the overall fairness and integrity of the examination.
   iv.   Six question papers did not provide sufficient opportunities to assess candidates' ability to reason, communicate, translate verbal to symbolic forms, interpret visual evidence in written responses, compare, identify causal relationships, express clear arguments, or offer creative responses. These skills are crucial for candidates' personal and academic growth, and any question paper that does not assess them adequately is considered incomplete or non-compliant.
   v.   Eighteen question papers contained irrelevant information in some questions, potentially increasing their difficulty unintentionally. Analysis grids are essential for examining panels and internal moderators to ensure that the content in the question paper is relevant and focused, without introducing unnecessary complexity. Irrelevant information can disrupt the balance of cognitive skills and may unfairly disadvantage candidates by diverting their attention from the key concepts being assessed.
   vi.   Thirteen question papers contained questions that did not align with the allocation of marks, cognitive levels, degree of difficulty, and time allocation.

e) Text selection, types, and quality of questions

The criterion on text selection, types, and quality of questions recorded 26% compliance in all respects. The other 74% did not comply fully due to the following:

   i.   Three question papers did not incorporate a variety of question types, such as multiple-choice, paragraph responses, data/source-based questions, essays, real-life scenarios, and real-life problem-solving tasks.
   ii.   One question paper included source materials that were not relevant to the subject being assessed.
   iii.   One question paper contained source materials that were not of the required length. It is critical that examining panels and internal moderators ensure the source materials provided in the question paper align with the prescribed length guidelines for each subject. Materials that are either too lengthy or too brief can pose challenges to candidates, creating unnecessary stress or failing to provide enough context. Ensuring the correct length of source materials supports a fair, reliable, and valid assessment, allowing candidates to engage with the questions appropriately and without undue difficulty.

iv.   Twenty question papers contained source materials that were not functional, relevant, or appropriate for the subject. Examining panels must ensure that the source material selected for questions are clear, relevant, and aligned with the prescribed subject content. Irrelevant or incomprehensible source materials can limit the scope of the questions and hinder candidates' ability to perform well in the examination.

v.   Nine question papers included source materials that were unsuitable for testing the required skills.

vi.   Ten question papers did not distribute questions effectively across the cognitive levels, compromising the quality of the assessment and potentially disadvantaging candidates.

vii.   Ten question papers included questions that examined knowledge outside the scope of the subject matter as prescribed in the CAPS. Examining panels and internal moderators must ensure that all questions remain within the boundaries of the prescribed curriculum to maintain the relevance and validity of the assessment.

viii.   Fifty-four question papers contained instances of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia, and unintentional clues to the correct answers in some questions. The clarity of language in question papers is essential, as candidates rely on precise wording to understand the task. Misleading or unclear wording can confuse candidates, leading to incorrect responses and undermining the fairness of the examination.

ix.   Forty-one question papers did not use clear instructional keywords/verbs. The performance of candidates depends heavily on the clarity of the instructional wording in the questions. If the instructions are confusing or misleading, candidates may struggle to understand the task, resulting in poor performance. Therefore, examining panels and internal moderators must ensure that clear, precise, and accurate instructional keywords and verbs are used in question papers. This is essential to maintain the quality, fairness, and reliability of the examination process, ensuring that all candidates are given an equal opportunity to succeed.

x.   Forty-four question papers lacked sufficient information to elicit appropriate responses. Examining panels must ensure that each question provides adequate context and clarity for candidates to respond accurately.

xi.   Thirty-one question papers contained factual errors or misleading information in some questions. Candidates are significantly disadvantaged when examination papers include incorrect or misleading facts. Examining panels must thoroughly verify all information before it is included in question papers, ensuring that the content aligns with the prescribed curriculum and does not contain inaccuracies that could impact candidates' performance.

xii.   Two question papers contained double negatives in some questions, which can lead to confusion and misinterpretation. Examining panels must ensure that questions are clear, concise, and free from double negatives to maintain clarity.

xiii.   Twenty-six question papers did not provide relevant and correct references in questions to prose texts, visuals, drawings, illustrations, examples, tables and graphs. The use of inappropriate or irrelevant materials can mislead candidates, creating confusion and unnecessary anxiety.

xiv.   Eighteen question papers included questions that suggested a response to another question. This design flaw inadvertently guides candidates toward answers, which compromises the fairness and reliability of the assessment. Examining panels and internal moderators must carefully assess the structure and wording of questions to prevent such unintentional guidance, ensuring a more objective and reliable examination process.

xv.   Thirteen question papers contained overlaps between questions, leading to redundancy. This compromises the quality and credibility of the examination, as candidates are unnecessarily tested on the same concept multiple times.

xvi.   Four questions exhibited a non-compliance pattern where the options provided did not follow grammatically from the stem. This oversight can confuse candidates, affecting their ability to understand the question clearly and detracting from the overall clarity of the assessment.

xvii.   Ten question papers contained answer options that were not free from logical cues, which

made one of the options appear as the obvious choice.

xviii. Six question papers featured answer options that were not of approximately the same length, with the correct answer being noticeably longer, more specific, or more complete than the distractors.

xix. Four question papers repeated a word or phrase from the stem in the correct answer.

xx. Twelve question papers included a correct answer that shared elements with other options, creating confusion and reducing the clarity of the question.

f) Language and bias

Compliance in all respects with the 53% requirement was recorded for language and bias. The remaining 47% did not achieve full compliance due to the following reasons:

i. Seven question papers used incorrect subject terminology or data. Adherence to the terminology outlined in subject policies is crucial to avoid disadvantaging candidates.

ii. Nineteen question papers did not consider the appropriate language register, vocabulary level, or complexity. It is essential that examining panels ensure that the language used in the question papers aligns with the expected level of the candidates and is appropriate for the subject.

iii. Thirty-five question papers exhibited subtle grammatical issues, which could distort the intent of the questions and negatively affect the clarity of the examination.

iv. Forty-two question papers contained errors in language and grammar. These errors undermine the clarity and professionalism of the question paper, potentially confusing candidates and impacting their performance. To ensure the highest quality and accuracy, rigorous proofreading and editing processes must be implemented.

v. Seventeen question papers featured overly complex syntax. Simple and clear sentence structures should be prioritised to minimise unnecessary stress for candidates.

vi. Three question papers included foreign names, terms, or jargon without providing an accompanying glossary.

vii. Eight question papers did not demonstrate zero tolerance for bias towards specific interests such as culture, gender, language, politics, race, religion, stereotyping, province, or region.

viii. One question paper did not allow for adaptations or modifications to assess candidates with special needs. It is essential for examining panels to design question papers that are adaptable to meet the needs of all candidates, including those with disabilities or other special requirements. This approach aligns with the principles of inclusive education as advocated by the South African Schools Act of 1996, ensuring that every candidate has an equal opportunity to perform to the best of their abilities.

g) Predictability

Compliance in all respects of 83% was recorded for predictability. The inability of the other 17% to achieve full compliance was due to the following reasons:

i. Sixteen question papers contained questions that were easily spotted or predicted. Teachers and learners often rely on previous question papers and marking guidelines, which are readily available online, to prepare for final examinations. As a result, examining panels must ensure that examination questions are not overly predictable to maintain the credibility of the examination.

ii. Ten question papers included questions verbatim from the past three years' question papers. Reusing questions exactly as they appeared in previous years undermines the integrity of the examination. To ensure a fair and valid assessment, examining panels must avoid reusing questions verbatim and ensure that each examination is original and sufficiently challenging to comprehensively assess the candidates' knowledge.

iii. Ten question papers lacked innovation in question paper development. Question papers

should reflect creativity and innovation to effectively challenge candidates and assess their ability to think critically, analyse complex issues, and solve problems.

Question papers must be accompanied by clear, precise, well-structured marking guidelines. These guidelines are developed to align directly with the question papers, ensuring that markers can carry out their responsibilities effectively and consistently. Two key criteria are critical for the effectiveness of marking guidelines: conformity with question papers and the accuracy and reliability of the marking guidelines. These aspects are discussed in the subsequent sections.

h)   Conformity with question papers

Fifty-six percent of marking guidelines fully complied with this criterion. However, the remaining 44% did not achieve full compliance due to the following reasons:

   i.   Thirty-two marking guidelines did not correspond with their respective question papers. This discrepancy is concerning, as it indicates a failure in the alignment between the question papers and the marking guidelines.
   ii.   Thirty-five marking guidelines included responses that did not align with the command words in the questions. Marking guidelines must directly correspond to the command words used in the question paper, as these words dictate the expected type of response. Examining panels and internal moderators must ensure full compliance with this requirement, which is necessary for fair and consistent marking.
   iii.   Six marking guidelines had responses that did not correspond with the marks allocated in the question papers. This misalignment between the marking guidelines and the question papers can lead to inconsistent marking, potentially disadvantaging candidates.

i)   Accuracy and reliability of marking guidelines

Compliance in all respects of 33% was recorded for the accuracy and reliability of marking guidelines. The inability of the remaining 67% to achieve full compliance was due to the following reasons:

   iv.   Fifty-two marking guidelines did not provide all correct answers in the subject matter. This is alarming because candidates' performance depends on the accuracy of the marking guidelines. Full compliance in this regard is expected without compromise.
   v.   Forty-four marking guidelines contained typographical errors. It is crucial for examining panels and internal moderators to thoroughly review and proofread both question papers and marking guidelines before submission for external moderation to ensure they are error-free.
   vi.   Twenty-three marking guidelines had layouts that were not clearly structured to facilitate marking. Marking guidelines should be designed with a logical structure, making it easy for markers to quickly locate and apply the correct criteria to candidates' responses.
   vii.   Eight marking guidelines were incomplete, lacking mark allocation or failing to clearly show how marks were distributed across the responses.
   viii. One marking guideline did not show how marks were to be spread. Examining panels and internal moderators must ensure that all marking guidelines provide a clear and logical distribution of marks for each element of the response.
   ix.   Three marking guidelines offered a small range of marks, making it difficult to distinguish between low and high performers.
   x.   One marking guideline did not award marks positively.
   xi.   Thirty marking guidelines provided responses with insufficient detail to ensure marking

reliability. Reliability is a fundamental aspect of the assessment process, as it ensures that all markers can consistently arrive at the same result when marking the same script. Detailed marking guidelines are essential to support this consistency, as defined during the Marking Standardisation Meeting (MSM). As a result, a marking guideline that lacks sufficient detail cannot support consistent marking.

xii. Fourteen marking guidelines had no alternative responses in some instances. When developing responses, examining panels must provide relevant and correct alternative responses.

xiii. All marking guidelines that required rubrics were accompanied by appropriate rubrics. This is a positive outcome, demonstrating that 100% of the marking guidelines met the requirement for including rubrics where necessary.

j) Overall impression and general remarks

The overall impression provided by external moderators regarding how the question papers and their marking guidelines met the required standards is crucial for quality assurance. Compliance in all respects was attained in 35% of the question papers and marking guidelines reviewed. The inability of the remaining 65% to achieve full compliance was attributed to the following reasons:

i. Eleven question papers did not align with current policy or guideline documents.
ii. Seventy-two question papers were deemed unfair, invalid, or unreliable until all issues raised by external moderators were addressed.
iii. Fifteen question papers did not assess the objectives of the CAPS or other applicable assessment documents.
iv. Sixty-eight question papers were of an inappropriate standard.
v. Thirty-six question papers could not compare favourably with those of previous years.
vi. Sixty-six marking guidelines were not fair, valid, or reliable.
vii. Sixty-one marking guidelines had a generally questionable standard.
viii. Thirty-one marking guidelines did not compare favourably with those of previous years.
ix. Three marking guidelines did not provide answers that adequately assessed skills, knowledge, attitudes, and values.

1.3.4 Comparison of Compliance per Criterion: November 2022, November 2023 and November 2024

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

Criteria	November 2022 (% of papers)	November 2023 (% of papers)	November 2024 (% of papers)
Technical details	56	56	50
Internal moderation	77	77	78
Content coverage	68	67	70
Cognitive levels	64	64	71
Text selection, types, and quality of questions	38	36	26
Language and bias	55	56	53
Predictability	82	82	83
Conformity with question paper	55	55	56
Accuracy and reliability of marking guidelines	33	33	33
Overall impression	35	35	33

When comparing the findings on the moderation of question papers over three years, compliance levels have varied significantly. Notably, the 7% increase in compliance with the cognitive levels criterion compared to the previous two years is commendable. Similarly, the content coverage criterion improved, moving from the 60% bracket in the previous two years to the 70% bracket in the current year. Slight improvements were observed in internal moderation, predictability, and conformity with question paper requirements. However, the conformity criterion has remained within the 50% bracket over the three-year period. These results reflect the commendable efforts of the DBE's internal moderators to ensure rigorous moderation before the question papers are submitted for external moderation.

However, there has been a consistent decline in compliance with the text selection, types, and quality of questions criterion, dropping from 38% in November 2022 to 36% in November 2023, and further to 26% in November 2024. This decline is alarming, as text selection and question quality are critical to ensuring that question papers meet acceptable standards. Similarly, compliance with the technical detail criterion declined from 56% in November 2022 and November 2023 to 50% in November 2024.

Although there has been some progress in various criteria, the growth is minimal, with the exception of cognitive levels. A concerning trend is that key criteria, such as text selection, types, and quality of questions, accuracy and reliability of marking guidelines, and overall impression, continue to record compliance below the 50% threshold. This result indicates that question papers and marking guidelines consistently fail to meet even half the required standards in these critical areas.

1.4   Areas of Improvement

The following areas for improvement were identified:

a. The 7% increase in compliance with the cognitive levels criterion is commendable. Moving from 64% in November 2022 and November 2023 to 71% in November 2024 demonstrates the potential to achieve higher compliance brackets (80%, 90%, or even 100%) with sustained effort and focus.

b. The improvement in content coverage, which progressed from the 60% bracket recorded in November 2022 and November 2023 to 70% in November 2024, is equally praiseworthy. However, further effort is required to elevate this criterion to higher compliance brackets.

1.5   Areas of Non-Compliance

Umalusi has noted with concern significant discrepancies resulting from non-compliance with the following criteria:

a. The criterion on text selection, types, and quality of questions recorded only 26% compliance in November 2024, marking a 10% decline from 36% in November 2023 and a 12% decline from 38% in November 2022. This makes it the worst-performing criterion compared to others.

b. The criterion on the accuracy and reliability of marking guidelines is the second-worst performer, remaining stagnant at 33% compliance over the past three years. This is alarming. The accuracy of marking guidelines is critical for marking candidates' scripts and directly impacts the credibility of examination results.

c. The overall impression criterion has consistently failed to exceed the 50% threshold over the last three years, remaining stagnant within the 30% compliance range.

1.6   Directives for Compliance and Improvement

The criteria for text selection, types, and quality of questions, accuracy and reliability of marking guidelines, and overall impression are fundamental to the development of question papers and their marking guidelines. The level of non-compliance identified in this report requires the DBE's immediate attention and action on the following directives:

a. Provide training for all examining panels on selecting relevant texts and developing questions that align with the prescribed subject content; and

b. Place greater focus on the question papers and establish robust checks and balances within the marking guidelines to ensure consistency and alignment with the question papers.

1.7   Conclusion

This report critically analysed data from the external moderation reports for the November 2024 NSC examination cycle. The findings emphasise the need for improvement across several criteria, particularly in areas that fell below expectations. While some criteria demonstrate notable stability and progress, non-compliance in areas such as text selection, the types and quality of questions, accuracy and reliability of marking guidelines, and overall impression requires immediate attention. Umalusi's directives to the DBE highlight the urgency of addressing these issues to prevent recurring non-compliance in future examination cycles. Continued commitment to excellence and ongoing improvement are vital for enhancing the quality and integrity of national examinations.

MODERATION OF SCHOOL-BASED ASSESSMENT

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT

2.1   Introduction

The School-Based Assessment (SBA), oral assessments in languages, and Practical Assessment Tasks (PAT) are designed to assess learners' competencies, skills, values, and attitudes in alignment with the subject content. These assessments provide alternative opportunities for learners to demonstrate their abilities using well-defined criteria, diverse methods, tools, and contexts. Umalusi moderates SBA, PAT, and oral assessments to ensure uniform standards, comparability, and compliance with the Curriculum Assessment Policy Statement (CAPS) and subject examination guidelines.

2.2   Scope and Approach

Umalusi conducted onsite moderation of SBA in two phases, sampling 20 subjects across the nine Provincial Education Departments (PED) and the moderation of Tourism PAT in five PED.

The moderation used an instrument with two parts, outlined in Table 2A: Part 1 focused on teacher files, assessing nine criteria, and Part 2 focused on learner files, assessing three criteria.

The Tourism PAT was administered under examination conditions outlined in the DBE's Examination Instruction E24 of 2024. PAT guidelines, procedures, and examination dates were communicated to parents in advance.

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	Internal moderation
Technical layout of assessment tasks	
Effectiveness of questioning	
Question types	
Source/Stimulus material	
Marking tools	
Internal moderation	

2.3   Summary of Findings

This section presents the findings from the moderation of SBA across 20 sampled subjects and the PAT subject for the November 2024 NSC examinations. The findings are organised according to the criteria outlined in Umalusi's moderation instrument. The report highlights the level of compliance observed in the moderated teacher and learner files, as well as areas requiring improvement, with particular reference to the implicated PED where applicable.

2.3.1 Part 1: Teacher Files

a)   Technical aspects

This section of the report summarises the findings related to technical compliance across various PEDs. Technical compliance requires schools to submit all necessary documents, such as programmes of assessment, assessment tasks, mark sheets, and moderation reports.

The findings revealed varying levels of compliance between subjects and PED, with some demonstrating strong adherence to requirements, while others struggled with incomplete or disorganised submissions. Schools in the Western Cape, Eastern Cape, Gauteng, KwaZulu-Natal, and Limpopo generally exhibited strong compliance, particularly in subjects like Accounting, Mathematics, and History. For example, schools in the Western Cape maintained well-organised and complete files across most subjects, while schools in the Eastern Cape (Mathematics) and Gauteng (Business Studies) showed compliance in key areas. However, occasional gaps, such as missing signatures or mark sheets, were noted in some schools.

In contrast, schools in the Free State, Mpumalanga, North West, and Northern Cape faced more significant issues with compliance and organisation. In the Free State, while schools offering Accounting adhered to technical requirements, those offering Economics and Life Orientation frequently demonstrated non-compliance, such as missing assessment tasks. Mpumalanga schools submitted complete but poorly organised files for Tourism PAT. Similarly, files from schools offering Geography and Accounting in the North West and Accounting in the Northern Cape lacked certain documents and were disorganised, making navigation cumbersome.

For Tourism PAT, the sampled schools submitted files with candidates' attendance registers indicating the assessment dates and signed by the learners, as per the examination instruction. However, a school in Mpumalanga submitted an attendance register for two days with the same date. In Limpopo, teacher files were missing the required declaration forms outlined in the PAT examination guidelines. Additionally, the PAT administration dates in Limpopo did not align with the DBE management plan. The PED administered the PAT in July instead of August, and the marking occurred in September instead of August. This was not in line with the DBE examination instruction for the administration and marking of the Tourism PAT across PED.

Overall, Umalusi's moderation highlighted both strengths and weaknesses in compliance practices. While several PEDs and subjects met the required standards, document submission and file organisation inconsistencies remained prevalent, suggesting the need for improved oversight and training in these areas.

b)   Programme of Assessment (PoA)

The verified schools across the PED adhered to the subject programmes of assessment, with appropriate content coverage and evenly distributed assessment tasks within the prescribed assessment periods. Most PED were fully compliant; however, in the Eastern Cape, Limpopo (Economics), Mpumalanga (Tourism), North West (Physical Sciences), and Western Cape (Geography), policy requirements were not fully met. One policy issue that the PED overlooked was the provision of documents, such as marking guidelines or rubrics, to learners to help them understand assessment expectations. This was evident in some subjects in KwaZulu-Natal (Geography), Gauteng (History), and Northern Cape (Mathematics).

The findings indicate that most PED complied with this criterion, particularly those that implemented common procedures or assessment tasks. Examples include: History controlled tasks (Eastern Cape and Mpumalanga), Mathematics investigation and assignment tasks (Eastern Cape and Northern Cape), and June Examination Question Papers across subjects and PED. Accounting project tasks and Business Studies June examination question papers (Northern Cape and Gauteng), Geography tasks (KwaZulu-Natal and Limpopo), as well as Economics and Physical Sciences controlled tasks (North West), were also commonly set at provincial levels.

c)   Assessment tasks

This criterion evaluates Umalusi's assessment of how well the assessment tasks adequately covered the curriculum content for the designated assessment periods. Umalusi noted adequate compliance with the PED, with only a few exceptions.

There was a general adherence to policy, as all the sampled schools administered assessment tasks prescribed in the PoA and amended CAPS Chapter 4. These tasks assessed the Grade 12 content

outlined in the CAPS document. Marks for the assessment tasks were recorded either on the South African School Administration and Management System (SA-SAMS) record sheets or working mark sheets created by the school. The marks were then converted into weightings and percentages as stipulated in the amended CAPS Chapter 4 and captured on SA-SAMS. The format and structure of the commonly set assessment tasks at the provincial level were consistent with CAPS requirements. Examples include Term 1 Mathematics (Eastern Cape), Life Sciences controlled task and practical task (Free State), and Life Orientation and Term 1 Accounting written reports (North West).

Additionally, the following was observed: Schools offering Geography in the Western Cape included Settlement Geography instead of Geomorphology in the mapwork task. The desktop research component used a broad study area, such as Development and impact of tropical cyclones," which led learners to rely heavily on the internet and write it as an assignment.

The assessment tasks in Accounting (North West and Western Cape) included examination-style questions that did not fully align with CAPS. These assessments displayed limited original question development. In Economics (KwaZulu-Natal), cognitive analysis grids were not compiled for all assessment tasks, except for the provincially set preliminary examinations supported by analysis grids.

d)   Technical layout of assessment tasks

This section evaluates the layout and formatting of the assessment tasks, focusing on factors such as clarity, numbering, and font usage. It also highlights any missing elements, including cover pages or instructions for learners.

The verification of assessment task layouts across various PEDs revealed a generally consistent and professional approach to document presentation. However, some notable areas for improvement and specific compliance issues need attention.

The fundamental aspects of technical layout for the Accounting subject were largely well-executed in PED, such as the Eastern Cape, North West, Free State, and Northern Cape. The documents featured clean, uncluttered layouts that prioritised readability, with a consistent question numbering system across question papers, answer books, and marking guidelines. The chosen font styles and formatting were appropriate, maintaining professional standards throughout the assessment materials.

A significant strength across all PED was the alignment with the principles of the final examination paper. This standardisation proved beneficial for learners' preparation, particularly in how marks and time allocations were clearly indicated, mirroring the structure of the final examinations. Such consistency aids learners in developing effective time management strategies in preparation for the final examinations.

However, the review identified several documentation gaps. A notable oversight was the absence of proper cover pages in many of the sampled schools' assessment tasks. These cover pages were missing, which should contain essential information such as school identification, time allocation for task completion, and learner guidelines. This issue was particularly evident in schools from the Eastern Cape (Accounting) and North West (Geography).

The implementation of formal assessment tasks showed varying levels of completeness across schools. While most schools effectively administered and documented the required formal tasks, some inconsistencies persisted. Notably, the preliminary examinations were not clearly conducted in certain schools in the Western Cape (Geography).

The school-based Economics assignment, project, and case study (KwaZulu-Natal) lacked the required technical layout as prescribed for the subject. Missing elements included instructions to learners, marking guidelines, and the relevant headers and footers.

Most schools utilised standardised cluster and/or provincial assessment tasks, ensuring consistency in assessment standards. These tasks included Controlled Tests, June and Preliminary Examinations across subjects and PED. These assessment tasks maintained appropriate technical specifications, with

proper alignment between question papers, answer books, and marking guidelines. Standardising assessment tasks within clusters or PED helped maintain the quality and fairness of assessments.

e)   Effectiveness of questioning

This section presents findings related to assessment practices across PEDs, with a particular focus on the formulation of questions and their alignment with appropriate cognitive levels and degrees of difficulty.

The analysis reveals significant variations in assessment quality and adherence to CAPS requirements, with several systemic challenges identified across the PEDs. Schools in the Eastern Cape offering Accounting implemented cognitively challenging questions that promoted critical thinking. However, this approach proved challenging in KwaZulu-Natal (Life Sciences and Economics). The CAPS percentage requirements for the distribution of question types and levels of difficulty were not fully met. Furthermore, there was an over-reliance on content from past examination papers.

f)   Question types

This section examines the diversity of question types, the clarity of mark allocation, language appropriateness, and the coverage of cognitive skills. Across the PEDs, there is a need for more real-life problem-solving scenarios and original questions that encourage creativity and critical thinking. Many assessments heavily rely on recycled examination questions, which limits the potential for innovation.

The assessment tasks in Accounting (Eastern Cape and Free State), Economics and History (Northern Cape and Limpopo), and English FAL (KwaZulu-Natal) adhered to CAPS requirements, featuring a variety of question types, clear mark allocations, and appropriate cognitive levels. These assessments emphasised originality and discouraged direct copying from past papers. Although some assessments recycled previous examination questions, they were generally well-aligned with CAPS. However, certain areas would benefit from a more balanced approach.

In contrast, the assessment tasks in Life Sciences and Economics (KwaZulu-Natal), Business Studies (Gauteng), Geography (Limpopo), and Life Sciences (Free State) lacked sufficient problem-solving questions and did not offer a balanced distribution of cognitive levels.

g)   Source/Stimulus material

This section evaluates the appropriateness of source materials, their alignment with subject-specific requirements, and their effectiveness in testing the required skills. Across the PEDs, there was variation in the assessment of problem-solving, cognitive skills, and the use of source materials.

The source/stimulus material in Physical Sciences and Mathematics (Western Cape, Limpopo, KwaZulu-Natal, Gauteng, North West, and Northern Cape) demonstrated strong use of appropriate, subject-specific content that tested the required skills. The language was clear and appropriate for Grade 12 learners, and the materials generally aligned with CAPS. These PEDs successfully incorporated problem-solving questions and addressed higher levels of Bloom's Taxonomy (Evaluation and Creation), ensuring adequate coverage of cognitive levels and difficulty. Past examination questions were often included as part of this approach.

Challenges were noted in Accounting (Eastern Cape, North West, Free State, and some Western Cape schools), where there was insufficient focus on higher-level Bloom's Taxonomy, particularly in evaluation and creation. Problem-solving questions were minimally addressed, especially in written reports. The Free State's assessment task design was inconsistent, with projects reverting to traditional examination-style questions, which limited their effectiveness in promoting higher-order thinking. Additionally, missing or incomplete formula sheets in Accounting (Eastern Cape and Free State) hindered the overall quality of assessments. In Geography (North West), the source/stimulus materials were poorly printed and unreadable.

The recycled data responses in the Economics project and case study (KwaZulu-Natal) assessment tasks hindered the development of creative and critical thinking.

On the other hand, PED such as KwaZulu-Natal, Western Cape, Limpopo, North West, Gauteng, and Northern Cape demonstrated stronger alignment with CAPS across most subjects, offering more

comprehensive coverage of cognitive skills.

h)   Marking tools

This section examines the clarity and accuracy of marking tools and guidelines, focusing on consistency in mark allocation across assessment tasks, allowance for alternative responses, and the neatness of presentation. It also evaluates the alignment between question papers, answer books, and marking guidelines. The findings highlight both strengths and weaknesses in the development and application of marking tools.

In the verified PED, some subjects presented well-developed marking tools by schools in the Eastern Cape, Free State, KwaZulu-Natal, Limpopo, Mpumalanga, and Western Cape. In cases where marking guidelines were developed at provincial levels, they were accurate, neatly presented, and supportive of effective marking. This was evident in schools from Gauteng (Business Studies, History, and Physical Sciences), KwaZulu-Natal (Geography and Life Sciences), Limpopo, Mpumalanga, and the Western Cape (Accounting and Geography).

Effective use and application of marking tools were evident in Limpopo (Economics and Geography), Eastern Cape (Mathematics, History, and Accounting), and Western Cape (Accounting and Geography).

However, several areas of concern were identified. These included the poor presentation and layout of marking guidelines, with pages incorrectly numbered, mismatched or missing responses. Notable examples of this were observed in the Free State (Economics), KwaZulu-Natal (Life Orientation), and Northern Cape (Business Studies).

In some subjects, errors and inaccuracies were detected in the marking tools, where suggested answers were incorrect, and the rubrics were overly generic, making them unsuitable across different assessment tasks. These issues were particularly observed in Gauteng (Business Studies), KwaZulu-Natal (Geography, Economics, and Life Orientation), and North West (Geography).

While marking tools were generally available, their application by teachers was inconsistent across various subjects. Another significant concern identified was the recycling of old marking tools without appropriate adjustments to reflect new assessment tasks, particularly in Limpopo (History). This practice continues to undermine the relevance and effectiveness of the assessment process.

Although there was some compliance with marking guidelines in certain areas, there remains room for improvement in ensuring greater accuracy, alignment, and consistency in administration across schools.

i)   Internal moderation

This section reports on internal moderation evidence, including pre- and post-moderation, at various levels (school, cluster, district, and provincial).

The findings revealed several challenges regarding internal moderation. At the school level, the quality of internal moderation was often poor, with practices largely limited to shadow marking that provided little to no qualitative feedback. In cases where reports were produced, they were poorly prepared and offered little value to learners. This issue was prevalent in several PEDs, including the Northen Cape (Business Studies), Western Cape (Tourism), Free State (Life Orientation and Economics), Gauteng (Business Studies), KwaZulu-Natal (Tourism), Limpopo (Geography), Mpumalanga (Tourism and History), and North West (Geography).

There was also significant variability in moderation standards across the sampled schools. In some areas, moderation was either not conducted at all or only at certain levels, leading to the oversight of issues such as incorrect mark allocations and substandard assessment tasks. This inconsistency in moderation practices was particularly noted in KwaZulu-Natal (Economics and Life Orientation), Gauteng (History), Limpopo (Tourism), and the Free State (Geography).

Furthermore, the rigour and thoroughness of moderation practices varied across levels. District and provincial levels generally demonstrated better moderation practices, whereas, at the school level,

moderation often lacked depth and consistency.

2.3.2 PART 2: Learner Evidence

j)   Learners' performance

This section provides an overview of learner performance across various assessment tasks, highlighting differences between non-test assessment tasks and controlled tests/examinations. It identifies factors impacting performance and emphasises areas where PEDs need further support.

Learner performance across different PED and subjects presents a mixed picture, with both strengths and weaknesses. In the Eastern Cape, Accounting learners struggled to meet task expectations, particularly with financial indicators. History results varied, with learners scoring from poor to average in the June examinations. In Mathematics, learners performed better in assignments than in externally set assessment tasks.

In the Free State, learners performed well in Economics research assessment tasks but struggled under controlled conditions. In Life Orientation, learners generally performed well, but the results were inconsistent due to incorrect crediting of answers. In Gauteng, Business Studies and History learners showed satisfactory overall performance; however, challenges arose with essay questions and some Physical Sciences assessment tasks.

In KwaZulu-Natal, learners had mixed results across subjects. Geography showed strong overall performance, but learners struggled with mapwork and Geomorphology calculations. Life Orientation yielded average results, while learners excelled in some components of Life Sciences and English FAL but faced challenges in others. Economics learners particularly struggled with higher-order questions.

While learners faced challenges with higher-order questions in Economics in Limpopo, their overall performance was promising. Geography performance was hindered by poor preparation and over-reliance on internet sources. In the Tourism PAT, some learners failed to meet the demands of the assessment activities, demonstrating a lack of understanding of the task requirements. Learners generally performed well in recall-based questions but struggled with tasks requiring mathematical skills, critical thinking, and planning.

In Mpumalanga, learners displayed mixed results in the Tourism PAT, with many requiring additional support. In Business Studies, performance was inconsistent, particularly in essay questions. History learners showed varying success in source-based and essay-writing tasks, with some excelling while others faced difficulties.

In North West, learners demonstrated strong performance in non-test assessment tasks for Accounting but faced challenges in controlled tests and higher-order questions. Geography learners struggled with controlled tests, highlighting gaps in content knowledge and the teaching plan's coverage. Additionally, the performance of Physical Sciences fell below expectations.

In the Northern Cape, learners performed well in non-test assessment tasks for Accounting and Business Studies, but their performance dropped in formal tests and examinations. Limited preparation and difficulties with open-ended questions were evident, impacting overall results.

In the Western Cape, Geography research-based assessment tasks were a strength, but learners struggled with test-based assessments, particularly higher-order questions. In Accounting, learners excelled in case studies but struggled with open-ended questions in formal examinations. In the Tourism PAT (Western Cape), learners in the verified schools faced challenges in addressing all aspects of the assessment tasks, which varied in difficulty. While they performed well on recall-based questions, they struggled with tasks that required the application of mathematical skills, critical thinking, planning, and decision-making.

k)   Quality of marking

This section highlights the quality of marking, focusing on adherence to marking guidelines, consistency,

accuracy of mark transfers, and any variance observed during the marking process.

While marking was generally acceptable, issues were observed in certain areas across PEDs and subjects. In some instances, marks were awarded without proper justification, highlighting the need for better adherence to marking guidelines.

In KwaZulu-Natal (Geography and Life Orientation), marking was generally well-managed, though some schools made errors in answers and Geography mapwork calculations. In some cases, certain answers in the marking guidelines were incorrect, and the marking guidelines for the mapwork task were incomplete. However, the marking of English FAL was reliable and of a good standard.

The Free State PED (Economics) displayed poor marking quality, with inconsistent distribution of marks. In some cases, teachers overcompensated by awarding marks for incorrect explanations of graphs in assignments. Life Sciences generally featured appropriate questions, though some were deemed inappropriate. In Gauteng (Business Studies), marking tools were adhered to, but errors were found in the March test marking guidelines. However, the oral presentation rubrics were clear. The marking of Physical Sciences was neat and appropriate. Economics teachers in Limpopo struggled with the correct application of rubrics in some cases. As desktop research tasks were common, teachers faced difficulties in effectively applying them during marking, leading to discrepancies in mark allocation. In the North West (Economics) and Mpumalanga (Business Studies), marking was generally good, though the application of marking guidelines and generic rubrics was substandard. Umalusi observed lenient marking, which led to inflated marks in some instances.

In several cases, teachers misinterpreted marking guidelines, resulting in marks being incorrectly awarded or credited to inaccurate learner responses. This issue was particularly evident in subjects such as Geography (North West and Free State), Geography and History (Limpopo), and Accounting and Geography (Western Cape).

l)   Internal moderation

Internal moderation across the PEDs revealed significant inconsistencies and challenges. Life Orientation and Economics displayed poor practices, including assessment tasks lacking Head of Department signatures, absence of pre-moderation, and incorrect mark allocation compounded by shadow marking. Additionally, learners did not receive feedback. However, internal moderation in Life Sciences was appropriately conducted, with complete reports. In Gauteng, pre-assessment moderation reports and histories of moderated assessment tasks were unavailable, as formal tasks were set by district and provincial examiners. While post-moderation was conducted, it relied on checklist-based tools that failed to provide constructive feedback. In Physical Sciences, however, thorough internal moderation was evident at all levels, but there was a lack of provincial oversight.

KwaZulu-Natal demonstrated mixed results. In Geography, internal moderation was well-executed at all levels. However, in Life Orientation, internal moderation was of poor quality, often characterised by shadow marking. English FAL moderation was inconsistent and unclear, with the moderator varying across different assessment tasks and learners. On a positive note, internal moderation in Life Sciences maintained a good standard. In Limpopo, internal moderation for Geography lacked constructive feedback for learners. While internal moderation in Accounting was completed, it was marred by substandard reports. Geography moderation in the region provided only generic feedback. In Physical Sciences, there was strong adherence to moderation of the guidelines.

In the Northern Cape, Accounting and Business Studies assessments were moderated effectively, though Mathematics moderation lacked accompanying reports. In contrast, internal moderation for Accounting and Tourism assessments was poorly executed, while Geography assessments were better moderated at the provincial level. Despite this, feedback across all levels of internal moderation remained insufficient.

Across the PED, the absence of constructive and developmental feedback to both teachers and learners was a recurring concern. This highlighted the need for improved processes and oversight.

2.4   Areas of Improvement

No areas of improvement were observed in 2024.

2.5   Areas of Non-Compliance

This section highlights instances where schools or assessment practices did not comply with CAPS requirements:

a. Non-compliance with technical requirements in Economics, Life Orientation, Tourism PAT (Free State and Mpumalanga), and Accounting and Geography (Northern Cape and North West);
b. Non-adherence to the technical layout of assessment tasks in Economics (KwaZulu-Natal);
c. Non-adherence to assessment task requirements in Geography (Western Cape) and Economics (KwaZulu-Natal), as well as to the cognitive percentage distribution and levels of difficulty requirements for Life Sciences and Economics (KwaZulu-Natal), as per CAPS;
d. Over-reliance on past examination questions without innovations in Life Sciences and Economics (KwaZulu-Natal);
e. Lack of moderation history and analysis grids for assessment tasks in Economics (KwaZulu-Natal); and
f. Recurring absence of constructive and developmental feedback to both teachers and learners in Geography (Northern Cape).

2.6   Directives for Compliance and Improvement

The DBE must ensure that all PEDs:

a. Upskill teachers in question setting and in measuring the levels of question difficulty, particularly in Economics (KwaZulu-Natal);
b. Train teachers on the presentation of assessment tasks, particularly the technical layout – which remains an ongoing concern; and
c. Ensure that constructive feedback is provided to both teachers and learners at district and school levels for developmental purposes.

2.7   Conclusion

While concerns persist regarding the presentation of teacher and learner files, Umalusi noted an improvement in this area. Across the PED, learner performance in controlled tests and examinations was concerning. Better performance was observed in non-test tasks across subjects, highlighting disparities in assessment approaches and learner preparation. Higher-order thinking and open-ended questions remain areas of significant struggle, underscoring the need for improved teaching strategies and better alignment between task requirements and learner abilities. These insights emphasise the importance of targeted interventions and a more structured approach to assessment and feedback to enhance overall learner performance. A disproportionate focus on examination preparation continues to dominate, leaving insufficient emphasis on developing critical thinking skills.

As reported in previous years, assessment practices across the PED reveal a widespread reliance on recycled examination questions, with limited development of original assessment content. This approach often neglects the inclusion of creative problem-solving tasks, which are essential for fostering deeper learning. The quality of SBA assessment tasks remains inadequate, undermining the overall reliability of the SBA process. While Umalusi acknowledges the strides made by the DBE to strengthen the SBA processes, non-adherence to assessment task requirements in certain subjects remains a concern.

MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

Umalusi undertakes various quality assurance processes to ensure the effective management of examinations. A key aspect of this process is auditing the State of Readiness (SOR) to conduct, administer, and manage the national examinations by assessment bodies.

The primary objectives of the audit were to:

i. Evaluate the readiness of the DBE and PED to conduct the October/November 2024 NSC examinations.
ii. Monitor the progress in addressing the directives for compliance and improvement issued after the October/November 2023 examinations.
iii. Assess whether the DBE has implemented systems to ensure the integrity of the October/November 2024 NSC examinations.
iv. Provide feedback on the DBE's SOR for conducting the October/November 2024 NSC examinations.
v. Recognise the areas of good practice employed by the DBE and PEDs in managing the national examinations.

The findings presented in this chapter reflect the DBE's SOR and outline directives for compliance and improvement by the assessment body.

3.2 Scope and Approach

Umalusi adopted a risk-based approach to assess the DBE's preparedness to conduct, administer, and manage the October/November 2024 NSC examinations.

The following processes were undertaken:

a. The DBE conducted a self-evaluation of its SOR and submitted a Self-Evaluation Report (SER) in accordance with Umalusi's requirements. This report was reviewed, and a risk profile was developed based on the findings.
b. Umalusi performed a comprehensive document analysis to assess the evidence provided by the DBE.

To assess the DBE's readiness to conduct, administer, and manage the October/November 2024 examinations, Umalusi relied on key information submitted by the DBE, which was supported by a thorough verification of the evidence provided.

3.3 Summary of Findings

The findings derived from the desktop evaluation, the information provided by the DBE, and the verification of evidence are detailed below.

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

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

Umalusi's audit of the PED presentations on their capacity to manage and administer the October/ November 2024 NSC examinations revealed several challenges, particularly relating to staffing. Staff shortages were identified within the Chief Directorate: Examinations and Assessment at both the head office and district office levels within the KwaZulu-Natal Provincial Education Department (KZNPED), Limpopo Provincial Education Department (LIMPED), Northern Cape Provincial Education Department (NCPED), and Mpumalanga Provincial Education Department (MPED). In the North West Provincial Education Department (NWPED), 33 key vacancies remained unfilled within the Chief Directorate: Examinations and Assessment, affecting both the head office and district offices.

While contingency measures enabled the PED to successfully conduct the June 2024 Senior Certificate and NSC examinations, these measures were also extended to the November 2024 NSC examinations. However, Umalusi emphasises the need for the DBE and PED to implement long-term, sustainable solutions to address these staffing shortages. Such measures are crucial to safeguarding the integrity and credibility of the NSC examinations.

b)   Registration of candidates and centres

i.   Candidate's registration

In preparation for the November 2024 NSC examinations, Umalusi worked closely with the DBE to assess the efficiency of the SA-SAMS and the Centralised Educational Management Information System used for uploading the large volume of candidate registrations. Umalusi also monitored the examination registration systems to ensure all registered candidates were accurately captured, facilitating reliable results processing. However, the DBE identified an administrative error in the candidate registration data. This error required immediate correction, as it posed a risk to the accuracy of the result processing of candidates in the NWPED.

The table below presents the national candidate registration data as provided by the DBE:

Table 3A: National candidate registration data

Descrip-tion	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Full-Time	2024	102 044	37 566	136 051	171 071	94 214	67 137	13 111	41 550	64 377	**727 121**
Part-Time	2024	15 686	8 164	53 603	20 337	30 416	10 683	1 601	3 453	11 272	**155 215**
Total per PED (FT and PT)	2024	117 730	45 730	189 654	191 408	124 630	77 820	14 712	45 003	75 649	**882 336**

(Data provided by the DBE as at 22 October 2024)

ii.   Registration examination centres

The DBE has implemented systems that create a conducive environment for all candidates writing the examinations. Examination centres have been established and audited for readiness and are being effectively managed through the systems implemented by the PED. To ensure strict adherence to regulations, policies, and directives governing the examinations, resident monitors will be deployed to all designated examination centres by the PED. Umalusi has commended the high level of preparedness shown by the PEDs and the strategies employed to mitigate potential risks.

However, Umalusi identified several challenges based on the verification of the DBE's evaluation of the PED. These included 27 examination centres in the Gauteng Provincial Education Department (GPED) with more than 500 candidates registered, as well as three examination centres in the Free State Provincial Education Department (FSPED) with over 1 000 candidates registered to write the NSC examinations in a single session. Additionally, the recurrence of serious irregularities, such as behavioural offences and acts of dishonesty, continues to pose

a significant risk to the credibility and integrity of the examinations in the MPED. The affected PED were requested to urgently address all identified risks and submit a detailed report to Umalusi before the commencement of the NSC examinations. This report must outline the mitigating strategies that will be implemented to ensure the integrity and credibility of the examinations are upheld.

iii. Marking centres

Umalusi communicated its approach and requirements for the establishment of suitable and conducive marking centres for the October/November 2024 NSC examinations to all PEDs. These requirements include adequate space to accommodate marking personnel for all subjects; sufficient lighting and ventilation; appropriate furniture; access to electricity, running water, and ablution facilities; communication facilities; internet access; and robust security measures to safeguard both the question papers and the marking personnel. All designated marking centres were audited for readiness, and Umalusi will closely monitor the marking centres for the October/November 2024 examination cycle to assess the level of compliance with these regulations.

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

Umalusi completed the audit and verification of the SBA and PAT during the first and second phases of the SBA external moderation across all PEDs. The findings confirmed that all PED complied with Umalusi's requirements for internal assessments.

d). Printing, packaging, and distribution

i. Printing

The security of question papers is crucial to maintaining the credibility of the NSC examinations. To ensure this, Umalusi and the DBE enforced strict security measures to safeguard the integrity of the examination process. A management plan outlining the procedures to be followed during the printing phase of question papers was thoroughly verified by Umalusi. Umalusi commended the DBE for implementing robust systems to enhance the security of question papers at all levels. These measures included expediting the vetting process for personnel directly involved in the live handling of question papers at both the DBE and PDE levels, which significantly contributed to maintaining the integrity of the examination process.

Umalusi also commended the DBE for conducting an intensive audit of printing sites in partnership with the State Security Agency. The risk assessment was carried out on the processes of printing, packaging, storage, and distribution by each PED printing manager, with the findings submitted to the DBE for monitoring. However, based on Umalusi's verification of the DBE's evaluation of the PEDs, several risks were identified that could compromise the credibility and integrity of the November 2024 NSC examinations.

The SOR report and supporting evidence submitted to Umalusi revealed that the vetting of officials involved in the printing, packaging, storage, and distribution of examination materials has not been completed at the Eastern Cape Provincial Education Department (ECPED)and GPED. Similarly, delays were noted in the vetting process for staff appointed at the question paper printing facility at the FSPED. Additionally, the storage room at the GPED's printing facility does not meet the requirements of a strongroom, despite the security measures implemented to safeguard the question papers. As a result, the affected PED have been requested to submit reports outlining the mitigating strategies to address these critical risks.

ii. Packaging

The inspection of sites for the printing, packaging, and storage of question papers was conducted in accordance with the DBE's management plans. Umalusi employed a real-time inspection approach to verify compliance with norms and standards at all printing sites. Umalusi was satisfied

with the DBE's Standard Operating Procedures (SOP), which were effectively implemented by the PED to ensure the secure handling of question papers at approved nodal and distribution points.

iii.   Distribution

Umalusi verified and approved the management plans for the collection of print-ready question paper consignments. However, through Umalusi's verification of the DBE's evaluation of the PEDs, several risks were identified that could compromise the credibility and integrity of the November 2024 NSC examinations. In the ECPED, NCPED, and LIMPED, the established nodal points remained in partial approval status. Additionally, at the NWPED, concerns were raised regarding the condition of storage, nodal points, and distribution points, with 11 storage points remaining partially approved. Despite these concerns, Umalusi expressed satisfaction with the systems implemented by the PEDs for the safe transportation of question papers and scripts between storage points, distribution points, and marking centres.

In light of the identified risks, the DBE has been requested to urgently address these issues and submit a detailed report outlining the mitigating strategies to be implemented by the PEDs prior to the commencement of the November 2024 NSC examinations.

e)   Monitoring of examinations

Based on Umalusi's verification of the DBE's evaluation of the PED regarding the monitoring of examinations, Umalusi was satisfied with the systems implemented by the DBE. These systems were found to be effective during the June 2024 SC(a)/NSC examinations, ensuring the proper conduct, administration, and management of the national examinations. Examination centres were profiled based on their risk levels, which the PED were required to categorise. Umalusi commended the various measures implemented by the PED to monitor centres classified as high-risk.

The management plans submitted by the PED, which outlined the scope and included training plans for both invigilators and monitors, were verified and approved by Umalusi. Additionally, the PED submitted plans to achieve a pre-determined 70% monitoring coverage, a strategy aimed at ensuring that a representative number of examination centres are monitored during each session.

However, Umalusi identified that monitoring capacity fell below the 70% threshold in some districts within the ECPED, FSPED and KZNPED, as outlined by the DBE. This shortfall was flagged as a serious risk. Additionally, Umalusi noted that the capping of travel distances by some PED further affected overall monitoring coverage, posing a potential risk to the credibility and integrity of the November 2024 NSC examinations. While the DBE has implemented several stringent contingency measures to mitigate risks and uphold the integrity of the examinations, it has also introduced strategies to monitor and reduce irregularities.

To address inconsistencies and ensure uniform standards across all PED, an examination manual outlining the processes and procedures for the conduct and management of examinations was developed and adopted by all PED.

f)   Marker audit and appointments

The audit of the selection and appointment of marking personnel revealed that the DBE/PED adhered to the approach and requirements communicated by Umalusi. While Umalusi was satisfied with the stringent measures implemented by the PED, concerns were raised regarding the insufficient number of marker applications received for certain subjects in the ECPED, GPED, Western Cape Provincial Education Department (WCPED), MPED, and NCPED. Additionally, the shortage of markers to mark concession scripts and the unavailability of Afrikaans markers for Computer Application Technology and Information Technology in the GPED were identified as risks requiring urgent attention. Although the PEDs outlined mitigating strategies, such as implementing staggered marking schedules, conducting additional recruitment drives, and extending marking days, the shortage of markers remains a pressing issue. As a result, the DBE has been requested to address these risks urgently and to submit a detailed

report to Umalusi, outlining the mitigating strategies to be implemented by the PED. This will ensure that the marking process for the November 2024 NSC examinations is not compromised.

g)   Systems for capturing examination and assessment marks

Umalusi expressed satisfaction with the DBE's preparedness in capturing marks during the June 2024 SC(a)/NSC examinations, noting its effectiveness. The PEDs plan to utilise previously proven capturing venues, which are recognised for their robust resources and compatibility. However, to ensure the integrity of the examination process, Umalusi will conduct an independent verification of these processes before the capturing sessions commence. This verification aims to ensure adherence to Umalusi's communicated standards and protocols, thereby minimising potential risks that could compromise examination integrity. The objective is to guarantee the accurate and reliable capture of examination and assessment marks.

h)   Management of examination irregularities

The audit of the management of examination irregularities revealed that the DBE has established functional structures at both national and provincial levels to effectively address examination and assessment irregularities. Umalusi was satisfied with the strategies implemented by the DBE/PEDs, which proved effective during the June 2024 SC(a)/NSC examinations, as evidenced by a reduction in reported irregularities. To prevent the recurrence of previously reported cases of irregularities, Umalusi recommends that the DBE conduct targeted training for irregularities co-ordinators. Umalusi will attend these training sessions as part of its oversight and monitoring responsibilities. Additionally, Umalusi commended the PEDs for organising a pledge-signing ceremony as part of their advocacy to create an irregularity-free examination environment. This ceremony reflected a strong commitment to maintaining the integrity of the examination process.

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

a. Umalusi noted staff shortages within the Chief Directorate: Examinations and Assessment at both the head office and district offices of the KZNPED, LIMPED, NCPED, and MPED.
b. Thirty-three critical vacancies remained unfilled within the Chief Directorate: Examinations and Assessment in the NWPED, affecting both the head office and district offices.
c. An administrative error in candidate registration data was identified by the DBE within the NWPED, raising concerns about data accuracy and management.
d. In the GPED, 27 examination centres have over 500 registered candidates, while three centres in the FSPED have more than 1 000 candidates registered to write the NSC examinations in a single session, posing logistical challenges. Additionally, the recurrence of serious irregularities, including behavioural offences and acts of dishonesty, was identified as a significant risk to the credibility and integrity of the examinations in the MPED.
e. In the ECPED, NCPED, and LIMPED, established nodal points remained in a state of partial approval. In the NWPED, concerns were raised regarding the condition of storage facilities, nodal points, and distribution points, with 11 storage points partially approved.
f. Monitoring capacity in some districts of the ECPED, FSPED, and KZNPED fell below the 70% threshold set by the DBE, posing a serious risk. Additionally, the capping of travel kilometres may further exacerbate challenges in achieving adequate monitoring coverage across PEDs.

3.4   Areas of Improvement

The following areas of improvement were noted:

a. The DBE has implemented enhanced measures designed to prevent early access to question papers, reflecting its commitment to safeguarding the integrity of the examinations.
b. To address inconsistencies and ensure uniform standards across all PEDs, an examination manual outlining processes and procedures for the conduct and management of examinations has been developed and adopted nationally.
c. The DBE has introduced effective mitigating strategies to address potential risks that could

compromise the credibility and integrity of the October/November 2024 NSC examinations, demonstrating proactive measures to safeguard the examination process.

d. The PED hosted pledge-signing ceremonies to promote an irregularity-free examination environment, reinforcing a culture of accountability, responsibility, and integrity among all stakeholders involved in the examination process.

3.5   Areas of Non-Compliance

The following areas of non-compliance were identified:

a. Persistent staff shortages at various levels across the PED continue to pose a significant risk to the effective management of examinations.
b. Administrative errors in the registration of candidates have been identified, which compromise data accuracy and could impact examination processes.
c. The anticipated reduction in monitoring coverage to 70% in some districts falls below the required threshold for effective oversight.
d. There is incomplete vetting of officials involved in the printing, packaging, storage, and distribution of examination materials, leaving critical aspects of the process vulnerable.
e. The storage facilities at the printing facility and nodal points remain only partially compliant with the required security standards, raising concerns about the safekeeping of examination materials.
f. further effort is required to elevate this criterion to higher compliance brackets.

3.6   Directives for Compliance and Improvement

The DBE must ensure that:

a. A long-term, sustainable solution is developed and implemented by the DBE/PED to address the staff shortages, thereby safeguarding the integrity and credibility of the NSC examinations.
b. The administrative error identified in the candidate registration data at the North West province must be urgently corrected to prevent further discrepancies.
c. The vetting of all officials involved in the printing, packaging, storage, and distribution of examination materials is completed promptly to enhance security and accountability.
d. All storage and nodal points comply with the required security standards to ensure the safe handling of examination materials, thereby reducing the risk of breaches that could compromise the integrity of the NSC examinations.

3.7   Conclusion

Based on the document analysis, verification audit, and review of the SERs submitted by the DBE, Umalusi found the DBE to be adequately prepared to conduct, administer, and manage the October/November 2024 NSC examinations. Umalusi expressed satisfaction with the systems implemented by the PED to mitigate potential risks that could compromise the credibility and integrity of the examinations. However, the DBE is required to submit a detailed report addressing the areas of concern identified in this report.

In light of the observations and progress reports submitted by the DBE, it is concluded that significant progress has been made, and the assessment body is on track with preparations for the conduct, administration, and management of the October/November 2024 NSC

AUDIT OF APPOINTED MARKERS

CHAPTER 4 AUDIT OF APPOINTED MARKERS

4.1   Introduction

Umalusi audits the appointment of markers to verify whether the internal controls, processes, guidelines, and policies implemented by assessment bodies for appointing marking personnel for the NSC examinations are effective, adequate, and compliant with the Personnel Administrative Measures (PAM). The audit process verifies that only qualified marking personnel with the relevant qualifications, skills, and experience are appointed.

This chapter provides an overview of the selection and appointment of marking personnel for the November 2024 NSC examinations conducted by the DBE.

4.2   Scope and Approach

Umalusi audited the appointed marking personnel across the nine PEDs off-site using a desktop method to verify the evidence submitted by the PED. The evidence submitted by the DBE for the audit included the following:

a.   The requirements for the recruitment of markers across levels and positions;
b.   The 2024 circulars and adverts used for the recruitment of markers and the marker application forms issued;
c.   Spreadsheets, records, electronic files, or databases of all appointed markers for all subjects;
d.   Lists of reserve markers and novice markers for all subjects; and
e.   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 Senior markers Deputy chief markers Chief markers Internal moderators	Compliance with notional marking times Qualifications and subject specialisation Teaching experience Marking experience

4.3   Summary of Findings

4.3.1 Compliance with Notional Marking Time Is missing

a)   Markers

The PAM mandates that the PED appoints a sufficient number of markers for each question paper in accordance with the approved notional marking times. It also stipulates that 15% of the appointed markers must be novice markers at all levels. In instances where a PED cannot achieve the 15% requirement, any deviation must be approved by the Head of Department (HoD) with motivation. The PED adhered to this requirement in most instances.

Although marker shortages were observed in certain subjects across the PED, the Free State and KwaZulu-Natal PED reported no shortages for the November 2024 NSC examinations. In Gauteng, Umalusi identified shortages in markers for English FAL Paper 2 and Paper 3 as well as History Paper 2 and Paper 3. To address this, the Gauteng PED implemented a staggered marking approach to mitigate the impact of these shortages.

The Western Cape PED faced a shortage of markers for English Home Language (HL) Paper 2. To ensure the appointment of suitably qualified markers and enhance the marking process, the PED administered competency tests in selected subjects, including English HL Paper 2. A score of 60% or higher is required for consideration across all subjects. To address the shortage of markers for English HL Paper 2, the Western Cape PED submitted a request to the HoD to lower the minimum competency score from 60% to 50% in an effort to attract more markers.

In Limpopo, marker shortages were identified in English HL Paper 2 and Sepedi HL Paper 2. To address these shortages, the PED initiated a headhunting drive to recruit suitably qualified personnel from schools offering these subjects.

In Mpumalanga, sufficient markers were appointed for the sampled subjects. However, a shortage of markers was reported for Geography Paper 2, prompting the PED to initiate additional recruitment efforts. In the Northern Cape, marker shortages were identified in Afrikaans Paper1, Paper 2 and Paper 3; Mathematical Literacy Paper 1 and Paper 2; History Paper 1 and Paper 2; and Setswana Paper 1 and Paper 2. To address these shortages, the PED planned to conduct further recruitment to fill these gaps.

In the Eastern Cape, the PED exceeded the 15% threshold for novice markers in Economics PPaper1, Paper 2 and Paper 3, reaching 20% and 23%, respectively. Minutes from the selection and appointment meetings indicated that many experienced and qualified markers did not apply for marking during this examination cycle. However, no evidence was provided to show that the HoD granted a concession to exceed the required quota. Despite this, the PED ensured the appointment of suitably qualified markers for Afrikaans.

Due to the identified shortage of markers in most subjects in the North West, the marking unit applied for concessions to relax the selection criteria, which were approved by the Acting Superintended General. However, the 15% appointment threshold for novice markers was not met for most subjects in both the North West and the Northern Cape.

In the Northern Cape PED, marker shortages were reported in Agricultural Sciences; Afrikaans HL Paper 1, Paper 2 and paper 3, Setswana HL Paper 1 and Paper 2; and Mathematical Literacy Paper 1 and Paper 2. In response to these shortages, the PED initiated a second recruitment drive to fill the gaps.

The marking of Agricultural Technology, Agricultural Management Practices, Dance Studies, Marine Sciences, Music, and South African Sign Language HL will be centralised at the DBE offices. In addition, the PED outsourced the marking of smaller subjects to other PED with higher candidate numbers.

All PED strived to adhere to the 15% threshold for the appointment of novice markers across most subjects. However, in certain cases, deviations exceeding the 15% quota occurred due to a limited number of applications from both experienced and novice markers. Where marker shortages were identified, PEDs implemented measures to ensure the marking process was not compromised. Strategies included adopting a staggered marking approach, headhunting suitably qualified personnel from schools offering the affected subjects, and extending marking dates during the marking session.

b)   Senior markers

The number of senior markers appointed is determined by the number of markers assigned to each question paper. In line with the PAM requirements, the PED must maintain a ratio of one senior marker to five markers (1:5) for all question papers. If this ratio cannot be achieved, deviations may be permitted with the approval of the HoD, provided a detailed motivation is submitted. For the November 2024 NSC examinations, the number of senior markers appointed for each question paper, in most PED, was generally appropriate. However, the following observations were made:

i.   No senior markers were appointed for subjects with small candidate enrolments in the Free State, North West, and Northern Cape, including Agricultural Technology, Agricultural Management Practice, Sesotho FAL, and South African Sign Language HL.

ii.　In Gauteng, there was a shortfall of senior markers for three subjects based on the notional time provided by the PED: English FAL Paper 2 and Paper 3, and History Paper 1 and Paper 2. Additionally, the required 1:5 ratio was not adhered to for Economics Paper 1 and Paper 2, where the ratios were 1:9 and 1:6, respectively. To address these challenges, the PED adopted a staggered marking approach to ensure the marking process was not compromised.

iii.　In the Western Cape, Eastern Cape, and KwaZulu-Natal PED, no senior marker shortages were reported, and compliance with the 1:5 ratio was maintained in most cases.

iv.　In the Northern Cape, however, the following issues were raised: There was a shortage of one senior marker for Setswana HL Paper 2, which caused the ratio to exceed the required threshold. For History Paper 1 and Paper 2, nine senior markers were required per paper, but only seven were appointed, resulting in ratios of 1:6/7.

Despite the challenges and minor deviations observed, no significant issues were noted in the appointment of senior markers across the PED that could have compromised the marking for the November 2024 NSC examinations.

c)　Deputy chief markers

Seven out of nine PED largely complied with the required 1:5 ratio of deputy chief markers. However, the following exceptions were observed:

i.　In the Eastern Cape, the ratio for Economics Paper 1 and Paper 2 was 1:6,5. Two deputy chief markers were appointed, each managing more than five senior markers.

ii.　In KwaZulu-Natal, deviations from the 1:5 ratio were identified in multiple instances: For History Paper 2, one of the 11 deputy chief markers managed six senior markers. Similarly, for Economics Paper 2, one deputy chief marker, out of the four appointed, was responsible for six senior markers. Additionally, for IsiZulu HL Paper 2, one of the 14 deputy chief markers managed six senior markers, while the remaining 13 adhered to the 1:5 ratio.

iii.　Due to the low number of scripts in the Northern Cape,, a deputy chief marker was not required for Accounting and Setswana HL. However, there were shortfalls in Mathematical Literacy: Two deputy chief markers were required for Paper 1 and one for Paper 2 to meet the 1:5 ratio.

d)　Chief markers and internal moderators

The PAM stipulates that one chief marker and one internal moderator be appointed for each question paper. The PED adhered to this requirement by appointing chief markers and internal moderators on three-year contracts for all question papers in the sampled subjects.

4.4.1 Qualifications and Subject Specialisation

a)　Markers

According to the PAM, the minimum qualification for marker appointments is a recognised three-year post-secondary qualification that includes the relevant subject at second- or third-year level, or another suitable post-Grade 12 qualification.

The appointed markers broadly met the required qualifications and subject specialisations necessary for marking at the Grade 12 level. However, the following was noted:

i.　In the Eastern Cape, while the majority of markers had appropriate qualifications and subject specialisation, one novice marker for Mathematics Paper 1 submitted a foreign qualification transcript that lacked evidence of approval or grading by the South African Qualifications Authority (SAQA). This raised concerns as there was no verification of the qualification.

ii.　Across all the PED, however, only markers with relevant qualifications and subject specialisations were appointed, ensuring compliance with the required standards for the marking process.

b)   Senior markers

The senior markers appointed for the audited subjects met the required qualifications and subject specialisations, with no deviations from the requirements noted.

c)   Deputy chief markers

The audited PED complied with the qualification requirements outlined in the PAM for the appointment of deputy chief markers.

d)   Chief markers and internal moderators

All the appointed chief markers and internal moderators across all sampled subjects possessed a minimum of a three-year post-secondary qualification, which included the relevant subject at least at the second-year level.

4.3.3 Teaching Experience

According to the PAM requirements, candidates applying for marker positions at various levels must have a minimum of three years of teaching experience in a specific subject or a related field. Additionally, they must have at least two years of teaching or curriculum-related experience in the respective subject at the Grade 12 level within the past five years.

a)   Markers

All PED ensured that the appointed markers met the required teaching experience at the Grade 12 level in the subjects applied for. Umalusi noted an improvement in this area compared to previous years, with no deviations observed.

b)   Senior markers

The teaching experience of the senior markers in the sampled group complied with the specified criteria, and no deviations were identified.

c)   Deputy chief markers

For audited subjects, the appointed deputy chief markers met the required teaching experience, ensuring compliance with the PAM standards.

d)   Chief markers and internal moderators

The teaching experience of the appointed chief markers and internal moderators was verified at the start of their three-year contracts, and they complied with the requirements for the FET phase.

4.3.4 Marking Experience

a)   Markers

Although prior marking experience was not a prerequisite for marker appointments, emphasis was placed on prioritising experienced markers while allocating up to 15% of positions to novice markers.

The PED appointed both experienced and novice markers across subjects across various subjects. In the Eastern Cape, novice markers comprised 20% and 23% of the total for Economics Paper 1 and Paper 2, respectively, exceeding the PAM requirement of 15%. However, no evidence was submitted to confirm that the HoD approved a concession to exceed this quota.

b) Senior markers

The PAM requires that senior markers possess at least two years of experience as a marker in the relevant subject. For the audited subjects, the senior markers appointed across all PEDs met this requirement.

c) Deputy chief markers

Deputy chief markers are required to have a minimum of five years of marking experience, including at least two years as senior markers in the respective subject. The appointed deputy chief markers met these criteria.

d) Chief markers and internal moderators

Chief markers and internal moderators contracted by the PED met the required marking experience outlined in the PAM.

4.3.5 Enhancements to the PAM

The following enhancements to the PAM were implemented:

a. The Eastern Cape PED introduced a criterion requiring markers to have achieved above 60% in the previous year's performance in the subject applied for;
b. The Western Cape PED enhanced its appointment criteria by administering competency tests in selected subjects, with a minimum score of 60% required for appointment; and
c. Gauteng and Western Cape PED used evaluation reports from the previous marking cycle to guide marker appointments at different levels.

4.4 Areas of Improvement

The following areas of improvement were noted:

a. Adherence to the 1:5 ratio for senior markers to markers and deputy chief markers to senior markers showed improvement compared to previous examination cycles, with only minor deviations; and
b. Progress was made in meeting the PAM guideline of appointing up to 15% novice markers, with minor deviations noted.

4.5 Areas of Non-compliance

The following areas of non-compliance were observed:

a. Exceeding the 15% threshold for appointing novice markers in EconomicsPaper 1 and Paper 2 in the Eastern Cape PED; and
b. The appointment of a novice marker for Mathematics Paper 1 with a foreign qualification without evidence of approval or grading by the SAQA.

4.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. The PED verifies the authenticity of foreign qualifications before appointing markers; and
b. All PED comply with the 15% threshold for appointing novice markers in all subjects.

4.7 Conclusion

The audit confirmed that the PED largely complied with the criteria for appointing marking personnel for the November 2024 NSC examinations. While minor deviations from PAM requirements were identified, they did not pose significant risks to the marking process. The PED demonstrated adequate systems and measures to address and mitigate shortages.

5 MONITORING THE WRITING OF THE EXAMINATION

CHAPTER 5 MONITORING THE WRITING OF THE EXAMINATION

5.1   Introduction

The DBE administered the October/November 2024 NSC examinations from 21 October 2024 to 28 November 2024. Umalusi monitored the conduct, administration, and management of the examinations to assess and evaluate the DBE's compliance with the mandatory regulations governing the conduct, administration, and management of the NSC examinations.

This chapter provides a summary of the findings, identifies areas for improvement, and highlights areas of non-compliance. These areas are then translated into directives for compliance and improvement, which will guide the development of an action plan for addressing these issues.

5.2   Scope and Approach

The DBE established 6 933 examination centres, and Umalusi monitored 317 pre-selected and sampled centres as part of its oversight responsibilities.

Umalusi adopted the following approach to gather and report on the findings:

   a. Data collection using the Monitoring of the Writing Instrument;
   b. Supplementary data collection through interviews with chief invigilators and invigilators at the monitored centres;
   c. An analysis of documented evidence found in the examination files made available to monitors at the examination centres; and
   d. Observations made during monitoring were recorded and reported.

Annexures 5A and 5B provide lists of monitored examination centres and those found to be non-compliant, respectively.

5.3   Summary of Findings

The reported information and conclusions are based on the findings from the monitored examination centres. These findings were contingent on the availability of evidence and data at the time of Umalusi's visit to the centres.

5.3.1 General Administration

a)   Management of examination question papers

In ensuring the credibility and integrity of the October/November 2024 NSC examinations, strict measures were implemented for the management of question papers, recognising this as a critical area in the conduct, administration, and management of the examinations. Umalusi noted an improvement in the management of examination question papers.

In the Western Cape, the PED delivered the examination material to the respective examination centres according to the province's delivery schedule. In contrast, in the Free State, the question papers were delivered by district officials an hour before the examination sessions commenced. Similarly, the collection of question papers and DVDs for the South African Sign Language HL and the Life Orientation Common Assessment Task (CAT) was managed as per regulations. Umalusi verified the authorisation letters and confirmed that the correct and sealed question papers were collected. However, 29 examination centres did not possess dispatch documents duly signed by the authorised

personnel. This represents the highest number of non-compliant centres compared to 15 in November 2023. The delivery notes in the Western Cape and Free State were safely filed by the respective examination centres for proper record-keeping.

b)   Appointment records of invigilators

The findings regarding the appointment records of invigilators showed an improvement in compliance compared to the November 2023 examination cycle. However, in nine sampled centres, evidence that the chief invigilators had been officially appointed in writing by the DBE was not available. Additionally, eight centres did not provide evidence that chief invigilators had been trained for the current examination session. Similarly, evidence to confirm that the invigilators had been formally appointed by the chief invigilators was missing at 14 centres, while at 11 centres, invigilators had not been trained for the current examination phase.

All sampled examination centres confirmed that teachers from the respective secondary schools were appointed as invigilators. For South African Sign Language HL, confirmation was obtained that all appointed invigilators possessed the necessary communication competence in South African Sign Language to effectively communicate with candidates.

c)   Management of invigilators attendance

All sampled examination centres fully complied with this criterion regarding the management of invigilators' attendance. However, insufficient invigilators were reported in the examination rooms at seven centres. This shortage contributed to the non-adherence to the prescribed invigilation ratio of 1:30, as stipulated in the management, conduct, and administration of the examinations. While there was no invigilation or relief invigilation timetable at 14 centres, the attendance register was not signed by all invigilators present at 11 centres. Additionally, invigilators did not arrive on time at the examination room at five centres.

d)   Examination document management

The findings related to examination document management revealed that eight examination centres did not have a copy of the official timetable, while 14 centres lacked an examination manual. It is recommended that all examination centres should be encouraged to possess examination manuals to ensure a consistent and uniform approach to the examination system across all centres.

5.3.2 Credibility of the Writing of Examination

a)   Security and supply of question papers

During the October/November 2024 examination phase, Umalusi reported an increase in compliance with the security and supply of question papers compared to the November 2023 examination cycle. Examination materials were stored safely in safes, strong rooms, or locked cabinets upon arrival at the examination centres, except at two centres where the materials were not stored safely. At one centre, question papers were found underneath the principal's table, while at another centre, they were left unattended on a table outside an examination room as the chief invigilator monitored the signing of the attendance register by candidates prior to their admission.

Of the 317 sampled examination centres that fully complied with this criterion, 13 lacked strong rooms or safes to securely store assessment materials. At these centres, question papers were delivered an hour before the examination and taken directly to the examination rooms. The PED were commended for adopting this strategy to ensure the security of question papers. At all the sampled centres, confirmation was obtained from chief invigilators that question papers were sealed prior to distribution and opened in full view of the candidates.

Regarding the South African Sign Language examinations, all devices (hardware and software) were checked in advance prior to ensure comparability and functionality. Additionally, all network

communication systems, including emails and messaging platforms, were deactivated except those required for the examinations. South African Sign Language resources, recordings, and prescribed materials were deleted from candidates' laptops. Similarly, for Computer Application Technology and Information Technology examinations, computers were checked in advance, anti-virus scans were conducted, and all network communication systems were deactivated.

b)   Admission of candidates to examination venues

Chief invigilators are mandated to ensure that the candidates are admitted to examination rooms at least 30 minutes before the commencement of examinations to manage time and adhere to examination procedures. This criterion was fully complied with at all sampled centres, except at five centres where candidates were not admitted as stipulated. Additionally, invigilators at 21 centres did not verify admission letters or identity documents, and seating plans were unavailable in 10 centres. Although seating plans were unavailable at 10 centres, the number of centres where candidates were not seated according to seating plans increased to 16. Despite these issues, all candidates were admitted to the examination rooms, including those arriving late within the regulated time.

c)   Conduciveness of the examination venues

Chief invigilators must ensure examination venues provide a conducive environment for effective administration. Most sampled centres had sufficient rooms to accommodate all registered candidates, except at three centres where inadequate space led to overcrowding. Additional areas of non-compliance included:

i.   Insufficient space in the examination rooms at seven centres, including non-adherence to the one-metre spacing between candidates. Computer Application Technology was written in two sessions, except at one centre that lacked adequate computer rooms, where approval for two sessions was granted.
ii.   Inadequate lighting was observed at five centres.
iii.   Absence of water and toilet facilities at two centres.
iv.   High levels of disturbing noise were reported at 16 centres.

Full compliance was observed for South African Sign Language examinations. However, three South African Sign Language centres lacked standby generators or alternative contingency measures for power failures despite the local authorities being informed of the examination dates.

d)   Administration of the writing session

The administration of the writing session revealed several issues.

i.   At three centres, clocks or other time-displaying devices were not visible to all candidates.
ii.   At 12 centres, information boards displaying relevant examination details were unavailable.
iii.   At four centres, candidates who were not registered to write the examinations were allowed to sit for the exams, and irregularity forms were completed in these cases.
iv.   Calculators permitted for use were not checked for compliance at 13 examination centres.

Despite these challenges, chief invigilators were commended for successfully implementing measures to prevent candidates from possessing cell phones or unauthorised materials during the examinations. While some centres provided dedicated spaces for the safekeeping of cell phones, candidates were generally discouraged from bringing them. Additionally, all sampled examination centres ensured that rooms were cleared of any material, writing, or drawings that could compromise the integrity of the examinations.

To accommodate candidates with learning challenges, special concessions were granted at 38 centres. These accommodations included additional time (ranging from 5 to 15 minutes per hour), provision of scribes and readers, separate venues, rest breaks, enlarged print materials, and support for conditions such as autism and dyslexia. Chief invigilators were commended for assigning additional

invigilators to monitor and record examinations for these candidates. They also ensured that the readers and scribes were not subject specialists in the subjects being written on those days.

e)   Compliance with examination procedures

Umalusi's October/November 2024 NSC examination revealed several compliance issues across 79 sampled centres. Notably, there was no evidence that the assessment body had verified the readiness of these centres to administer the examinations, marking the highest number of such cases compared to November 2023. This suggests a lack of urgency in addressing compliance directives. Specific areas of non-compliance included:

i.   At 12 centres, invigilators failed to verify the accuracy of information on the cover pages of answer books issued to candidates.
ii.   Six centres did not distribute question papers to candidates on time. At 12 centres, the technical accuracy of question papers was not checked with candidates.
iii.   Ten centres did not adhere to the 10-minute regulated reading time before writing. Among these, two centres only provided six and eight minutes, respectively, while the remaining eight centres allowed reading times ranging from 12 to 18 minutes.
iv.   One centre did not require candidates to log in using individual passwords during Information Technology examination sessions.
v.   Thirteen centres did not read the examination rules to candidates.
vi.   Six centres did not start examinations at the times indicated on the timetable, and six centres did not end at the stipulated times.
vii.   Six centres allowed candidates to leave the examination room during the last 15 minutes of the examination session.
viii. One centre issued an official erratum due to an illegible diagram on the Mathematics answer sheet.

Despite these issues, certain centres demonstrated commendable adherence to examination procedures, as indicated below:

i.   Invigilators were solely engaged in active invigilation without involvement in other activities.
ii.   No unauthorised personnel entered examination rooms during sessions.

For South African Sign Language HL, Information Technology, and Computer Applications Technology examinations, the following practices were noted, and technicians were available for technical support.

i.   Systems opened without issues, allowing candidates to access examination questions.
ii.   Question papers were checked for technical accuracy with candidates using competent South African Sign Language interpreters when necessary.
iii.   Candidates were given 20 minutes of regulated reading and viewing time before writing the South African Sign Language HL.
iv.   Examination rules were explained to candidates in sign language.

f)   Handling of answer scripts

Regarding the handling of answer scripts, all sampled centres fully complied with this criterion. However, at three centres, scripts were not packaged according to the sequence indicated in the mark sheet. At two centres, scripts were not sealed in the official satchel provided by the assessment body, but were taken directly to the strong room or safe for safekeeping. In the case of Common Assessment Task examinations, one centre only made one back-up, while another made three back-ups; however, the back-ups were securely stored.

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

Regarding incidents that could impact the credibility of the examination session, a candidate was found with crib notes at one centre. The matter was reported to the district office, and an irregularity form was completed.

5.4 Areas of Improvement

No areas of improvement were observed.

5.5 Areas of Non-compliance

The following areas of non-compliance were observed:

a. No evidence was found that chief invigilators and invigilators were appointed in writing or trained for the current examination session;
b. There was no evidence that the examination centre had been verified by the DBE for its readiness to administer the examinations;
c. The examinations started late;
d. The accuracy of the information on the cover page of the answer book was not verified;
e. Question papers were not distributed to candidates in a timely manner;
f. The technical accuracy of the question paper was not checked, and the examination rules were not read to the candidates;
g. The 10-minute regulated reading time before writing was not adhered to; and
h. Candidates were allowed to leave the examination room in the last 15 minutes of the examination session at one centre.

5.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. All personnel responsible for the management and administration of the examinations receive training to improve their compliance levels;
b. Evidence of the appointment and training of chief invigilators and invigilators is available at centres;
c. All assessment materials aresecured in accordance with the security measures prescribed by the DBE;

5.7 Conclusion

Overall, the findings reveal a general improvement in the conduct, administration and management of the examinations despite the areas of non-compliance observed during the October/November 2024 NSC examinations. The DBE demonstrated a notable and acceptable standard of practice in examination administration. The assessment body is required to address the issued directives for compliance and improvement, which necessitates the development of an improvement action plan to be submitted to Umalusi.

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

MARKING STANDARDISATION MEETINGS

CHAPTER 6 MARKING STANDARDISATION MEETINGS

6.1 Introduction

The DBE conducted marking standardisation meetings (MSM) for the November 2024 NSC examinations. Umalusi is responsible for ensuring that these meetings adhere to the required standards to ensure marking quality. MSM are held prior to the marking of candidates' scripts and attended by Umalusi external moderators and verifiers, DBE examining panels, and provincial delegates (including chief markers and internal moderators). In some subjects, DBE curriculum specialists also participated in these meetings.

The purpose of the MSM was to:

a. Revise the original marking guidelines;
b. Ensure a common understanding of the approved marking guidelines;
c. Determine the appropriate tolerance ranges for each question paper; and
d. Train and authorise provincial delegates to equip them with the skills needed to train and supervise marking in their respective provinces.

These activities aim to facilitate the accurate and reliable marking of candidates' scripts across all nine PED.

6.2 Scope and Approach

Umalusi attended and participated in 148 DBE MSM for the November 2024 NSC examinations. This comprises 96 question papers marked at decentralised venues, as listed in Annexure 6A, and 52 marked at centralised venues, as listed in Annexure 6B, due to low enrolment of candidates. The DBE MSM for these question papers were conducted using a multi-modal platform, as follows:

a. Twenty-seven face-to-face;
b. Forty-six hybrid, where only DBE panels attended at the DBE offices with other participants fully virtual; and
c. Twenty-three fully virtual.

For the face-to-face MSM, all Umalusi verifiers who were not external moderators participated virtually via MS Teams. Some of the 52 question papers that underwent centralised marking were managed at the DBE offices, while others were handled at various venues as determined by the DBE.

The DBE outlined the process for managing both decentralised and centralised MSM. Umalusi's presence at these meetings ensured that the MSM adhered to a set of criteria established by Umalusi. These criteria comprise three parts, as shown in Table 6A, with the number of quality indicators for each criterion indicated in brackets.

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

Part A: Preparatory Work	Part B: Marking Standardisation Meeting	Part C: Training and Authorisation
Pre-marking standardisation meeting (8)[a]	Processes and procedures (5)[a]	Training of the senior marking personnel (8)[a]
Preparation by senior marking personnel in the assessment body (2)[a]	Mediation of the marking guidelines (9)[a]	Authorisation of senior marking personnel (4)[a]
	Role of external moderators (5)[a]	Quality of the final marking guideline (7)[a]

[a] Number of quality indicators

6.3 Summary of Findings

Using the criteria outlined in Table 6A and their respective quality indicators, this section presents the findings from the MSM attended by Umalusi. Table 6B shows the percentage compliance of MSM per criterion for decentralised marking, while Table 6C presents the same for centralised marking. Detailed levels of compliance for both decentralised and centralised marking are provided in Annexure 6A and Annexure 6B, respectively.

Table 6B: Percentage compliance of marking standardisation meetings per criterion (decentralised marking)

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited compliance	No compliance
Pre-marking standardisation meeting	70	30	0	0
Preparation by senior marking personnel in the assessment body	74	26	0	0
Processes and procedures	77	23	0	0
Mediation of the marking guidelines	100	0	0	0
Role of external moderators	99	1	0	0
Training of the senior marking personnel	98	2	0	0
Authorisation of senior marking personnel	92	8	0	0
Quality of the final marking guideline	94	6	0	0

Table 6C: Percentage compliance of marking standardisation meetings per criterion (centralised marking)

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited compliance	No compliance
Pre-marking standardisation meeting	88	12	0	0
Preparation by senior marking personnel in the assessment body	100	0	0	0
Processes and procedures	85	15	0	0
Mediation of the marking guidelines	100	0	0	0
Role of external moderators	100	0	0	0
Training of the senior marking personnel	92	8	0	0
Authorisation of senior marking personnel	94	6	0	0
Quality of the final marking guideline	100	0	0	0

6.3.1 Part A: Preparatory Work

a)   Pre-marking standardisation meeting

For this criterion, Table 6B shows that 70% of the MSM achieved full compliance, while 30% demonstrated compliance in most areas.

Among the eight quality indicators for this criterion, it is commendable that 100% of the examination papers confirmed that pre-standardisation meetings were held, decisions impacting the marking guidelines were made to improve the quality of marking, and examination question papers provided to the provinces (in PDF format) matched those approved during the proofreading process.

However, the following challenges were noted for the remaining quality indicators:

i.   Afrikaans HL Paper 1, Afrikaans Second Additional Language (SAL) Paper 2, Civil Technology (Civil Services), Civil Technology (Woodworking), Dramatic Arts, IsiXhosa FAL Paper 1, and Visual Arts reported that panel members and internal moderators were not adequately prepared for the MSM. Afrikaans SAL Paper 2, Afrikaans SAL Paper 3, and English FAL Paper 2 indicated that the MSM did not consider provincial internal moderator reports as these were not received.
ii.   Afrikaans SAL Paper 2 and Dramatic Arts noted that the MSM was not mediated with reference to pre-marked scripts.

The examination papers listed below indicated that the provincial internal moderator reports were not received timeously, and in some cases, they were not received at all. Reasons for the non-submission were not provided in some instances.

i.   Afrikaans SAL Paper 1 and Afrikaans SAL Paper 2: Eastern Cape and Northern Cape did not submit their reports due to the small number of candidates that wrote Afrikaans SAL. As a result, the marking was outsourced to other provinces.
ii.   Agricultural Sciences Paper 1: Mpumalanga, Free State, Northern Cape, and Gauteng did not submit their reports timeously.
iii.   Agricultural Sciences Paper 2: Mpumalanga, Free State, and Gauteng did not submit their reports timeously.
iv.   Civil Technology (Civil Services): Eastern Cape and Northern Cape did not submit their reports.
v.   Civil Technology (Construction): Western Cape submitted its report at the MSM.
vi.   Civil Technology (Woodworking): Gauteng submitted its report during the pre-meeting discussion.
vii.   Consumer Studies: Eastern Cape submitted its report during the pre-meeting discussion.
viii.   Dramatic Arts: Eastern Cape, Free State, Limpopo, Mpumalanga, and Northern Cape did not submit their reports.
ix.   English FAL Paper 1: Mpumalanga submitted on the day of the pre-meeting.
x.   English FAL Paper 2: Northern Cape did not submit its report.
xi.   Information Technology Paper 1: Northern Cape and Mpumalanga did not submit their reports as their marking was outsourced. However, the Eastern Cape submitted its report despite its marking being outsourced.
xii.   Information Technology Paper 2: Eastern Cape, Northern Cape, and Mpumalanga did not submit their reports as their marking was outsourced.
xiii.   IsiXhosa FAL Paper 1: Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, and North West did not submit their reports.
xiv.   IsiZulu HL Paper 3: Free State submitted its report on the first day of the MSM.
xv.   Life Orientation: North West did not submit its report. However, Eastern Cape and Gauteng submitted their reports a day after the pre-marking meeting.
xvi.   Mathematics Paper 1: Limpopo and North West did not submit their reports timeously.
xvii.   Mathematics Paper 2: North West submitted its report on the first day of the MSM.

xviii.   Mechanical Technology (Automative, Fitting and Machining, and Welding and Metalwork): None of the provinces submitted their reports as they had not received their pre-marking scripts timeously.

xix.   Mechanical Technology (Fitting and Machining): Eastern Cape, Free State, Limpopo, Mpumalanga, Northern Cape, North West, and Western Cape did not submit their reports as they did not receive their pre-marking scripts timeously.

xx.   Religion Studies Paper 2: Eastern Cape did not submit its report because, as the PED senior marking personnel indicated, "they did not have laptops" to compose the report.

xxi.   Sesotho HL Paper 3: Gauteng and North West indicated they had sent their reports, but the DBE internal moderator stated that they were not received.

The DBE does not make provision for pre-marking standardisation meetings for centralised subjects. However, as shown in Table 6C, 88% of the question papers held pre-marking meetings. These meetings primarily focused on discussing preliminary marking guidelines and pre-marking sample scripts on the first day of the MSM with the DBE examination panel and internal moderators.

b)   Preparation by senior marking personnel in the assessment body

This criterion evaluates whether the chief marker and internal moderator from each province, as well as the DBE examination panel, had prepared for the MSM by preparing possible answers. It also assesses whether each senior marking personnel had pre-marked 20 scripts as prescribed by the DBE.

Table 6B shows that 74% of the question papers were fully compliant, while 26% showed compliance in most respects.

The analysis revealed that 100% of the senior marking personnel from the nine PEDs were well-prepared for the MSM. However, a significant number of question papers deviated from the directive requiring the pre-marking of 20 scripts per senior marking personnel.

Table 6D illustrates the percentage of compliance and non-compliance with the 20 pre-marking scripts, as well as subjects not written or marked at the PED. Table 6E outlines the subjects that did not comply with this quality indicator.

Table 6D: Percentage compliance of pre-marking 20 scripts (decentralised marking)

Provinces	Compliance (%)	Non-compliance (%)	Subjects not written/marked (%)
Eastern Cape	89	2	9
Free State	86	13	1
Gauteng	88	10	2
KwaZulu Natal	92	6	2
Limpopo	92	7	1
Mpumalanga	94	5	1
Northern Cape	91	1	8
North West	89	8	3
Western Cape	93	6	1

Table 6E: Non-compliant question papers per province (decentralised marking)

Provinces	Question papers not compliant
Eastern Cape	Afrikaans HL Paper 2; Life Orientation.
Free State	Civil Technology (Civil Services and Construction); Electrical Technology (Digital Electronics, Electrical Power Systems, and Electronics); Mathematics Paper 1; Mechanical Technology (Automative, Fitting and Machining, and Welding and Metalwork); Religion Studies Paper 1; Religion Studies Paper 2; and Visual Arts.
Gauteng	Afrikaans SAL Paper 1; Afrikaans SAL Paper 2; Afrikaans SAL Paper 3; Civil Technology (Civil Services, Construction, and Woodworking); Electrical Technology (Digital Electronics and Electronics); IsiZulu FAL Paper 1; Mathematics Paper 1; Mathematics Paper 2; and Life Orientation.
KwaZulu-Natal	Afrikaans SAL Paper 1; Afrikaans SAL Paper 3; Civil Technology (Civil Services and Woodworking); Electrical Technology (Digital Electronics); and IsiZulu FAL Paper 1.
Limpopo	Afrikaans FAL Paper 1; Civil Technology (Civil Services); Hospitality Studies; Mechanical Technology (Automative, Fitting and Machining, and Welding and Metalwork); and Visual Arts.
Mpumalanga	Afrikaans FAL Paper 1; Civil Technology (Civil Services); Mechanical Technology (Automative, Fitting and Machining, and Welding and Metalwork); and Visual Arts.
Northern Cape	Visual Arts.
North West	Afrikaans FAL Paper 2; Afrikaans HL Paper 2; Civil Technology (Civil Services); Electrical Technology (Digital Electronics and Electronics); Mechanical Technology (Automative, Fitting and Machining, and Welding and Metalwork); Visual Arts; and Life Orientation.
Western Cape	Afrikaans SAL Paper 3; Civil Technology (Civil Services and Woodworking); Electrical Technology (Digital Electronics) Sesotho HL Paper 1; and Visual Arts.

The four most common reasons cited for this lack of compliance were:

i. Low enrolment of candidates for the question paper;
ii. Marking was outsourced to other provinces;
iii. Senior marking personnel only marked the number of scripts provided by the province; and
iv. Scripts were not received timeously from the PED to facilitate marking in preparation for the pre-marking meeting.

Table 6F presents a comparison of the percentage compliance for the pre-marking of 20 scripts per province in decentralised marking across the examination cycles of November 2022, November 2023, and November 2024.

Table 6F: Percentage compliance of pre-marking of 20 scripts per province for decentralised marking in November 2022, November 2023, and November 2024

Provinces	Compliance (%) 2022	Compliance (%) 2023	Compliance (%) 2024
Eastern Cape	86	91	89
Free State	76	80	86
Gauteng	61	85	88
KwaZulu Natal	78	85	92
Limpopo	79	86	92
Mpumalanga	90	90	94
Northern Cape	96	100	91
North West	78	77	89
Western Cape	56	85	93

Notably, seven provinces demonstrated an increase in pre-marking the stipulated 20 scripts, with improvements ranging from 2% to 12%. However, the Eastern Cape and Northern Cape showed a decline in the number of scripts pre-marked, with reductions of 2% and 9%, respectively.

In the case of centralised marking, the DBE does not make provision for the pre-marking of 20 scripts, as no PED senior marking personnel are assigned to the question papers. However, the DBE indicates that the examining panel is expected to complete the pre-marking of scripts in preparation for the MSM. The DBE does not specify the required number of scripts for pre-marking by the examining panel.

6.3.2 Part B: Marking Standardisation Meeting

a)   Processes and procedures

For this criterion, Table 6B reveals that 77% of the examination papers were fully compliant, while 23% showed compliance in most respects.

The data indicated that, of the five quality indicators for this criterion,100% of the question papers were fully compliant regarding the alignment of the question papers written in each province with the version provided to the external moderators by the DBE. However, issues arose with Sesotho HL Paper 1, Paper 2 and paper 3, where the DBE internal moderator presented the PED reports despite Umalusi's request for the PED delegates to present their own reports. Additionally, these reports noted that no time was allocated for a general discussion on the standard of the question paper.

Afrikaans FAL Paper 2, Afrikaans SAL Paper 2, Consumer Studies, Geography Paper 2, Sesotho FAL Paper 1, Paper 2 and paper 3 and Sesotho HL Paper 1, Paper 2 and paper 3 and 3 indicated that the DBE did not present on the processes and procedures to be followed at the MSM.

The quality indicator that showed non-compliance was in the area of organisational and logistic arrangements for facilitating the MSM. The following question papers were affected:

i.   Afrikaans HL Paper 1, Paper 2 and Paper 3 indicated that the PED panels had to arrange their own photocopying.
ii.   Afrikaans SAL Paper 1 noted technical issues on day 2 of the MSM, which delayed the commencement of the meeting.
iii.   Business Studies Paper 1 and Paper 2 reported that the DBE did not provide a link to the Umalusi verifier on day 1, and on day 2, the internet connection was unstable. Additionally, the Umalusi verifier received the training scripts on her cell phone and did not receive the authorisation scripts.

iv. Consumer Studies reported that the DBE panel was not always audible due to poor connectivity. Furthermore, the Eastern Cape chief marker and internal moderator experienced connectivity issues on day 2 of the MSM and only connected when the second training script was being marked.

v. English HL Paper 1, Paper 2 and Paper 3 noted that the DBE's internet connection was unstable on both days of the MSM, which negatively impacted the full participation of the verifier. The DBE examining panel and Umalusi members assisted by using their cell phones and personal data.

vi. IsiXhosa FAL Paper 1, Paper 2 and Paper 3 reported that the Eastern Cape experienced connectivity challenges, with the PED chief marker and internal moderator struggling to make photocopies at their respective venues. Additionally, the DBE did not send the provisional marking guidelines and training scripts timeously.

vii. Life Orientation reported that working conditions at the DBE venue were not conducive for discussions, as the venue had been fumigated the previous day. As a result, the examining panel and Umalusi had to make their own arrangements at a hotel to complete the pre-marking discussions.

viii. Sesotho HL Paper 1, Paper 2 and Paper 3 noted that the PED chief markers and internal moderators experienced connectivity issues, which impacted the time management of the MSM.

ix. Tourism reported poor connectivity, which hindered the flow of the MSM and affected its time management. Additionally, Tourism indicated that fire drills should be discouraged during the MSM.

Regarding the MSM for centralised marking, Table 6C shows that 85% of the question papers were fully compliant, while 15% demonstrated compliance in most respects. However, Dance Studies, Sesotho FAL Paper 1, Paper 2 and Paper 3, as well as isiZulu SAL Paper 1, Paper 2 and Paper 3, reported issues related to organisational and logistical arrangements that hindered the MSM processes. The issues cited included the DBE providing the link to the MS Teams meeting late and the absence of support staff to ensure uninterrupted connectivity. Additionally, Sesotho FAL Paper 1, Paper 2 and Paper 3, and isiZulu SAL Paper 1, Paper 2 and Paper 3, reported that the DBE did not present the processes and procedures to be followed during the MSM.

b)   Mediation of the marking guidelines

Notably, 100% of the question papers fully complied with this criterion.

Ninety-six question papers demonstrated that rigorous and meaningful discussions led to valid alternative responses. These discussions clarified possible answers to enhance markers' ability to mark consistently, and clear motivations were provided for amendments to the marking guidelines. The changes did not alter the cognitive level or difficulty of the required response.

Additionally, 100% of the MSM for the centralised marking subjects fully complied with this criterion. The DBE panel and Umalusi discussions were thorough and rigorous, contributing to finalising the marking guidelines.

c)   Role of the external moderators

Regarding this criterion, 99% of the question papers demonstrated full compliance, while 1% showed compliance in most respects.

Overall, Umalusi fully participated in the mediation of the standardisation of the marking guidelines. While there were differences in opinions and mark allocation, consensus was ultimately reached through Umalusi's mediation. Additionally, Umalusi approved the final marking guidelines and ensured proper processes were followed when incorporating changes. However, in the case of a single subject, Dramatic Arts, it was observed that the DBE internal moderator did not follow due processes. Specifically, the moderator excluded Umalusi and unilaterally discussed the determination of the tolerance range with the PED panels.

Regarding the centralised marking question papers, 100% demonstrated full compliance with this criterion, reflecting the same reasons provided for the decentralised marking question papers.

6.3.3 Part C: Training and Authorisation

a)   Training of senior marking personnel

Regarding this criterion, 98% of the question papers were fully compliant, while 2% demonstrated compliance in most respects.

For most MSM, provisions were made for training sessions where marking personnel received a representative sample of scripts. Participants were able to identify deviations from the provided answers, acknowledge and credit alternative responses with justification, recognise potential inconsistencies in marking, and re-discuss possible answers. The training process confirmed that the marking guidelines were accurate, fair, consistent, and supported marking with integrity.

However, the two question papers that showed compliance in most respects were Civil Technology (Civil Services) and Sesotho HL Paper 2. For Civil Technology (Civil Services), it was noted that a tolerance range had not been set for the question paper, and variances in scores between the DBE panel and Umalusi ranged from small to "unacceptably high." Additionally, Sesotho HL Paper 2 reported that participants were unable to identify deviations from the provided answers or acknowledge and credit alternative responses with justification. To address this issue, the marking standardisation meeting engaged in further discussions.

Regarding this criterion for the centralised marking subjects, Table 6C shows that 92% of the question papers were in full compliance for the same reasons provided for the decentralised marking question papers.

However, 8% (Dance Studies and Sesotho FAL Paper 1, Paper 2 and Paper 3) showed compliance in most respects. Dance Studies reported that it initially did not receive a representative sample of scripts for training at the MSM. Participants were unable to identify deviations from the provided answers, could not justify alternative responses, and struggled to mark within the established tolerance range. Sesotho FAL Paper 1, Paper 2 and Paper 3 indicated that provision was not made for a training session at the MSM. Umalusi also emphasised that the single day allotted for the MSM was insufficient, as the three papers typically require three days.

Overall, it is evident that, with the exception of a few subjects with issues, the MSM was conducted successfully and effectively for both decentralised and centralised marking subjects.

b)   Authorisation of senior marking personnel

Table 6B shows that 92% of the question papers achieved full compliance, while 8% met most criteria. The eight question papers in the latter category were:

 i.   Civil Technology (Civil Services and Woodworking)
 ii. Dramatic Arts
 iii. English FAL Paper 3
 iv. Information Technology Paper 1 and Paper 2
 v.   Physical Sciences Paper 1
 vi. Tourism

The most common issue with these examination question papers was that some senior marking personnel were unable to mark within the tolerance range. Additionally, Dramatic Arts indicated that the tolerance range was not established until late (18h00) on the day of the MSM and expressed concern that only one authorisation script was marked. Furthermore, English FAL Paper 3 and Physical Sciences Paper 1 noted that not all senior marking personnel were authorised, which resulted in the allocation of three additional scripts for marking. Additionally, Information Technology Paper 1 and

Paper 2 reported that they had not received any information regarding the tolerance range and authorisation of the senior marking personnel.

Regarding the centralised marking subjects, this criterion is mostly not applicable as the training of the PED chief markers and internal moderators did not occur. However, Table 6C shows that 94% fully complied, and 6% showed compliance among those who participated in the authorisation process. The subjects that showed compliance in most respects were Dance Studies and South African Sign Languages HL Paper 1 and Paper 3. These subjects reported that not all participants were authorised to mark and that the affected senior marking personnel were given additional scripts for marking.

c)   Quality of the final marking guideline

For this final criterion, 94% of the question papers were fully compliant, while 6% demonstrated compliance in most respects.

Those in full compliance indicated that the final marking guidelines included general instructions on marking, a tolerance range was determined, and the guidelines were clearly worded, unambiguous, and well-structured to facilitate standardised marking and ensure reliability. The question papers that showed compliance in most respects were:

i.   Dramatic Arts
ii.   Mechanical Technology (Automative, Fitting and Machining, and Welding and Metalwork)
iii. Physical Sciences Paper 1 and Paper 2

Dramatic Arts did not prevent revisiting that had already been taken, and reasons for this were not provided. Mechanical Technology and Physical Sciences noted that the marking guidelines lacked general instructions for marking.

However, regarding the centralised marking, 100% of the question papers fully complied with this criterion for the same reasons outlined for decentralised marking.

6.4   Areas of Improvement

The following areas of improvement were noted.

a.   Seven provinces demonstrated an increase in pre-marking the stipulated number of 20 scripts. These provinces showed an increase of between 2% and 12%; and
b.   For Information Technology Paper 1, the Eastern Cape submitted a report for consideration at the pre-marking meeting, although it outsourced its marking.

6.5   Areas of Non-Compliance

The following areas of non-compliance were observed:

a.   Some provinces did not submit their internal moderator reports to the DBE;
b.   In all nine provinces, the senior marking personnel (either the internal moderator, chief marker, or both) did not mark the stipulated quota of pre-marking scripts;
c.   For 14 question papers, the DBE did not present the processes and procedures to be followed during the MSM;
d.   For some question papers that held virtual meetings, the DBE did not send out the MS Teams meeting links timeously. Additionally, for a large number of question papers with virtual meetings, the DBE failed to ensure sustained internet connectivity or provide support staff to assist;
e.   For one subject, the DBE did not provide a venue conducive to the MSM; and
f.   For one subject, the PED senior marking personnel did not submit the internal moderator's report due to a lack of resources.

6.6   Directives for Compliance and Improvement

The DBE must ensure that:

a. All provinces submit internal moderator reports for each of the question papers undergoing MSM;
b. All provinces submit the stipulated quota of 20 scripts for pre-marking to their respective senior marking personnel;
c. All senior marking personnel across the provinces pre-mark the stipulated number of 20 scripts;
d. All provinces provide the necessary resources for successfully managing the MSM processes;
e. Links for the MSM are sent to all virtual participants timeously;
f. A stable and uninterrupted internet connection is provided for all the virtual MSM participants;
g. A support team for managing issues that arise from the virtual MSM is available; and
h. Venues conducive to conducting the MSM are made available.

6.7   Conclusion

The findings outlined in this report indicate that a significant number of question papers participated in productive and effective marking guideline discussions. The final marking guidelines, which were approved and signed off by Umalusi, served as the official guidelines, ensuring fairness, reliability, validity, and credibility in the November 2024 NSC examination marking. However, issues related to pre-marking the stipulated number of scripts, as well as challenges with internet connectivity during virtual MSM, need to be addressed by the DBE.

MONITORING OF MARKING OF EXAMINATIONS

CHAPTER 7 MONITORING OF MARKING OF EXAMINATIONS

7.1   Introduction

Marking is a critical stage in the quality assurance process for the assessment bodies responsible for administering the NSC examinations. The 2024 October/November NSC marking season, managed by the DBE, commenced on 29 November 2024 and concluded on 14 December 2024 nationally. As part of its mandatory oversight duties, Umalusi conducted monitoring at a sample of marking centres within each of the nine PED.

This chapter summarises the findings from the verification audit conducted to assess the preparedness of marking centres for marking activities. It also highlights areas for improvement, identifies instances of non-compliance, and provides directives for ensuring compliance and improvement. An improvement plan addressing these directives must be submitted to Umalusi.

7.2   Scope and Approach

The DBE established 183 marking centres nationally, from which Umalusi pre-selected a sample of 30 centres for verification audits to assess their compliance with the criteria for marking centre readiness.

The following approach guided the data collection process:

i.   Criteria for monitoring the marking of examinations;
ii.   Interviews with centre managers;
iii.   Evidence-based verification of documents; and
iv.   Observations made during the monitoring of marking centres.

The list of monitored centres is presented in Annexure 7A, while Annexure 7B outlines the marking centres found to be non-compliant with the regulations for establishing marking centres.

7.3   Summary of Findings

Below is a summary of the findings aligned with the criteria in Umalusi's monitoring tool for marking centres.

7.3.1 Planning and Preparations

a)   Arrival of appointed personnel

Senior marking personnel, including centre managers, deputy centre managers, chief markers, and internal moderators, reported for duty before marking commencement, in line with the respective PED plans. All centres successfully initiated the marking sessions as scheduled.

Evidence from the monitored sample indicates that marking centres had prepared and approved lists of all personnel expected at the centres, with approvals granted by the Head of Examinations in the respective PED. Umalusi verified these lists and found them to be free from discrepancies. Markers who did not report for duty were replaced using provisions from the reserve lists.

b)   Availability of marking management plans

The marking management plans provided by the various PED were effectively implemented. Across all nine PED, the plans were detailed, and daily activities for the entire marking period were outlined. Marking centres also prepared provincially aligned operational plans, including

those for chief markers and internal moderators. Umalusi's monitoring confirmed that these plans were well-executed.

c)   Availability of scripts and marking guidelines

The DBE delivered scripts and marking guidelines prior to the commencement of marking, a practice that was highly commendable.

The timely distribution of scripts and marking guidelines allowed control and verification processes to be completed before the arrival of the marking teams. Evidence indicates that marking commenced as planned, without delays. However, at one centre in the North West, there was a slight delay in the availability of hard copies for marker training. This issue was promptly resolved, and training proceeded as scheduled, supported by the eventual delivery of the necessary materials.

d)   Distribution, storage, and safekeeping of scripts

Scripts were transported in locked boxes or trolleys via PED-owned closed trucks or bakkies, escorted by security personnel, to the marking centres. In the Western Cape, courier services delivered the scripts in boxes, with security personnel accompanying them.

At the marking centres, scripts were stored securely in control rooms or marking rooms, monitored 24/7 by security personnel. In Mpumalanga, locked bins were used to secure scripts within the control rooms. These rooms were equipped with Closed Circuit Television (CCTV) cameras and alarm systems. The security of scripts across all centres was given high priority.

e)   Management and control of scripts

Upon the arrival of scripts at the marking centres, the centre manager signed for their receipt. Teams comprising the centre manager, deputy centre manager, and trained Examination Assistants (EAs) scanned, physically counted, checked, and reconciled the scripts against control lists, thoroughly documenting these processes.

Security guards were stationed near the control rooms and marking rooms, ensuring that all script movements were closely monitored and accompanied.

7.3.2 Resources (Physical and Human)

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

The facilities selected for marking were deemed suitable for the task. PEDs utilised school halls as marking rooms and control rooms, providing adequate space to accommodate the subjects and papers assigned to each centre.

All centres were equipped with communication facilities, including telephones, email, unlimited Wi-Fi, printers, laptops, desktop computers, intercom systems, and cell phones provided by their respective PED. In the Free State, management staff were additionally equipped with two-way radios to facilitate communication.

All appointed markers reported for duty according to the audited lists, and any absences were promptly addressed through substitution.

b)   Capacity and availability of marking personnel

All PED employed experienced markers with the requisite capacity. In the Northern Cape, five markers did not report for duty, but replacements were deemed unnecessary as their absence did not impact the marking process.

Marking proceeded as planned according to the management plan, with only minor exceptions:

- Western Cape: Two markers did not report for marking at one centre, but replacements were successfully sourced from the contingency reserve list; and
- Free State: Seven markers failed to report for marking, and their roles were also filled using the same contingency strategy.

Overall, Umalusi is satisfied that the PED acted promptly to replace absent markers, effectively mitigating potential shortages and ensuring that marking activities were not disrupted.

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

All marking centres were deemed suitable and conducive for marking. The space at each centre was adequate to accommodate the number of subjects allocated for marking. However, at one centre in Limpopo, an auditorium was used as a script room. While the space was ample, the auditorium's floor plan made it less user-friendly. Additionally, at another centre, the marking venue was overcrowded.

The script control rooms were spacious enough to accommodate all the scripts allocated nationally for marking at each centre. The furniture provided was suitable for its intended purpose. The PED adopted differentiated accommodation approaches, with eight centres offering boarding facilities for marking personnel. However, in Gauteng, marking teams were required to arrange their own lodging, with reimbursement for personal expenses.

Although these incidents did not affect the marking processes, the following issues should be addressed to prevent recurrence: At one centre in Mpumalanga, an air conditioner in one of the marking rooms was broken, causing the room to become uncomfortable due to high temperatures. Additionally, the beds in the hostel at the same centre were of poor quality. In one centre in the Free State and another in the Northern Cape, minor water challenges were experienced, but these were resolved without impacting the marking processes.

d)   Quality of food provided to the markers

Markers were provided with nutritious meals that were in line with the DBE's specifications and met all dietary requirements. They were also given two tea breaks. The dining halls and kitchens were clean and acceptable, and tuck shops were available at various marking centres.

In Gauteng, markers were required to supply their own food. In the Western Cape, markers not accommodated at the centres were required to claim the allocated daily allowances.

There were no negative reports regarding the quality or quantity of food, except at one centre in the Free State, where two markers reported insufficient during the first few days. However, after raising their concerns with the centre management, the issue was promptly addressed. Markers in Mpumalanga were supplied with bottles of drinking water due to the hot temperatures.

e)   Compliance with occupational health and safety requirements

All monitored marking centres met the minimum Occupational Health and Safety (OHS) requirements. Adequate clean water and sanitation facilities were available, and the Certificates of Compliance (CoC) for electricity were displayed on the walls. Fire extinguishers were serviced, and certificates indicating their expiry dates were provided.

Food handling certificates and hostel habitat certificates were also available. The presence of these certificates ensured the safety and health of the marking personnel.

7.3.3 Provision of Security Measures

Security measures were crucial at the marking centres to ensure the safety of both the marking personnel and the examination scripts.

a)   Access control into the marking centre

Security guards were visible at marking centres, stationed at the entrances, and at other strategic points, as determined by the marking centre management teams across all centres nationally. Vehicles entering the centres were checked, and visitors were required to identify themselves before being granted access. Access registers were maintained, with records fully completed by all visitors and day-visiting markers.

On the first day of arrival at the centre, marking personnel were required to present their appointment letters. They were then issued identification cards, which had to be shown to security each day to gain entrance.

Markers with cars were issued car permits. All marking centres had security guards on duty 24/7. Individuals without appointment letters were denied access to the centre, and all centres had a single entrance.

Authorised visitors were escorted to the centre manager's office by security guards, except at one centre in Mpumalanga. The marking centres that were monitored were equipped with CCTV surveillance cameras.

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

The movement of scripts from the control rooms to the marking rooms was closely supervised by the deputy centre manager, who was accompanied by security guards. Scripts were physically counted and scanned both in and out of the control room, with a list used to ensure accurate reconciliation. In the Free State, an additional measure of colour coding was implemented to track the movement of scripts more efficiently.

Together with the control room manager, EAs facilitated the distribution of scripts to the chief markers. The same process was followed during the return of scripts to maintain accountability and control.

7.3.4 Training of Marking Personnel

a)   Quality and standard of the training sessions across subjects

The availability of marking guidelines at the centres nationwide ensured that marking personnel, including senior markers, internal moderators, and deputy chief markers, were trained before the arrival of the other markers. These training sessions included discussions and consensus on the marking guidelines, followed by the use of dummy scripts to assess the competency of senior markers.

Upon the arrival of the markers, a similar training process was conducted. The training varied by subject, allowing for subject-specific nuances to be effectively addressed.

The training sessions were thorough and of a high standard, with 15 hours allocated by the DBE for the training of markers across the PED. All markers, regardless of subject or paper, underwent training, and no one was permitted to mark without completing the required training. Monitors verified the training process through signed registers, training manuals, and presentation slides.

b) Adherence to norm time

All monitored marking centres adhered to the prescribed minimum norm time of 10 hours, as determined by the DBE. Most centres operated from 07h00 to 19h00, with clear timelines that included lunch and two tea breaks.

The consistent management of start and end times ensured that marking sessions across all centres ran smoothly and adhered to the stipulated hours.

7.3.5 Management and Handling of Detected Irregularities

The training conducted upon the arrival of markers included guidance on identifying and handling suspected irregularities. Markers were instructed to report any suspected Irregularities to their immediate senior, who would verify and escalate the matter/alleged case to the chief marker. Once the necessary supporting evidence has been verified and irregularity is confirmed, the chief marker would hand over the alleged case to the marking centre manager.

The marking centre manager would then involve the Provincial Irregularity Committee (PEIC). In some provinces, irregularity committees were present at both the marking centre and provincial levels.

Suspected irregularities were recorded in the irregularity register and escalated to the PEIC for further investigation and resolution.

Recording

7.4 Areas of Improvement

The following areas of improvement were noted:

a. An adequate supply of water was maintained at the centres, with boreholes and water tanks on standby to mitigate the impact of the ongoing national water shortages affecting municipalities;
b. In the Eastern Cape, an additional level of quality assurance was piloted in the script control rooms, focusing on post-marking procedures to ensure accuracy and consistency; and
c. In the North West, the responsibilities of the marking centre managers were extended to include quality assurance of marked scripts and ensuring the consistent application of marking guidelines.

7.5 Areas of Non-compliance

The following areas of non-compliance were noted:

a. Inadequate security control at the entrance of two marking centres, where a monitor's car was not searched;
b. Failure to escort visitors to the centre manager's office at two centres; and
c. Insufficient security measures when external visitors entered the control room for audit purposes.

7.6 Directives for Compliance and Improvement

The DBE is required to:

a. Explore sustainable approaches to enhancing the capacity of security personnel to effectively fulfill their duties; and
b. Develop a training manual for the orientation of security personnel assigned to the marking centres.

7.7 Conclusion

The findings indicate that the marking centres were well-prepared to host the planned marking activities. All monitored marking centres demonstrated compliance with the minimum standards set for their establishment. Despite the identified areas of non-compliance, notable improvements were observed across the nine PEDs. The DBE must address the highlighted areas of non-compliance to ensure the continued enhancement of the marking processes.

VERIFICATION OF MARKING

CHAPTER 8 VERIFICATION OF MARKING

8.1   Introduction

As a quality assurance body, Umalusi plays a crucial role in ensuring the quality of marking conducted by the DBE. Umalusi observes, verifies, and approves the reliability, validity, and fairness of the marking process, thereby upholding the credibility and integrity of the NSC qualification. Umalusi participated in the marking process and conducted the verification of marking for the November 2024 NSC examinations across all nine PED, under the oversight of the DBE.

The key objectives for verifying the marking process included:

i.   Ensuring adherence to and consistent application of Umalusi-approved marking guidelines across PED;
ii.   Identifying any deviations from the marking guidelines and confirming whether due process was followed;
iii. Assessing the accuracy and consistency of mark allocation and calculations; and
iv.   Verifying that internal moderation was conducted throughout the marking process.

This chapter presents the findings and details regarding the verification of the marking process for the November 2024 NSC examinations conducted by the DBE.

8.2   Scope and Approach

As listed in Annexure 8A, a total of 37 subjects, comprising 77 question papers, were sampled for the verification of marking for the November 2024 NSC examinations.

The verification of marking for the DBE November 2024 NSC examinations for the 33 sampled subjects took place on-site at 97 provincial marking centres. The verification of Marine Sciences, Dance Studies, Music, South African Sign Language HL, and Life Orientation was conducted at centralised venues arranged by the DBE.

Both the on-site and centralised verification process provide Umalusi external moderators the opportunity to offer guidance during the marking process. These arrangements allowed external moderators to engage directly with senior marking personnel regarding potential marking errors while the marking was ongoing.

Table 8A outlines the criteria used for the verification of the marking process. Criterion 1 focuses on the statistics and official appointment of markers; Criterion 2 assesses the application of the approved marking guidelines, including any changes or additions to the guidelines and the processes followed; Criterion 3 examines the quality and standard of marking, internal moderation, as well as the addition and transfer of marks; and Criterion 4 evaluates the candidates' performance.

Table 8A: Umalusi criteria for verification of marking

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

8.3   Summary of Findings

The findings of the verification of marking are summarised in this chapter, in alignment with the criteria outlined in Table 8A.

8.3.1 Policy Matters

a)   Statistics

According to the PAM, the PED must ensure a 1:5 ratio for appointing senior markers to markers and deputy chief markers to senior markers. This criterion was met in most of the verified subjects. However, challenges were observed in the following instances:

Eastern Cape: Afrikaans HL Paper 1 and Paper 2 showed a ratio of senior markers to markers as 1:6. In Economics Paper 1 and Paper 2, the ratio of deputy chief markers to senior markers was 1:7, and the ratio of senior markers to markers was 1:6. In English HL Paper 1, the ratio for deputy chief markers to senior markers was 1:6.

Western Cape: English FAL Paper 2 recorded a variance in the ratio of senior markers to markers as 1:6. Northern Cape: Geography Paper 1 had a ratio of 1:7 for deputy chief markers to senior markers.

Limpopo: Xitsonga HL Paper 1 showed a deviation of 1:6 senior markers to markers and a 1:7 ratio of deputy chief markers to senior markers.

Gauteng: For English HL Paper 2, although the ratios aligned with PAM requirements, there was a challenge where too few markers were appointed for the marking session for 52 699 candidates. Only 93 markers reported on the first day instead of 186. Technical Mathematics Paper 2 also had a ratio of 1:6 senior markers to markers. Tshivenda HL Paper 1 recorded a deviation of 1:7 senior markers to markers.

Another requirement is the quota for novice markers. According to the PAM, "In selecting and appointing persons to the various examination-related positions, cognisance must be taken of the general need to build capacity among serving educators in order to ensure that there is a fair spread and representation in respect of districts, race and gender. Fifteen percent of the markers at all levels must be novice markers. In cases where a PED cannot make the 15% requirement, this must be approved by the Head of Department (HoD), based on a detailed motivation provided." This requirement was generally met, except in the following instances:

Gauteng: English HL Paper 2 had 28% of the appointed markers as novices. Due to a shortage of markers, novice marker appointments were staggered over the first five days, which delayed the commencement of marking and required additional training. English HL Paper 3 also appointed 45% of deputy chief markers as novice moderators, creating challenges with moderation. Approval from the HoD to exceed the norm was not requested.

Western Cape: Tourism Paper 1 recorded a high intake of novice markers, with 82 out of 145 markers identified as novice markers. This required consistent training to ensure marking standards were maintained. However, approval from the HoD to exceed the norm was not sought.

Eastern Cape and Western Cape: At the centralised marking centre in Pretoria, Dance Studies had a large number of novice markers and 100% appointment of senior markers who were also novice moderators. This led to a slow start to the marking process.

Overall, the PED performed exceptionally well in adhering to the prescribed ratios of senior markers to markers, with most provinces meeting the requirements in most subjects.

b)   Official marker appointments

Most marking personnel were officially appointed to mark the sampled subjects for the November 2024 NSC examinations. External moderators were responsible for verifying all appointed markers against the official appointment letters. However, the following exception was noted:

In English HL Paper 2 in Gauteng, of the 113 markers initially appointed, only the 93 markers who arrived on the first day had letters of appointment. The remaining 20 markers, who were subsequently appointed to address a shortage, did not have letters of appointment.

8.3.2 Adherence to the Marking Guidelines

a)   Application of the approved marking guidelines

The approved marking guidelines were adhered to in most marking centres, with the guidelines officially stamped by the DBE and signed by both internal and external moderators. In cases where an internal moderator was unavailable, the chief examiner's signature was included.

However, in Life Sciences Paper 1 and Paper 2 in Limpopo, it was noted that the chief markers initially used draft marking guidelines from the marking standardisation meetings instead of the officially signed-off marking guidelines. The external moderator flagged this irregularity and instructed the chief markers to switch to the official guidelines, which were then used.

In the North West, for Visual Arts Paper 1, senior marking personnel reported not receiving the official signed-off marking guidelines.

During the early marking stages, minor discrepancies were observed in the application of the approved marking guidelines for certain question papers. These discrepancies were typically related to inferential and evaluative questions that required subject-specific expertise. Senior moderators intervened by retraining markers, remarking scripts, and implementing additional moderation to address the challenges.

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

The Umalusi-approved marking guidelines from the marking standardisation meetings were consistently adhered to throughout the marking process. However, a few synonymous additions to the marking guidelines were noted. In these instances, due process was followed. In many cases, chief examiners and internal moderators communicated Umalusi-approved synonymous additions via WhatsApp

groups, which included external moderators from all nine provinces and the DBE marking managers. These additions were observed specifically in Life Sciences Paper 1 and Paper 2, as well as Physical Sciences Paper 1 and Paper 2.

8.3.3 Quality and Standard of Marking and Internal Moderation

a)   Quality and standard of marking

In most verified subjects, the consistent application of the marking guidelines was noted. However, during the initial days of marking, variations in the allocation of marks were observed in some subjects. Most of these variances fell within the approved tolerance range. Moderators promptly addressed discrepancies by engaging with markers, providing retraining, remarking batches, and offering additional moderation. The inconsistencies in marking were primarily attributed to a lack of understanding of inferential and open-ended questions, which often led to the third mark not being credited when required. The following subject-specific concerns were highlighted during the verification:

Dance Studies Paper 1 and Paper 2: In the Eastern Cape and Western Cape, many novice markers exhibited inconsistencies after training at the centralised marking venue, which delayed the marking process. These issues were addressed through close monitoring, retraining, and discussions, ensuring that the appropriate marking standard was achieved.

Economics Paper 1: In Gauteng, some markers initially struggled with higher-cognitive-demand questions and Question 1, which had a zero-tolerance range. These challenges were promptly identified and addressed by deputy chief markers, chief markers, and internal moderators through discussions and remarking to maintain the required standard.

English FAL Paper 1: In the Northern Cape, 25% of the sampled scripts were marked outside the approved tolerance range. These discrepancies were reported to the chief marker and internal moderator for intervention.

English HL Paper 2: In the Eastern Cape, some markers displayed inconsistencies in applying the marking guidelines despite training. Similarly, in Gauteng, novice markers who were appointed after marking had already struggled to establish a consistent standard in marking. Retraining, close monitoring, and remarking of scripts were employed to address these inconsistencies.

English HL Paper 3: In the Eastern Cape, some markers exhibited inconsistencies in applying the rubrics. These markers were retrained, their scripts were remarked, and their work was closely monitored to ensure adherence to the guidelines.

Life Orientation CAT: In the Eastern Cape, KwaZulu-Natal, and Mpumalanga, persistent inaccuracies were noted when interpreting and applying the approved marking guidelines. Markers often credited candidates for creative but incorrect responses or for copying parts of the question as answers. These issues were reported to the DBE for further intervention as no on-site verification was conducted.

Life Sciences Paper 2: In Limpopo, one unauthorised marker arrived late and marked scripts outside the tolerance range. Despite retraining and remarking of scripts, the marker failed to meet the required standard and was sent home.

Mathematics Paper 1: In the Eastern Cape, one novice marker struggled with higher- cognitive-demand questions. After receiving support and guidance, the marker was reassigned to questions with lower cognitive demand, where they marked consistently.

Sesotho HL Paper 2: In the Free State, variances beyond the tolerance range were observed in marking literary essay questions. Moderators intervened with retraining, which led to improved accuracy and consistency.

Tourism Paper 1: In Northern Cape and Gauteng, some markers initially allocated marks outside the tolerance range. These discrepancies were identified early and resolved through feedback, remarking, and moderation. In the Western Cape, over 30% of novice markers struggled to meet the marking standard, necessitating consistent retraining and remarking until a consistent standard was reached.

Xitsonga HL Paper 1: In Limpopo, a marker with FAL teaching experience was mistakenly appointed to mark HL scripts. The marker was reassigned to the correct centre, and early discrepancies in marking were corrected after intervention by the chief marker and internal moderator.

b)   Internal moderation of marking

Internal moderation at all levels was conducted for all subjects verified, and in many instances, the process was consistent, efficient, and effective. The moderation process in numerous subjects included review sessions to resolve challenges and inconsistencies identified during the marking process. The prompt resolution of issues across marking centres demonstrated a proactive and well-organised approach to moderation.

Whole-script moderation by deputy chief markers, chief markers, and internal moderators using the different coloured pens prescribed by the DBE was evident. Senior markers also moderated specific questions across scripts to ensure consistency in marking. In most subjects, the quality of internal moderation was consistently upheld throughout the process. Many senior marking personnel held frequent meetings with deputy chief markers and senior markers to discuss challenges and report on the progress of the marking.

In most marking centres, a minimum of 10% moderation was observed by all moderators. In the earlier marking stages, some provinces moderated up to 20% of all batches to ensure consistency in marking. The following matters were noted:

Accounting Paper 1 and Paper 2: In the North West, the chief marker and internal moderator chose to moderate selected questions instead of the entire script. The external moderator referred to the DBE examination guidelines and directed the senior moderators to ensure whole-script moderation from the deputy chief markers upwards.

Agricultural Sciences Paper 1 and Paper 2: In the Free State, senior markers conducted shadow moderation, with minimal or no changes noted. After moderation by the chief marker, internal moderator, and external moderator, retraining was provided to senior markers, who were also encouraged to consult senior moderators when in doubt.

Business Studies Paper 1: In Limpopo, the chief marker was inconsistent in moderating batches. Only four out of 21 batches showed evidence of moderation by the chief marker. The internal moderator and chief marker were called in to ensure consistency in moderation across all levels.

Economics Paper 1 and Paper 2: In Gauteng, some senior markers and deputy chief markers incorrectly applied the marking guidelines, resulting in marking outside the tolerance range for a specific question. These discrepancies were reported to the chief marker and internal moderator for intervention.

English HL Paper 3: In the Eastern Cape, there was no evidence of whole-script moderation by the chief marker and internal moderator due to a misinterpretation of the marking manager's presentation during the marking standardisation meeting at the DBE. The external moderator corrected the misunderstanding, which applied only to senior markers.

In Gauteng, four of the five deputy chief markers were novice appointments. They were found to be inconsistent in applying the marking guidelines and were marking outside the tolerance range. The chief marker retrained them and monitored their moderation closely, sending batches back for remarking after discussions.

Information Technology Paper 2: In KwaZulu-Natal, the chief marker and internal moderator moderated only specific questions instead of whole-script moderation. The external moderator addressed this issue with the chief marker and internal moderator.

Life Orientation CAT: In the Eastern Cape, KwaZulu-Natal, and Mpumalanga, moderation at school and district levels was conducted merely for compliance, with inaccuracies and non-adherence to the marking guidelines going unnoticed. These challenges were reported to the DBE for intervention. Similar issues were reported in November 2023 in the Free State and North West.

Life Sciences Paper 1 and Paper 2: In Limpopo, the deputy chief failed to conduct whole-script moderation on one script, instead moderating all questions across different scripts. This issue stemmed from a misunderstanding of the DBE marking manager's presentation, which was corrected by the external moderator.

Mathematics Paper 1 and Paper 2: In the Free State, the deputy chief markers did not conduct whole-script moderation on one script. Although all questions were moderated, they were carried out on two different scripts. This anomaly was addressed, and the deputy chief marker subsequently conducted whole-script moderation.
In Gauteng, for Mathematics Paper 2, the moderation process did not align with DBE Examination Instruction 36 of 2024. The deputy chief marker, chief marker, and internal moderator engaged in partial script moderation instead of whole-script moderation. Although all questions were moderated, the process involved different scripts. This issue was attributed to flaws in the online marking/e-marking process in the province.

Tourism Paper 1: In Gauteng, the senior moderators failed to conduct whole-script moderation, leading to instances of erratic moderation by senior markers going undetected. These discrepancies were reported to the chief marker and internal moderator, who were urged to comply with policy requirements.

c)   Addition and transfer of marks

The accuracy of mark addition and the transfer of marks onto the mark sheets was verified during the marking process. Only a few isolated cases of incorrect calculations and mark transfers were noted. These inaccuracies were promptly addressed through internal moderation, verification by markers, and assistance from examination assistants.

8.3.4 Candidates' Performance

The performance observed from the verified sample of question papers varied across subjects and provinces. Due to the limited sample size verified per question paper, it is important to note that the findings may not fully represent overall nationwide performance.

Accounting Paper 1 and Paper 2: For Paper 1, candidates performed poorly in Question 4 (Corporate Governance), but excelled in Questions 1 (Company Financial Statements) and 2 (Cash Flow Statement). For Paper 2, all candidates in the sample achieved over 40% in all four questions, with Question 1 (Debtor's Reconciliation) showing the best performance.

Afrikaans HL Paper 1, Paper 2, and Paper 3: In Paper 1, candidates struggled with Question 5 (Language in Context), but achieved high averages in Question 2 (Summary). For Paper 2, all choice questions had averages above 40%, with Questions 6 and 7 (Novel – essay and contextual questions) performing better. In Paper 3 candidates performed better in Section B (Transactional Texts) than Section A (Essay Writing).

Agricultural Sciences Paper 1 and Paper 2: For Paper 1, performance was highest in Question 1 (Subject Terminology), with no question achieving an average below 40%. For Paper 2, all four questions achieved averages above 30%, with Question 3 (Production Factors) being the best-performing question.

Business Studies Paper 1 and Paper 2: In both papers, Question 2 (specific description not indicated in reports) had the lowest average, below 30%. For Paper 1, Questions 1 and 6 achieved averages above 60%. In Paper 2, Questions 5 and 6 showed better performance.

Civil Technology Paper 1: Question 4 performed poorly, with an average below 30%, while Questions 1 and 2 had averages above 60%.

Dance Paper 1: From the verified scripts, all eight questions achieved averages above 30%, with Question 6 being the best-performing.

Economics Paper 1 and Paper 2: For Paper 1, Question 3 (Economic Pursuits) performed the worst out of the eight choice questions, with an average below 30%, while Question 5 (Macroeconomics) achieved the best average, above 65%. For Paper 2, Questions 2 (Microeconomics) and 4 (Microeconomics and Contemporary Economic Issues) showed abysmal performance, with averages below 30%, while Question 1 (Terminology) performed better, with averages above 55%.

Electrical Technology Paper 1: The overall performance was poor, with Question 7 (Programmable Logic Controllers) having the lowest average (below 20%), while Question 1 (Multiple-Choice Questions) performed better with an average above 37%.

English FAL Paper 1, Paper 2, and Paper 3: For Paper 1, candidates excelled in Question 2 (Summary), but performed poorly in Question 4 (Understanding Aspects of Media – Cartoons), with averages below 40%. For Paper 2, performance ranged across the choice questions, with Question 1 (Novel) achieving the highest average (above 55%). For Paper 3, the overall average was above 60%, with Section A (Essays) outperforming Sections B and C.

English HL Paper 1, Paper 2, and Paper 3: For Paper 1, candidates performed poorly in Question 5 (Language in Context), with averages below 40%, but excelled in Question 2 (Summary), with averages above 65%. For Paper 2, Question 5 (Unseen Poem) showed poor performance, while Question 7 (Novel) was better achieved. For Paper 3, all averages were above 60%, with no poor performance noted in this creative writing paper.

Geography Paper 1 and Paper 2: For Paper 1, no question had an average below 30%. Question 2 (Geomorphology) showed better performance, with averages above 45%. For Paper 2, Question 3 (Geographical Skills and Techniques) performed poorly, with averages below 30%, while Question 2 (Economic Geography of South Africa) performed better.

History Paper 1 and Paper 2: For Paper 1, Question 2 (Independent Africa: Case Study – Angola) was poorly answered, with averages below 30%, while Question 5 (Independent Africa: Case Study – The Congo) achieved better averages (up to 60%). For Paper 2, Questions 3 and 6 (both Source Based Essay Questions) performed poorly, with averages below 30%. All other questions achieved averages above 40%.

Hospitality Paper 1: Question 4 had the lowest performance, with averages below 30%, while Question 2 performed better, achieving averages above 50%.

Information Technology Paper 1 and Paper 2: In Paper 1, Question 4 (Problem Solving) had the lowest average (below 20%), while Question 1 (General Programming Skills) performed the best. For Paper 2, all questions achieved averages between 30% and 55%, with very few distinctions noted.

IsiNdebele HL Paper 1, Paper 2, and Paper 3: In Paper 1, Question 5 (Language in Context) performed poorly, with averages below 30%. However, Question 2 (Summary) performed the best, achieving averages above 87% in the verified sample. In Paper 2, no question scored below 45%, with Section A (Poetry) showing better performance compared to Section B (Novels) and Section C (Dramas). In Paper 3, all choice questions performed exceptionally well, with averages exceeding 80%.

IsiXhosa HL Paper 1, Paper 2, and Paper 3: For Paper 1, Question 5 (Language in Context) performed poorly, with averages below 31%. However, Question 2 (Summary) showed significantly better, with averages above 75%. In Paper 2, the lowest-performing question was Question 1 (Poetry Essay), which scored less than 40%. Good performance was noted in Question 5 (Unseen Poetry). In Paper 3, all choice questions performed well, with averages above 60%.

IsiZulu HL Paper 1, Paper 2, and Paper 3: For Paper 1, Question 5 (Language in Context) performed poorly, with an average below 25%, while Question 1 (Comprehension) performed significantly better, with an average above 60%. For Paper 2, Question 5 (Unseen Poem) had the weakest performance, scoring below 40%. On the other hand, Question 2 (Prescribed Poetry) performed well. In Paper 3, all choice questions achieved averages over 65%. Candidates performed better in Section A (Essays) compared to Section B (Transactional Texts).

Life Sciences Paper 1 and Paper 2: In Paper 1, Questions 2.4 (Human Eye) and 3.3 (Scientific Investigation) performed poorly, with averages below 30%. In contrast, Questions 1.3 and 1.4 (Male Reproductive System) performed well, with averages exceeding 70%. In Paper 2, the weakest performance was in Question 3.1 (Genetical Modification), which scored below 30%, while Question 1.4 (Structure of DNA) achieved over 70%.

Marine Sciences Paper 1: Candidates performed poorly in Questions 2.2 and 3.3, with averages below 30%. However, Question 2.1 performed better, achieving an average of 60%.

Mathematical Literacy Paper 1 and Paper 2: In both Paper 1 (Finance, Data Handling & Probability) and Paper 2 (Measurement, Maps/Plans), Question 1 achieved averages above 60%, while other questions in both papers scored averages above 30%.

Mathematics Paper 1 and Paper 2: In Paper 1, Question 10 (Application of Calculus) had a weak performance, with averages below 30%, while Question 1 (Quadratic Theory) performed better, with averages exceeding 65%. In Paper 2, Question 1 (Data Handling) scored over 55%, while Questions 10 and 11 (Euclidean Geometry) were the weakest performers.

Mechanical Technology Paper 1: The overall average for this paper ranged from 30% to 36%. Questions 3 and 6 scored below 30%, and Questions 8 and 9 scored below 20%. Question 1 had the best performance, with an average of 45%.

Music Paper 1 and Paper 2: For Paper 1, among the 20 choice questions, Question 18 (Western Art Music) had the highest average, while Questions 6, 7, 8, and 10 (Indigenous African Music) scored below 20%. In Paper 2, all six questions scored above 30%, with Question 5 (Western Art Music) performing the best, achieving 54%.

Physical Sciences Paper 1 and Paper 2: In Paper 1, Question 3 (Vertical Projectile Motion) had the weakest performance, with an average below 30%, while Question 6 (Doppler Effect) scored over 70%. In Paper 2, Question 8 (Electrochemistry: Galvanic Cell) performed poorly, with an average below 30%, while Question 3 (Physical properties of organic compounds) scored above 60%.

Sepedi HL Paper 1, Paper 2, and Paper 3: In Paper 1, Question 4 (Understanding Aspects of Media – Cartoons) and Question 5 (Language in Context) performed poorly, with averages below 35%. However, Question 2 (Summary) performed well, achieving an average of above 65%. In Paper 2, Section A (Poetry) had the lowest performance, with averages below 40%. Question 8 showed good performance. In Paper 3, all choice questions scored 65%.

Sesotho HL Paper 1, Paper 2, and Paper 3: In Paper 1, all questions achieved averages above 40%, with Question 2 (Summary) performing the best, scoring above 70%. In Paper 2, Section A (Poetry) scored below 40%, while Question 5 (Unseen Poem) performed well. In Paper 3, all choice questions scored above 65%.

Setswana Paper 1, Paper 2, and Paper 3: In Paper 1, Question 5 (Language in Context) performed poorly, with averages below 30%, while Question 2 (Summary) performed the best, with averages exceeding 70%. In Paper 2, Section B (Novels) scored below 40%, while Section C (Dramas) performed well. In Paper 3, all choice questions scored above 70%.

Siswati HL Paper 1, Paper 2, and Paper 3: In Paper 1, Question 5 (Language in Context) scored poorly, with averages below 35%, while Question 1 (Comprehension) scored above 90%. In Paper 2, Section B (Novels) scored below 40%, while Question 5 (Unseen Poem) showed strong results. In Paper 3, all choice questions achieved averages above 80%.

South African Sign Language HL Paper 1, Paper 2, and Paper 3: In Paper 1, Questions 3 and 4 (Visual Literacy) and 5 (Language in Context) achieved below 40%, while Question 2 (Summary) scored above 51%. In Paper 2, Question 3 (Prescribed Poetry) achieved below 40%, while Question 9 performed well. In Paper 3, all choice questions were above 55%, with Section A (Essays) outperforming Section B (Transactional Texts).

Technical Mathematics Paper 1 and Paper 2: In Paper 1, Question 2 (Roots of Quadratic Equations) scored below 30%, while Question 1 (Algebraic Equations and Inequalities) performed well, with scores above 80%. In Paper 2, Question 7 (Euclidean Geometry) scored below 20%, while Question 1 (Analytical Geometry) achieved 70%.

Technical Sciences Paper 1 and Paper 2: In Paper 1, Question 7 had the weakest performance, with an average below 15%, while Question 6 scored 45%. In Paper 2, Question 4 scored below 20%, while another question achieved 50%.

Tourism Paper 1: Candidates scored poorly in Question 5 (South African World Heritage Sites), but excelled in Question 9 (International Tourism), achieving an average of 65%.

Tshivenda HL Paper 1, Paper 2, and Paper 3: In Paper 1, candidates performed poorly in Question 5 (Language in Context), with an average below 40%. However, Question 2 (Summary) showed the highest performance in this paper, with averages above 80% in the verified sampled scripts. In Paper 2, the lowest performance was in Question 1 (Poetry Essay), scoring an average below 40%. Good performance was noted in Questions 2 and 3 (Contextual Prescribed Poetry Question). In Paper 3, candidates performed well across all choice questions, achieving averages over 65%.

Visual Arts: In this paper, Question 7 (Gender Issues: Masculinity and Femininity) was the poorest-performing question, with an average below 20%, while Question 1 (The Voice of the Emerging Artist) was the best-performing question, with an average of 71% in the verified sample.

Xitsonga HL Paper 1, Paper 2, and Paper 3: In Paper 1, candidates performed poorly in Question 5 (Language in Context), with an average below 40%. However, Question 1 (Comprehension) performed the best, with an average above 65%. In Paper 2, the lowest performance was recorded in Section C (Drama), with averages below 40%, while Section A (Poetry) showed good results. In Paper 3, candidates performed well across all choice questions, achieving an average above 65%.

External moderators identified the following reasons for the poor performance of candidates in the verified subjects:

i. Lack of foundational knowledge and skills (observed in all subjects verified);
ii. Poor content knowledge, limited application of knowledge in context, and gaps in subject-specific terminology (noted in Business Studies, Civil Technology, Economics, History, Geography, Life Sciences, Marine Sciences, Mathematics, Mathematical Literacy, Information Technology, Physical Sciences, and Tourism);
iii. Poor understanding and incomplete responses to opinion-based and higher-order questions (found in Agricultural Sciences, Business Studies, Economics, Physical Sciences, Life Sciences, Religion Studies, Dance Studies, English FAL, History, Hospitality Studies, Marine

Sciences, Mathematical Literacy, Music, Tourism, and all verified HL subjects);

iv.   Inadequate responses lacking insight and depth (observed in Accounting, Business Studies, Dance Studies, Economics, Electrical Technology, Geography, History, Life Orientation, Mathematics, Technical Mathematics, Technical Sciences, and Mathematical Literacy);

v.   Inability to perform calculations, draw comparisons, and make value judgements (noted in Accounting, Civil Technology, Economics, Electrical Technology, Mathematical Literacy, Mathematics, Physical Sciences, Technical Mathematics, and Technical Sciences); and

vi.   Weak interpretation of visual and literary texts, as well as an inability to think creatively (identified in Life Orientation, English FAL, and all verified HL subjects).

8.4   Areas of Improvement

The following areas showed improvement:

a. Improvements in the application of the approved marking guidelines were noted across all marking centres;
b. Consistency and improvements at all levels of moderation were observed in most marking centres; and
c. In Gauteng, in the languages verified, the PED allowed for four days of intensive training: two days for deputy chief markers and the senior markers, and an additional two days for the markers. This enhanced the consistency in both marking and moderation.

8.5   Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Non-adherence to the 1:5 ratio for the appointment of senior markers to markers and deputy chief markers to senior markers (Eastern Cape – Afrikaans HL Paper 1 and Paper 2, Economics Paper 1 and Paper 2, and English HL Paper 1; Western Cape – English FAL Paper 2; Northern Cape – Geography Paper 1; and Limpopo – Xitsonga HL Paper1);
b. Non-adherence to whole script moderation by internal moderators. (Limpopo – Business Studies Paper 1, Mpumalanga – English HL Paper 2, Eastern Cape - English HL Paper 2, KwaZulu Natal – Life Sciences Paper 1 and Paper 2);
c. Non-adherence to whole script moderation and full script moderation by internal moderators and deputy chief markers respectively (North West – Accounting Paper 1 and Paper 2, Eastern Cape – English HL Paper 3 and Mathematics Paper 1 and Paper 2);
d. Poor quality of marking and moderation (Gauteng – Economics Paper 1 and Paper 2; KwaZulu-Natal – English FAL Paper 1; and Free State – Agricultural Sciences Paper 1);
e. Non-submission of CAT marksheets in Life Orientation (Eastern Cape, KwaZulu-Natal, and Mpumalanga);
f. Insufficient markers and moderators were appointed for the marking sessions (Gauteng – English HL Paper 2); and
g. No letter of appointment was issued for markers appointed late (Gauteng – English HL Paper 2).

8.6   Directives for Compliance and Improvement

The DBE must ensure that:

a. The 1:5 ratio for the appointment of deputy chief markers to senior markers is adhered to in all PED;
b. Whole-script moderation by deputy chief markers, chief markers, and internal moderators is strictly enforced;
c. Training for moderators at all levels is intensified;
d. Districts ensure that schools submit all required documents for verification, particularly CAT

marksheets in Life Orientation;

e. The PED ensures that an adequate number of markers and moderators are appointed within the prescribed norm time for large enrolment subjects; and

f. All appointed markers are issued with a signed letter of appointment.

8.7 Conclusion

The DBE is commended for successfully conducting the marking process for the November 2024 NSC examinations. The rigorous training of marking personnel during the marking standardisation meetings and its continuation across all PED contributed to consistent marking in most subjects. These efforts positively enhanced the fairness, validity, and reliability of the November 2024 NSC examination results. However, the DBE is urged to address the areas of non-compliance highlighted in this report to ensure that the quality of marking across subjects and marking centres is not compromised.

STANDARDISATION AND RESULTING

9.1 Introduction

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

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

9.2 Scope and Approach

Umalusi quality assured the results of 68 NSC subjects for the November 2024 examinations, administered by the DBE, through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, conducted dry-run testing, and processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered both quantitative data and qualitative inputs to make standardisation decisions for each subject. After the meeting, Umalusi verified the correctness of the adjustments made to each subject and subsequently reviewed and approved the resulting files at the subject level.

9.3 Summary of Findings

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

9.3.1 Development of Norms

The norms for the NSC examinations were developed based on the previous five examination sittings for the November 2024 examinations. Once this process was completed, in accordance with policy requirements, the DBE submitted the norms to Umalusi for verification and approval. An analysis of the norms' datasets revealed no subjects with outlier years for the November 2024 NSC examinations.

9.3.2 Dry Runs and Verification of the NSC System

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

a. The formulae used for data processing were compatible;
b. The historical data on both systems were accurate; and
c. The systems verified whether an SBA mark existed for each repeater candidate.

9.3.3 Electronic Datasets and Standardisation Booklets

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

9.3.4 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NSC examinations on 22 and 23 December 2024, respectively. The ASC made adjustment decisions based on several factors, including both qualitative and quantitative data. The qualitative input included information derived from the moderation of question papers, discussions on marking guidelines, matters that might unfairly advantage or disadvantage candidates, as well as insights from the Post Exam Analysis (PEA) and Evidence-Based Reporting (EBR). Quantitative inputs included guiding norms and pairs analysis. All evidence was reviewed in accordance with the established standardisation principles. The adjustment decisions for the November 2024 NSC standardisation are presented in Table 9A below:

Table 9A: List of standardisation decisions for the November 2024 NSC examinations

Description	Total
Number of subjects presented	68
Raw marks	53
Adjusted (mainly upwards)	02
Adjusted (downwards)	13
Unstandardised	00
Number of subjects standardised	68

Once the ASC was satisfied with the reliability of the information provided, 68 subjects were standardised. For the November 2024 NSC examinations, the ASC accepted the raw marks for 53 of the 68 subjects. The marks for two subjects were adjusted upwards, while the remaining 13 subjects were adjusted downwards. Considering all the factors discussed during the standardisation meeting, the ASC expressed concern about the sudden improvement in the performance of Life Orientation and the consistently high distinction rate in IsiNdebele HL. Despite these concerns, the DBE was commended for the excellent administration of the November 2024 NSC examinations.

9.3.5 Post-Standardisation

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

9.4 Areas of Improvement

None.

9.5 Areas of Non-Compliance

None.

9.6 Directives for Compliance and Improvement

None.

9.7 Conclusion

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

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	A	A	M^2	M^1	A	A	M^1	A	3
2.	Accounting Paper 2	A	A	A	A	A	A	A	M^1	A	A	3
3.	Afrikaans First Additional Language (FAL) Paper 1	A	A	A	A	M^3	M^4	A	M^2	M^3	M^4	3
4.	Afrikaans FAL Paper 2	M^1	A	A	A	M^4	M^4	A	M^2	M^2	M^4	3
5.	Afrikaans FAL Paper 3	A	A	A	A	A	M^3	A	M^2	M^2	M^4	3
6.	Afrikaans Home Language (HL) Paper 1	A	A	A	A	M^2	M^3	A	M^1	M^2	M^4	3
7.	Afrikaans HL Paper 2	M^4	A	A	A	M^2	M^4	A	L^3	M^4	M^6	3
8.	Afrikaans HL Paper 3	M^1	A	A	A	M^2	M^3	A	M^1	M^2	M^4	3
9.	Afrikaans Second Additional Language (SAL) Paper 1	M^1	A	A	A	M^3	M^4	A	M^2	M^3	M^4	3
10.	Afrikaans SAL Paper 2	M^2	A	A	A	M^2	M^4	A	M^2	M^1	M^4	3
11.	Afrikaans SAL Paper 3	A	A	A	A	M^1	M^3	A	M^2	M^2	M^4	3
12.	Agricultural Management Practices	A	A	A	A	A	A	A	A	A	A	1
13.	Agricultural Sciences Paper 1	A	A	A	A	A	A	A	A	A	A	1
14.	Agricultural Sciences Paper 2	A	A	A	A	A	A	A	A	A	A	1
15.	Agricultural Technology	A	A	A	A	A	A	A	A	A	A	1
16.	Business Studies Paper 1	A	A	A	A	M^3	M^1	A	A	M^1	M^2	3
17.	Business Studies Paper 2	A	A	A	A	M^4	M^1	A	A	M^2	A	3
18.	Civil Technology: Civil Services	M^1	L^2	L^2	A	L^7	A	L^2	A	M^1	L^3	3
19.	Civil Technology: Construction	M^2	L^2	M^1	M^1	M^4	A	L^3	A	M^1	M^2	3

No.	SUBJECT (QUESTION PAPER)	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	General Remarks
		COMPLIANCE PER CRITERIA AT FIRST MODERATION										
20.	Civil Technology: Woodworking	M^2	M^1	M^1	M^1	L^4	A	L^2	A	A	M^1	3
21.	Computer Applications Technology Paper 1	M^2	A	M^1	M^1	M^1	M^3	A	A	M^5	M^1	3
22.	Computer Applications Technology Paper 1 (BU)	M^2	A	A	M^1	M^1	M^2	A	A	M^1	A	3
23.	Computer Applications Technology Paper 2	A	A	M^3	M^2	M^7	M^2	L^2	A	M^1	M^3	3
24.	Consumer Studies	M^3	M^1	M^3	A	L^{10}	L^4	L^1	L^2	L^5	L^2	3
25.	Dance Studies	A	A	A	A	M^2	A	A	A	A	A	2
26.	Design Paper 1	M^1	A	L^1	A	M^2	L^2	A	A	M^1	A	4
27.	Design Paper 2	A	A	A	A	A	A	A	A	A	A	1
28.	Dramatic Arts Paper 2 (Theory)	A	A	A	A	M^1	A	A	M^1	M^2	M^1	3
29.	Economics Paper 1	A	A	A	A	M^3	M^2	M^1	L^2	M^3	L^7	3
30.	Economics Paper 2	M^1	M^1	M^1	M^2	M^3	M^2	M^1	L^2	M^4	L^7	3
31.	Electrical Technology: Digital Electronics	M^1	A	M^1	A	L^4	M^2	L^2	M^1	M^2	M^2	3
32.	Electrical Technology: Electronics	M^1	A	M^1	M^1	M^4	M^1	L^2	A	M^1	M^2	3
33.	Electrical Technology: Power Systems	M^1	A	A	M^1	L^5	M^1	L^2	A	M^1	M^2	3
34.	Engineering Graphics and Design Paper 1	L^4	L^2	M^1	L^2	L^2	M^2	A	M^1	M^2	M^2	3
35.	Engineering Graphics and Design Paper 2	M^3	M^2	A	A	A	M^2	A	A	M^1	A	3
36.	English FAL Paper 1	M^2	M^1	A	M^1	L^6	M^1	A	M^1	M^1	M^2	3
37.	English FAL Paper 2	M^1	A	A	M^2	L^5	M^1	M^2	M^2	M^1	L^6	3

No.	SUBJECT (QUESTION PAPER)	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	General Remarks
38.	English FAL Paper 3	M^2	M^1	A	A	M^2	M^1	A	A	A	M^1	3
39.	English HL Paper 1	M^1	A	A	M^1	M^4	M^1	A	M^1	M^1	L^6	3
40.	English HL Paper 2	A	A	M^2	L^4	L^9	A	M^1	M^1	M^4	L^6	3
41.	English HL Paper 3	M^2	A	M^1	M^2	M^5	M^1	A	A	A	L^6	3
42.	Geography Paper 1	M^2	M^1	M^2	M^2	M^7	A	A	A	M^1	L^6	3
43.	Geography Paper 2	M^1	M^1	M^1	M^1	M^3	A	A	M^1	M^2	L^4	3
44.	History Paper 1	A	A	M^1	M^1	L^3	M^1	A	A	L^3	M^1	3
45.	History Paper 2	A	A	M^1	A	M^2	A	A	M^1	A	A	3
46.	Hospitality Studies	M^1	A	A	A	M^3	M^2	A	M^1	M^1	A	3
47.	Information Technology Paper 1	M^1	M^1	A	A	M^1	M^2	M^2	A	A	A	2
48.	Information Technology Paper 1 (BU)	M^1	A	A	A	M^1	M^2	A	A	A	A	2
49.	Information Technology Paper 2	M^2	M^1	A	A	M^1	M^1	A	M^1	A	A	2
50.	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A	A	A	2
51.	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	2
52.	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	2
53.	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A	A	3
54.	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A	A	3
55.	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A	A	3
56.	IsiXhosa FAL Paper 1	M^1	A	A	A	M^1	A	A	A	M^1	L^6	3
57.	IsiXhosa FAL Paper 2	M^1	A	A	A	M^2	A	A	M^2	M^1	L^6	3
58.	IsiXhosa FAL Paper 3	M^1	A	A	A	M^2	A	A	A	M^1	L^6	3
59.	IsiXhosa HL Paper 1	M^3	A	L^4	L^3	L^8	M^3	A	M^2	M^1	N^9	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
60.	IsiXhosa HL Paper 2	A	A	A	M^3	M^6	A	A	M^2	M^1	L^8	3
61.	IsiXhosa HL Paper 3	M^3	A	L^4	L^3	M^8	M^3	A	M^2	M^1	N^9	3
62.	IsiXhosa SAL Paper 1	A	A	A	A	M^4	A	A	M^1	A	M^4	3
63.	IsiXhosa SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
64.	IsiXhosa SAL Paper 3	L^1	A	L^2	A	M^3	A	A	M^1	M^3	M^4	3
65.	IsiZulu FAL Paper 1	A	A	A	A	M^3	L^3	M^1	M^2	M^4	L^6	3
66.	IsiZulu FAL Paper 2	A	M^1	A	A	M^4	L^3	L^1	L^2	L^4	L^6	3
67.	IsiZulu FAL Paper 3	A	A	A	A	M^3	A	A	A	A	A	3
68.	IsiZulu HL Paper 1	M^1	A	A	A	M^3	A	A	M^1	M^2	L^6	3
69.	IsiZulu HL Paper 2	A	A	A	A	M^3	M^1	A	M^2	M^2	L^6	3
70.	IsiZulu HL Paper 3	A	A	A	A	A	A	A	A	A	M^3	3
71.	Life Orientation	M^3	M^1	M^2	M^2	M^7	M^4	M^2	M^1	A	L^6	3
72.	Life Orientation (BU)	M^4	M^1	M^1	M^2	M^8	M^3	M^1	L^3	M^1	L^6	4
73.	Life Sciences Paper 1	M^1	A	A	A	M^1	A	A	A	A	A	3
74.	Life Sciences Paper 2	M^1	A	A	A	M^1	M^1	A	A	M^4	M^2	3
75.	Marine Sciences Paper 1	M^1	A	A	A	M^2	M^4	A	M^1	M^1	A	3
76.	Marine Sciences Paper 2	M^1	A	A	A	M^2	M^2	A	A	M^2	A	3
77.	Mathematical Literacy Paper 1	M^2	M^1	M^2	M^1	M^4	M^3	A	M^1	M^2	M^1	3
78.	Mathematical Literacy Paper 2	M^2	M^1	M^1	M^1	M^3	M^3	A	M^1	M^2	A	3
79.	Mathematics Paper 1	M^1	M^1	A	L^2	M^1	A	A	A	M^1	M^3	3
80.	Mathematics Paper 2	M^1	A	A	M^1	M^1	A	M^1	M^1	M^1	M^3	3
81.	Mechanical Technology: Automotive	A	A	A	A	A	A	A	A	A	A	1

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
82.	Mechanical Technology: Fitting and Machining	A	A	A	A	A	A	A	A	A	A	1
83.	Mechanical Technology: Welding and Metalwork	A	A	A	A	A	A	A	A	A	A	1
84.	Music Paper 1	M^1	M^1	A	M^1	L^6	M^2	A	L^2	M^1	M^2	3
85.	Music Paper 2	M^3	A	A	A	M^4	M^3	A	A	M^2	A	3
86.	Physical Sciences Paper 1	A	A	A	A	A	A	A	A	M^4	L^7	4
87.	Physical Sciences Paper 2	A	A	A	M^1	M^2	A	A	A	M^1	A	3
88.	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
89.	Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	1
90.	Sepedi FAL Paper 1	A	A	M^1	A	M^{10}	M^1	A	A	M^1	M^7	3
91.	Sepedi FAL Paper 2	A	A	M^2	M^1	A	A	A	M^1	M^1	M^7	3
92.	Sepedi FAL Paper 3	A	A	A	A	M^3	M^1	A	A	A	M^4	3
93.	Sepedi HL Paper 1	A	A	M^1	A	M^3	A	A	M^1	M^1	L^5	4
94.	Sepedi HL Paper 2	A	A	M^1	A	M^2	A	M^1	A	L^2	L^6	3
95.	Sepedi HL Paper 3	M^1	A	M^1	A	A	A	A	A	M^1	L^5	3
96.	Sepedi SAL Paper 1	A	A	M^1	M^1	M^5	A	A	M^1	M^1	M^7	3
97.	Sepedi SAL Paper 2	A	A	M^1	A	M^1	A	A	M^2	M^2	M^7	3
98.	Sepedi SAL Paper 3	A	A	A	A	M^1	A	A	A	A	M^4	3
99.	Sesotho FAL Paper 1	M^2	M^1	M^2	M^3	M^{10}	M^1	A	M^1	L^4	L^8	3
100.	Sesotho FAL Paper 2	A	A	A	M^3	M^2	A	A	A	M^1	L^6	3
101.	Sesotho FAL Paper 3	M^1	A	A	A	A	A	A	A	M^1	A	2
102.	Sesotho HL Paper 1	M^2	M^1	L^3	M^2	L^5	M^1	M^1	M^1	M^4	L^6	3
103.	Sesotho HL Paper 2	A	A	A	A	A	A	A	A	A	A	1

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
104.	Sesotho HL Paper 3	M^1	A	A	A	M^1	A	A	A	A	A	2
105.	Sesotho SAL Paper 1	M^1	M^1	M^1	M^1	M^1	A	A	A	A	M^1	2
106.	Sesotho SAL Paper 2	M^2	M^1	M^1	L^3	M^5	A	M^1	M^1	M^3	L^7	3
107.	Sesotho SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
108.	Setswana FAL Paper 1	M^1	M^1	A	A	A	M^2	A	A	M^1	M^1	3
109.	Setswana FAL Paper 2	A	M^1	A	A	M^2	M^2	M^1	M^1	M^2	M^4	3
110.	Setswana FAL Paper 3	M^1	A	M^2	A	A	M^1	L^2	A	M^1	M^3	3
111.	Setswana HL Paper 1	A	M^1	A	A	A	L^3	A	M^1	M^1	M^2	3
112.	Setswana HL Paper 2	A	M^1	A	A	A	M^2	A	M^1	M^2	M^1	3
113.	Setswana HL Paper 3	A	M^1	A	A	A	M^2	A	A	A	M^1	3
114.	SiSwati FAL Paper 1	A	A	A	M^4	A	A	M^1	M^3	M^4		3
115.	SiSwati FAL Paper 2	A	A	A	A	M^3	A	A	A	M^3	M^4	3
116.	SiSwati FAL Paper 3	A	A	A	A	M^3	A	A	A	M^3	M^4	3
117.	SiSwati HL Paper 1	A	A	A	A	M^4	A	A	A	M^3	M^4	3
118.	SiSwati HL Paper 2	A	A	A	A	M^4	A	A	A	M^3	M^4	3
119.	SiSwati HL Paper 3	A	A	A	A	M^2	M^3	A	M^1	M^2	M^4	3
120.	Technical Mathematics Paper 1	M^1	M^1	M^2	A	M^1	M^3	M^1	A	M^2	L^6	3
121.	Technical Mathematics Paper 2	M^4	A	A	M^1	M^1	M^1	A	A	M^3	M^4	3
122.	Technical Sciences Paper 1	M^2	A	M^1	A	M^1	A	A	M^1	M^1	A	3
123.	Technical Sciences Paper 2	M^1	A	M^1	A	M^1	A	A	A	M^1	A	3
124.	Tourism	M^1	A	A	A	M^3	M^2	A	A	M^1	A	2
125.	Tshivenda FAL Paper 1	A	A	A	L^1	M^1	L^2	A	A	A	A	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
126.	Tshivenda FAL Paper 2	M^1	A	A	A	L^4	L^1	A	M^1	L^2	L^1	3
127.	Tshivenda FAL Paper 3	L^1	A	A	A	L^1	A	A	A	A	A	3
128.	Tshivenda HL Paper 1	A	A	L^1	A	A	A	A	A	A	A	3
129.	Tshivenda HL Paper 2	A	A	A	A	L^1	A	A	A	A	A	3
130.	Tshivenda HL Paper 3	L^1	A	L^1	A	L^1	A	A	A	A	A	3
131.	Visual Arts Paper 1 (Theory)	M^2	A	A	A	M^2	M^1	A	A	A	A	3
132.	Visual Arts Paper 2 (Practical)	A	A	A	A	A	A	A	A	A	A	2
133.	Xitsonga FAL Paper 1	M^1	A	M^1	A	M^1	A	A	L^2	M^2	M^4	3
134.	Xitsonga FAL Paper 2	A	A	A	M^1	M^1	A	A	M^1	M^1	M^4	3
135.	Xitsonga FAL Paper 3	M^1	A	A	A	M^1	A	A	A	M^1	M^4	3
136.	Xitsonga HL Paper 1	A	A	A	M^2	M^3	A	A	L^2	M^2	M^4	3
137.	Xitsonga HL Paper 2	A	A	A	M^1	M^3	A	A	M^1	M^1	M^4	3
138.	Xitsonga HL Paper 3	M^1	A	A	A	M^2	A	A	A	A	M^2	3

Key:

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

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

M^x, L^x, N^x (x = number of quality indicators not complied with)

1 = Approved; 2 = Conditionally approved, need not be submitted for second/subsequent moderation; 3 = Conditionally approved, must be submitted for second/subsequent moderation; 4 = Not approved, must be submitted for further moderation

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. Afrikaans HL Paper 2
1.2 All relevant details, such as time allocation, subject name, number of pages, and instructions to candidates, are included on the question paper.	1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 3 3. Civil Technology: Construction 4. Civil Technology: Woodworking 5. Sesotho FAL Paper 1
1.3 The instructions to candidates are clear and unambiguous.	1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 2 3. Computer Applications Technology Paper 1 (BU) 4. Engineering Graphics and Design Paper 1 5. Engineering Graphics and Design Paper 2 6. English FAL Paper 1 7. English FAL Paper 3 8. Geography Paper 1 9. Information Technology Paper 1 10. Information Technology Paper 1 (BU) 11. Information Technology Paper 2 12. IsiXhosa FAL Paper 3 13. IsiXhosa SAL Paper 3 14. Life Orientation 15. Life Orientation (BU) 16. Marine Sciences Paper 1 17. Mathematical Literacy Paper 2 18. Music Paper 2 19. Sesotho HL Paper 1 20. Technical Mathematics Paper 2 21. Tshivenda HL Paper 3 22. Xitsonga FAL Paper 1 23. Xitsonga FAL Paper 3 24. Xitsonga HL Paper 3

Quality Indicators	Question papers not compliant
1.4	The layout of the question paper is uncluttered and reader-friendly.	1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 2 3. Life Orientation (BU) 4. Music Paper 1 5. Music Paper 2 6. Technical Mathematics Paper 2
1.5	The questions are numbered correctly.	1. Afrikaans FAL Paper 1 2. Consumer Studies 3. Sesotho HL Paper 3 4. Technical Sciences Paper 1 5. Tshivenda FAL Paper 2
1.6	The pages are numbered correctly.	1. Civil Technology: Woodworking 2. Sesotho SAL Paper 2
1.7	The headers and footers on each page are consistent and follow the required format.	1. Computer Applications Technology Paper 1 2. English HL Paper 1 3. English HL Paper 3 4. Sepedi HL Paper 3 5. Sesotho FAL Paper 3 6. Sesotho SAL Paper 2 7. Tourism
1.8	Appropriate fonts are used consistently throughout the question paper.	1. Afrikaans SAL Paper 2 2. Engineering Graphics and Design Paper 1 3. Engineering Graphics and Design Paper 2 4. English FAL Paper 2 5. IsiXhosa SAL Paper 1 6. Life Orientation 7. Life Orientation (BU) 8. Music Paper 2 9. Technical Mathematics Paper 2
1.9	Mark allocations are clearly indicated.	1. Consumer Studies 2. Information Technology Paper 2 3. IsiXhosa SAL Paper 1 4. Visual Arts Paper 1 (Theory)
1.10	The question paper can be completed in the allocated time.	1. Economics Paper 2 2. Engineering Graphics and Design Paper 1 3. IsiXhosa HL Paper 1 4. IsiXhosa HL Paper 3 5. IsiXhosa SAL Paper 1

Quality Indicators	Question papers not compliant
1.11 The quality of drawings, illustrations, graphs, tables, etc., is appropriate, clear, error-free, and print-ready.	1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 2 3. Afrikaans SAL Paper 1 4. Afrikaans SAL Paper 2 5. Civil Technology: Civil Services 6. Civil Technology: Construction 7. Computer Applications Technology Paper 1 8. Computer Applications Technology Paper 1 (BU) 9. Consumer Studies 10. Design Paper 1 11. Electrical Technology: Digital Electronics 12. Electrical Technology: Electronics 13. Electrical Technology: Power Systems 14. Engineering Graphics and Design Paper 1 15. Engineering Graphics and Design Paper 2 16. English FAL Paper 1 17. English FAL Paper 3 18. English HL Paper 3 19. Geography Paper 1 20. Geography Paper 2 21. Hospitality Studies 22. IsiXhosa FAL Paper 1 23. IsiXhosa FAL Paper 2 24. IsiXhosa HL Paper 1 25. IsiXhosa HL Paper 3 26. IsiXhosa SAL Paper 1 27. IsiZulu HL Paper 1 28. Life Orientation 29. Life Orientation (BU) 30. Life Sciences Paper 1 31. Life Sciences Paper 2 32. Marine Sciences Paper 2 33. Mathematical Literacy Paper 1 34. Mathematical Literacy Paper 2 35. Mathematics Paper 1 36. Mathematics Paper 2 37. Sesotho SAL Paper 1 38. Setswana FAL Paper 1 39. Technical Mathematics Paper 1 40. Technical Mathematics Paper 2 41. Technical Sciences Paper 1 42. Technical Sciences Paper 2 43. Tshivenda FAL Paper 3 44. Visual Arts Paper 1 (Theory)

Quality Indicators	Question papers not compliant
1.12 The question paper adheres to the format requirements outlined in the SAG and other assessment frameworks.	1. IsiXhosa HL Paper 1 2. IsiXhosa HL Paper 3 3. Mathematical Literacy Paper 1 4. Sesotho FAL Paper 1 5. Sesotho HL Paper 1 6. Setswana FAL Paper 3

CRITERION 2: INTERNAL MODERATION

Quality indicators	Question papers not compliant
2.1 The assessment body submitted a file containing the full history of the question paper's development, including all drafts, internal moderators' comments/reports, etc. (All of these must accompany the question paper whenever it is submitted to the external moderator(s)).	1. Civil Technology: Civil Services 2. Civil Technology: Construction 3. Civil Technology: Woodworking 4. Information Technology Paper 1 5. Information Technology Paper 2
2.2 The quality, standard, and relevance of the inputs from the internal moderator are appropriate.	1. Civil Technology: Civil Services 2. Civil Technology: Construction 3. Consumer Studies 4. Economics Paper 2 5. Engineering Graphics and Design Paper 1 6. Engineering Graphics and Design Paper 2 7. English FAL Paper 1 8. English FAL Paper 3 9. IsiZulu FAL Paper 2 10. Life Orientation 11. Life Orientation (BU) 12. Mathematical Literacy Paper 1 13. Mathematical Literacy Paper 2 14. Mathematics Paper 1 15. Music Paper 1 16. Sesotho FAL Paper 1 17. Sesotho HL Paper 1 18. Sesotho SAL Paper 1 19. Sesotho SAL Paper 2 20. Setswana FAL Paper 1 21. Setswana FAL Paper 2 22. Setswana HL Paper 1 23. Setswana HL Paper 2 24. Setswana HL Paper 3 25. Technical Mathematics Paper 1
2.3 There is evidence that the internal moderator's recommendations have been implemented.	1. Engineering Graphics and Design Paper 1 2. Engineering Graphics and Design Paper 2 3. Geography Paper 1 4. Geography 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 a specific LO/topic.	1. Life Orientation 2. Life Sciences Paper 2 3. Technical Sciences Paper 1 4. Technical Sciences Paper 2
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. Computer Applications Technology Paper 1 2. Computer Applications Technology Paper 2 3. Sepedi FAL Paper 1 4. Sepedi FAL Paper 2 5. Sepedi HL Paper 3 6. Sesotho FAL Paper 1 7. Sesotho HL Paper 1 8. Sesotho SAL Paper 2
3.3 The questions fall within the broad scope of the CAPS, and/or SAG, and/or other applicable assessment frameworks.	1. Electrical Technology: Digital Electronics 2. Electrical Technology: Electronics 3. IsiXhosa HL Paper 1 4. IsiXhosa HL Paper 3 5. IsiXhosa SAL Paper 3 6. Mathematical Literacy Paper 1 7. Sepedi FAL Paper 2 8. Sepedi HL Paper 2 9. Sepedi SAL Paper 2 10. Setswana FAL Paper 3
3.4 The skills, topics, themes, and concepts are effectively linked and integrated.	1. Economics Paper 2 2. IsiXhosa HL Paper 1 3. IsiXhosa HL Paper 3 4. IsiXhosa SAL Paper 3 5. Mathematical Literacy Paper 2
3.5 The questions reflect the latest developments in this subject.	1. Civil Technology: Civil Services 2. Computer Applications Technology Paper 2 3. Engineering Graphics and Design Paper 1 4. English HL Paper 2 5. Geography Paper 1 6. IsiXhosa HL Paper 1 7. IsiXhosa HL Paper 3 8. Sesotho HL Paper 1 9. Setswana FAL Paper 3 10. Technical Mathematics Paper 1

Quality indicators	Question papers not compliant
3.6 The content, including examples, text, and illustrations, in the question paper is suitable, appropriate, relevant, and academically accurate.	1. Civil Technology: Civil Services 2. Civil Technology: Construction 3. Civil Technology: Woodworking 4. Computer Applications Technology Paper 2 5. Consumer Studies 6. Design Paper 1 7. English HL Paper 2 8. English HL Paper 3 9. Geography Paper 1 10. Geography Paper 2 11. History Paper 1 12. History Paper 2 13. IsiXhosa HL Paper 1 14. IsiXhosa HL Paper 3 15. Life Orientation 16. Life Orientation (BU) 17. Mathematical Literacy Paper 1 18. Sepedi HL Paper 1 19. Sepedi SAL Paper 1 20. Sesotho FAL Paper 1 21. Sesotho HL Paper 1 22. Sesotho SAL Paper 1 23. Technical Mathematics Paper 1 24. Tshivenda HL Paper 1 25. Tshivenda HL Paper 3 26. Xitsonga FAL Paper 1

CRITERION 4: COGNITIVE SKILLS

Quality indicators	Question papers not compliant
4.1 The analysis grid clearly shows the cognitive level of each question/sub-question.	1. Civil Technology: Woodworking
4.2 There is an appropriate distribution of cognitive levels, whether based on Bloom's Taxonomy or any other applicable taxonomy.	1. Civil Technology: Construction 2. Computer Applications Technology Paper 1 (BU) 3. Computer Applications Technology Paper 2 4. Engineering Graphics and Design Paper 1 5. English FAL Paper 2 6. English HL Paper 1 7. English HL Paper 2 8. English HL Paper 3 9. Geography Paper 1 10. History Paper 1 11. IsiXhosa HL Paper 2 12. Life Orientation 13. Life Orientation (BU) 14. Mathematics Paper 1 15. Mathematics Paper 2 16. Sepedi FAL Paper 2 17. Sesotho FAL Paper 1 18. Sesotho FAL Paper 2 19. Sesotho HL Paper 1 20. Sesotho SAL Paper 1 21. Sesotho SAL Paper 2

Quality indicators	Question papers not compliant
4.3 The multiple-choice questions are of equal difficulty.	1. Economics Paper 2 2. English FAL Paper 2 3. English HL Paper 2 4. English HL Paper 3 5. Sesotho FAL Paper 2 6. Sesotho SAL Paper 2
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. Computer Applications Technology Paper 2 2. Economics Paper 2 3. IsiXhosa HL Paper 1 4. IsiXhosa HL Paper 2 5. IsiXhosa HL Paper 3 6. Sesotho FAL Paper 1
4.5 The degree of difficulty is not unnecessarily increased by the inclusion of irrelevant information.	1. Electrical Technology: Electronics 2. Electrical Technology: Power Systems 3. English FAL Paper 1 4. English HL Paper 2 5. Geography Paper 1 6. Geography Paper 2 7. IsiXhosa HL Paper 1 8. IsiXhosa HL Paper 2 9. IsiXhosa HL Paper 3 10. Life Orientation 11. Life Orientation (BU) 12. Mathematical Literacy Paper 1 13. Mathematical Literacy Paper 2 14. Music Paper 1 15. Physical Sciences Paper 2 16. Sepedi SAL Paper 1 17. Technical Mathematics Paper 2 18. Tshivenda FAL Paper 1
4.6 There is a clear correlation between mark allocation, cognitive level, degree of difficulty, and time allocation.	1. Computer Applications Technology Paper 1 2. Engineering Graphics and Design Paper 1 3. English HL Paper 2 4. IsiXhosa HL Paper 1 5. IsiXhosa HL Paper 3 6. Mathematics Paper 1 7. Sesotho FAL Paper 1 8. Sesotho FAL Paper 2 9. Sesotho HL Paper 1 10. Sesotho SAL Paper 2 11. Xitsonga FAL Paper 2 12. Xitsonga HL Paper 1 13. Xitsonga HL Paper 2

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

Quality indicators	Question papers not compliant
5.1 The question paper includes a variety of question types, such as multiple-choice, paragraph-based, data/source-based response, essay, real-life scenario, and problem-solving questions.	1. Civil Technology: Civil Services 2. Civil Technology: Woodworking 3. IsiXhosa HL Paper 2
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;	1. Accounting Paper 1
5.3 is of an appropriate length;	1. English FAL Paper 1
5.4 is functional, relevant, and appropriate;	1. Afrikaans SAL Paper 3 2. Consumer Studies 3. English FAL Paper 1 4. English HL Paper 2 5. Geography Paper 1 6. Geography Paper 2 7. History Paper 1 8. IsiXhosa FAL Paper 1 9. IsiXhosa FAL Paper 2 10. IsiXhosa HL Paper 1 11. IsiXhosa HL Paper 3 12. Life Orientation (BU) 13. Sepedi FAL Paper 1 14. Sepedi FAL Paper 3 15. Sepedi HL Paper 1 16. Sepedi SAL Paper 1 17. Sepedi SAL Paper 3 18. Sesotho FAL Paper 1 19. Sesotho HL Paper 1 20. Sesotho HL Paper 3
5.5 allows for the testing of skills; and	1. English FAL Paper 1 2. English HL Paper 1 3. English HL Paper 2 4. English HL Paper 3 5. IsiXhosa HL Paper 1 6. IsiXhosa HL Paper 3 7. Sepedi FAL Paper 1 8. Sepedi SAL Paper 1 9. Sesotho FAL Paper 1

Quality indicators	Question papers not compliant
5.6 generates questions across the cognitive levels.	1. Computer Applications Technology Paper 2 2. Economics Paper 1 3. Engineering Graphics and Design Paper 1 4. English HL Paper 1 5. English HL Paper 2 6. English HL Paper 3 7. IsiXhosa HL Paper 1 8. IsiXhosa HL Paper 3 9. Sepedi FAL Paper 1 10. Sepedi SAL Paper 1
Quality of questions	
5.7 The questions are relevant to the key concepts of the subject.	1. Mathematical Literacy Paper 1 2. Music Paper 1 3. Music Paper 2 4. Sepedi FAL Paper 3 5. Sepedi SAL Paper 2 6. Sesotho FAL Paper 1 7. Sesotho FAL Paper 2 8. Sesotho HL Paper 1 9. Sesotho SAL Paper 2 10. Tourism
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. Afrikaans HL Paper 3 6. Afrikaans SAL Paper 1 7. Afrikaans SAL Paper 2 8. Business Studies Paper 1 9. Business Studies Paper 2 10. Civil Technology: Civil Services 11. Civil Technology: Construction 12. Civil Technology: Woodworking 13. Computer Applications Technology Paper 1 14. Computer Applications Technology Paper 1 (BU) 15. Consumer Studies 16. Dramatic Arts Paper 2 (Theory) 17. Electrical Technology: Electronics 18. Electrical Technology: Power Systems 19. English FAL Paper 2 20. English HL Paper 2 21. Geography Paper 1 22. History Paper 1 23. History Paper 2 24. IsiXhosa HL Paper 1 25. IsiXhosa HL Paper 2 26. IsiXhosa HL Paper 3 27. IsiXhosa SAL Paper 3

Quality indicators	Question papers not compliant
	28. IsiZulu FAL Paper 2 29. IsiZulu HL Paper 1 30. IsiZulu HL Paper 2 31. Life Orientation 32. Life Orientation (BU) 33. Life Sciences Paper 1 34. Marine Sciences Paper 1 35. Marine Sciences Paper 2 36. Mathematical Literacy Paper 1 37. Mathematical Literacy Paper 2 38. Mathematics Paper 2 39. Music Paper 1 40. Music Paper 2 41. Physical Sciences Paper 2 42. Sesotho FAL Paper 2 43. Sesotho SAL Paper 2 44. SiSwati FAL Paper 1 45. SiSwati FAL Paper 2 46. SiSwati FAL Paper 3 47. SiSwati HL Paper 1 48. SiSwati HL Paper 3 49. Technical Mathematics Paper 1 50. Technical Mathematics Paper 2 51. Tourism 52. Tshivenda FAL Paper 2 53. Tshivenda HL Paper 2 54. Tshivenda HL Paper 3
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. Afrikaans HL Paper 3 6. Afrikaans SAL Paper 1 7. Business Studies Paper 2 8. Consumer Studies 9. Economics Paper 2 10. English FAL Paper 1 11. English FAL Paper 3 12. English HL Paper 2 13. History Paper 1 14. IsiXhosa FAL Paper 3 15. IsiXhosa HL Paper 1 16. IsiXhosa HL Paper 2 17. IsiXhosa HL Paper 3 18. IsiZulu FAL Paper 2 19. IsiZulu HL Paper 2 20. Marine Sciences Paper 1 21. Marine Sciences Paper 2 22. Mathematical Literacy Paper 2 23. Music Paper 1 24. Music Paper 2

Quality indicators	Question papers not compliant
	25. Sepedi FAL Paper 1 26. Sepedi SAL Paper 1 27. Sesotho FAL Paper 1 28. Sesotho HL Paper 1 29. Sesotho SAL Paper 2 30. SiSwati FAL Paper 1 31. SiSwati FAL Paper 2 32. SiSwati FAL Paper 3 33. SiSwati HL Paper 1 34. SiSwati HL Paper 2 35. SiSwati HL Paper 3 36. Tourism 37. Visual Arts Paper 1 (Theory) 38. Xitsonga FAL Paper 1 39. Xitsonga FAL Paper 2 40. Xitsonga HL Paper 2 41. Xitsonga HL Paper 3
5.10 The questions provide sufficient information to elicit appropriate responses.	1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans SAL Paper 1 4. Business Studies Paper 1 5. Business Studies Paper 2 6. Civil Technology: Civil Services 7. Civil Technology: Construction 8. Civil Technology: Woodworking 9. Economics Paper 2 10. Electrical Technology: Electronics 11. Electrical Technology: Power Systems 12. English FAL Paper 1 13. English FAL Paper 2 14. English FAL Paper 3 15. English HL Paper 2 16. Geography Paper 2 17. Information Technology Paper 2 18. IsiXhosa FAL Paper 2 19. IsiXhosa FAL Paper 3 20. IsiXhosa HL Paper 1 21. IsiXhosa HL Paper 2 22. IsiXhosa HL Paper 3 23. IsiXhosa SAL Paper 3 24. IsiZulu FAL Paper 1 25. IsiZulu FAL Paper 2 26. IsiZulu FAL Paper 3 27. IsiZulu HL Paper 1 28. IsiZulu HL Paper 2

Quality indicators	Question papers not compliant
5.10 The questions provide sufficient information to elicit appropriate responses.	29. Life Orientation 30. Life Orientation (BU) 31. Mathematical Literacy Paper 1 32. Music Paper 1 33. Music Paper 2 34. Sepedi FAL Paper 1 35. Sesotho FAL Paper 1 36. Sesotho SAL Paper 2 37. SiSwati FAL Paper 1 38. SiSwati FAL Paper 2 39. SiSwati FAL Paper 3 40. SiSwati HL Paper 1 41. SiSwati HL Paper 2 42. SiSwati HL Paper 3 43. Tshivenda FAL Paper 2 44. Xitsonga HL Paper 1
5.11 The questions contain no factual errors or misleading information.	1. Civil Technology: Civil Services 2. Civil Technology: Woodworking 3. Consumer Studies 4. Dance Studies 5. Economics Paper 1 6. Economics Paper 2 7. Electrical Technology: Electronics 8. English HL Paper 2 9. Geography Paper 1 10. Geography Paper 2 11. Hospitality Studies 12. IsiXhosa HL Paper 1 13. IsiXhosa HL Paper 2 14. IsiXhosa HL Paper 3 15. IsiXhosa SAL Paper 3 16. IsiZulu FAL Paper 1 17. IsiZulu FAL Paper 2 18. IsiZulu FAL Paper 3 19. IsiZulu HL Paper 1 20. Life Sciences Paper 2 21. Mathematical Literacy Paper 1 22. Mathematical Literacy Paper 2 23. Music Paper 1 24. Physical Sciences Paper 2 25. Sepedi FAL Paper 1 26. Sepedi HL Paper 2 27. Sesotho FAL Paper 1 28. Sesotho SAL Paper 2 29. Technical Sciences Paper 1 30. Technical Sciences Paper 2 31. Tshivenda FAL Paper 3
5.12 The questions are not formulated with double negatives or unnecessary negative terms.	1. Electrical Technology: Power Systems 2. Sepedi FAL Paper 1

Quality indicators	Question papers not compliant
5.13 References in the questions to prose texts, visuals, drawings, illustrations, examples, tables, and graphs are relevant and correct.	1. Civil Technology: Civil Services 2. Civil Technology: Construction 3. Computer Applications Technology Paper 2 4. Consumer Studies 5. Dance Studies 6. Design Paper 1 7. Economics Paper 1 8. English HL Paper 2 9. Geography Paper 1 10. Information Technology Paper 1 11. Information Technology Paper 1 (BU) 12. IsiXhosa HL Paper 1 13. IsiXhosa HL Paper 3 14. Mathematics Paper 1 15. Sepedi FAL Paper 1 16. Sepedi FAL Paper 3 17. Sepedi HL Paper 1 18. Sepedi HL Paper 2 19. Sepedi SAL Paper 1 20. Sesotho SAL Paper 1 21. SiSwati FAL Paper 1 22. SiSwati HL Paper 1 23. SiSwati HL Paper 2 24. Xitsonga HL Paper 1 25. Xitsonga HL Paper 2 26. Xitsonga HL Paper 3
5.14 No question suggests the answer to another question.	1. Afrikaans FAL Paper 2 2. Business Studies Paper 1 3. Civil Technology: Civil Services 4. Civil Technology: Construction 5. Consumer Studies 6. Design Paper 1 7. Electrical Technology: Digital Electronics 8. Electrical Technology: Electronics 9. English FAL Paper 2 10. English HL Paper 1 11. History Paper 2 12. Life Orientation 13. Music Paper 1 14. Sesotho FAL Paper 1 15. Sesotho HL Paper 1 16. Setswana FAL Paper 2 17. Tshivenda FAL Paper 1 18. Tshivenda FAL Paper 2

Quality indicators	Question papers not compliant
5.15 One question does not overlap with another question.	1. Computer Applications Technology Paper 2 2. Consumer Studies 3. English FAL Paper 1 4. English FAL Paper 2 5. English HL Paper 1 6. English HL Paper 2 7. English HL Paper 3 8. IsiZulu FAL Paper 3 9. Life Orientation 10. Sesotho FAL Paper 1 11. Setswana FAL Paper 2 12. Visual Arts Paper 1 (Theory) 13. Xitsonga FAL Paper 3
Multiple-choice questions (where applicable)	
5.16 The options are grammatically consistent with the stem.	1. Consumer Studies 2. English FAL Paper 2 3. Geography Paper 1 4. Sepedi HL Paper 1
5.17 The options are free from logical cues that make any one choice obvious.	1. Computer Applications Technology Paper 2 2. Electrical Technology: Digital Electronics 3. Electrical Technology: Electronics 4. Electrical Technology: Power Systems 5. Geography Paper 1 6. Hospitality Studies 7. Life Orientation 8. Life Orientation (BU) 9. Sepedi FAL Paper 1 10. Sesotho HL Paper 1
5.18 The options avoid absolute terms such as "always" or "never."	None
5.19 All options are of approximately the same length, with the correct answer not being longer, more specific, or more detailed than the others.	1. Computer Applications Technology Paper 2 2. Consumer Studies 3. Geography Paper 1 4. Hospitality Studies 5. Sepedi FAL Paper 1 6. Sesotho FAL Paper 1
5.20 The correct answer does not repeat a word or phrase from the stem.	1. Computer Applications Technology Paper 2 2. Electrical Technology: Digital Electronics 3. Life Orientation 4. Life Orientation (BU)

Quality indicators	Question papers not compliant
5.21 The correct answer does not share elements with the other options.	1. Civil Technology: Civil Services 2. Life Orientation 3. Computer Applications Technology Paper 2 4. Consumer Studies 5. Electrical Technology: Digital Electronics 6. Electrical Technology: Power Systems 7. IsiZulu FAL Paper 1 8. Life Orientation (BU) 9. Sesotho FAL Paper 1 10. Tshivenda FAL Paper 2 11. Xitsonga HL Paper 1 12. Xitsonga HL Paper 2

CRITERION 6: LANGUAGE AND BIAS

Quality indicators	Question papers not compliant
6.1 Subject terminology and data are used correctly.	1. Accounting Paper 1 2. Computer Applications Technology Paper 2 3. Consumer Studies 4. Design Paper 1 5. Music Paper 2 6. Sepedi FAL Paper 1 7. Tshivenda FAL 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 FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Computer Applications Technology Paper 2 11. Consumer Studies 12. Electrical Technology: Digital Electronics 13. History Paper 1 14. IsiZulu FAL Paper 1 15. Marine Sciences Paper 1 16. Mathematical Literacy Paper 1 17. Mathematical Literacy Paper 2 18. Technical Mathematics Paper 2 19. Tourism

Quality indicators	Question papers not compliant
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 2 5. Afrikaans SAL Paper 1 6. Afrikaans SAL Paper 2 7. Afrikaans SAL Paper 3
6.3 There are no grammatical subtleties that could cause confusion. (Cont.)	8. Business Studies Paper 1 9. Computer Applications Technology Paper 1 10. Computer Applications Technology Paper 1 (BU) 11. Economics Paper 1 12. Economics Paper 2 13. Engineering Graphics and Design Paper 1 14. Engineering Graphics and Design Paper 2 15. English FAL Paper 1 16. English FAL Paper 3 17. Information Technology Paper 1 18. Information Technology Paper 1 (BU) 19. Information Technology Paper 2 20. IsiZulu FAL Paper 2 21. IsiZulu HL Paper 2 22. Marine Sciences Paper 1 23. Marine Sciences Paper 2 24. Mathematical Literacy Paper 1 25. Mathematical Literacy Paper 2 26. Music Paper 1 27. Music Paper 2 28. Sesotho HL Paper 1 29. Setswana FAL Paper 1 30. Setswana FAL Paper 2 31. Setswana FAL Paper 3 32. Setswana HL Paper 1 33. Setswana HL Paper 2 34. Setswana HL Paper 3 35. Technical Mathematics Paper 1

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 FAL Paper 3 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Computer Applications Technology Paper 1 11. Computer Applications Technology Paper 1 (BU) 12. Consumer Studies 13. Economics Paper 1 14. Economics Paper 2 15. Electrical Technology: Digital Electronics 16. Electrical Technology: Electronics 17. Electrical Technology: Power Systems 18. Engineering Graphics and Design Paper 1 19. Engineering Graphics and Design Paper 2 20. English FAL Paper 2 21. Hospitality Studies
6.4 The language used in the question paper is grammatically correct. (Cont.)	22. Information Technology Paper 1 23. Information Technology Paper 1 (BU) 24. IsiXhosa HL Paper 1 25. IsiXhosa HL Paper 3 26. IsiZulu FAL Paper 1 27. IsiZulu FAL Paper 2 28. Life Orientation (BU) 29. Life Sciences Paper 2 30. Marine Sciences Paper 1 31. Marine Sciences Paper 2 32. Mathematical Literacy Paper 1 33. Mathematical Literacy Paper 2 34. Sesotho FAL Paper 1 35. Setswana FAL Paper 1 36. Setswana FAL Paper 2 37. Setswana HL Paper 1 38. Setswana HL Paper 2 39. Setswana HL Paper 3 40. Technical Mathematics Paper 1 41. Tourism 42. Tshivenda FAL Paper 1

Quality indicators	Question papers not compliant
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. Afrikaans HL Paper 3 6. Afrikaans SAL Paper 1 7. Afrikaans SAL Paper 2 8. Business Studies Paper 2 9. Computer Applications Technology Paper 1 10. IsiXhosa HL Paper 1 11. IsiXhosa HL Paper 3 12. IsiZulu FAL Paper 2 13. Life Orientation (BU) 14. Marine Sciences Paper 1 15. Music Paper 1 16. Music Paper 2 17. Setswana HL Paper 1
6.6 Foreign names, terms, and jargon are accompanied by a glossary.	1. Civil Technology: Construction 2. Design Paper 1 3. 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. Consumer Studies 2. English HL Paper 1 3. English HL Paper 3 4. Hospitality Studies 5. IsiZulu FAL Paper 1 6. Life Orientation (BU) 7. Sepedi FAL Paper 3 8. Tshivenda FAL Paper 2
6.8 The questions allow for adaptations and modifications to assess students with special needs, promoting inclusivity.	1. IsiXhosa HL Paper 1

CRITERION 7: PREDICTABILITY

Quality indicators	Question papers not compliant
7.1 The questions are designed in a way that they cannot be easily anticipated or predicted.	1. Civil Technology: Civil Services 2. Civil Technology: Construction 3. Civil Technology: Woodworking 4. Computer Applications Technology Paper 2 5. Economics Paper 2 6. Electrical Technology: Digital Electronics 7. Electrical Technology: Electronics 8. Electrical Technology: Power Systems 9. English FAL Paper 2 10. Information Technology Paper 1 11. Life Orientation (BU) 12. Mathematics Paper 1 13. Mathematics Paper 2 14. Sepedi FAL Paper 2 15. Setswana FAL Paper 2 16. Setswana FAL Paper 3
7.2 There is no verbatim repetition ("cut and paste") of questions from the past three years' question papers.	1. Civil Technology: Construction 2. Consumer Studies 3. Economics Paper 1 4. Electrical Technology: Digital Electronics 5. Electrical Technology: Electronics 6. Electrical Technology: Power Systems 7. Life Orientation (BU) 8. Sepedi HL Paper 2 9. Setswana FAL Paper 3 10. Technical Mathematics Paper 1
7.3 The question paper exhibits an appropriate level of innovation.	1. Civil Technology: Civil Services 2. Civil Technology: Construction 3. Civil Technology: Woodworking 4. Computer Applications Technology Paper 2 5. English HL Paper 2 6. Information Technology Paper 1 7. IsiZulu FAL Paper 1 8. IsiZulu FAL Paper 2 9. Sesotho HL Paper 1 10. Sesotho SAL Paper 2

PART B: MODERATION OF MARKING GUIDELINES

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. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 2 6. Afrikaans SAL Paper 1 7. Afrikaans SAL Paper 2 8. Afrikaans SAL Paper 3 9. Consumer Studies 10. Economics Paper 1 11. Economics Paper 2 12. English FAL Paper 1 13. English FAL Paper 2 14. English HL Paper 2 15. Geography Paper 2 16. Hospitality Studies 17. Information Technology Paper 2 18. IsiXhosa FAL Paper 2 19. IsiXhosa HL Paper 1 20. IsiXhosa HL Paper 2 21. IsiXhosa HL Paper 3 22. IsiZulu FAL Paper 1 23. IsiZulu FAL Paper 2 24. IsiZulu HL Paper 2 25. Life Orientation (BU) 26. Mathematical Literacy Paper 2 27. Mathematics Paper 2 28. Music Paper 1 29. Sepedi FAL Paper 2 30. Sepedi HL Paper 1 31. Sepedi SAL Paper 1 32. Sepedi SAL Paper 2 33. Sesotho SAL Paper 2 34. Setswana FAL Paper 2 35. Setswana HL Paper 1 36. Setswana HL Paper 2 37. Tshivenda FAL Paper 2 38. Xitsonga FAL Paper 1 39. Xitsonga FAL Paper 2 40. Xitsonga HL Paper 1 41. Xitsonga HL Paper 2

Quality indicators	Question papers not Compliant
1. 8.2 The memo/marking guideline aligns with the command words in the questions.	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. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Consumer Studies 11. Dramatic Arts Paper 2 (Theory) 12. Economics Paper 1 13. Economics Paper 2 14. English FAL Paper 2 15. English HL Paper 1 16. History Paper 2 17. IsiXhosa FAL Paper 2 18. IsiXhosa HL Paper 1 19. IsiXhosa HL Paper 2 20. IsiXhosa HL Paper 3 21. IsiXhosa SAL Paper 1 22. IsiXhosa SAL Paper 3 23. IsiZulu FAL Paper 1 24. IsiZulu FAL Paper 2 25. IsiZulu HL Paper 1 26. IsiZulu HL Paper 2 27. Life Orientation (BU) 28. Marine Sciences Paper 1 29. Music Paper 1 30. Sesotho FAL Paper 1 31. Sesotho HL Paper 1 32. SiSwati FAL Paper 1 33. Technical Sciences Paper 1 34. Xitsonga FAL Paper 1 35. Xitsonga HL Paper 1
2. 8.3 The marks for each (sub-)question in the memo/marking guideline correspond with those in the question paper.	1. Afrikaans HL Paper 2 2. Electrical Technology: Digital Electronics 3. Engineering Graphics and Design Paper 1 4. Life Orientation (BU) 5. Mathematical Literacy Paper 1 6. Sepedi SAL Paper 2

CRITERION 9: ACCURACY AND RELIABILITY OF MARKING GUIDELINE

Quality indicators	Question papers not compliant
9.1 The answers in the marking guideline are correct with regard to the subject matter.	1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 1 6. Afrikaans HL Paper 2 7. Afrikaans HL Paper 3 8. Afrikaans SAL Paper 1 9. Afrikaans SAL Paper 3 10. Consumer Studies 11. Dramatic Arts Paper 2 (Theory) 12. Economics Paper 1 13. Electrical Technology: Digital Electronics 14. Electrical Technology: Electronics 15. Electrical Technology: Power Systems 16. English HL Paper 2 17. Geography Paper 1 18. Geography Paper 2 19. History Paper 1 20. Hospitality Studies 21. IsiXhosa HL Paper 1 22. IsiXhosa HL Paper 2 23. IsiXhosa HL Paper 3 24. IsiXhosa SAL Paper 3 25. IsiZulu FAL Paper 1 26. IsiZulu FAL Paper 2 27. IsiZulu HL Paper 1 28. IsiZulu HL Paper 2 29. Life Sciences Paper 2 30. Mathematical Literacy Paper 1 31. Mathematical Literacy Paper 2 32. Music Paper 1 33. Music Paper 2 34. Physical Sciences Paper 1 35. Physical Sciences Paper 2 36. Sepedi FAL Paper 1 37. Sepedi FAL Paper 2 38. Sepedi HL Paper 2 39. Sepedi SAL Paper 2 40. Sesotho FAL Paper 1 41. Sesotho FAL Paper 2 42. Sesotho HL Paper 1 43. Sesotho SAL Paper 2 44. Setswana FAL Paper 2 45. Setswana HL Paper 1 46. Setswana HL Paper 2 47. Technical Mathematics Paper 1 48. Technical Mathematics Paper 2 49. Technical Sciences Paper 1 50. Technical Sciences Paper 2 51. Xitsonga FAL Paper 1 52. Xitsonga HL Paper 1

Quality indicators	Question papers not compliant
9.2 The marking guideline is free from typo-graphical 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. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Consumer Studies 11. Design Paper 1 12. Dramatic Arts Paper 2 (Theory) 13. Economics Paper 2 14. Electrical Technology: Digital Electronics 15. History Paper 1 16. IsiXhosa FAL Paper 1 17. IsiXhosa FAL Paper 2 18. IsiXhosa FAL Paper 3 19. IsiZulu FAL Paper 1 20. IsiZulu FAL Paper 2 21. IsiZulu HL Paper 2 22. Life Sciences Paper 2 23. Marine Sciences Paper 1 24. Marine Sciences Paper 2 25. Mathematics Paper 2 26. Physical Sciences Paper 1 27. Sepedi HL Paper 1 28. Sepedi HL Paper 2 29. Sepedi HL Paper 3 30. Sepedi SAL Paper 2 31. Sesotho FAL Paper 1 32. Sesotho HL Paper 1 33. Sesotho SAL Paper 2 34. Setswana FAL Paper 1 35. Setswana FAL Paper 2 36. Setswana FAL Paper 3 37. Setswana HL Paper 2 38. SiSwati FAL Paper 1 39. SiSwati FAL Paper 2 40. SiSwati FAL Paper 3 41. SiSwati HL Paper 1 42. SiSwati HL Paper 2 43. SiSwati HL Paper 3 44. Technical Mathematics Paper 1

Quality indicators	Question papers not compliant
9.3 The marking guideline is well-structured and facilitates the marking process.	1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans SAL Paper 1 4. Computer Applications Technology Paper 1 5. Economics Paper 1 6. Economics Paper 2 7. Engineering Graphics and Design Paper 1 8. Engineering Graphics and Design Paper 2 9. English HL Paper 2 10. IsiXhosa SAL Paper 3 11. Physical Sciences Paper 1 12. Sesotho FAL Paper 1 13. SiSwati FAL Paper 1 14. SiSwati FAL Paper 2 15. SiSwati FAL Paper 3 16. SiSwati HL Paper 1 17. SiSwati HL Paper 2 18. SiSwati HL Paper 3 19. Xitsonga FAL Paper 1 20. Xitsonga FAL Paper 2 21. Xitsonga FAL Paper 3 22. Xitsonga HL Paper 1 23. Xitsonga HL Paper 2
9.4 The marking guideline is complete, with mark allocation and distribution provided for each question.	1. Business Studies Paper 2 2. Civil Technology: Civil Services 3. Consumer Studies 4. Geography Paper 2 5. Life Sciences Paper 2 6. Physical Sciences Paper 1 7. Technical Mathematics Paper 2 8. Tshivenda FAL Paper 2
9.5 The marking guideline promotes a balanced distribution of marks in an answer.	1. Economics Paper 2
9.6 The marking guideline provides a sufficient range of marks to ensure the ability to discriminate between low and high performers is not compromised.	1. Computer Applications Technology Paper 1 2. English HL Paper 1 3. Life Orientation (BU)
9.7 The marking guideline awards marks positively, with no negative marking.	1. Computer Applications Technology Paper 1

Quality indicators	Question papers not compliant
9.8 The marking guideline provides sufficient detail to ensure the reliability of the marking process.	1. Afrikaans HL Paper 2 2. Business Studies Paper 1 3. Business Studies Paper 2 4. Computer Applications Technology Paper 1 5. Computer Applications Technology Paper 2 6. Consumer Studies 7. Economics Paper 1 8. Economics Paper 2 9. Engineering Graphics and Design Paper 1 10. English FAL Paper 1 11. English FAL Paper 2 12. English HL Paper 2 13. History Paper 1 14. IsiXhosa SAL Paper 3 15. IsiZulu FAL Paper 1 16. IsiZulu FAL Paper 2 17. IsiZulu HL Paper 1 18. Music Paper 2 19. Sesotho FAL Paper 1 20. Sesotho FAL Paper 3 21. Sesotho HL Paper 1 22. Sesotho SAL Paper 2 23. SiSwati FAL Paper 1 24. SiSwati FAL Paper 2 25. SiSwati FAL Paper 3 26. SiSwati HL Paper 1 27. SiSwati HL Paper 2 28. SiSwati HL Paper 3 29. Tourism 30. Tshivenda FAL Paper 2
9.9 The marking guideline allows for relevant and correct alternative responses.	1. Civil Technology: Construction 2. Computer Applications Technology Paper 1 3. Computer Applications Technology Paper 1 (BU) 4. Consumer Studies 5. English HL Paper 2 6. IsiZulu FAL Paper 1 7. IsiZulu FAL Paper 2 8. Life Sciences Paper 2 9. Marine Sciences Paper 2 10. Mathematical Literacy Paper 1 11. Mathematical Literacy Paper 2 12. Mathematics Paper 1 13. Sesotho HL Paper 1 14. Technical Mathematics Paper 2
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. IsiXhosa HL Paper 1 2. IsiXhosa HL Paper 3 3. IsiXhosa SAL Paper 3 4. Mathematical Literacy Paper 1 5. Mathematics Paper 1 6. Mathematics Paper 2 7. Physical Sciences Paper 1 8. Sepedi HL Paper 3 9. Sesotho FAL Paper 1 10. Setswana HL Paper 1 11. Technical Mathematics Paper 2
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. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Civil Technology: Civil Services 11. Civil Technology: Construction 12. Consumer Studies 13. Economics Paper 1 14. Economics Paper 2 15. Engineering Graphics and Design Paper 1 16. English FAL Paper 1 17. English FAL Paper 2 18. English FAL Paper 3 19. English HL Paper 1 20. English HL Paper 2 21. English HL Paper 3 22. Geography Paper 1 23. Geography Paper 2 24. IsiXhosa FAL Paper 1 25. IsiXhosa FAL Paper 2 26. IsiXhosa FAL Paper 3 27. IsiXhosa HL Paper 2 28. IsiXhosa HL Paper 3 29. IsiXhosa SAL Paper 1 30. IsiXhosa SAL Paper 3 31. IsiZulu FAL Paper 1 32. IsiZulu FAL Paper 2 33. IsiZulu HL Paper 1 34. IsiZulu HL Paper 2 35. IsiZulu HL Paper 3 36. Life Orientation (BU) 37. Life Sciences Paper 2 38. Physical Sciences Paper 1 39. Sepedi FAL Paper 1 40. Sepedi FAL Paper 2

Quality indicators	Question papers not compliant
10.2 The question paper is fair, valid, and reliable.	41. Sepedi FAL Paper 3 42. Sepedi HL Paper 1 43. Sepedi HL Paper 2 44. Sepedi HL Paper 3 45. Sepedi SAL Paper 1 46. Sepedi SAL Paper 2 47. Sepedi SAL Paper 3 48. Sesotho FAL Paper 1 49. Sesotho FAL Paper 2 50. Sesotho HL Paper 1 51. Sesotho SAL Paper 1 52. Sesotho SAL Paper 2 53. Setswana FAL Paper 1 54. Setswana FAL Paper 2 55. Setswana FAL Paper 3 56. Setswana HL Paper 2 57. Setswana HL Paper 3 58. SiSwati FAL Paper 1 59. SiSwati FAL Paper 2 60. SiSwati FAL Paper 3 61. SiSwati HL Paper 1 62. SiSwati HL Paper 2 63. SiSwati HL Paper 3 64. Technical Mathematics Paper 1 65. Technical Mathematics Paper 2 66. Tshivenda FAL Paper 2 67. Xitsonga FAL Paper 1 68. Xitsonga FAL Paper 2 69. Xitsonga FAL Paper 3 70. Xitsonga HL Paper 1 71. Xitsonga HL Paper 2 72. Xitsonga HL Paper 3
10.3 The question paper as a whole assesses the objectives of the CAPS, SAG, and/or other applicable assessment frameworks.	1. Computer Applications Technology Paper 2 2. Economics Paper 1 3. Economics Paper 2 4. History Paper 1 5. IsiXhosa HL Paper 1 6. IsiXhosa HL Paper 2 7. IsiXhosa HL Paper 3 8. Sepedi FAL Paper 1 9. Sepedi FAL Paper 2 10. Sepedi FAL Paper 3 11. Sepedi SAL Paper 1 12. Sepedi SAL Paper 2 13. Sepedi SAL Paper 3 14. Sesotho FAL Paper 1 15. Sesotho SAL Paper 2

Quality indicators	Question papers not compliant
10.4 The question paper 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. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Business Studies Paper 1 11. Civil Technology: Civil Services 12. Civil Technology: Woodworking 13. Computer Applications Technology Paper 2 14. Economics Paper 1 15. Economics Paper 2 16. Electrical Technology: Digital Electronics 17. Electrical Technology: Electronics 18. Electrical Technology: Power Systems 19. English FAL Paper 2 20. English HL Paper 1 21. English HL Paper 2 22. English HL Paper 3 23. Geography Paper 1 24. Geography Paper 2 25. IsiXhosa FAL Paper 1 26. IsiXhosa FAL Paper 2 27. IsiXhosa FAL Paper 3 28. IsiXhosa HL Paper 1 29. IsiXhosa HL Paper 2 30. IsiXhosa HL Paper 3 31. IsiXhosa SAL Paper 1 32. IsiZulu FAL Paper 1 33. IsiZulu FAL Paper 2 34. IsiZulu HL Paper 1 35. IsiZulu HL Paper 2 36. IsiZulu HL Paper 3 37. Mathematics Paper 1 38. Mathematics Paper 2 39. Music Paper 2 40. Physical Sciences Paper 1 41. Sepedi FAL Paper 1 42. Sepedi FAL Paper 2 43. Sepedi FAL Paper 3 44. Sepedi HL Paper 1 45. Sepedi HL Paper 2 46. Sepedi HL Paper 3 47. Sepedi SAL Paper 1 48. Sepedi SAL Paper 2 49. Sepedi SAL Paper 3 50. Sesotho FAL Paper 1 51. Sesotho FAL Paper 2 52. Sesotho HL Paper 1

Quality indicators	Question papers not compliant
	53. Sesotho SAL Paper 2 54. Setswana FAL Paper 2 55. SiSwati FAL Paper 1 56. SiSwati FAL Paper 2 57. SiSwati FAL Paper 3 58. SiSwati HL Paper 1 59. SiSwati HL Paper 2 60. SiSwati HL Paper 3 61. Technical Mathematics Paper 1 62. Technical Mathematics Paper 2 63. Xitsonga FAL Paper 1 64. Xitsonga FAL Paper 2 65. Xitsonga FAL Paper 3 66. Xitsonga HL Paper 1 67. Xitsonga HL Paper 2 68. Xitsonga HL Paper 3
10.5 The standard of the question is consistent with previous years.	1. Afrikaans HL Paper 2 2. Computer Applications Technology Paper 2 3. Economics Paper 1 4. Economics Paper 2 5. English FAL Paper 2 6. English HL Paper 1 7. English HL Paper 2 8. English HL Paper 3 9. Geography Paper 1 10. IsiXhosa FAL Paper 1 11. IsiXhosa FAL Paper 2 12. IsiXhosa FAL Paper 3 13. IsiXhosa HL Paper 1 14. IsiXhosa HL Paper 2 15. IsiXhosa HL Paper 3 16. IsiZulu FAL Paper 1 17. IsiZulu FAL Paper 2 18. IsiZulu HL Paper 1 19. IsiZulu HL Paper 2 20. IsiZulu HL Paper 3 21. Life Orientation (BU) 22. Mathematics Paper 1 23. Mathematics Paper 2 24. Physical Sciences Paper 1 25. Sepedi FAL Paper 1 26. Sepedi FAL Paper 2 27. Sepedi FAL Paper 3 28. Sepedi HL Paper 2 29. Sepedi SAL Paper 1 30. Sepedi SAL Paper 2 31. Sepedi SAL Paper 3 32. Sesotho FAL Paper 1 33. Sesotho FAL Paper 2 34. Sesotho HL Paper 1 35. Sesotho SAL Paper 2 36. Technical Mathematics Paper 1

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. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Civil Technology: Civil Services 11. Civil Technology: Construction 12. Consumer Studies 13. Dramatic Arts Paper 2 (Theory) 14. Economics Paper 1 15. Economics Paper 2 16. Engineering Graphics and Design Paper 1 17. English FAL Paper 1 18. English FAL Paper 2 19. English HL Paper 1 20. English HL Paper 2 21. English HL Paper 3 22. Geography Paper 1 23. Geography Paper 2 24. IsiXhosa FAL Paper 1 25. IsiXhosa FAL Paper 2 26. IsiXhosa FAL Paper 3 27. IsiXhosa HL Paper 1 28. IsiXhosa HL Paper 2 29. IsiXhosa HL Paper 3 30. IsiXhosa SAL Paper 1 31. IsiXhosa SAL Paper 3 32. IsiZulu FAL Paper 1 33. IsiZulu FAL Paper 2 34. IsiZulu HL Paper 1 35. IsiZulu HL Paper 2 36. Life Orientation (BU) 37. Life Sciences Paper 2 38. Music Paper 1 39. Physical Sciences Paper 1 40. Sepedi FAL Paper 1 41. Sepedi FAL Paper 2 42. Sepedi HL Paper 1 43. Sepedi HL Paper 2 44. Sepedi HL Paper 3 45. Sepedi SAL Paper 1 46. Sepedi SAL Paper 2 47. Sesotho FAL Paper 1 48. Sesotho FAL Paper 2 49. Sesotho HL Paper 1 50. Sesotho SAL Paper 2 51. Setswana FAL Paper 2 52. Setswana FAL Paper 3 53. Setswana HL Paper 1 54. SiSwati FAL Paper 1

Quality indicators	Question papers not compliant
	55. SiSwati FAL Paper 2 56. SiSwati FAL Paper 3 57. SiSwati HL Paper 1 58. SiSwati HL Paper 2 59. SiSwati HL Paper 3 60. Technical Mathematics Paper 1 61. Technical Mathematics Paper 2 62. Xitsonga FAL Paper 1 63. Xitsonga FAL Paper 2 64. Xitsonga FAL Paper 3 65. Xitsonga HL Paper 1 66. Xitsonga HL Paper 2
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. Afrikaans SAL Paper 1 8. Afrikaans SAL Paper 2 9. Afrikaans SAL Paper 3 10. Business Studies Paper 1 11. Economics Paper 1 12. Economics Paper 2 13. Electrical Technology: Digital Electronics 14. Electrical Technology: Electronics 15. Electrical Technology: Power Systems 16. English FAL Paper 2 17. English HL Paper 1 18. English HL Paper 2 19. English HL Paper 3 20. Geography Paper 1 21. Geography Paper 2 22. IsiXhosa FAL Paper 1 23. IsiXhosa FAL Paper 2 24. IsiXhosa FAL Paper 3 25. IsiXhosa HL Paper 1 26. IsiXhosa HL Paper 2 27. IsiXhosa HL Paper 3 28. IsiXhosa SAL Paper 1 29. IsiXhosa SAL Paper 3 30. IsiZulu FAL Paper 1 31. IsiZulu FAL Paper 2 32. IsiZulu HL Paper 1 33. IsiZulu HL Paper 2 34. Life Orientation (BU) 35. Music Paper 1 36. Physical Sciences Paper 1 37. Sepedi FAL Paper 1 38. Sepedi FAL Paper 2 39. Sepedi HL Paper 1 40. Sepedi HL Paper 2 41. Sepedi HL Paper 3 42. Sepedi SAL Paper 1 43. Sepedi SAL Paper 2

Quality indicators	Question papers not compliant
	44. Sesotho FAL Paper 1 45. Sesotho FAL Paper 2 46. Sesotho HL Paper 1 47. Sesotho SAL Paper 2 48. Setswana FAL Paper 2 49. Setswana FAL Paper 3 50. SiSwati FAL Paper 1 51. SiSwati FAL Paper 2 52. SiSwati FAL Paper 3 53. SiSwati HL Paper 1 54. SiSwati HL Paper 2 55. SiSwati HL Paper 3 56. Technical Mathematics Paper 1 57. Xitsonga FAL Paper 1 58. Xitsonga FAL Paper 2 59. Xitsonga FAL Paper 3 60. Xitsonga HL Paper 1 61. Xitsonga HL Paper 2
10.8 The standard of the marking guideline is consistent with previous years.	1. Afrikaans HL Paper 2 2. Computer Applications Technology Paper 1 3. Economics Paper 1 4. Economics Paper 2 5. English FAL Paper 2 6. English HL Paper 1 7. English HL Paper 2 8. English HL Paper 3 9. Geography Paper 1 10. IsiXhosa FAL Paper 1 11. IsiXhosa FAL Paper 2 12. IsiXhosa FAL Paper 3 13. IsiXhosa HL Paper 1 14. IsiXhosa HL Paper 2 15. IsiXhosa HL Paper 3 16. IsiZulu FAL Paper 1 17. IsiZulu FAL Paper 2 18. IsiZulu HL Paper 1 19. IsiZulu HL Paper 2 20. Life Orientation (BU) 21. Physical Sciences Paper 1 22. Sepedi FAL Paper 1 23. Sepedi HL Paper 1 24. Sepedi HL Paper 2 25. Sepedi SAL Paper 1 26. Sepedi SAL Paper 2 27. Sesotho FAL Paper 1 28. Sesotho FAL Paper 2 29. Sesotho HL Paper 1 30. Sesotho SAL Paper 2 31. Technical Mathematics Paper 1
10.9 Skills, knowledge, attitudes, and values are assessed.	1. IsiXhosa HL Paper 1 2. IsiXhosa HL Paper 2 3. IsiXhosa HL Paper 3

Annexure 1C: List of question papers sourced from the bank

English SAL Paper 1	SiSwati SAL Paper 1
English SAL Paper 2	SiSwati SAL Paper 2
English SAL Paper 3	SiSwati SAL Paper 3
IsiNdebele SAL Paper 1	South African Sign Language HL Paper 1
IsiNdebele SAL Paper 2	South African Sign Language HL Paper 2
IsiNdebele SAL Paper 3	South African Sign Language HL Paper 3
IsiZulu SAL Paper 1	Tshivenda SAL Paper 1
IsiZulu SAL Paper 2	Tshivenda SAL Paper 2
IsiZulu SAL Paper 3	Tshivenda SAL Paper 3
Setswana SAL Paper 1	Xitsonga SAL Paper 1
Setswana SAL Paper 2	Xitsonga SAL Paper 2
Setswana SAL Paper 3	Xitsonga SAL Paper 3

Annexure 2A: List of subjects and schools selected for the moderation of SBA

No.	PED	Districts	Subjects	Schools
1.	Eastern Cape	Nelson Mandela	Business Studies Physical Sciences	• Cowan High School • Coselelani Senior Secondary School • Gelvandale High School • Ithembelihle Comprehensive School • Qaphelani Senior Secondary School
		OR Tambo Coastal		• Ben Mali Senior Secondary School • Caguba Senior Secondary School • Cibeni Senior Secondary School • Mabhulana Ndamase High School • Mfundisweni Senior Secondary School
		Amathole West	History Accounting Mathematics	• Nakazama Secondary School • Mthawelanga Secondary School • Executive Academy • Dumansile Secondary School
		Alfred Nzo West		• Magadla Secondary School • Colana Secondary School • Zangqolwana Secondary School • Zanokhanya Secondary School
		Amathole East	Mathematics	• Nakazana High School
		Alfred Nzo West	Tourism PAT	• St Margaret Senior Secondary School
		Chris Hani West		• Lingelihle Secondary School
		OR Tambo Coastal		• Cibeni Senior Secondary School

No.	PED	Districts	Subjects	Schools
2.	Free State	Lejweleputswa	Accounting Geography Mathematical Literacy	• Bahale Senior Secondary School • Concordia Senior Secondary School • Mamellang-Thuto Senior Secondary School • Relekile Senior Secondary School • Repholositswe Senior Secondary School
		Xhariep		• Beang Tse Molemo Senior Secondary School • Ikanyegeng Senior Secondary School • Thabo-Vuyo Senior Secondary School Wongalethu Senior Secondary School • Zastron Combined Secondary School
		Fezile Dabi	Economics Life Orientation Life Sciences	• Rehauhetswe Secondary School • Dr Reginald Cingo Secondary School • Matlwangtlwang Secondary School • Atlehang Secondary School • Kgauho Secondary School • Phiritona Secondary School • Retshedisitswe Secondary School
		Motheo		• Castle Bridge Combined School • Sehlabeng High School

No.	PED	Districts	Subjects	Schools
3.	Gauteng	Johannesburg Central	Accounting Geography Business Studies	• Dr BW Vilakazi Secondary School • Freedom Park Secondary School • Phafogang Secondary School • Protea Glen Secondary School • Acudeo Protea Glen College
		Tshwane South		• J Kekana Secondary School • Lompec Secondary School • Olievenhoutbosch Secondary School • Phelindaba Secondary School • Tsako Thabo Secondary School • Princess Park Secondary School
		Ekurhuleni North	Business Studies History Physical Sciences	• Gekombineerde Skool Noordelig • Boitumelo Secondary School • Liverpool Secondary School • Bedfordview High School • New Millenium College • Etwatwa Secondary School • HM High Density Academy
		Gauteng East		• Reshogofaditswe Secondary School • Davey Secondary School • Phakamani Secondary School • Brakpan Education Centre • Jameson High School • Nimrod Ndebele Secondary School

No.	PED	Districts	Subjects	Schools
4.	KwaZulu Natal	Umzinyathi	Economics English FAL Life Sciences	• Sebenzakukhanya Secondary School • Thalana Secondary school • Gcotoi High School • Klwana Secondary School • Lobethal Independent School • Mpikanina Secondary School • Nhlanhlayethu Secondary School • Nkowaneni Secondary School • Victorious Independent School
		Zululand	Geography Life Orientation Life Sciences	• Falaza High School • Isihlahlasenkosi High School • KwaDomba High School • Mpikanina High School • Nhlanhlayethu Secondary School • Nkowane High School • Ngcothe High School • Ivungu High School
		Pinetown		• Glenhaven Secondary School • Inanda Seminary • Isobukosezwe High School • Mandlenkosi High School • Wyebank High School
		Umlazi	Tourism PAT	• Brindhavan Secondary School
		ILembe		• Lihlithemba Secondary School
		Umkhanyakude		• Sukasambe Secondary School
5.	Limpopo	Sekhukhune East	Geography Life Sciences	• Tshabadietla Secondary School • Moukangoe Secondary School • Maremisha High School • Manoke Technical High School • Nkotwane Secondary School • Calvin College
		Capricorn South	Tourism PAT	• Phutlotau Secondary School
		Mopani		• Maolwe Secondary School
		Sekhukhune East		• Phutlotau Secondary School
		Waterberg 2	Geography Life Sciences	• Bela-Bela Secondary School • Hoërskool Frikkie Meyer • Leseding Secondary School • Meetsetshehla Secondary School • Phagameng High School

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No.	PED	Districts	Subjects	Schools
6.	Mpumalanga	Gert Sibande	Business Studies History	• Kgauho Secondary
		Nkangala		• Botleng Secondary School • LD Moetanalo Secondary School • Nansindlela Secondary School • Ratlhahana Secondary School • Sibongamandla Secondary School
		Ehlanzeni	History Business Studies	• Bhekiswako Secondary School • Ncakini Secondary School • ST. Mark's International School • Wem Kabokweni Secondary School • Nelspruit Private College • Mayibuye High School • Mzimba High School
		Bohlabela	Tourism PAT	• DD Mabuza Combined High School • Kamhlola Secondary School
				• Mbhandule Secondary School
			History Business Studies	• Bilton Secondary School • Mzimba High School • Ditau Secondary School • Tladishi High School • Moses Mnisi High School • Dumphries Combined High School
7.	Northern Cap	Namaqua	Mathematics	• Hoërskool Aggeneys • Hoërskool Calvinia • Hoërskool Loeriesfontein • Hoërskool Namakwaland • Hoërskool Port Nolloth
		Z Mgcawu	Mathematics Business Studies	• Hoërskool Danielskuil • Hoërskool Kakamas • Hoërskool Rietfontein • Paballelo High School • Ratang-Thuto High School
		Frances Baard	Accounting Business Studies Mathematics	• Reakantswe High School • Barkly West High School • William Pescod High School • Hoërskool Rietvale
		Pixley ka Seme	Accounting Business Studies Mathematics	• Karrikamma High school • Petrusville High School

No.	PED	Districts	Subjects	Schools
8.	North West	Bojanala Platinum	Economics Geography Physical Sciences	• Gaseitsiwe High School • J M Ntsime Secondary School • Mphe-Bana Secondary School • Rakgatla High School • Reebone Secondary School • St Athanasius Orthodox Christian School
		Ngaka M. Molema		• Golf View Park High School • Ikageleng High School • Kebonang Secondary School • Leteane High School • Tetlano Secondary School • Curro Acdemy Mahikeng
9.	Western Cape	Metro Central	Accounting English FAL Life Sciences	• Heideveld Sekondêre Skool • Phoenix Sekondêre Skool • Rhodes Hoërskool • Trafalgar Secondary School • Voortrekker Hoërskool • Arcadia Secondary School • Y2K College
		Metro South		• Aloe Secondary School • Glendale Secondary School • Lentegeur Secondary School • Phillipi Secondary School • Vuyiseka Secondary School • Zizukhanto Secondary School • De La Bat School • Portland Secondary School
		Overberg	Accounting Geography	• Gaansbaai Secondary School • Hermanus High School • Overberg High School • Qhayiya Secondary School • Olyfkrans College
		Eden & Central Karoo		• George Secondary School • Imizamo Yethu Secondary • Indwe Sec School • Beaufort-Wes SS
		Cape Winelands	Tourism PAT	• H F van Cutsem Combined School
		Metro West		• Bridgetown High School
		Metro Central		• Ikamvalethu Secondary School

Annexure 2B: Schools implicated in areas of non-compliance - Moderation of SBA, PAT and oral assessment

Criteria	Nature of non-compliance	School
Technical Aspects	2022 and 2023 documents including programmes of assessment and evidence of post-assessment moderation instead of 2024 documents in the teacher file	Rehauhetswe Secondary School (Economics – Free State)
	Evidence of post-assessment moderation dated 04/10/2022	Matlwangtlwang Secondary School (Economics – Free State)
	Poorly arranged files	Atlehang Secondary School (Economics – Free State) Dr BW Vilakazi Secondary School (Accounting – Gauteng) Acudeo Protea Glen College (Accounting – Gauteng) Phafogang Secondary School (Accounting – Gauteng) Olievenhoutbosch Secondary School (Accounting – Gauteng)
	Files not meeting the basic requirements of file organisation (missing documents i.e. programmes of assessment, maps)	DD Mabuza Combined High School (Tourism – Mpumalanga) Mbhandule Secondary School (Tourism – Mpumalanga) Freedom Park Secondary School (Geography – Gauteng) Phafogang Secondary School (Geography – Gauteng)
Programme of Assessment	Programmes of assessment not paced.	Atlehang Secondary School (Economics – Free State) DD Mabuza Combined High School (Tourism – Mpumalanga) Mbhandule Secondary School (Tourism – Mpumalanga)
	Assessment dates and topics not articulated.	

Criteria	Nature of non-compliance	School
Assessment tasks	Assessment tasks not meeting the forms of assessment requirement, i.e. a project resembling an assignment.	Sehlabeng High School (Economics – Free State)
	The marking guidelines for the mapwork task had incorrect answers.	Isihlahlasenkosi High School (Business Studies – Eastern Cape) Mabhulana Ndamase (Business Studies – Eastern Cape)
	Assessment of wrong content in assessment tasks, i.e. inclusion of 'Settlement Geography' in Term 1 instead of 'Geomorphology' in the Mapwork Task, which is not taught in Term 1.	Indwe Secondary School (Geography – Western Cape)
The technical layout of assessment tasks	Non-adherence to cognitive percentage distribution and levels of difficulty requirements.	Qaphelani Secondary School (Business Studies – Eastern Cape) Cowan Secondary School (Business Studies – Eastern Cape) Ben Mali Secondary School (Business Studies – Eastern Cape) Caguba Secondary School (Business Studies – Eastern Cape) Mabhulana Ndamase (Business Studies – Eastern Cape)
	Non-inclusion of cognitive analysis grids.	Colana Secondary School (Mathematics – Eastern Cape)
	The information on the cover page and the first page of the practical task did not match.	KwaDomba Secondary School (Life Sciences – KwaZulu-Natal)
	The mark sheet was not included in the teacher's file.	Ben Mali Secondary School - Eastern Cape)

Criteria	Nature of non-compliance	School
Quality of marking	Inconsistent marking and poor adherence to marking guidelines.	Glenhaven Secondary School (Geography – Eastern Cape) Ngotshe Secondary School (Geography – Eastern Cape) Sehlabeng Secondary School (Life Orientation – Free State) Dr Reginald Cingo Secondary School (Life Orientation – Free State) Tsako Thabo Secondary School (Accounting – Gauteng) Freedom Park Secondary School (Accounting – Gauteng) Manoke Technical School (Geography – Limpopo) Tshabadietla Secondary School (Geography – Limpopo) Hoërskool Calvinia (Geography – Northern Cape) Mthawelanga High School (History – Eastern Cape)

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

Province	List of subjects/question papers
Eastern Cape	Business Studies Paper 1 and Paper 2 Economics Paper 1 and Paper 2 English First Additional Language Paper 1 and Paper 2 Geography Paper 1 and Paper 2 IsiXhosa Home Language Paper 1, Paper 2 and Paper 3 Life Sciences Paper 1 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 Physical Science Paper 1 and Paper 2 Tourism Paper 1
Free State	Agricultural Sciences Paper 1 English Home Language Paper 1 Information Technology Paper 1 and Paper 2 Geography Paper 1 and Paper 2 IsiXhosa Home Language Paper 13 IsiZulu Home Language Paper 3 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 Sesotho First Additional Language Paper 1 South African Sign Language Home Language Paper 1 and Paper 3

Province	List of subjects/question papers
Gauteng	Agricultural Science Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Consumer studies Paper 1 Engineering Graphics and Design Paper 1 and Paper 2 English First Additional Language Paper 1, Paper 2 and Paper 3 History Paper 2 Mathematics Paper 1 and Paper 2 Sepedi Home Language Paper 2 Sesotho Home Language Paper 3
KwaZulu-Natal	Accounting Paper 1 and Paper 2 Economics Paper 1 and Paper 2 English Home Language Paper 1, Paper 2 and Paper 3 IsiZulu Home Language Paper 1, Paper 2 and Paper 3 Economics Paper 1 and Paper 2 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 Technical Mathematics Paper 2
Limpopo	Accounting Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Engineering Graphics and Design Paper 2 English First Additional Language Paper 2 Geography Paper 1 and Paper 2 Life Orientation Paper 1 Physical Science Paper 1 Technical Mathematics Paper 1 and Paper 2 Tshivenda Paper 1 and Paper 2 Xitsonga Paper 1
Mpumalanga	Business Studies Paper 1 and Paper 2 English First Additional Language Paper 1, Paper 2 and Paper 3 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 IsiZulu Home Language Paper 1, Paper 2 and Paper 3 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Physical Science Paper 1 and Paper 2 SiSwati Home Language Paper 1, Paper 2 and Paper 3
North- Cape	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 and Paper 2 Afrikaans Home Language Paper 1, Paper 2 and Paper 3 Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 History Paper 1 and Paper 2 IsiXhosa Home Language Paper 1, Paper 2 and Paper 3 Setswana Home Language Paper 1, Paper 2 and Paper 3 Mathematical Literacy Paper 1 and Paper 2 Tourism Paper 1

Province	List of subjects/question papers
Northern West	Accounting Paper 1 and Paper 2 Economics Paper 1 and Paper 2 English Home Language Paper 1, Paper 2 and Paper 3 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 Setswana Home Language Paper 1, Paper 2 and Paper 3
Western Province	Afrikaans Home Language Paper 1, Paper 2 and Paper 3 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Consumer Studies Paper 1 and Paper 2 English Home Language Paper 1, Paper 2 and Paper 3 Geography Paper 1 and Paper 2 Marine Studies Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Technical Mathematics Paper 1 and Paper 2

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

No.	Province	Centre	Date	Subject written
1.	Eastern Cape	Jalamba Senior Secondary School	2 September 2024	Life Orientation
2.	Eastern Cape	James Jolobe S School	2 September 2024	Life Orientation
3.	Eastern Cape	Caguba JS School	2 September 2024	Life Orientation
4.	Eastern Cape	Sakhisizwe Senior Secondary School	2 September 2024	Life Orientation
5.	Free State	Ikaheng Zakheni Secondary School	2 September 2024	Life Orientation
6.	Free State	Clubview Secondary School	2 September 2024	Life Orientation
7.	Free State	Adelaide Tambo Secondary School	2 September 2024	Life Orientation
8.	Gauteng	Vlakfontein Secondary School	2 September 2024	Life Orientation
9.	Gauteng	Africa House College, CBD	2 September 2024	Life Orientation
10.	Gauteng	Elshaddai Christian School	2 September 2024	Life Orientation
11.	Gauteng	Fons Luminis Secondary School	2 September 2024	Life Orientation

No.	Province	Centre	Date	Subject written
12.	KwaZulu-Natal	Nhlosokuhle High School	2 September 2024	Life Orientation
13.	KwaZulu-Natal	Phembisizwe High School	2 September 2024	Life Orientation
14.	KwaZulu-Natal	Uyikhulu Secondary School	2 September 2024	Life Orientation
15.	KwaZulu-Natal	Ntee High School	2 September 2024	Life Orientation
16.	Limpopo	Mphachue Secondary School	2 September 2024	Life Orientation
17.	Limpopo	Kabelo Secondary School	2 September 2024	Life Orientation
18.	Mpumalanga	Lingitjhudu High School	2 September 2024	Life Orientation
19.	Mpumalanga	Pine Ridge Secondary School	2 September 2024	Life Orientation
20.	North West	Madiba A Toloane High School	2 September 2024	Life Orientation
21.	North West	Reabona Secondary School	2 September 2024	Life Orientation
22.	Northern Cape	Hoërskool Warrenvale	2 September 2024	Life Orientation
23.	Western Cape	Marian RC Secondary School	2 September 2024	Life Orientation
24.	Western Cape	Skurweberg Secondary School	2 September 2024	Life Orientation
25.	KwaZulu-Natal	Arena Park Secondary	21 October 2024	Afrikaans FAL Paper 3
26.	Free State	Boitlamo Secondary School	21 October 2024	English FAL Paper 3
27.	Western Cape	Camps Bay High School	21 October 2024	English FAL Paper 3
28.	Gauteng	Chipa-Tabane Secondary School	21 October 2024	English FAL Paper 3
29.	Gauteng	Hoerskool Kempton Park	21 October 2024	English FAL Paper 3
30.	Mpumalanga	Cyril Clarke Secondary School	21 October 2024	English FAL Paper 3 English HL Paper 3
31.	KwaZulu-Natal	Hoërskool Suid-Natal	21 October 2024	English FAL Paper 3
32.	KwaZulu-Natal	Port Shepstone	21 October 2024	English FAL Paper 3

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No.	Province	Centre	Date	Subject written
33.	Gauteng	Dinwiddie High School	21 October 2024	English FAL Paper 3
34.	Western Cape	Hexvallei Senior Secondary School	21 October 2024	Afrikaans Paper 3
35.	Free State	Jim Fouche Secondary School	21 October 2024	English FAL Paper 3
36.	Eastern Cape	John Walton Secondary School	21 October 2024	English FAL Paper 3
37.	Gauteng	Liverpool Secondary School	21 October 2024	Afrikaans FAL Paper 3
38.	Northern Cape	Namaqualand High School	21 October 2024	English FAL P aper 3
39.	Mpumalanga	Osizweni Secondary School	21 October 2024	Afrikaans FAL Paper 3
40.	Limpopo	Settlers Agricultural High School	21 October 2024	English HL Paper 3
41.	Limpopo	Tubake Secondary School	21 October 2024	English FAL Paper 3
42.	Northern Cape	Thabane High School	21 October 2024	English FAL Paper 3
43.	Western Cape	Vusisizwe Secondary School	21 October 2024	English FAL Paper 3 English HL Paper 3
44.	Free State	Welkom Gimnasium Secondary School	21 October 2024	Afrikaans FAL Paper 3 Afrikaans HL Paper 3
45.	Mpumalanga	Ziphakamiseni High School	21 October 2024	English FAL Paper 3
46.	Limpopo	Masodi Secondary School	21 October 2024	English FAL Paper 3
47.	Eastern Cape	Imiqhayi Senior Secondary School	21 October 2024	English FAL Paper 3
48.	Eastern Cape	St Thomas Private School	21 October 2024	English Home Paper 3
49.	KwaZulu-Natal	Mehlokubheka Secondary School	21 October 2024	English FAL Paper 3
50.	North West	Geysdorp Secondary School	21 October 2024	Geography Paper 2
51.	KwaZulu-Natal	Gqokamandla Secondary School	21 October 2024	Geography Paper 2
52.	Limpopo	Capricorn High School	22 October 2024	Computer Applications Technology

No.	Province	Centre	Date	Subject written
53.	Mpumalanga	Hoërskool Delmas	22 October 2024	Computer Applications Technology
54.	Mpumalanga	Allendale Secondary School	22 October 2024	Computer Applications Technology
55.	Eastern Cape	Bashe Comprehensive High School	22 October 2024	Computer Applications Technology
56.	North West	Christiana Combined School	22 October 2024	Computer Applications Technology
57.	Western Cape	Hugenote High School	22 October 2024	Computer Applications Technology
58.	Free State	Ladybrand Academy	22 October 2024	Computer Applications Technology
59.	Gauteng	Letsibogo Girls School of Specialisation	22 October 2024	Computer Applications Technology
60.	North West	Living Faith Church	22 October 2024	Computer Applications Technology
61.	KwaZulu-Natal	Maritzburg College	22 October 2024	Computer Applications Technology
62.	Limpopo	Naletsana Combined School	22 October 2024	Computer Applications Technology
63.	Free State	New Horizon College	22 October 2024	Computer Applications Technology
64.	Northern Cape	Port Nolloth High School	22 October 2024	Computer Applications Technology
65.	Eastern Cape	Nico Malan High School	22 October 2024	Computer Applications Technology
66.	Western Cape	Edgemead High School	23 October 2024	Information Technology
67.	KwaZulu-Natal	Folweni High School	23 October 2024	Information Technology
68.	Western Cape	Laboria High School	23 October 2024	Information Technology

No.	Province	Centre	Date	Subject written
69.	Gauteng	Potchefstroom Gimnasium	23 October 2024	Information Technology
70.	KwaZulu-Natal	Mandla Mthethwa School of Excellence	23 October 2024	Information Technology
71.	Gauteng	Sandown High School	23 October 2024	Information Technology
72.	KwaZulu-Natal	Verulam Secondary School	23 October 2024	Information Technology
73.	Gauteng	St Barnabas College	23 October 2024	Information Technology
74.	Limpopo	Tseana Secondary School Repeat Part Time Centre	23 October 2024	Information Technology
75.	Limpopo	Capricorn High School	23 October 2024	Information Technology
76.	Mpumalanga	Dumeleni Secondary School	24 October 2024	isiNdebele HL Paper 3
77.	Western Cape	Fezeka High School	24 October 2024	Isixhosa HL Paper 3
78.	KwaZulu-Natal	Gobindlovu Secondary School	24 October 2024	isiZulu HL Paper 3
79.	Eastern Cape	ST Mathews High School	24 October 2024	Isixhosa HL Paper 3
80.	Gauteng	MC Kharbal School for the Deaf	25 October 2024	South African Sign Language HL Paper 3
81.	Limpopo	Mokutu Secondary School	25 October 2024	Sepedi HL Paper 3
82.	Free State	Mohlodi-Thuto Secondary School	25 October 2024	Sesotho HL Paper 3
83.	Limpopo	Patrick Ramaano Secondary School	25 October 2024	Tshivenda HL Paper 3
84.	Eastern Cape	St Thomas Special School	25 October 2024	South African Sign Language HL Paper 3
85.	Mpumalanga	Rob Ferreira High School	26 October 2024	Agricultural Technology Paper 1
86.	Eastern Cape	Nompumelelo Senior Secondary School	28 October 2024	English FAL Paper 1
87.	Gauteng	Anchor Comprehensive School	28 October 2024	English FAL Paper 1 English HL Paper 1
88.	North West	Bakolobeng Secondary School	28 October 2024	English FAL Paper 1

No.	Province	Centre	Date	Subject written
89.	Eastern Cape	Baleni Senior Secondary School	28 October 2024	English FAL Paper 1
90.	Western Cape	Darul Islam Independent School	28 October 2024	English HL Paper 1
91.	Free State	Eldoret Secondary School	28 October 2024	English FAL Paper 1
92.	Free State	Ipokelleng Secondary School	28 October 2024	English FAL Paper 1
93.	Limpopo	Masedibu High School	28 October 2024	English FAL Paper 1
94.	Mpumalanga	Mbulawa Secondary School	28 October 2024	English FAL Paper 1
95.	Gauteng	Nigel Secondary School	28 October 2024	English HL Paper 1
96.	Limpopo	Thokgoa Secondary School	28 October 2024	English HL Paper 1
97.	KwaZulu-Natal	Zama High School	28 October 2024	English FAL Paper 1
98.	Western Cape	Manenburg Secondary School	28 October 2024	English FAL Paper 1 English First HL Paper 1
99.	Eastern Cape	Nompumelelo Senior Secondary School	28 October 2024	English FAL Paper 1
100.	KwaZulu-Natal	Groutville High School	28 October 2024	English FAL Paper 1
101.	Northern Cape	Hoërskool Steinkopf	28 October 2024	English FAL Paper 1
102.	Free State	Lenyora La Thuto Comprehensive School	29 October 2024	Engineering Graphic and Design Paper 1
103.	Northern Cape	Baitiredi Technical and Commercial High School	29 October 2024	Engineering Graphic and Design Paper 1
104.	Northern Cape	Bankhara-Bodulong High School	29 October 2024	History Paper 1
105.	KwaZulu-Natal	Bhekabathembu High School	29 October 2024	History Paper 1
106.	Gauteng	Boitshepo Secondary School	29 October 2024	History Paper 1
107.	Limpopo	Bopedi-Bapedi	29 October 2024	Engineering Graphic and Design Paper 1
108.	Western Cape	Crystal High School	29 October 2024	History Paper 1
109.	Gauteng	Hoërskool Die Fakkel	29 October 2024	Engineering Graphic and Design Paper 1
110.	Free State	Iphondle Secondary School	29 October 2024	History Paper 1

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No.	Province	Centre	Date	Subject written
111.	Eastern Cape	Jansenville High School	29 October 2024	History Paper 1
112.	KwaZulu-Natal	Makhumbuza High School	29 October 2024	Engineering Graphic and Design Paper 1
113.	Western Cape	Sithembele Matiso Senior Secondary School	29 October 2024	History Paper 1
114.	North West	Vryburg High School	29 October 2024	Engineering Graphic and Design Paper 1
115.	Eastern Cape	Zimele High School	29 October 2024	History Paper 1
116.	Limpopo	Mamabudusha High School	29 October 2024	History Paper 1
117.	Limpopo	V.P. Manthata Senior Secondary School	30 October 2024	Business Studies Paper 2
118.	KwaZulu-Natal	Stanger South Secondary School	30 October 2024	Isizulu HL Paper 1
119.	Northern Cape	Vuyolwethu High School	30 October 2024	Business Studies Paper 2
120.	Limpopo	Capricorn High School	30 October 2024	Business Studies Paper 2
121.	KwaZulu-Natal	Dikana High School	30 October 2024	Business Studies Paper 2
122.	Gauteng	IR Lesolang Secondary School	30 October 2024	Isizulu HL Paper 1
123.	Western Cape	Intsebenziswano Secondary School	30 October 2024	IsiXhosa HL Paper 1
124.	Eastern Cape	Khulani Commercial High School	30 October 2024	IsiXhosa HL Paper 1
125.	Mpumalanga	KwaMhlanga Secondary School	30 October 2024	Isindebele HL paper 1
126.	Western Cape	Labori High School	30 October 2024	Business Studies Paper 2
127.	Gauteng	MJ Mgidi Secondary School	30 October 2024	Business Studies Paper 2
128.	Mpumalanga	Mabothe Secondary School	30 October 2024	Business Studies Paper 2

No.	Province	Centre	Date	Subject written
129.	Free State	Phehello Secondary School	30 October 2024	Business Studies Paper 2
130.	Eastern Cape	Port Rex Technical High School	30 October 2024	IsiXhosa FAL Paper 1
131.	North West	Pule Leeuw Comprehensive Secondary School	30 October 2024	Business Studies Paper 2
132.	Limpopo	V.P. Manthata Senior Secondary School	30 October 2024	Business Studies Paper 2
133.	Northern Cape	Vuyolwethu High School	30 October 2024	Business Studies Paper 2
134.	North West	FM Ramaboa High School	1 November 2024	Technical Mathematics Paper 1
135.	Free State	Leseding Technical School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1
136.	Gauteng	Sekano Ntoane Secondary School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1
137.	Free State	Atlehang Senior Secondary School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1
138.	Gauteng	Bona Comprehensive High School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1 Mathematics Literacy Paper 1
139.	Eastern Cape	Buchule Technical High School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1

No.	Province	Centre	Date	Subject written
140.	Northern Cape	Concordia High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
141.	Free State	Harmony High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
142.	Mpumalanga	Highveld Secondary School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1
143.	Limpopo	Sehlaku Secondary School	1 November 2024	Technical Mathematics Paper 1
144.	Northern Cape	Okiep High School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1 Mathematics Literacy Paper 1
145.	Western Cape	Ihlumelo High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
146.	Limpopo	Kgolouthwana Secondary School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
147.	Gauteng	Lehlabile Secondary School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
148.	Eastern Cape	Lumko High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
149.	Western Cape	Paarl Gymnasium High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
150.	KwaZulu- Natal	Tisand Technical High School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1
151.	Western Cape	Trafalgar High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1

No.	Province	Centre	Date	Subject written
152.	KwaZulu-Natal	Zwelethu Secondary School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
153.	North West	Thuso-Thebe High School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
154.	Limpopo	Florapark Comprehensive High School	1 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1 Mathematics Literacy Paper 1
155.	KwaZulu-Natal	Thalana Secondary School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
156.	Eastern Cape	Masimanyane Senior Secondary School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
157.	North West	FM Ramaboa High School	1 November 2024	Technical Mathematics Paper 1
158.	Mpumalanga	Vezubuhle Secondary School	1 November 2024	Mathematics Paper 1 Mathematics Literacy Paper 1
159.	Northern Cape	Alexanderbaai High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
160.	Eastern Cape	Archie Velile Senior Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
161.	North West	Joseph Saku Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
162.	Limpopo	Kgabo Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
163.	Northern Cape	Kgmotso High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
164.	Free State	Koffiefontein Combined School	4 November 2024	Mathematics Paper 1 Technical Mathematics Paper 1 Mathematics Literacy Paper 1
165.	Eastern Cape	Malcomess Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2

No.	Province	Centre	Date	Subject written
166.	Limpopo	Mamagogo Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
167.	Western Cape	Masakheke Combined School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
168.	Western Cape	Montagu High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
169.	Free State	Moriting wa Thuto	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
170.	KwaZulu-Natal	Siphuthando Public Combined School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
171.	Gauteng	Sizwe Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
172.	Western Cape	Somerset High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
173.	Mpumalanga	Sozilani Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
174.	Mpumalanga	Hlomani High School	4 November 2024	Mathematics Paper 2
175.	Free State	Tshepo Thembe Finishing School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
176.	North West	Sejankabo High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
177.	Gauteng	Doxa Dea Edendale High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
178.	Limpopo	Mphethantsha Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
179.	KwaZulu-Natal	Sidelile High School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
180.	Eastern Cape	JS Skenjana Senior Secondary School	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2

No.	Province	Centre	Date	Subject written
181.	KwaZulu-Natal	Hoërskool Richardsbaai	4 November 2024	Mathematics Paper 2 Mathematics Literacy Paper 2
182.	Gauteng	Ephes Mamkeli Secondary School	5 November 2024	Geography Paper 1
183.	Mpumalanga	Nansindlela Secondary School	5 November 2024	Geography Paper 1
184.	Northern Cape	Hoërskool Namakwaland	5 November 2024	Geography Paper 1
185.	KwaZulu-Natal	Impoqabulungu Secondary School	5 November 2024	Geography Paper 1
186.	North West	Hoërskool Lichtenburg	5 November 2024	Geography Paper 1
187.	Free State	Letsete Secondary School	5 November 2024	Geography Paper 1
188.	Western Cape	Luckhoff Senior Secondary School	5 November 2024	Geography Paper 1
189.	Free State	Tromsburg Secondary School	5 November 2024	Geography Paper 1
190.	Gauteng	De La Bat School	6 November 2024	South African Sign Language HL Paper 1
191.	Gauteng	Sizwile School for the Deaf	6 November 2024	South African Sign Language Paper 1
192.	Free State	Hodisa Technical High School	6 November 2024	Sesotho HL Paper 2 Setswana HL Paper 2
193.	Mpumalanga	Mmametlhake High School	6 November 2024	Setswana HL Paper 2
194.	Eastern Cape	Reubin Birin Special School	6 November 2024	South African Sign Language HL Paper 1
195.	Gauteng	Ruabohlale Junior Secondary School	6 November 2024	Sepedi HL Paper 2 Setswana HL Paper 2
196.	Limpopo	Tshweni Secondary School	6 November 2024	Sepedi HL Paper 2
197.	North West	Tswelelopele High School	6 November 2024	Setswana HL Paper 2
198.	KwaZulu-Natal	Vuleka School for the Deaf	6 November 2024	South African Sign Language HL Paper 1
199.	Gauteng	Trans Oranje School for the Deaf	6 November 2024	South African Sign Language HL Paper 1
200.	Gauteng	St Vincent School for Deaf	6 November 2024	South African Sign Language HL Paper 1
201.	Eastern Cape	Ebenezer Nyathi Senior Secondary School	7 November 2024	History Paper 2
202.	North West	Gaetsho High School	7 November 2024	History Paper 2

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No.	Province	Centre	Date	Subject written
203.	Northern Cape	Karrikamma High School	7 November 2024	History Paper 2
204.	Western Cape	Khulani Secondary School	7 November 2024	History Paper 2
205.	Gauteng	Armour Foundation Learning Institute	7 November 2024	History Paper 2
206.	Free State	Rheederpark Combined School	7 November 2024	History Paper 2
207.	KwaZulu-Natal	Filidi Secondary School	7 November 2024	History Paper 2
208.	Northern Cape	Boesmanland High School	8 November 2024	Physical Sciences Paper 1
209.	Gauteng	Charlton Vos College	8 November 2024	Physical Sciences Paper 1
210.	KwaZulu-Natal	Dloko High School	8 November 2024	Physical Sciences Paper 1
211.	Western Cape	Hottentots-Holland High School	8 November 2024	Physical Sciences Paper 1
212.	Mpumalanga	Khutsalani Senior Secondary School	8 November 2024	Physical Sciences Paper 1
213.	Mpumalanga	Khuzulwandle Secondary School	8 November 2024	Physical Sciences Paper 1
214.	Free State	Leratong Secondary School	8 November 2024	Physical Sciences Paper 1
215.	North West	Mampho Secondary School	8 November 2024	Physical Sciences Paper 1
216.	Free State	Marallaneng Secondary School	8 November 2024	Physical Sciences Paper 1
217.	Limpopo	Nkgomeleng Senior Secondary School	8 November 2024	Physical Sciences Paper 1
218.	Limpopo	Piet N. Aphane High School	8 November 2024	Physical Sciences Paper 1
219.	Gauteng	Rondebult Secondary School	8 November 2024	Physical Sciences Paper 1
220.	KwaZulu- Natal	Sesiyabonga High School	8 November 2024	Physical Sciences Paper 1 Technical Sciences Paper 1
221.	Western Cape	Thandokhulu High School	8 November 2024	Physical Sciences Paper 1
222.	Eastern Cape	Toise Senior Secondary School	8 November 2024	Physical Sciences Paper 1

No.	Province	Centre	Date	Subject written
223.	North West	Walter Letsie High School	8 November 2024	Physical Sciences Paper 1
224.	Mpumalanga	Grace Christian Private School	8 November 2024	Physical Sciences Paper 1
225.	Eastern Cape	Kuyasa Senior Secondary School	8 November 2024	Physical Sciences Paper 1
226.	Northern Cape	Aggeneys High School	8 November 2024	Physical Sciences Paper 1
227.	Eastern Cape	Kuyasa Senior Secondary School	8 November 2024	Physical Sciences Paper 1
228.	Eastern Cape	Cambridge High School	11 November 2024	Physical Sciences Paper 2
229.	KwaZulu-Natal	Dlemudlemu Examination Centre	11 November 2024	Physical Sciences Paper 2
230.	Limpopo	Dr M.J Madiba Secondary School	11 November 2024	Physical Sciences Paper 2
231.	North West	Gaenthone Secondary School	11 November 2024	Physical Sciences Paper 2
232.	Western Cape	Hoër Jongenskool/Paarl Boys High School	11 November 2024	Physical Sciences Paper 2
233.	Free State	Hoopstad Combined School	11 November 2024	Physical Sciences Paper 2
234.	Gauteng	Modiri Secondary School	11 November 2024	Physical Sciences Paper 2
235.	Free State	Rekgotsofetse Secondary School	11 November 2024	Physical Sciences Paper 2
236.	Northern Cape	S.A. Van Wyk High School	11 November 2024	Physical Sciences Paper 2
237.	Limpopo	Sechichi High School	11 November 2024	Physical Sciences Paper 2
238.	Mpumalanga	Tholulwazi Secondary School	11 November 2024	Physical Sciences Paper 2
239.	KwaZulu-Natal	Ferrum High School	11 November 2024	Physical Sciences Paper 2
240.	Eastern Cape	Sandy Majeke Secondary School	11 November 2024	Physical Sciences Paper 2
241.	Mpumalanga	Camden Combined School	11 November 2024	Physical Sciences Paper 2
242.	KwaZulu-Natal	Thalana Secondary School	11 November 2024	Physical Sciences Paper 2
243.	Mpumalanga	Dumeleni Secondary School	12 November 2024	Economics Paper 1
244.	Western Cape	Kwamfundo Secondary School	12 November 2024	Economics Paper 1
245.	Western Cape	Hoërskool Punt	12 November 2024	Economics Paper 1
246.	Eastern Cape	Ngangelizwe High School	12 November 2024	Economics Paper 1

REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION

No.	Province	Centre	Date	Subject written
247.	Limpopo	Mashianyane High School	12 November 2024	Economics Paper 1
248.	Eastern Cape	Phaphani Senior Secondary School	12 November 2024	Economics Paper 1
249.	KwaZulu-Natal	Siphumelele Secondary School	12 November 2024	Economics Paper 1
250.	KwaZulu-Natal	Bhekintuthuko Secondary School	13 November 2024	English FAL Paper 2
251.	KwaZulu-Natal	Port Shepstone High School	13 November 2024	Engineering Graphics and Design Paper 2
252.	Free State	Isivivane Senior Secondary School	13 November 2024	English FAL Paper 2
253.	Limpopo	Lehlaga Secondary School	13 November 2024	English FAL Paper 2
254.	North West	Majeng Secondary School	13 November 2024	English FAL Paper 2
255.	Limpopo	S.D.W Nxumalo Secondary School	13 November 2024	English FAL Paper 2
256.	Western Cape	Darul Arqam Islamic High School	13 November 2024	English HL Paper 2
257.	Free State	Navalsig Combined Secondary School	13 November 2024	English FAL Paper 2 English HL Paper 2
258.	KwaZulu-Natal	Inkosi Bhungane High School	14 November 2024	English HL Paper 2
259.	KwaZulu-Natal	Khethimfundo Secondary School	14 November 2024	Accounting Paper 1
260.	KwaZulu-Natal	Bonela Secondary School	14 November 2024	Accounting Paper 1
261.	Free State	Kutloanong Secondary School	14 November 2024	Accounting Paper 1
262.	Limpopo	Makgongoana Secondary School	14 November 2024	Accounting Paper 1
263.	Western Cape	Hoërskool Montana	14 November 2024	Accounting Paper 1
264.	Eastern Cape	Mzomhle Senior Secondary School	14 November 2024	Accounting Paper 1
265.	Gauteng	Winterveldt High School	14 November 2024	Accounting Paper 1
266.	North West	Ramokonyane High School	14 November 2024	Accounting Paper 1
267.	KwaZulu-Natal	Siphosabadletshe High School	14 November 2024	Accounting Paper 1
268.	Mpumalanga	Sophungana Secondary School	14 November 2024	Accounting Paper 1
269.	Limpopo	Ben Hlongoane School	15 November 2024	Life Science Paper 1
270.	KwaZulu-Natal	Esiqiwini Secondary School	15 November 2024	Life Science Paper 1
271.	Eastern Cape	Inyathi High School	15 November 2024	Life Science Paper 1
272.	Gauteng	Khanya- Lesedi Secondary School	15 November 2024	Life Science Paper 1

No.	Province	Centre	Date	Subject written
273.	KwaZulu-Natal	KwaMgaga High School	15 November 2024	Life Science Paper 1
274.	Free State	Lekhulong Senior Secondary School	15 November 2024	Life Science Paper 1
275.	Western Cape	Phakama Secondary School	15 November 2024	Life Science Paper 1
276.	Eastern Cape	Sterkspruit Christian School	15 November 2024	Life Science Paper 1
277.	Mpumalanga	Valencia Combined School	15 November 2024	Life Science Paper 1
278.	KwaZulu-Natal	Vryheid High School	15 November 2024	Life Science Paper 1
279.	North West	Marubising High School	15 November 2024	Life Science Paper 1
280.	KwaZulu-Natal	Bhekathina High School	18 November 2024	Life Science Paper 2
281.	KwaZulu-Natal	Glenover Secondary School	18 November 2024	Life Science Paper 2
282.	Eastern Cape	Khanyisa High School	18 November 2024	Life Science Paper 2
283.	Western Cape	Kayamandi High School	18 November 2024	Life Science Paper 2
284.	Mpumalanga	Khumbula High School	18 November 2024	Life Science Paper 2
285.	Eastern Cape	Maluti Secondary School	18 November 2024	Life Science Paper 2
286.	Eastern Cape	Phondolwendlovu Secondary School	18 November 2024	Life Science Paper 2
287.	Limpopo	Rasekgala Secondary School	18 November 2024	Life Science Paper 2
288.	North West	Reemekathata Secondary School	18 November 2024	Life Science Paper 2
289.	Limpopo	Reholegile Secondary School	18 November 2024	Life Science Paper 2
290.	Free State	Riverside Finishing School	18 November 2024	Life Science Paper 2
291.	KwaZulu-Natal	Richem Secondary School	18 November 2024	Life Science Paper 2
292.	Eastern Cape	Ekuphumleni Senior Secondary School	19 November 2024	Economics Paper 2
293.		Pietermaritzburg Girls High School	19 November 2024	Afrikaans HL Paper 1 Afrikaans FAL Paper 1
294.	Western Cape	Elswood Secondary School	19 November 2024	Afrikaans HL Paper 1 Afrikaans FAL Paper 1
295.	Free State	Khotso Taole Secondary School	19 November 2024	Economics Paper 2
296.	Eastern Cape	Michausdal Secondary School	19 November 2024	Afrikaans HL Paper 3
297.	Free State	St. Andrews Combined School	19 November 2024	Afrikaans HL Paper 3
298.	KwaZulu-Natal	Stanger Secondary School	19 November 2024	Economics Paper 2
299.	Eastern Cape	Qaqamba Senior Secondary School	19 November 2024	Economics Paper 2
300.	Western Cape	Dominican School for the Deaf	20 November 2024	South African Sign Language Afrikaans Paper 2
301.	KwaZulu-Natal	Sithokozile Secondary School	21 November 2024	Geography Paper 2

No.	Province	Centre	Date	Subject written
302.	Mpumalanga	Moepi Secondary School	21 November 2024	Geography Paper 2
303.	Limpopo	Nkoshilo High School	21 November 2024	Geography Paper 2
304.	KwaZulu-Natal	Uyengo High School	21 November 2024	Maritime Economics
305.	Eastern Cape	Umzuvukile Senior Secondary School	21 November 2024	Geography Paper 2
306.	Limpopo	Baphutheng Secondary School	22 November 2024	Accounting Paper 2
307.	KwaZulu-Natal	eMfundweni High School	22 November 2024	Accounting Paper 2
308.	Western Cape	Iqhayiya Secondary School	22 November 2024	Accounting Paper 2
309.	Limpopo	Leshikishiki High School	22 November 2024	Sepedi HL Paper 2
310.	Free State	Mosala Secondary School	22 November 2024	Accounting Paper 2
311.	Gauteng	S.G Mafaesa Secondary School	22 November 2024	Accounting Paper 2
312.	Eastern Cape	Sea View Secondary School	22 November 2024	Accounting Paper 2
313.	Mpumalanga	Thistle Grove Combined School	22 November 2024	Accounting Paper 2
314.	Mpumalanga	Hoërskool Rob Ferreira	26 November 2024	Agricultural Technology Paper 1
315.	Eastern Cape	Molly Blackburn Senior Secondary	28 November 2024	Computer Applications Technology
316.	Eastern Cape	Brandwag High School	28 October 2024	Computer Applications Technology Paper 1
317.	Eastern Cape	Strelitzia Senior Secondary School	28 October 2024	Computer Applications Technology Paper 1

Annexure 5B: Examination centres found non-compliant

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Management of examination question papers	The examination centre was not in possession of dispatch documents duly signed by all authorized personnel.	Gobindlovu Secondary School – KZN Jim Fouche Secondary School – FS Mandla Mthethwa School of Excellence – KZN Osizweni Secondary School – MPU Eldoret Secondary School – FS Zwelethu Secondary School – KZN Sehlaku Secondary School – LIM Eldoret Secondary School – FS Dloko High School – KZN Rheederpark Combined School – FS Somerset High School – WC Tswelelopele High School – NW Walter Letsie High School – NW Dlemudlemu Examination Centre – KZN Inyathi High School – EC KwaMgaga High School – KZN SA Van Wyk High School – NC Khotso Taole Secondary School – FS Mosala Secondary School – FS Navalsig Combined Secondary School – FS Tholulwazi Secondary School – MPU Richem Secondary School – KZN Caguba Senior Secondary School – EC James Jolobe Senior Secondary School – EC Lekgarietse Secondary School – FS Phembisizwe High School – KZN Pine Ridge Secondary School – MPU Sakhisizwe Senior Secondary School – EC Vlakfontein Secondary School - GP
Appointment of chief invigilators and invigilators	There was no evidence that the assessment body had appointed the chief invigilator in writing.	Fezeka High School – WC Hoërskool Die Fakkel – GP Masakheke Combined School - WC Dominican School for the Deaf – WC Caguba Senior Secondary School – EC Fons Luminis Secondary School – GP Madiba – a – Toloane Secondary School – NW Phembisizwe High School – KZN Pine Ridge Secondary School - MPU
	There was no evidence that the chief invigilators had received training for the current examination session.	Camps Bay High School – WC Thabane High School – NC Hoërskool Die Fakkel – GP Rheederpark Combined School – FS KwaMgaga High School – KZN Kabelo Secondary School – LIM Madiba – a – Toloane Secondary School – NW Pine Ridge Secondary School - MPU

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	There was no evidence that the chief invigilator had formally appointed the invigilators.	Boitlamo Secondary School – FS Hexvallei Senior Secondary School – WC John Walton Secondary School – EC Thabane High School – NC Hoërskool die Fakkel – GP Rheederpark Combined School – FS Makgongoana Secondary School – LIM SDW Nxumalo Secondary School – LIM (2023 appointment letters were used) Clubview Secondary School – FS Elshaddai Christian School – GP James Jolobe Senior Secondary School – EC Lekgarietse Secondary School – FS Madiba – a – Toloane Secondary School – NW Phembisizwe High School - KZN
	There was no evidence that the invigilators had received training for the current examination session.	Boitlamo Secondary School – FS Hexvallei Senior Secondary School – WC Thabane High School – NC Hoërskool Die Fakkel – GP KwaMgaga High School – KZN Clubview Secondary School – FS James Jolobe Senior Secondary School – EC Kabelo Secondary School – LIM Lekgarietse Secondary School – FS Madiba – a – Toloane Secondary School – NW Skurweberg Senior Secondary School - WC
Management of invigilators' attendance	The examination rooms lacked sufficient invigilators.	Dinwiddie High School – GP Jim Fouche Secondary School – FS Masakheke Combined School – WC Tswelelopele High School – NW Elshaddai Christian School – GP Skurweberg Senior Secondary School – WC Vlakfontein Secondary School – GP
	The examination rooms lacked both invigilation and relief invigilation timetables.	Welkom Gymnasium – FS Darul Islam Independent School – WC Masedibu High School – LIM Kuyasa Senior Secondary School – EC Florapark Comprehensive High School – LIM Masakheke Combined School – WC Piet N. Aphane High School – LIM KwaMgaga High School – KZN Phakama Secondary School – WC Elswood Secondary School – WC Clubview Secondary School – FS Ikaheng Zakheni School – FS Marian CS High School – WC Vlakfontein Secondary School – GP

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	There was no attendance register signed by all the invigilators present.	Darul Islam Independent School – WC Dloko High School – KZN Masakheke Combined School – WC Rheederpark Combined School – FS KwaMgaga High School – KZN Mosala Secondary School – FS Caguba Senior Secondary School – EC James Jolobe Senior Secondary School – EC Marian CS High School – WC Ntee High School – KZN Sakhisizwe Senior Secondary School – EC
	The invigilators did not arrive at the examination room on time.	Osizweni Secondary School – MPU (5 mins late) Makhumbuza High School – KZN Zwelethu Secondary School – KZN Vuyolwethu High School – NC Phembisizwe High School – KZN
Management of examination documents	The examination centre did not have a copy of the official timetable.	Sejankabo High School – NW Darul Islam Independent School – WC Reubin Birin Special School – EC Rheederpark Combined School – FS Leshikishiki High School – LIM Madiba A Toloane Secondary School – NW Marian CS High School – WC Skurweberg Senior Secondary School – WC
	The examination manual was not available.	Hoërskool Suid-Natal – KZN Thabane High School – NC Darul Islam Independent School – WC Vuyolwethu High School – NC Dloko High School – KZN Kgomotso High School – NC Malcomess Secondary School – EC Reubin Birin Special School – EC Rheederpark Combined School – FS Michausdal Secondary School – EC James Jolobe Senior Secondary School – EC Nhlosokuhle High School – KZN Phembisizwe High School – KZN Skurweberg Senior Secondary School – WC
Security and supply of question papers	Not all examination materials were stored in a secure environment upon arrival at the examination centre.	Eldoret Secondary School – FS (underneath the principal's table) Leshikishiki High School – LIM (question papers were left unattended on a table outside one of the examination centres while candidates signed the attendance register)

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	The assessment materials lacked a secure storage facility, such as a strong room or safe, for their safekeeping.	Boitlamo Secondary School – FS Chipa –Tabane Secondary School – GP Patrick Ramaano Secondary School – LIM Tubake Secondary School – LIM Eldoret Secondary School – FS Nansindlela Secondary School – MPU Piet N. Aphane High School – LIM Tswelelopele High School – NW KwaMgaga High School – KZN Bhekathina High School – KZN Marubising High School – NW Phembisizwe High School – KZN Uyikhulu Secondary School – KZN
Candidate admission to the examination venue	The invigilators did not admit the candidates to the examination room at least 30 minutes before the commencement of the examinations.	Kuyasa Senior Secondary School – EC Masakheke Combined School – WC Phakama Secondary School – WC Phembisizwe High School – KZN Marian CS High School – WC
	The invigilators failed to verify the admission letters or identity documents of the candidates upon admission to the examination room.	Jansenville High School – EC Zama High School – KZN Vuyolwethu High School – NC Malcomess Secondary School – EC Montagu High School – WC Thuso-Thebe High School – NW Tromsburg Secondary School – FS Cambridge High School – EC Phakama Secondary School – WC Phaphani Senior Secondary School – EC Elswood Secondary School – WC Mosala Secondary School – FS Strelitzia Senior Secondary School – EC Caguba Senior Secondary School – EC James Jolobe Senior Secondary School – EC Lekgarietse Secondary School – FS Lingitjhudu High School – MPU Nhlosokuhle High School – KZN Phembisizwe High School – KZN Sakhisizwe Senior Secondary School – EC Marian CS High School – WC
	The seating plan for the subject scheduled on that particular date was unavailable.	Bopedi-Bapedi – LIM Reubin Birin Special School – EC Rheederpark Combined School – FS S.D.W Nxumalo Secondary School – LIM Caguba Senior Secondary School – EC Clubview Secondary School – FS Ikaheng Zakheni School – FS Lekgarietse Secondary School – FS Reabona Secondary School – NW Marian CS High School – WC

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	The seating arrangement deviated from the established seating plan.	Harmony High School – FS Zwelethu Secondary School – KZN Bopedi-Bapedi – LIM Malcomess Secondary School – EC Masakheke Combined School – WC Reubin Birin Special School – EC Rheederpark Combined School – FS S.D.W Nxumalo Secondary School – LIM Mosala Secondary School – FS Caguba Senior Secondary School – EC Clubview Secondary School – FS Ikaheng Zakheni School – FS Lekgarietse Secondary School – FS Reabona Secondary School – NW Warrenton High School – NC Marian CS High School – WC
Conduciveness of the examination venue	The examination centre lacked sufficient rooms to accommodate all the registered candidates.	Chipa-Tabane Secondary School – GP Impoqabulungu Secondary School – KZN Khotso Taole Secondary School – FS
	The examination room lacked sufficient space to accommodate all the candidates, and the mandated one-metre distance between candidates was not adhered to.	Chipa-Tabane Secondary School – GP (desks were congested) Osizweni Secondary School – MPU Impoqabulungu Secondary School – KZN Khulani Secondary School – WC Rondebult Secondary School – GP Khotso Taole Secondary School – FS Skurweberg Senior Secondary School – WC
	The examination room lacked proper lighting.	Masodi Secondary School – LIM Hoërskool Die Fakkel – GP Dr M.J Madiba Secondary School – LIM Khotso Taole Secondary School – FS Pine Ridge Secondary School – MPU
	The examination centre lacked essential water and toilet facilities.	Eldoret Secondary School – FS Ihlumelo High School – WC

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	The examination environment was disrupted by noise from surrounding classrooms, rendering it unsuitable for candidates.	Chipa-Tabane Secondary School – GP Gobindlovu Secondary School – KZN Naletsana Combined School – LIM Ihlumelo High School – WC Zwelethu Secondary School – KZN Bankhara-Bodulong High School – NC Darul Islam Independent School – WC Malcomess Secondary School – EC KwaMgaga High School – KZN (noise) Lekhulong Senior Secondary School – FS Ekuphumleni Senior Secondary School – EC Nkoshilo High School – LIM Caguba Senior Secondary School – EC James Jolobe Senior Secondary School – EC Lingitjhudu High School – MPU Phembisizwe High School – KZN
	The examination room lacked a visible clock or time-display device accessible to all candidates.	Gobindlovu Secondary School – KZN Tisand Technical High School – KZN Reubin Birin Special School – EC
	The boards to display relevant examination information were unavailable or not visible to all candidates.	Ziphakamiseni High School – MPU Tisand Technical High School – KZN Lenyora La Thuto Comprehensive School – FS Fezeka High School – WC Kgmotso High School – NC Montagu High School – WC Rheederpark Combined School – FS Ramokonyane High School – NW Lekgarietse Secondary School – FS Marian CS High School – WC Pine Ridge Secondary School – MPU Skurweberg Senior Secondary School – WC
	Not all the candidates were registered to write the examinations.	Leseding Technical School – FS Gaetsho High School – NW Thuso-Thebe High School – NW Tshepo Thembe Finishing School – FS

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	Calculators were not checked for compliance with examination regulations.	Buchule Technical High School – EC Lehlabile Secondary School – GP Florapark Comprehensive High School – LIM Vezubuhle Secondary School – MPU Impoqabulungu Secondary School – KZN Letsete Secondary School – FS Montagu High School – WC Hoërskool Montana – WC Mzomhle Senior Secondary School – EC Khotso Taole Secondary School – FS Leshikishiki High School – LIM Mosala Secondary School – FS Qaqamba Senior Secondary School – EC
		Leseding Technical School – FS (19 candidates – additional time) Lenyora la Thuto Comprehensive School – FS (28 candidates – additional time) ST Thomas Special School – EC (15 candidates – additional time) Florapark Comprehensive High School – LIM (1 candidate – Autism) Anchor Comprehensive School – GP (139 candidates – additional time) Atlehang Senior Secondary School – FS (13 Candidates for additional time and 1 for dyslexia and a reader) Concordia High School – NC (1 candidate – additional time) Hodisa Technical High School – FS (14 candidates – additional time) De La Bat School – WC (9 candidates – additional time) Ebenezer Nyathi Senior Secondary School – EC (1 candidate – additional time) Ephes Mamkeli Secondary School – GP (15 candidates – additional time) Hodisa Technical High School – FS (14 candidates – additional time) Hoërskool Lichtenburg – NW (5 candidates – additional time) Khutsalani Senior Secondary School – MPU (5 candidates – additional time)

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	Candidates were granted special concessions on the day of the examinations.	Letsete Secondary School – FS (5 candidates – enlarge print and additional time) Luckhoff Senior Secondary School – WC (1 candidate for reader and 7 for additional time) Moriting wa Thuto – FS (3 candidates – additional time) Ruabohlale Junior Secondary School – GP (17 candidates – additional time) Thandokhulu High School – WC (1 candidate – additional time) Tromsburg Secondary School – FS (4 candidates for reader, rest, scribe, and separate venue; 2 for additional time) Dr M.J Madiba Secondary School – LIM (1 candidate – additional time) Gaenthone Secondary School – NW (2 candidates – additional time) Hoër Jongenskool/Paarl Boys High School – WC (3 candidates – additional time and scribe) Khanya- Lesedi Secondary School – GP (24 candidates – additional time) Kwamfundo Secondary School – WC (1 candidate – additional time) Modiri Secondary School – GP (23 candidates – additional time) Hoërskool Montana – WC (1 candidate for scribe, reader, and separate room) S.A. Van Wyk High School – NC (1 candidate – additional time) Darul Arqam Islamic High School – WC (2 candidates – additional time) Iqhayiya Secondary School – WC (4 candidates – additional time) Khanyisa High School – EC (1 candidate – additional time) Kayamandi High School – WC (3 candidates – additional time) Khumbula High School – MPU (enlarged font size and additional time) Maluti Senior Secondary School – EC (additional time and reader) St. Andrews Combined School – FS (4 candidates – for additional time) Phembisizwe High School – KZN (5 candidates – additional time) Skurweberg Senior Secondary School – WC (1 candidate for separate venue) Vlakfontein Secondary School – GP (70 candidates – additional time)

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Compliance with examination procedures	There was no evidence that the examination centre had been verified by the assessment body for its readiness to administer the examinations.	Allendale Secondary School – MPU Chipa –Tabane Secondary School – GP Hoërskool Suid-Natal – KZN Dinwiddie High School – GP Dumeleni Secondary School – MPU Folweni High School – KZN Gobindlovu Secondary School – KZN Hexvallei Senior Secondary School – WC Jim Fouche Secondary School – FS John Walton Secondary School – EC Masodi Secondary School – LIM MC Kharbal School for the Deaf – GP Mohlodi-Thuto Secondary School – FS Patrick Ramaano Secondary School – LIM Settlers Agricultural High School – LIM Tubake Secondary School – LIM Vusisizwe Secondary School – WC Welkom Gymnasium – FS Anchor Comprehensive School – GP Bakolobeng Secondary School – NW Bhekabathembu High School – KZN Eldoret Secondary School – FS Harmony High School – FS
		Iphondle Secondary School – FS Ipokelleng Secondary School – FS Khulani Commercial High School – EC MJ Mgidi Secondary School – GP Phehello Secondary School – FS Tisand Technical High School – KZN Zwelethu Secondary School – KZN V.P. Manthata Senior Secondary School – LIM Lenyora La Thuto Comprehensive School – FS Leseding Technical School – FS Vuyolwethu High School – NC Mehlokubheka Secondary School – KZN Kuyasa Senior Secondary School – EC V.P. Manthata Senior Secondary School – LIM Mamabudusha High School – LIM Masimanyane Senior Secondary School – EC Bhekabathembu High School – KZN Dikana High School – KZN Impoqabulungu Secondary School – KZN Joseph Saku Secondary School – NW Khulani Secondary School – WC Malcomess Secondary School – EC Mehlokubheka Secondary School – KZN Moriting wa Thuto – FS

Criteria	Nature of Non-Compliance	Examination Centres Implicated
		Piet N. Aphane High School – LIM Reubin Birin Special School – EC Rheederpark Combined School – FS Rondebult Secondary School – GP Sesiyabonga High School – KZN Bhekintuthuko Secondary School – KZN Esiqiwini Secondary School – KZN Isivivane Senior Secondary School – EC Khanya- Lesedi Secondary School – GP KwaMgaga High School – KZN Mashianyane High School – LIM
	There was no evidence that the examination centre had been verified by the assessment body for its readiness to administer the examinations.	Phaphani Senior Secondary School – EC S.D.W Nxumalo Secondary School – LIM Glenover Secondary School – KZN Khotso Taole Secondary School – FS Leshikishiki High School – LIM Maluti Senior Secondary School – EC Mosala Secondary School – FS Navalsig Combined Secondary School – FS Nkoshilo High School – LIM Rasekgala Secondary School – LIM St. Andrews Combined School – FS Thalana Secondary School – KZN Thistle Grove Combined School – MPU Clubview Secondary School – FS Elshaddai Christian School – GP Ikaheng Zakheni School – FS James Jolobe Senior Secondary School – EC Lekgarietse Secondary School – FS Lingitjhudu High School – MPU Madiba A Toloane Secondary School – NW Vlakfontein Secondary School – GP
	The invigilators did not verify the accuracy of the information on the cover page of the answer book.	Hoërskool Suid-Natal – KZN Jim Fouche Secondary School – FS Osizweni Secondary School – MPU Tisand Technical High School – KZN Letsete Secondary School – FS Malcomess Secondary School – EC Montagu High School – WC Somerset High School – WC Phaphani Senior Secondary School – EC Baphutheng Secondary School – LIM Elswood Secondary School – WC Khotso Taole Secondary School – FS

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	The examination rules were not read to the candidates.	Gobindlovu Secondary School – KZN Tubake Secondary School – LIM Crystal High School – WC Vuyolwethu High School – NC Kuyasa Senior Secondary School – EC Impoqabulungu Secondary School – KZN KwaMgaga High School – KZN Lehlaga Secondary School – LIM Baphutheng Secondary School – LIM Navalsig Combined Secondary School – FS James Jolobe Senior Secondary School – EC Madiba A Toloane Secondary School – NW Sakhisizwe Senior Secondary School – EC
	The question papers were not distributed to the candidates on time.	Osizweni Secondary School – MPU Ihlumelo High School – WC Khulani Secondary School – WC Masakheke Combined School – WC Phakama Secondary School – WC Fons Luminis Secondary School – GP
	The invigilator(s) did not check the question paper for technical accuracy with the candidates.	Gobindlovu Secondary School – KZN Tubake Secondary School – LIM Tisand Technical High School – KZN Sehlaku Secondary School – LIM Impoqabulungu Secondary School – KZN Khulani Secondary School – WC Lehlaga Secondary School – LIM Phakama Secondary School – WC Baphutheng Secondary School – LIM Bhekathina High School – KZN Khotso Taole Secondary School – FS Uyikhulu Secondary School – KZN
	The candidates were not provided with the regulated 10-minute reading time before the examination began.	Gobindlovu Secondary School – KZN (15 mins) Jim Fouche Secondary School – FS (8 mins) MC Kharbal School for the Deaf – GP (15 mins) Ihlumelo High School – WC (6 mins) Lenyora La Thuto Comprehensive School – FS (15 mins) Malcomess Secondary School – EC (12 mins) Montagu High School – WC (13 mins) Tromsburg Secondary School – FS (18 mins) Fons Luminis Secondary School – GP (0 mins) Skurweberg Senior Secondary School – WC (15 mins)
	The examinations did not start at the time indicated on the timetable.	Naletsana Combined School – LIM (15 mins) Osizweni Secondary School – MPU (5 mins) Vusisizwe Secondary School – WC (5 mins) Ihlumelo High School – WC Sehlaku Secondary School – LIM (5 mins) Marallaneng Secondary School – FS (5 mins) Nkoshilo High School – LIM (Geography maps were outstanding)

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	The examinations did not end at the time stipulated on the timetable.	Naletsana Combined School – LIM (15 mins) Osizweni Secondary School – MPU (5 mins) Vusisizwe Secondary School – WC (5 mins) Bona Comprehensive High School – GP Sehlaku Secondary School – LIM (5 mins) Marallaneng Secondary School – FS (5 mins)
	The candidates were allowed to leave the examination room during the last 15 minutes of the examination session.	Jim Fouche Secondary School – FS Vryburg High School – NW Impoqabulungu Secondary School – KZN KwaMgaga High School – KZN Leshikishiki High School – LIM Phembisizwe High School – KZN
	The official erratum was unavailable on the day of the examinations.	Moriting wa Thuto – FS (illegible diagram in the Mathematics answer sheet)
	The examination scripts were not packaged according to the sequence specified on the mark sheet.	Caguba Senior Secondary School – EC Vlakfontein Secondary School – GP Marian CS High School – WC
	The examination scripts were not sealed in the official satchel provided by the assessment body.	Caguba Senior Secondary School – EC Vlakfontein Secondary School – GP
Computer Application Technology Information Technology Practical Computer Applications Technology	Two back-up copies were not provided to candidates.	John Walton Secondary School – EC (1 back-up) Nico Malan High School – EC (3 back-ups)
	The candidates did not log in using individual passwords.	Folweni High School – KZN (Information Technology – candidates used one password)
	The examination centre lacked a standby generator or alternative contingency measures to address potential power failures.	Folweni High School – KZN Brandwag High School – EC Strelitzia Senior Secondary School – EC
Irregularity with the potential to impact the credibility of the examination session/cycle	A candidate was found in possession of crib notes during the examinations.	Michausdal Secondary School – EC (irregularity form was completed)

KEY:
EC: Eastern Cape, FS: Free State, GP: Gauteng, KZN: KwaZulu-Natal, LIM: Limpopo, MPU: Mpumalanga, NW: North West, NC: Northern Cape and WC: Western Cape

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

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

No.	Subject (marking guideline) PMS	PART A		PART B			PART C		
		PSM	PSM	PP	MMG	REM	TSM	ASM	QFM
28.	Electrical Technology (Electronics)	A	M[1]	A	A	A	A	A	A
29.	Engineering Graphics and Design Paper 1	A	A	A	A	A	A	A	A
30.	Engineering Graphics and Design Paper 2	A	A	A	A	A	A	A	A
31.	English FAL Paper 1	M[1]	A	A	A	A	A	A	A
32.	English FAL Paper 2	M[2]	A	A	A	A	A	A	A
33.	English FAL Paper 3	A	A	A	A	A	A	M[2]	A
34.	English HL Paper 1	A	A	M[1]	A	A	A	A	A
35.	English HL Paper 2	A	A	A	A	A	A	A	A
36.	English HL Paper 3	A	A	M[1]	A	A	A	A	A
37.	Geography Paper 1	A	A	A	A	A	A	A	A
38.	Geography Paper 2	A	A	M[1]	A	A	A	A	A
39.	History Paper 1	A	A	A	A	A	A	A	A
40.	History Paper 2	A	A	A	A	A	A	A	A
41.	Hospitality Studies	A	M[1]	A	A	A	A	A	A
42.	Information Technology Paper 1	M[1]	A	A	A	A	A	M[2]	A
43.	Information Technology Paper 2	M[1]	A	A	A	A	A	M[2]	A
44.	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A
45.	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A
46.	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A
47.	IsiXhosa FAL Paper 1	M[1]	M[1]	M[1]	A	A	A	A	A
48.	IsiXhosa FAL Paper 2	A	A	M[1]	A	A	A	A	A
49.	IsiXhosa FAL Paper 3	A	A	M[1]	A	A	A	A	A
50.	IsiXhosa HL Paper 1	A	A	A	A	A	A	A	A
51.	IsiXhosa HL Paper 2	A	A	A	A	A	A	A	A
52.	IsiXhosa HL Paper 3	A	A	A	A	A	A	A	A
53.	IsiZulu FAL Paper 1	A	A	A	A	A	A	A	A
54.	IsiZulu FAL Paper 2	A	A	A	A	A	A	A	A
55.	IsiZulu FAL Paper 3	A	M[1]	A	A	A	A	A	A
56.	IsiZulu HL Paper 1	A	A	A	A	A	A	A	A
57.	IsiZulu HL Paper 2	A	A	A	A	A	A	A	A
58.	IsiZulu HL Paper 3	M[1]	A	A	A	A	A	A	A
59.	Life Orientation	M[1]	M[1]	M[1]	A	A	A	A	A
60.	Life Sciences Paper 1	A	A	A	A	A	A	A	A
61.	Life Sciences Paper 2	A	A	A	A	A	A	A	A

No.	Subject (marking guideline) PMS	PART A		PART B			PART C		QFM
		PSM	PSM	PP	MMG	REM	TSM	ASM	
62.	Mathematical Literacy Paper 1	M[1]	M[1]	M[1]	A	A	A	A	A
63.	Mathematical Literacy Paper 2	M[1]	M[1]	A	A	A	A	A	A
64.	Mathematics Paper 1	A	A	A	A	A	A	A	A
65.	Mathematics Paper 2	A	A	A	A	A	A	A	A
66.	Mechanical Technology (Automotive)	M[1]	M[1]	A	A	A	A	A	M[1]
67.	Mechanical Technology (Fitting & Machining)	M[1]	M[1]	A	A	A	A	A	M[1]
68.	Mechanical Technology (Welding & Metalwork)	M[1]	M[1]	A	A	A	A	A	M[1]
69.	Physical Sciences Paper 1	M[1]	A	A	A	A	A	M[2]	M[1]
70.	Physical Sciences Paper 2	M[1]	A	A	A	A	A	A	M[1]
71.	Religion Studies Paper 1	A	M[1]	A	A	A	A	A	A
72.	Religion Studies Paper 2	M[1]	M[1]	A	A	A	A	A	A
73.	Sepedi HL Paper 1	A	A	A	A	A	A	A	A
74.	Sepedi HL Paper 2	A	A	A	A	A	A	A	A
75.	Sepedi HL Paper 3	A	A	A	A	A	A	A	A
76.	Sesotho HL Paper 1	A	M[1]	M[1]	A	A	A	A	A
77.	Sesotho HL Paper 2	A	A	M[3]	A	A	M[1]	M[1]	A
78.	Sesotho HL Paper 3	M[1]	A	M[3]	A	A	A	A	A
79.	Setswana HL Paper 1	A	A	A	A	A	A	A	A
80.	Setswana HL Paper 2	A	A	A	A	A	A	A	A
81.	Setswana HL Paper 3	A	A	A	A	A	A	A	A
82.	SiSwati HL Paper 1	A	A	A	A	A	A	A	A
83.	SiSwati HL Paper 2	A	A	A	A	A	A	A	A
84.	SiSwati HL Paper 3	A	A	A	A	A	A	A	A
85.	Technical Mathematics Paper 1	A	A	A	A	A	A	A	A
86.	Technical Mathematics Paper 2	A	A	A	A	A	A	A	A
87.	Technical Sciences Paper 1	A	A	A	A	A	A	A	A
88.	Technical Sciences Paper 2	A	A	A	A	A	A	A	A
89.	Tourism	A	A	M[1]	A	A	A	M[1]	A
90.	Tshivenda HL Paper 1	A	A	A	A	A	A	A	A
91.	Tshivenda HL Paper 2	A	A	A	A	A	A	A	A

No.	Subject (marking guideline) PMS	PART A		PART B			PART C		
		PSM	PSM	PP	MMG	REM	TSM	ASM	QFM
92.	Tshivenda HL Paper 3	A	A	A	A	A	A	A	A
93.	Visual Arts	M[1]	M[1]	A	A	A	A	A	A
94.	Xitsonga HL Paper 1	A	A	A	A	A	A	A	A
95.	Xitsonga HL Paper 2	A	A	A	A	A	A	A	A
96.	Xitsonga HL Paper 3	A	A	A	A	A	A	A	A
	Number of reports submitted	96							
	Number of reports outstanding	0							
A	Compliance in all respects	67	71	74	96	95	94	88	90
M	Compliance in most respects	29	25	22	0	1	2	8	6
L	Limited compliance	0	0	0	0	0	0	0	0
N	No compliance	0	0	0	0	0	0	0	0
A	% All respects	70	74	77	100	99	98	92	94
M	% Most respects	30	26	23	0	1	2	8	6
L	% limited	0	0	0	0	0	0	0	0
N	% No compliance	0	0	0	0	0	0	0	0

KEY:
PMS = Pre-marking standardisation meeting; PSM = Preparation by DBE panels; PP = Processes and procedures; MMG = Mediation of the marking guidelines; REM = Role of external moderators; TSM = Training of the marking personnel; ASM = Authorisation of the marking personnel; QFM = Quality of the final marking guideline

Annexure 6B: Level of compliance of centralised marking guidelines per criterion

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
1.	Agricultural Management Practices	M^1	A	A	A	A	A	A	A
2.	Agricultural Technology	M^1	A	A	A	A	A	A	A
3.	Dance Studies	A	A	M^1	A	A	M^3	M^2	A
4.	English SAL Paper 1	A	A	A	A	A	A	A	A
5.	English SAL Paper 2	A	A	A	A	A	A	A	A
6.	English SAL Paper 3	A	A	A	A	A	A	A	A
7.	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A
8.	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A
9.	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A
10.	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A
11.	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A
12.	IsiNdebele SAL Paper 3	A	A	A	A	A	A	A	A
13.	IsiXhosa SAL Paper 1	A	A	A	A	A	A	A	A
14.	IsiXhosa SAL Paper 2	A	A	A	A	A	A	A	A
15.	IsiXhosa SAL Paper 3	A	A	A	A	A	A	A	A
16.	isiZulu SAL Paper 1	A	A	M^1	A	A	A	A	A
17.	isiZulu SAL Paper 2	A	A	M^1	A	A	A	A	A
18.	isiZulu SAL Paper 3	A	A	M^1	A	A	A	A	A
19.	Marine Sciences Paper 1	M^3	A	A	A	A	A	A	A
20.	Marine Sciences Paper 2	M^3	A	A	A	A	A	A	A
21.	Music Paper 1	M^2	A	A	A	A	A	A	A
22.	Music Paper 2	M^2	A	A	A	A	A	A	A
23.	Sepedi FAL Paper 1	A	A	A	A	A	A	A	A
24.	Sepedi FAL Paper 2	A	A	A	A	A	A	A	A
25.	Sepedi FAL Paper 3	A	A	A	A	A	A	A	A
26.	Sesotho FAL Paper 1	A	A	M^2	A	A	M^1	A	A
27.	Sesotho FAL Paper 2	A	A	M^2	A	A	M^1	A	A
28.	Sesotho FAL Paper 3	A	A	M^2	A	A	M^1	A	A
29.	Sepedi SAL Paper 1	A	A	A	A	A	A	A	A
30.	Sepedi SAL Paper 2	A	A	A	A	A	A	A	A
31.	Sepedi SAL Paper 3	A	A	A	A	A	A	A	A
32.	Sesotho SAL Paper 1	A	A	A	A	A	A	A	A
33.	Sesotho SAL Paper 2	A	A	A	A	A	A	A	A
34.	Sesotho SAL Paper 3	A	A	A	A	A	A	A	A
35.	Setswana FAL Paper 1	A	A	M^1	A	A	A	A	A
36.	Setswana FAL Paper 2	A	A	A	A	A	A	A	A

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
37.	Setswana FAL Paper 3	A	A	A	A	A	A	A	A
38.	Setswana SAL Paper 1	A	A	A	A	A	A	A	A
39.	Setswana SAL Paper 2	A	A	A	A	A	A	A	A
40.	Setswana SAL Paper 3	A	A	A	A	A	A	A	A
41.	SiSwati FAL Paper 1	A	A	A	A	A	A	A	A
42.	SiSwati FAL Paper 2	A	A	A	A	A	A	A	A
43.	SiSwati FAL Paper 3	A	A	A	A	A	A	A	A
44.	South African Sign Language HL Paper 1	A	A	A	A	A	A	M[1]	A
45.	South African Sign Language HL Paper 2	A	A	A	A	A	A	A	A
46.	South African Sign Language HL Paper 3	A	A	A	A	A	A	M[1]	A
47.	Tshivenda FAL Paper 1	A	A	A	A	A	A	A	A
48.	Tshivenda FAL Paper 2	A	A	A	A	A	A	A	A
49.	Tshivenda FAL Paper 3	A	A	A	A	A	A	A	A
50.	Xitsonga FAL Paper 1	A	A	A	A	A	A	A	A
51.	Xitsonga FAL Paper 2	A	A	A	A	A	A	A	A
52.	Xitsonga FAL Paper 3	A	A	A	A	A	A	A	A
	Number of reports submitted	52							
	Number of reports outstanding	0							
A	Compliance in all respects	46	52	44	52	52	48	49	52
M	Compliance in most respects	6	0	8	0	0	4	3	0
L	Limited Compliance	0	0	0	0	0	0	0	0
N	No Compliance	0	0	0	0	0	0	0	0
A	% All respects	88	100	85	100	100	92	94	100
M	% Most respects	12	0	15	0	0	8	6	0
L	% limited	0	0	0	0	0	0	0	0
N	% No compliance	0	0	0	0	0	0	0	0

KEY:

PMS = Pre-marking standardisation meeting; PSM = Preparation by DBE panels; PP = Processes and procedures; MMG = Mediation of the marking guidelines; REM = Role of external moderators; TSM = Training of the marking personnel; ASM = Authorisation of the marking personnel; QFM = Quality of the final marking guideline

Annexure 6C: Level of compliance with the 20 scripts pre-marking requirement per province

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
1.	Accounting Paper 1	A	A	A	A	A	A	A	A	A
2.	Accounting Paper 2	A	A	A	A	A	A	A	A	A
3.	Afrikaans FAL Paper 1	A	A	A	A	N	N	A	A	A
4.	Afrikaans FAL Paper 2	A	A	A	A	A	A	A	N	A
5.	Afrikaans FAL Paper 3	A	A	A	A	A	A	A	A	A
6.	Afrikaans HL Paper 1	A	A	A	A	A	A	A	A	A
7.	Afrikaans HL Paper 2	N	A	A	A	A	A	A	N	A
8.	Afrikaans HL Paper 3	A	A	A	A	A	A	A	A	A
9.	Afrikaans SAL Paper 1	X	A	N	N	A	A	X	A	A
10.	Afrikaans SAL Paper 2	X	A	N	X	A	A	A	A	A
11.	Afrikaans SAL Paper 3	X	A	N	N	A	A	X	A	N
12.	Agricultural Sciences Paper 1	A	A	A	A	A	A	A	A	A
13.	Agricultural Sciences Paper 2	A	A	A	A	A	A	A	A	A
14.	Business Studies Paper 1	A	A	A	A	A	A	A	A	A
15.	Business Studies Paper 2	A	A	A	A	A	A	A	A	A
16.	Civil Technology (Civil Services)	X	N	N	N	N	N	X	N	N
17.	Civil Technology (Construction)	A	N	N	A	A	A	A	A	A
18.	Civil Technology (Woodworking)	X	A	N	N	A	N	X	A	N
19.	Computer Applications Technology Paper 1	A	A	A	A	A	A	A	A	A
20.	Computer Applications Technology Paper 2	A	A	A	A	A	A	A	A	A
21.	Consumer Studies	A	A	A	A	A	A	A	A	A
22.	Design Paper 1	A	A	A	A	A	A	A	A	A
23.	Dramatic Arts	A	A	A	A	A	A	A	A	A
24.	Economics Paper 1	A	A	A	A	A	A	A	A	A
25.	Economics Paper 2	A	A	A	A	A	A	A	A	A
26.	Electrical Technology (Digital Electronics)	A	N	N	N	A	A	A	N	A
27.	Electrical Technology (Power Systems)	A	N	A	A	A	A	A	A	A
28.	Electrical Technology (Electronics)	A	N	N	A	A	A	A	N	N
29.	Engineering Graphics and Design Paper 1	A	A	A	A	A	A	A	A	A

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
30.	Engineering Graphics and Design Paper 2	A	A	A	A	A	A	A	A	A
31.	English FAL Paper 1	A	A	A	A	A	A	A	A	A
32.	English FAL Paper 2	A	A	A	A	A	A	A	A	A
33.	English FAL Paper 3	A	A	A	A	A	A	A	A	A
34.	English HL Paper 1	A	A	A	A	A	A	A	A	A
35.	English HL Paper 2	A	A	A	A	A	A	A	A	A
36.	English HL Paper 3	A	A	A	A	A	A	A	A	A
37.	Geography Paper 1	A	A	A	A	A	A	A	A	A
38.	Geography Paper 2	A	A	A	A	A	A	A	A	A
39.	History Paper 1	A	A	A	A	A	A	A	A	A
40.	History Paper 2	A	A	A	A	A	A	A	A	A
41.	Hospitality Studies	A	A	A	A	N	A	A	A	A
42.	Information Technology Paper 1	A	A	A	A	A	A	A	A	A
43.	Information Technology Paper 2	A	A	A	A	A	A	A	A	A
44.	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A
45.	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A
46.	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A
47.	IsiXhosa FAL Paper 1	X	X	X	X	X	X	X	X	X
48.	IsiXhosa FAL Paper 2	A	A	A	A	A	A	A	A	A
49.	IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A	A
50.	IsiXhosa HL Paper 1	A	A	A	A	A	A	A	A	A
51.	IsiXhosa HL Paper 2	A	A	A	A	A	A	A	A	A
52.	IsiXhosa HL Paper 3	A	A	A	A	A	A	A	A	A
53.	IsiZulu FAL Paper 1	A	A	N	N	A	A	A	A	A
54.	IsiZulu FAL Paper 2	A	A	A	A	A	A	A	A	A
55.	IsiZulu FAL Paper 3	A	A	A	A	A	A	A	A	A
56.	IsiZulu HL Paper 1	A	A	A	A	A	A	A	A	A
57.	IsiZulu HL Paper 2	A	A	A	A	A	A	A	A	A
58.	IsiZulu HL Paper 3	A	A	A	A	A	A	A	A	A
59.	Life Orientation	N	A	N	A	A	A	A	N	A
60.	Life Sciences Paper 1	A	A	A	A	A	A	A	A	A
61.	Life Sciences Paper 2	A	A	A	A	A	A	A	A	A
62.	Mathematical Literacy Paper 1	A	A	A	A	A	A	A	A	A
63.	Mathematical Literacy Paper 2	A	A	A	A	A	A	A	A	A

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
64.	Mathematics Paper 1	A	N	N	A	A	A	A	A	A
65.	Mathematics Paper 2	A	A	N	A	A	A	A	A	A
66.	Mechanical Technology (Automotive)	X	N	A	A	N	A	A	N	A
67.	Mechanical Technology (Fitting & Machining)	X	N	A	A	N	N	X	N	A
68.	Mechanical Technology (Welding & Metalwork)	X	N	A	A	N	N	X	N	A
69.	Physical Sciences Paper 1	A	A	A	A	A	A	A	A	A
70.	Physical Sciences Paper 2	A	A	A	A	A	A	A	A	A
71.	Religion Studies Paper 1	A	N	A	A	A	A	A	A	A
72.	Religion Studies Paper 2	A	N	A	A	N	A	X	X	A
73.	Sepedi HL Paper 1	A	A	A	A	A	A	A	A	A
74.	Sepedi HL Paper 2	A	A	A	A	A	A	A	A	A
75.	Sepedi HL Paper 3	A	A	A	A	A	A	A	A	A
76.	Sesotho HL Paper 1	A	A	A	A	A	A	A	A	N
77.	Sesotho HL Paper 2	A	A	A	A	A	A	A	A	A
78.	Sesotho HL Paper 3	A	A	A	A	A	A	A	A	A
79.	Setswana HL Paper 1	A	A	A	A	A	A	A	A	A
80.	Setswana HL Paper 2	A	A	A	A	A	A	A	A	A
81.	Setswana HL Paper 3	A	A	A	A	A	A	A	A	A
82.	SiSwati HL Paper 1	A	A	A	A	A	A	A	A	A
83.	SiSwati HL Paper 2	A	A	A	A	A	A	A	A	A
84.	SiSwati HL Paper 3	A	A	A	A	A	A	A	A	A
85.	Technical Mathematics Paper 1	A	A	A	A	A	A	A	A	A
86.	Technical Mathematics Paper 2	A	A	A	A	A	A	A	A	A
87.	Technical Sciences Paper 1	A	A	A	A	A	A	A	A	A
88.	Technical Sciences Paper 2	A	A	A	A	A	A	A	A	A
89.	Tourism	A	A	A	A	A	A	A	A	A
90.	Tshivenda HL Paper 1	A	A	A	A	A	A	A	A	A
91.	Tshivenda HL Paper 2	A	A	A	A	A	A	A	A	A
92.	Tshivenda HL Paper 3	A	A	A	A	A	A	A	A	A

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
93.	Visual Arts Paper 1	A	N	A	A	N	N	N	N	N
94.	Xitsonga HL Paper 1	A	A	A	A	A	A	A	A	A
95.	Xitsonga HL Paper 2	A	A	A	A	A	A	A	A	A
96.	Xitsonga HL Paper 3	A	A	A	A	A	A	A	A	A
A	Compliance in all respects	85	83	84	88	88	90	87	85	89
N	No compliance	2	12	10	6	7	5	1	8	6
X	Subject not written/ marked	9	1	2	2	1	1	8	3	1
A	% Compliance in all respects	89	86	88	92	92	94	91	89	93
N	% No compliance	2	13	10	6	7	5	1	8	6
X	% Subject not written/ marked	9	1	2	2	1	1	8	3	1

Annexure 7A: List of monitored marking centres

No	Province	Names of monitored centres	Date of monitoring
1.	Limpopo	Hoërskool Ben Vorster	30/11/2024
2.	Limpopo	Lord Milner School	01/12/2024
3.	Limpopo	General Piet Joubert School	01/12/2024
4.	Gauteng	Hoërskool Alberton	02/12/2024
5.	Gauteng	Hoërskool Dinamika	02/12/2024
6.	Gauteng	Hoërskool Esselenpark	02/12/2024
7.	Northern Cape	Kimberley Boys'_ High School	02/12/2024
8.	Northern Cape	Hoërskool Diamantveld High School	02/12/2024
9.	Northern Cape	Northern Cape High School	03/12/2024
10.	KwaZulu-Natal	Vukile High School	04/12/2024
11.	KwaZulu-Natal	Anton Lembede MST Academy	04/12/2024
12.	Mpumalanga	Hoërskool Nelspruit	04/12/2024
13.	Mpumalanga	Hoërskool Barberton	04/12/2024
14.	North West	Hoërskool Vryburg	04/12/2024
15.	North West	Hoërskool Stella	04/12/2024
16.	North West	P.H Moeketsi Agricultural High School	05/12/2024

No	Province	Names of monitored centres	Date of monitoring
17.	Mpumalanga	Rob Ferreira High School	05/12/2024
18.	KwaZulu-Natal	Umlazi Comprehensive Technical High School	05/12/2024
19.	Free State	Bultfontein High School	06/12/2024
20.	Free State	Hoërskool Gimnasium, Welkom	06/12/2024
21.	Free State	Grey College, Bloemfontein	06/12/2024
22.	Free State	Welkom High School	06/12/2024
23.	Free State	Albert Moroka High School	07/12/2024
24.	Free State	Hoërskool Martie du Plessis	07/12/2024
25.	Eastern Cape	HoërVolkskool, Graff-Reinette	07/12/2024
26.	Eastern Cape	Nico Malan High School	08/12/2024
27.	Eastern Cape	Khanyisa School for the Visually Impaired	09/12/2024
28.	Western Cape	Durbanville High School	09/12/2024
29.	Western Cape	De Kuilen High School	09/12/2024
30.	Western Cape	Wynberg Girls' High School	10/12/2024

Annexure 7B: Non-compliant centres

Criteria	Nature of Non-Compliance	Centres Implicated
Security	Inadequate security control	Welkom High School (Free State) Bultfontein High School (Free State) Hoërskooll Barberton and Rob Ferreira High School (Mpumalanga)
Conduciveness of the marking centre and marking rooms	Congested marking room	Rob Ferreira High School (Mpumalanga)

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

	Subjects			
1.	Accounting Paper 1 and Paper 2 (KZN, NC, and NW)	20.	Marine Sciences Paper 1 (EC, GP, NC, KZN, and WC)
2.	Afrikaans HL Paper 1, Paper 2, and Paper 3 (EC and WC)	21.	Mathematical Literacy Paper 1 and Paper 2 (EC, KZN, LP, and MP)
3.	Agricultural Sciences Paper 1 and Paper 2 (FS and EC)	22.	Mathematics Paper 1 and Paper 2 (EC, FS, GP, and MP)
4.	Business Studies Paper 1 and Paper 2 (KZN, LP, and NC)	23.	Mechanical Technology: Welding and Metalwork (KZN, NW, and WC)
5.	Civil Technology: Woodworking (MP and NW)	24.	Music Paper 1 and Paper 2 (DBE)
6.	Dance Studies Paper 1 (EC and WC)	25.	Physical Sciences Paper 1 and Paper 2 (LP, NC, and NW)
7.	Economics Paper 1 and Paper 2 (EC, GP, and MP)	26.	Religious Studies Paper 1 and Paper 2 (EC and GP)
8.	Electrical Technology: Power Systems (NW and KZN)	27.	Sepedi HL Paper 1, Paper 2, and Paper 3 (MP and LP)
9.	English FAL Paper 1, Paper 2, and Paper 3 (KZN, NC, and WC)	28.	Sesotho HL Paper 1, Paper 2, and Paper 3 (EC, FS, and WC)
10.	English HL Paper 1, Paper 2, and Paper 3 (EC, GP, and MP)	29.	Setswana HL Paper 1, Paper 2, and Paper 3 (GP and NW)
11.	Geography Paper 1 and Paper 2 (FS, NC, and WC)	30.	SiSwati HL Paper 1, Paper 2, and Paper 3 (MP)
12.	History Paper 1 and Paper 2 (FS, LP, and WC)	31.	South African Sign Language HL Paper 1, Paper 2, and Paper 3 (NC, FS, LP, WC, NC, MP, and GP)
13.	Hospitality Studies Paper 1 (FS, KZN, and NW)	32.	Technical Mathematics Paper 1 and Paper 2 (GP, NC, and NW)
14.	Information Technology Paper 1 and Paper 2 (FS and KZN)	33.	Technical Sciences Paper 1 and Paper 2 (KZN, NC, and NW)
15.	IsiNdebele HL Paper 1, Paper 2, and Paper 3 (LP and MP)	34.	Tourism Paper 1 (GP, NC, and WC)
16.	IsiXhosa HL Paper 1, Paper 2, and Paper 3 (FS and NC)	35.	Tshivenda HL Paper 1, Paper 2, and Paper 3 (LP and GP)
17.	IsiZulu HL Paper 1, Paper 2, and Paper 3 (FS and GP)	36.	Visual Arts Paper 1 (NW, FS, and NC)
18.	Life Orientation (EC, KZN, and MP)	37.	Xitsonga HL Paper 1, Paper 2, and Paper 3 (LP and MP)
19.	Life Sciences Paper 1 and Paper 2 (KZN, LP, and NW)		