

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION **NOVEMBER 2025** NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT



UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

**PUBLISHED BY:** UMALUSI

COPYRIGHT 2025

UMALUSI COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION  
AND TRAINING ALL RIGHTS RESERVED.

While all reasonable steps are taken to ensure the accuracy and integrity of the information contained herein, Umalusi accepts no liability or responsibility whatsoever if the information is, for whatsoever reason, incorrect, and Umalusi reserves its right to amend any incorrect information.

# TABLE OF CONTENTS

<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>vi</b>
<b>LIST OF TABLES AND FIGURES .....</b>	<b>vii</b>
<b>FOREWORD BY THE CHIEF EXECUTIVE OFFICER .....</b>	<b>viii</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>x</b>
<b>CHAPTER 1 MODERATION OF QUESTION PAPERS .....</b>	<b>1</b>
1.1 Introduction .....	2
1.2 Scope and Approach .....	2
1.3 Summary of Findings .....	3
1.4 Areas of Improvement .....	14
1.5 Areas of Non-Compliance .....	14
1.6 Directives for Compliance and Improvement .....	15
1.7 Conclusion .....	15
<b>CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS.....</b>	<b>16</b>
2.1 Introduction .....	17
2.2 Scope and Approach .....	17
2.3 Summary of Findings .....	18
2.4 Areas of Improvement .....	34
2.5 Areas of Non-Compliance .....	34
2.6 Directives for Compliance and Improvement .....	35
2.7 Conclusion .....	35
<b>CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS .....</b>	<b>36</b>
3.1 Introduction .....	37
3.2 Scope and Approach .....	37
3.3 Summary of Findings .....	38
3.4 Areas of Improvement .....	42
3.5 Areas of Non-Compliance .....	43
3.6 Directives for Compliance and Improvement .....	43
3.7 Conclusion .....	43
<b>CHAPTER 4 AUDIT OF APPOINTED MARKERS .....</b>	<b>44</b>
4.1 Introduction .....	45
4.2 Scope and Approach .....	45
4.3 Summary of Findings .....	46
4.4 Areas of Improvement .....	50

# TABLE OF CONTENTS

---

4.5	Areas of Non-Compliance .....	50
4.6	Directives for Compliance and Improvement .....	50
4.7	Conclusion .....	50
<b>CHAPTER 5 MONITORING OF THE WRITING OF THE EXAMINATIONS .....</b>		<b>52</b>
5.1	Introduction .....	53
5.2	Scope and Approach .....	53
5.3	Summary of Findings .....	53
5.4	Areas of Improvement .....	57
5.5	Areas of Non-Compliance .....	57
5.6	Directives for Compliance and Improvement .....	57
5.7	Conclusion .....	57
<b>CHAPTER 6 MARKING STANDARDISATION MEETINGS .....</b>		<b>58</b>
6.1	Introduction and Purpose .....	59
6.2	Scope and Approach .....	59
6.3	Summary of Findings .....	60
6.4	Areas of Improvement .....	68
6.5	Areas of Non-Compliance .....	68
6.6	Directives for Compliance and Improvement .....	69
6.7	Conclusion .....	69
<b>CHAPTER 7 MONITORING OF MARKING OF EXAMINATIONS .....</b>		<b>70</b>
7.1	Introduction .....	71
7.2	Scope and Approach .....	71
7.3	Summary of Findings .....	71
7.4	Areas of Improvement .....	75
7.5	Areas of Non-Compliance .....	75
7.6	Directives for Compliance and Improvement .....	75
7.7	Conclusion .....	75
<b>CHAPTER 8 VERIFICATION OF MARKING .....</b>		<b>76</b>
8.1	Introduction .....	77
8.2	Scope and Approach .....	77

# TABLE OF CONTENTS

8.3	Summary of Findings	78
8.4	Areas of Improvement	88
8.5	Areas of Non-Compliance	88
8.6	Directives for Compliance and Improvement	88
8.7	Conclusion	89
<b>CHAPTER 9 STANDARDISATION AND RESULTING</b>		<b>90</b>
9.1	Introduction	91
9.2	Scope and Approach	91
9.3	Summary of Findings	91
9.4	Areas of Improvement	93
9.5	Areas of Non-Compliance	93
9.6	Directives for Compliance	93
9.7	Conclusion	93
<b>ANNEXURES</b>		<b>94</b>
Annexure 1A: Compliance per criteria at first moderation of each question paper		94
Annexure 1B: List of question papers and marking guidelines not compliant with some quality indicators at first moderation in the November 2025 examination cycle		99
Annexure 2A: List of subjects and schools selected for the moderation of SBA		131
Annexure 2B: Schools implicated in areas of non-compliance - Moderation of SBA, PAT and oral assessment		152
Annexure 4A: Subjects/question papers per PED sampled for the audit of appointed markers		161
Annexure 5A: Examination centres visited during the writing phase of the examinations		162
Annexure 5B: Examination centres found non-compliant		172
Annexure 6A: Level of compliance of decentralised marking guidelines per criterion		182
Annexure 6B: Level of compliance of centralised marking guidelines per criterion		186
Annexure 6C: Level of compliance with the 20 scripts pre-marking requirement per province		188
Annexure 7A: List of monitored marking centres		191
Annexure 7B: Non-compliant centres		193
Annexure 8A: List of subjects and PED sampled for the verification of marking		193

## FOREWORD BY THE CHIEF EXECUTIVE OFFICER



**Dr Mafu S Rakometsi**  
Chief Executive Officer

The National Senior Certificate (NSC) examinations represent a critical milestone in the academic journey of South African learners. Umalusi remains dedicated to safeguarding the integrity, fairness, and overall quality of these assessments, ensuring they accurately measure learners' knowledge and skills.

Umalusi, working in close collaboration with the Department of Basic Education (DBE) and other key stakeholders, ensured the efficient and effective administration of the NSC examinations. Guided by its legislative mandate, Umalusi rigorously monitors and evaluates every stage of the examination process to uphold high standards and protect the credibility of the results. This oversight plays a vital role in reinforcing public trust, ensuring that learners, educators, parents, and the broader community know that the NSC remains a dependable and valid indicator of academic achievement.

To uphold the integrity of the 2025 NSC examinations, Umalusi externally moderated and approved all examination question papers to ensure alignment with the Curriculum and Assessment Policy Statement (CAPS) and the consistency of marking standards. These quality assurance processes ensured that learner results accurately reflected performance and that examinations were conducted fairly and in compliance with policy. In addition, Umalusi conducted a State of Readiness (SoR) audit to assess the system's capacity to administer and manage the examinations effectively.

The November 2025 NSC examinations were, overall, successfully administered. A limited number of operational challenges, including examination paper leakages and isolated incidents of copying, were identified but were promptly contained and managed in accordance with the applicable regulatory requirements. Umalusi commends the Department of Basic Education for the swift and decisive manner in which it responded to the breach involving leaked question papers. Umalusi wishes to assure the public that the breach was localised and therefore did not impact the overall credibility of the 2025 NSC results. Importantly, these incidents have provided valuable lessons and opportunities to further strengthen systems, enhance monitoring mechanisms, and reinforce adherence to established procedures, thereby ensuring the continued protection of the integrity and credibility of the NSC examinations.

Umalusi studied the report and evidence on the conduct, administration and management of the November 2025 NSC examinations submitted by the Department of Basic Education (DBE) and presented for moderation at the standardisation meeting held on 22 December 2025 and at the approval meeting held on 6 January 2026.

Having studied all the evidence presented, including the report of the National Investigation Task Team, 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 2025 NSC examinations administered by the DBE.

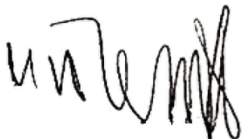
EXCO of Council approves the release of the DBE November 2025 National Senior Certificate examination results.

Regarding identified irregularities, the EXCO of Council endorses the DBE's recommendation to withhold the results of candidates who are implicated in the alleged irregularities, including acts of dishonesty.

The DBE is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit the improvement plan by 13 March 2026.

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

Umalusi is committed to continuously improving the NSC examination system through refined processes, technological innovations, and responsiveness to the evolving education landscape. Close collaboration with the DBE and other stakeholders ensures the NSC remains a credible, trusted, and high-quality qualification for learners.



Dr Mafu S Rakometsi  
Chief Executive Officer

# EXECUTIVE SUMMARY

Umalusi, mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act 58 of 2001, as amended, is responsible for ensuring the quality and credibility of exit point assessments conducted by all public and accredited private assessment bodies. To fulfil these responsibilities, Umalusi implements comprehensive and continually refined quality assurance processes that safeguard the integrity, reliability, and consistency of the National Senior Certificate (NSC).

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 presents a comprehensive evaluation of Umalusi's quality assurance processes for the November 2025 NSC examinations, demonstrating the effectiveness, reliability, and integrity of assessment practices. It outlines key findings, identifies challenges, and highlights areas requiring further improvement and opportunities to strengthen the overall quality and credibility of South Africa's national assessment system.

External moderation of NSC question papers remains a critical component of Umalusi's quality assurance mandate. The moderation process ensures that question papers meet the prescribed curriculum requirements and national assessment standards. The evaluation confirmed that the question papers were well-structured, appropriately sequenced, and capable of differentiating learners across performance levels.

Umalusi's quality assurance of School-Based Assessment was conducted in two phases: the first phase evaluated the quality, standard, and technical compliance of assessment tasks including, their alignment to CAPS and their suitability for measuring learner competencies, while the second phase examined teacher and learner files to verify evidence of learner performance and the accuracy of assessment records. The process revealed improved compliance, particularly in Common Assessment Tasks developed at cluster, district, and provincial levels. However, some minor issues persisted, mainly the use of inappropriate or overly theoretical practical tasks, indicating a need for clearer guidance to ensure educators consistently interpret and apply assessment requirements.

Umalusi audited PED systems to assess readiness for NSC examinations and confirmed that robust processes were in place for smooth administration. Marker appointments were reviewed for compliance with qualifications and prescribed ratios. Overall, all markers appointed for the marking of the November 2025 NSC examinations met all the requirements stipulated in the Personnel Administrative Measures (PAM).

Monitoring of the NSC examination writing phase showed that most centres were properly equipped and compliant with regulations, particularly regarding invigilation and candidate management. There was a marked improvement in the management of the October/November 2025 NSC examinations compared to 2024, resulting in the examinations being conducted at an acceptable standard.

Umalusi monitored standardisation meetings for chief markers and internal moderators to ensure that marking guidelines were applied consistently and fairly. Training for chief markers and internal moderators was comprehensive, reinforcing effective marking practices and supporting the reliability of assessment outcomes.

Ongoing monitoring of the marking process confirmed that markers consistently adhered to approved guidelines and procedures, with any deviations promptly addressed to maintain accuracy. Verification through cross-checking of marked scripts ensured that marks were fair and correct, while the secure, and controlled environment reinforced the integrity and reliability of the assessment process.

The standardisation process confirmed that candidate results met national assessment standards and that no systemic irregularities were found, allowing Umalusi's EXCO to approve the release of the November 2025 NSC results. However, EXCO of Council endorsed DBE's recommendation to withhold the results of candidates who are implicated in the alleged irregularities, including acts of dishonesty.

Overall, the DBE demonstrated strong oversight from task preparation to marking verification, reinforcing confidence in the credibility and reliability of the examination system.

## ACRONYMS AND ABBREVIATIONS

<b>AET</b>	Adult Education and Training
<b>ATP</b>	Annual Teaching Plan
<b>CAPS</b>	Curriculum and Assessment Policy Statement
<b>CAT</b>	Common Assessment Task
<b>DBE</b>	Department of Basic Education
<b>FAL</b>	First Additional Language
<b>GENFETQA</b>	General and Further Education and Training Quality Assurance
<b>GDE</b>	Gauteng Department of Education
<b>HL</b>	Home Language
<b>ID</b>	Identity Document
<b>IT</b>	Information Technology
<b>KZN</b>	KwaZulu-Natal
<b>LO</b>	Life Orientation
<b>MSM</b>	Marking Standardisation Meeting
<b>NSC</b>	National Senior Certificate
<b>PAM</b>	Personnel Administrative Measures
<b>PAT</b>	Practical Assessment Task
<b>PED</b>	Provincial Education Department/s
<b>PEIC</b>	Provincial Examinations Irregularities Committee
<b>POA</b>	Programme of Assessment
<b>PPSD</b>	Printing, Packaging, Storage and Distribution
<b>SAL</b>	Second Additional Language
<b>SA-SAMS</b>	South African School Administration Management System
<b>SASL HL</b>	South African Sign Language Home Language
<b>SBA</b>	School-Based Assessment
<b>SOP</b>	Standard Operating Procedures
<b>SoR</b>	State of Readiness
<b>SSA</b>	State Security Agency

## LIST OF TABLES AND FIGURES

Table 1A	Criteria used for moderating question papers and marking guidelines
Figure 1A	Status of question papers and marking guidelines at first moderation
Figure 1B	Comparison of the status of question papers at first moderation for November 2023, November 2024, and November 2025, in percentages
Table 1B	Number of question papers and marking guidelines per compliance level at first moderation
Table 1C	Comparative full compliance rates per criterion of question papers and marking guidelines at the first moderation stage in November 2023, November 2024 and November 2025
Figure 1C	Compliance of question papers in November 2025
Table 2A	Criteria used for the moderation of SBA and PAT
Table 3A	Historical trends: Registration of candidates
Table 4A	Criteria for audit of appointment of marking personnel
Table 6A	Criteria for the quality assurance of MSM
Table 6B	Level of compliance of 96 decentralised MSM per criterion
Table 6C	Percentage compliance of 96 decentralised MSM per criterion
Table 6D	Percentage compliance of 52 centralised MSM per criterion
Table 6E	Percentage compliance of pre-marking 20 scripts for decentralised marking
Table 6F	Non-compliance with pre-marking 20 scripts for decentralised marking
Table 6G	Percentage compliance of pre-marking of 20 scripts per province for decentralised
Table 8A	Umalusi criteria for verification of marking

## CHAPTER 1

---

# MODERATION OF QUESTION PAPERS

# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

Education is the backbone of a nation's future, serving as the foundation upon which progress is built. For many learners, the National Senior Certificate (NSC) represents a crucial transition point that influences the trajectory of their future study, training, and employment opportunities. It is, therefore, imperative that the examination system is not only efficiently administered, but also fair, accurate and consistent in assessing every learner's ability.

Within this context, the Department of Basic Education (DBE) has the responsibility for developing examination question papers and high-quality marking guidelines for each examination cycle at key exit points in the system. Before these instruments are administered, they undergo the DBE's internal moderation process to ensure that the question papers and their marking guidelines are fair, valid, reliable, and comparable to those approved in previous years. This step ensures that each question paper and its marking guidelines can maintain a consistent standard that learners and teachers can trust.

Only once this internal process has been completed does Umalusi, as the Quality Council for General and Further Education and Training, undertake external moderation of the examination question papers and marking guidelines. During this process, Umalusi moderates question papers and the corresponding marking guidelines by evaluating them against a set of established criteria. Among other expectations, a question paper must align with the prescribed subject content, reflect appropriate conceptual or philosophical underpinnings, span a suitable range of cognitive skills, and present a relative degree of difficulty.

This chapter presents an analysis of how the DBE's November 2025 NSC examination question papers and marking guidelines complied with the given set of criteria. The findings are based on the data generated at the first moderation level. Ultimately, all DBE question papers were brought into compliance with the required standards through a rigorous moderation process.

## 1.2 Scope and Approach

In the November 2025 examination cycle, Umalusi received 144 examination question papers together with their marking guidelines from the DBE. These materials were subjected to a rigorous process of external moderation to verify their alignment with the standards set out by the Curriculum and Assessment Policy Statement (CAPS) and the prescribed examination guidelines.

In discharging its national quality assurance function, Umalusi adopted a three-dimensional approach to guide the execution of the external moderation process. This approach is outlined in Table 1A, which lists the criteria and the associated quality indicators used to determine the quality of the question papers and marking guidelines. The three components of Table 1A are summarised as follows:

- a. Part A focuses on the moderation of the question papers and consists of seven criteria.
- b. Part B focuses on the moderation of the marking guidelines and consists of two criteria.
- c. Part C focuses on the overall impression and consists of 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) <sup>a</sup>	8	Conformity with question paper (3) <sup>a</sup>	10	Overall impression (9) <sup>a</sup> and General remarks
2	Internal moderation (3) <sup>a</sup>	9	Accuracy and reliability of marking guideline (10) <sup>a</sup>		
3	Content coverage (6) <sup>a</sup>				
4	Cognitive skills (6) <sup>a</sup>				
5	Text selection, types and quality of questions (4) <sup>a</sup>				
6	Language and bias (8) <sup>a</sup>				
7	Predictability (3) <sup>a</sup>				

<sup>a</sup>Number of quality indicators

Table 1A presents the ten criteria against which each examination question paper and its accompanying marking guidelines are mapped. External moderators classify the extent of compliance per criterion as follows: 1) compliance in all respects, where all quality indicators are met; 2) compliance in most respects, where most indicators are met; 3) limited compliance, where there is partial compliance; or 4) no compliance, where no indicators are met. Annexures 1A and 1B provide a detailed breakdown of how each criterion was met, partially met, or not met.

### 1.3 Summary of Findings

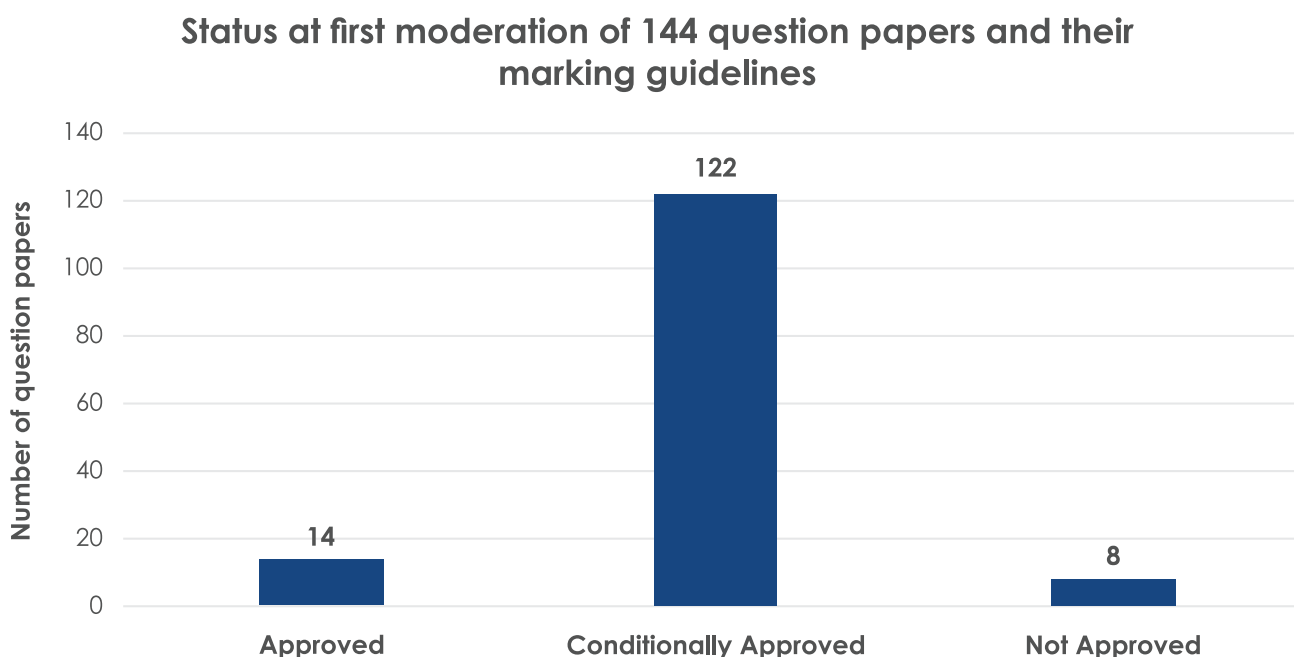
This section analyses external moderation reports on 144 question papers and marking guidelines from the November 2025 examination cycle. Findings are structured around the criteria in Table 1A, assessing compliance across all question papers and marking guidelines. It also highlights the consequences of non-compliance, directing the assessment body to areas needing improvement to enhance the overall quality and standards of examinations.

#### 1.3.1 Status of Question Papers Moderated

There are four indicators of status of the question paper and its marking guideline at any level of moderation. If a question paper and its marking guideline:

- Has met all Umalusi requirements as stipulated in the criteria and no amendments, they are approved;
- Has met almost all Umalusi requirements as stipulated in the criteria and minor technical changes are required, they are conditionally approved not to be submitted for second/subsequent moderation;
- Requires minor adjustments, rephrasing or restructuring of one or more questions, they are conditionally approved and must be resubmitted for subsequent moderation; and
- Requires major alterations, they are not approved.

Figure 1A provides a graphical representation of the status of question papers and marking guidelines at first moderation, indicating those that were approved (including those conditionally approved not to be submitted for second/subsequent moderation), conditionally approved (to be resubmitted for subsequent moderation), and not approved.



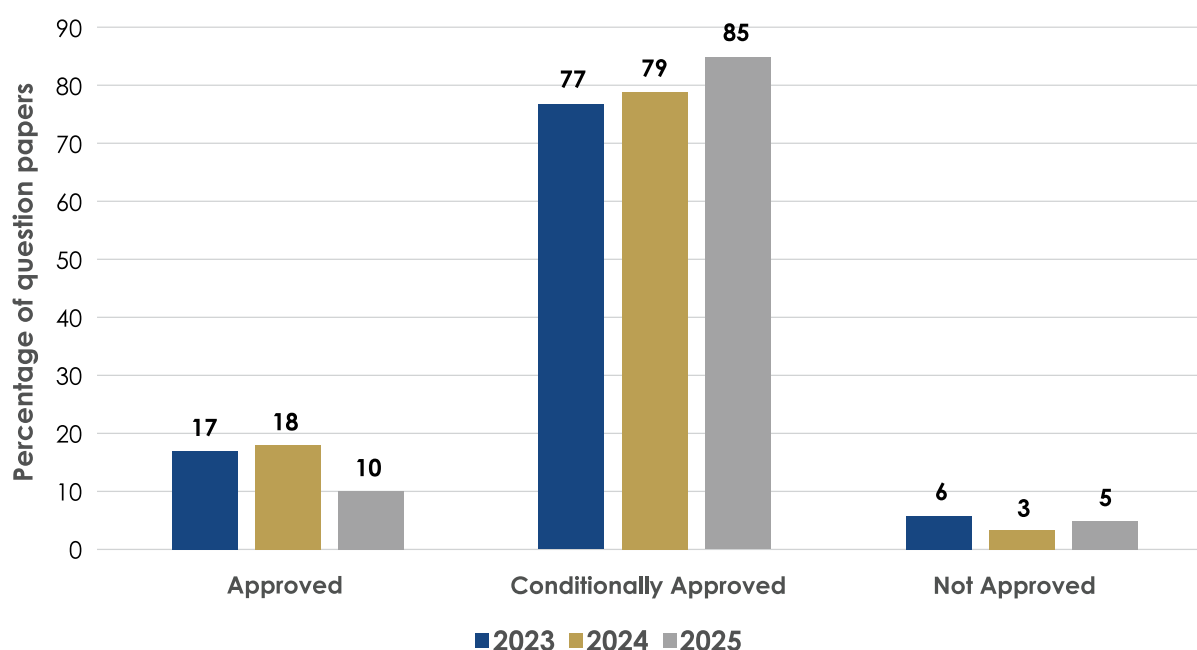
**Figure 1A: Status of question papers and marking guidelines at first moderation**

During the first moderation, Umalusi provides the DBE with a detailed feedback report outlining improvements needed for each examination paper and the marking guidelines. Umalusi, as the quality assurer, thoroughly reviews the question papers and their marking guidelines, including their development history to ensure they meet the required standard before approval.

At this cycle, of the 144 examination question papers and their marking guidelines, 14 were approved outright (including three conditionally approved not to be submitted for second/subsequent moderation), while 122 were conditionally approved to be resubmitted for second moderation, and eight were not approved. After a rigorous process of moderation and revision, all the 130 (122 conditionally approved, and 8 not approved) DBE question papers and their marking guidelines were approved, as they all eventually complied with the required standards.

For context, it is useful to compare how the question papers and marking guidelines have performed over the past three years. Figure 1B compares in percentages, the status of question papers and their marking guidelines at the first moderation during the examination cycles of November 2023, November 2024, and November 2025.

### Status at first moderation in percentages (2023-2025)



**Figure 1B: Comparison of the status of question papers at first moderation for November 2023, November 2024, and November 2025, in percentages**

Ideally, every assessment body should have all its examination papers and marking guidelines approved at the first moderation. However, as Figure 1B shows, this has not been the case. In 2023, only a small proportion of examination question papers and their marking guidelines were approved at first moderation. In 2024, this figure rose slightly to 18%, but by 2025 it declined to 10%, representing an eight-percentage point drop from the previous year. Nevertheless, following the incorporation of the recommendations and corrective actions provided by Umalusi external moderators during the first moderation process, question papers and their marking guidelines were revised by the assessment body and subsequently approved at the second moderation level.

Failure to achieve full approval at the first moderation does not necessarily indicate that the DBE produced papers misaligned with the assessment guidelines or CAPS. In fact, the data presented above reveal that 85% of papers were conditionally approved, requiring only minor corrections before resubmission for second moderation. This proportion is slightly higher than in 2024 (79%), which itself was eight percentage points higher than in 2023. These differences do not suggest poor quality, as all papers were ultimately approved after the necessary revisions in subsequent moderation rounds.

Rejections at the first moderation round increased marginally in 2025, with 5% of papers rejected outright compared to 6% in 2023. Overall, year-to-year variation in rejection rates has remained small, never exceeding two percentage points over the past three years. Nevertheless, the DBE must continue striving toward the goal of achieving 100% first time approval of all examination papers.

### 1.3.2 Compliance Level per Criterion

All 144 examination question papers and their accompanying marking guidelines were evaluated during the first moderation against each of the ten criteria, each measured across four compliance levels: (1) compliance in all respects, where all quality indicators are met; 2) compliance in most respects, where most indicators are met; 3) limited compliance, where there is partial compliance; or 4) no compliance, where no indicators are met. These criteria are supported by specific quality indicators that determine the final compliance judgment.

The key objective is to ensure that every paper fully meets assessment guidelines and maintains high quality before reaching candidates, thereby protecting the integrity of learner qualifications. Table 1B reports the compliance percentages achieved for each criterion upon the first moderation.

**Table 1B: Number of question papers and marking guidelines per compliance level at first moderation**

Criteria	All respects	Most respects	Limited respects	No compliance
Technical details	64	75	5	0
Internal moderation	113	27	3	1
Content coverage	99	41	3	1
Cognitive skills	80	57	7	0
Text selection, types and quality of questions	38	91	14	1
Language and bias	60	80	4	0
Predictability	117	18	6	3
Conformity with question paper	84	48	12	0
Accuracy and reliability of marking guidelines	30	104	10	0
Overall impression	41	67	33	3

The performance of the question papers and their marking guidelines at the first moderation level is presented in the following sections. The analysis considers each criterion outlined in Table 1A to demonstrate the extent to which the question papers and marking guidelines met the required standards. Annexure 1A provides a detailed subject by subject breakdown, showing how each subject performed against the respective criteria.

### 1.3.3 Question Paper and Marking Guideline Moderation Criteria

The levels of compliance, per criterion, of each question paper and its marking guideline are summarised in **Annexure 1A**, with the following keys: A, standing for compliance in ALL respects; M, for compliance in MOST respects; L, for LIMITED compliance; and N, for NO compliance. Each of the last three categories are then superscripted (e.g. M1) with the number of quality indicators not complied with.

**Annexure 1B** lists the question papers and the marking guidelines that did not comply with each quality indicator at first moderation.

This section gives an overall performance of the 144 question papers and marking guidelines against each criterion and then moves on to highlight the reasons behind the non-compliance. Therefore, we start with technical details.

### **a) Technical details**

For this criterion, 64 question papers achieved full compliance, 75 were compliant in most respects, and five had limited compliance. The issues observed under this criterion are detailed below:

- i. Eighteen question papers were submitted with incomplete required documentations, such as a grid, a memorandum, relevant answer sheets, or formula sheets/addenda. Oversights of this nature by the examining panel and internal moderators can compromise the quality of the relevant papers.
- ii. Nine of the submitted question papers lacked essential details, such as time allocation, subject name, page numbering, or instructions. The examining panel and internal moderators should review each paper in full to ensure it meets all technical requirements before it is sent for external moderation.
- iii. Twenty-two question papers contained unclear or ambiguous instructions. Instructions to candidates must be clearly worded to avoid causing unnecessary confusion or anxiety, which could negatively impact candidates' performances.
- iv. Seven question papers had cluttered layouts. A question paper with a cluttered layout is not reader-friendly and can easily confuse candidates who are already under examination pressure.
- v. Eleven question papers had sections that were incorrectly numbered. The examining panel and internal moderators must ensure that all questions are correctly numbered before external moderation. Numbering questions is vital as incorrect numbering can affect the allocation of marks and, if left uncorrected, could jeopardise candidates' performance.
- vi. Two question papers had pages that were incorrectly ordered or numbered. Page numbering must correspond to the paper's instructions, otherwise candidates may struggle to follow the sequence of questions or to link the instructions with the requirements of the actual questions in a paper.
- vii. Seventeen question papers lacked proper headers and footers on every page or used them inconsistently. Headers and footers are essential as they provide important information about the paper and help guide candidates as they navigate the examination.
- viii. Eight question papers used inappropriate fonts or font sizes. Font choices are important for conveying the proper emphasis and ensuring readability in the examination question paper.
- ix. Three question papers either failed to indicate the marks for certain questions or had incorrect allocations of marks in some questions. If marks are not accurately allocated, it can disadvantage candidates and undermine the validity of the marking process.
- x. Five question papers were too lengthy and could not have been completed in the allocated time.
- xi. Thirty-eight question papers included low-quality drawings, illustrations, or graphs. Visual materials need to be clear and accurate so as to enable candidates' understanding. Poor-quality visuals can mislead candidates and compromise the fairness, reliability, and validity of the examination paper.
- xii. Three question papers did not adhere to the required format requirements as specified in the Examination Guidelines or other relevant assessment frameworks.

## **b) Internal moderation**

One hundred and thirteen question papers showed full compliance in this criterion, 27 were compliant in most respects, three had limited compliance, and one was non-compliant. The following issues were noted under this criterion:

- i. Three question papers were presented for external moderation without a complete development history. Without this history, external moderators cannot easily trace the changes that have been made to both the examination paper and its corresponding marking guidelines. It is recommended that these details should be included when submissions are made for external moderation.
- ii. Twenty-nine question papers and their marking guidelines were highlighted as requiring more intensive internal moderation processes by the external moderation reports. Each internal moderator must enforce a rigorous internal review so that the quality of the question paper is not compromised.
- iii. Three question papers showed little evidence that the internal moderators' recommendations had been implemented. The examining panel should not ignore the internal moderation feedback, and the internal moderator must also verify that all recommendations have been addressed before the question paper and marking guidelines are submitted for external moderation.

## **c) Content coverage**

For the criterion of content coverage, 99 examination question papers and marking guidelines were recorded as fully compliant, while 41 were compliant in most respects. A further three demonstrated limited compliance, and one was found to be non-compliant. The key issues identified under this criterion included the following:

- i. The analysis grids of eight question papers did not clearly link each question to the relevant learning outcomes or the prescribed topics. The CAPS specifies the topics and outcomes that must be covered, so the examining panels and internal moderators must ensure that the analysis grid aligns the questions with the intended topics and learning outcomes. Failure to do so undermines the fairness, reliability, and validity of the question paper.
- ii. Twelve question papers did not adequately cover all the skills and content prescribed by the CAPS. Examining panels and internal moderators should use an analysis grid aligned with the subject content outlined in CAPS. An examination paper cannot be declared fair, reliable, or valid if it fails to assess the relevant range of content and skills at the required cognitive levels, as well as the appropriate degree of difficulty. Therefore, all analysis grids must align with the subject content, as prescribed in the CAPS.
- iii. Eight question papers were not within the broad scope of the CAPS and/or other applicable assessment frameworks. Examining panels and internal moderators must always ensure that examination question papers reflect the curriculum content and assessment guidance provided by the CAPS, the assessment guidelines, and other assessment frameworks.
- iv. Three question papers failed to link or integrate certain skills, topics, or themes with the concepts. The question paper must be set in a way that enables a logical flow, and integrates topics and concepts, where appropriate, to reflect the conceptual and philosophical precepts of the subject being examined.
- v. Three question papers included questions that did not reflect the latest developments in those subjects. The world is evolving, and so is the ideological underpinning of each subject.

- vi. Therefore, the examination body must continually stay updated with current issues and developments in each subject so as to avoid using outdated content or perspectives. Additionally, a failure to do so, may be perceived as advocating for regressive ideologies or archaic philosophical thinking.
- vii. Twenty-six question papers included examples, texts, or illustrations that were not appropriate, relevant, academically correct, or fully accurate. Examining panels and internal moderators must always ensure that all content is factually correct and academically sound.

#### **d) Cognitive skills**

For this criterion, 80 question papers were recorded as fully compliant, while 57 were compliant in most respects, and a further seven demonstrated limited compliance. The main findings for this criterion were as follows:

- i. Eleven question papers had analysis grids that did not clearly identify the specific cognitive skill targeted by each question or sub-question.
- ii. Forty question papers showed an inappropriate distribution of cognitive levels, whether based on Bloom's Taxonomy or any other applicable taxonomy.
- iii. Eleven question papers included questions of choice that were not of equal difficulty.
- iv. A notable number of question papers failed to offer opportunities to assess candidates in key cognitive and communicative skills, with six question papers lacking assessment for reasoning, two did not assess the ability to communicate, and the other two did not allow for the ability to convert visual evidence into written responses. Additionally, six question papers lacked opportunities to present arguments clearly, while three failed to provide opportunities for creative responses.
- v. Twenty-two question papers had an unnecessarily high difficulty level due to the inclusion of irrelevant information.
- vi. Sixteen question papers did not show a clear correlation between mark allocation, cognitive skills, and time allocation. In other words, the time and marks were not always appropriately balanced with the cognitive demand of the questions.

#### **e) Text selection, types and quality of questions**

For this criterion, 38 question papers were fully compliant, 91 complied in most respects, 14 had limited compliance, and one was non-compliant. The findings below detail how different question papers fared in each compliance indicator in this criterion.

##### **i. Types of questions**

- a. Seven question papers did not include the required variety of question types (e.g., multiple-choice, paragraph-based responses, data/source-based responses, essays, real-life scenarios, or problem-solving questions) as stipulated in the Examination Guidelines.

##### **ii. The selection of source material (i.e., prose, text, visuals, drawings, illustrations, examples, tables, graphs, data files)**

- a. Three question papers did not fully comply with subject-specific guidelines.
- b. Three question papers were not of an appropriate length.
- c. Twenty-seven question papers included content or questions that were not functional, relevant, or appropriate to the subject context.
- d. Eleven question papers did not allow for the testing of appropriate skills.
- e. Eight question papers did not distribute questions across the required range of cognitive levels.

### iii. Quality of questions

- a. Ten question papers contained questions that were not relevant to the key concepts of the subject.
- b. Seventy-two question papers included questions with issues such as vague or ambiguous wording, extraneous or irrelevant information, trivial content, or unintentional clues to the correct answers.
- c. Thirty-nine question papers had questions that lacked clear instructional verbs or keywords.
- d. Forty-seven question papers had questions that did not provide sufficient information to elicit appropriate responses from candidates.
- e. Thirty-six question papers contained questions with factual errors or misleading information.
- f. Three question papers contained questions that were phrased with double negatives or other unnecessary negative terms.
- g. Twenty-eight question papers included references in the questions to prose texts, visuals, drawings, illustrations, examples, tables, or graphs that were irrelevant or incorrect.
- h. Fifteen question papers contained a question suggesting the answer to another question.
- i. Eleven question papers had questions that overlapped in content with other questions of the same paper.

### iv. Multiple-choice questions (where applicable)

- a. Two question papers had options that were not grammatically consistent with the question stem.
- b. Seven question papers had options that included logical cues, thereby making one choice obviously correct.
- c. One paper had options that included absolute terms such as “always” or “never”.
- d. One paper had options of noticeably uneven length or details that enabled the correct answer to stand out.
- e. Two question papers had the correct answers in a multiple-choice item repeating a word or phrase from the question stem, thereby providing a clue to the answer.
- f. Thirteen question papers had options that did not yield a single clearly correct answer, as the correct answer was ambiguous or multiple options could be considered correct.

### f) Language and bias

Sixty examination question papers and marking guidelines were recorded as fully compliant for this criterion, 80 were compliant in most respects, and four had limited compliance. The inability to achieve full compliance was due to the following reasons:

- i. Ten question papers used incorrect subject-specific terminology or data. It is critical to use the correct terminology as defined in the subject curriculum in order to avoid confusing or disadvantaging candidates.
- ii. Twenty question papers did not appropriately consider the language register, the vocabulary level, and/or complexity. Examining panels must avoid language that is too complex or inappropriate for the target audience to prevent unnecessary anxiety or panic among the candidates.
- iii. Forty question papers had subtle grammatical issues that could confuse candidates, as poor grammar can alter or obscure the meaning of a question altogether.
- iv. Fifty-four question papers contained incorrect language usage or grammatical errors. Rigorous proofreading and editing are necessary to prevent such errors, as they can compromise the quality of the examination question paper.
- v. Twenty question papers employed over-complicated syntax. Simple sentences must

be used to avoid placing unnecessary cognitive load on the candidates during the examination.

- vi. Seven question papers included foreign names, terms, or jargon without providing an accompanying glossary for clarification.
- vii. Ten question papers contained content that showed bias or stereotyping related to culture, gender, language, politics, race, religion, province, or region. There must be an awareness of such potentially harmful content and zero tolerance for its inclusion in examination content.

All examination question papers were appropriately accommodating of candidates with additional needs.

### **g) Predictability**

For this criterion, 117 examination question papers and guidelines were fully compliant, 18 were compliant in most respects, six had limited compliance, and three were non-compliant. The following issues were observed under this criterion:

- i. Seventeen question papers contained questions that could be easily spotted or predicted by studying previous question papers and marking guidelines that are easily accessible online as part of the preparation for the final examination. Therefore, it is critical that examining panels ensure that questions in the examination papers are not easily identified or predicted, as the credibility of the examination could be jeopardised.
- ii. Ten question papers directly reused questions from the past three years of examinations. Such verbatim repetition of recent question papers must be avoided, as it compromises the integrity of the examination.
- iii. Thirteen question papers lacked innovation in their question development. Question papers should incorporate novel or varied problems to challenge candidates to think critically and enhance their analytical and problem-solving skills.

Question papers alone cannot facilitate marking; therefore, they must be accompanied by clear and precise marking guidelines that directly correspond to them. Two criteria specifically address the quality of the marking guidelines: conformity with question papers, and accuracy and reliability of the marking guidelines. These are discussed in the subsequent sections.

### **h) Conformity with question papers**

For this criterion, 84 marking guidelines were fully compliant, 48 were compliant in most respects, and 12 demonstrated limited compliance. The following issues were identified for this criterion, demonstrating how the marking guidelines fared in each compliance indicator:

- i. Thirty-nine marking guidelines did not fully correspond with their respective question papers. It is concerning that examining panels and internal moderators failed to identify these discrepancies before submitting the question papers for external moderation.
- ii. Twenty-six marking guidelines contained some responses that did not align with the command words used in the questions. The marking guidelines must address exactly what each question is asking for based on the key verb or instruction provided. Examining panels and internal moderators must ensure full compliance in this regard.
- iii. Thirteen marking guidelines had answer allocations that did not match the mark distribution in the question paper. Such mismatches or misalignments between mark allocation in marking guidelines and question papers can negatively affect the performance of candidates in the examination.

## **i) Accuracy and reliability of marking guidelines**

For this criterion, although DBE underwent corrective measures to address issues relating to the accuracy and reliability of marking guidelines, 30 marking guidelines were recorded as fully compliant, 104 were compliant in most respects, and 10 demonstrated limited compliance. The following issues were noted in this criterion:

- i. Forty-four marking guidelines failed to include all the correct answers for the subject matter. This is alarming because the accuracy of the marking guidelines is crucial for fair and consistent scoring of candidates' work. Full compliance in this regard is expected without compromise or failure.
- ii. Sixty-five marking guidelines contained typographical errors. Examining panels and internal moderators must thoroughly check for and eliminate these errors in both question papers and marking guidelines before they are submitted for external moderation.
- iii. Forty marking guidelines had poorly structured layouts that did not facilitate ease of use for the markers. The layout of a marking guideline is pivotal in ensuring that markers can easily refer to a marking guideline while marking. Therefore, a marking guideline that is poorly laid out can impede the marking process, while a clear, well-organised layout is pivotal in enabling markers to quickly find information and apply the marking scheme consistently.
- iv. Seven marking guidelines were incomplete, either missing mark allocations for some items or not clearly showing how marks were distributed within each of the responses suggested.
- v. Eleven marking guidelines did not clearly indicate how marks were to be distributed for the components of the answers. Marking guidelines should specify the marking breakdown for each element of a response to guide markers accurately.
- vi. Eight marking guidelines had sets of answers that offered an overly narrow range of responses or marks, making it difficult to distinguish between the high and low performers.
- vii. One marking guideline did not follow the principle of awarding marks positively.
- viii. Thirty-six marking guidelines offered insufficient details in the expected answers, thereby undermining marking reliability. Adherence to reliability, as one of the principles of assessment, is crucial in a marking guideline because various markers must arrive at the same result when marking the same examination. A marking guideline must be detailed enough to enable different markers to award the same marks for a given answer, within the agreed tolerance range determined at the Marking Standardisation Meeting (MSM). A lack of detail can lead to inconsistent marking, and a marking guideline that lacks sufficient details cannot facilitate reliable marking.
- ix. Twenty-three marking guidelines failed to include acceptable alternative responses for some questions. When developing responses, examining panels must provide relevant and correct alternative responses where appropriate.
- x. One marking guideline did not use a rubric where a rubric would have been appropriate.

## **j) Overall impression and general remarks**

The overall impression provided by external moderators regarding the extent to which the examination question papers and their marking guidelines met the required standards is critical for quality assurance. Full compliance in all respects was attained for 41 examination question papers and marking guidelines, while 67 were found to be compliant in most respects. A further 33 demonstrated limited compliance, and three were non-compliant.

The following issues were noted under this criterion:

- i. Ten question papers did not align with the current policy or guideline documents in use.
- ii. Indicator 10.2 of the overall impression showed that 82 out of 144 question papers were initially deemed unfair, invalid, or unreliable until all issues raised by external moderators were addressed. Following the implementation of corrective measures and the completion of the quality assurance process, all 82 question papers were finally approved.
- iii. Nine question papers did not adequately assess the objectives of the CAPS and/or other applicable assessment documents.
- iv. Seventy-three question papers were judged to be of an inappropriate standard.
- v. Forty question papers had a standard that could not compare favourably with those of previous years.
- vi. Eighty marking guidelines were found not to be fair, valid, and reliable, but following final moderation, all 80 marking guidelines were approved.
- vii. Sixty-one marking guidelines did not meet the required standard.
- viii. The standard of 33 marking guidelines did not compare favourably with those from previous years.
- ix. Three marking guidelines did not provide answers that effectively reflected the intended skills, knowledge, attitudes, and values of the assessment.

### 1.3.4 Comparative Full Compliance Rates per Criterion: November 2023, November 2024, and November 2025

This section compares the percentage of examination papers that achieved full compliance at the first moderation stage over the past three years. Question papers classified as compliant in most respects or with limited compliance are excluded from this analysis. The purpose of this exercise is to assess the extent to which examination question papers have attained the highest level of approval at the first moderation. Table 1C below presents the fully compliant scores for the period spanning 2023 to 2025.

**Table 1C: Comparative full compliance rates per criterion of question papers and marking guidelines at the first moderation stage in November 2023, November 2024 and November 2025**

Criteria	November 2023 (% of papers)	November 2024 (% of papers)	November 2025 (% of papers)
Technical details	56	50	44
Internal moderation	77	78	78
Content coverage	67	70	69
Cognitive skills	64	71	55
Text selection, types and quality of questions	36	26	26
Language and bias	56	53	42
Predictability	82	83	81
Conformity with question paper	55	56	59
Accuracy and reliability of marking guidelines	33	33	21
Overall impression	35	36	28

Internal moderation compliance has remained consistently high over the three-year period, staying within the 70% to 79% range. It stood at 77% in 2023, increased slightly to 78% in 2024 and remained at 78% in 2025. This sustained performance reflects the effective work of the DBE's internal moderators in conducting thorough internal reviews before papers are submitted for external moderation.

Similarly, compliance with the criterion on the predictability of examination question papers remained strong at around the 80%. With scores of 82% in 2023, 83% in 2024, and 81% in 2025. The slight two percentage point drop from 83% to 81% in November 2025 kept the criterion within the same performance band, indicating that the examination papers were generally not predictable. Content coverage compliance improved from 67% in 2023 to 70% in 2024 and held steady at 69% in 2025.

In previous years, the criterion for text selection, question types, and quality showed a decline from 36% in 2023 to 26% in 2024 and remained at 26% in 2025. This remains a major concern, failing to recover after a significant 10-point drop in 2024 and stagnating at 26%. Conformity with the question paper criterion also improved slightly, from 55% in 2023 and 56% in 2024 to 59% in 2025. While 59% still falls within the same compliance band, the upward trend is encouraging and reflects dedicated efforts towards improvement.

Compliance with technical details declined from 56% in November 2023 to 50% in November 2024 and further to 44% in 2025, moving this criterion into a lower performance band. The criteria for accuracy and reliability of marking guidelines and overall impression also fell over the three-year period, sliding from the 30 to 39% bracket to the 20 to 29% bracket by 2025. The language and bias criterion also experienced a steady decline over three years, though less pronounced than the others. The cognitive skills criterion declined from 64% in 2023 and 71% in 2024 to 55% in 2025.

Overall, most criteria exhibited only slight changes in compliance across 2023, 2024, and 2025.

## **1.4 Areas of Improvement**

The following areas of improvement were identified:

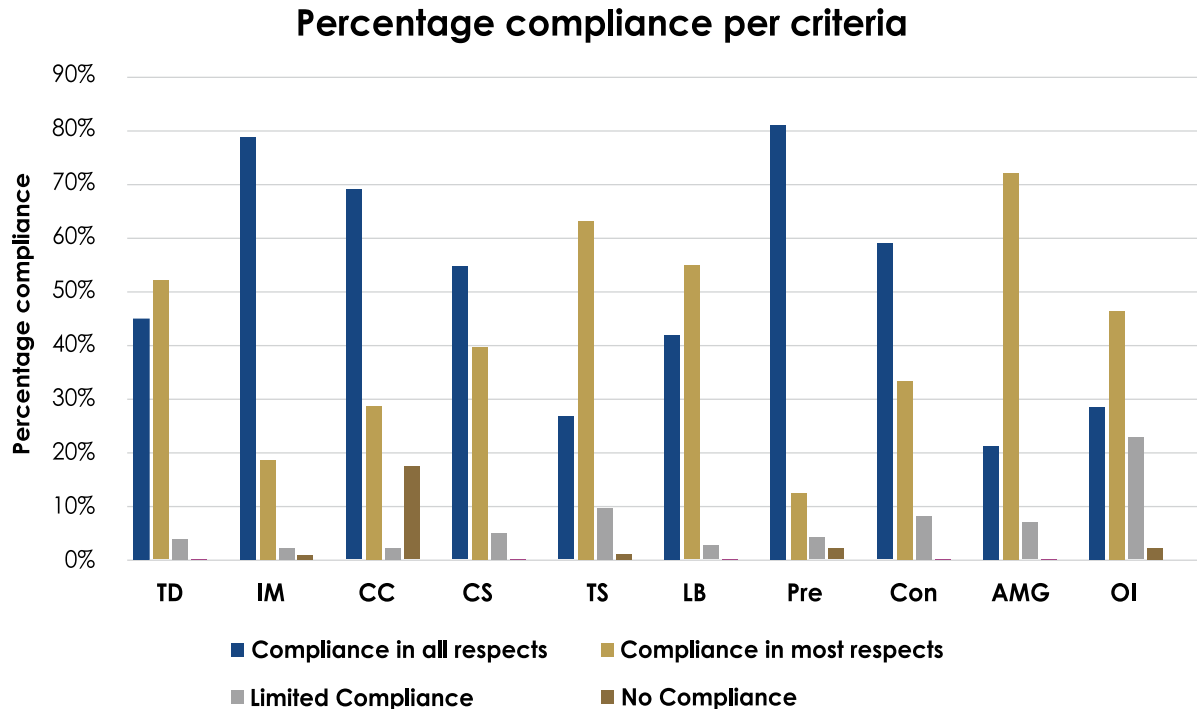
- a. There was an increase in the criterion on conformity with question paper. The improvement was noted from 55% in 2023 and 56% in November 2024 to 59% in 2025. The progress is commendable, although further work is needed to move this criterion to an upper compliance bracket.
- b. Internal moderation and predictability remain the strongest areas of compliance, maintaining steady levels of 78% and 81% respectively.

## **1.5 Areas of Non-Compliance**

The first moderation process identified the following areas of non-compliance:

- a. The accuracy and reliability of marking guidelines criterion declined to 21% in 2025.
- b. Performance in the cognitive skills criterion declined significantly, from 71% to 55% in 2025.
- c. The overall impression criterion declined from 35% to 28% in 2025, placing it in a lower performance bracket.

The concerns raised above focused specifically on full compliance at the first moderation stage. In fact, most examination papers and their marking guidelines achieved at least compliance in most respects. The overall picture is more positive when all levels of compliance are considered. For example, in 2025, Figure 1C below shows how the papers performed when all compliance categories were considered:



**Figure 1C: Compliance of question papers in November 2025**

Figure 1C indicates that when all the categories of levels of compliance were considered, the results were largely positive. This means that, overall, the assessment body is doing good work, although there is always room for improvement.

## 1.6 Directives for Compliance and Improvement

The DBE must continuously train examiners and internal moderators to ensure that all question papers and marking guidelines meet defined standards of cognitive rigor, marking guidelines' accuracy/reliability, and holistic quality (overall impression).

## 1.7 Conclusion

This chapter has provided a critical analysis of data from the external moderation reports for the November 2025 NSC examination cycle. The findings emphasise the need for improvement across several criteria, particularly in areas that are performing below expectations. While some criteria demonstrate commendable stability and progress, the decline in the cognitive skills criterion requires attention. In addition, the criterion for the accuracy and reliability of the marking guidelines requires focused and immediate attention.

Umalusi urges the DBE to address these areas to increase the proportion of examination papers approved outright at the first moderation stage. For November 2025 NSC examinations, most papers were conditionally approved and resubmitted for second moderation, with only a small number rejected outright. It is important to note, however, that all examination papers administered by the DBE were ultimately approved by Umalusi, after the required improvements were made. Umalusi is satisfied that all question papers met the required standards.

## CHAPTER 2

---

# MODERATION OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

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

## 2.1 Introduction

Umalusi moderates School-Based Assessment (SBA), Practical Assessment Tasks (PAT), and oral assessments to ensure uniform standards, comparability, and compliance with the Curriculum and Assessment Policy Statement (CAPS) as well as the subject assessment guidelines. The SBA, PAT, and oral assessments 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 through well-defined criteria, diverse methods, tools, and contexts.

## 2.2 Scope and Approach

Umalusi conducted Phase 1 and Phase 2 moderation of SBA and PAT between July and October 2025, covering 21 subjects across the Provincial Education Departments (PEDs). Annexure 2A provides the list of subjects moderated during both phases, which were conducted onsite within the PEDs and, for certain subjects, centrally at the DBE offices.

The moderation process was conducted using the instrument as outlined in Table 2A. The instrument comprises three sections:

- **Section A** deals with the quality assurance of systems to monitor the implementation and moderation of SBA, PAT, and Oral assessment.
- **Section B** evaluates teacher and learner files against eight specific criteria.
- **Section C** examines learner files, assessing evidence based on three criteria.

**Table 2A: Criteria used for the moderation of SBA and PAT**

Section A Quality assurance of systems for the implementation of SBA, PAT, and oral assessment	Section B Moderation of teacher and learner files	Section C Verification of evidence in the learners' files
SBA and PAT guidelines and protocols	Technical aspects	Learner performance
Measures/ intervention strategies to support the implementation of SBA and PAT and addressing irregularities	Assessment tasks	Quality of marking
Verification and capturing of assessment marks	Technical layout of tasks	Internal Moderation
Feedback to teachers	Effectiveness of questioning	
	Question types	
	Source/stimulus material	
	Marking guidelines and rubrics	
	Internal moderation	

## 2.3 Summary of Findings

This section of the report presents the findings from the moderation of SBA and PAT across 21 sampled subjects in both phases of moderation. The findings are organised according to the criteria outlined in the moderation instrument (see Table 2A). The summary of findings highlights the levels of compliance observed in the moderated teacher and learner files, identifies areas requiring improvement and notes areas of non-compliance, with reference to the implicated PEDs where applicable.

### 2.3.1 Section A: Quality Assurance of Systems for the Implementation of SBA, PAT and Oral Assessment

This section examines the measures implemented to ensure the validity and reliability of SBA and PAT across the nine PEDs.

#### a. SBA and PAT guidelines and protocols

The nine PEDs complied with the assessment guidelines and protocols related to the implementation and moderation of SBA and PAT across both schools and PEDs. This compliance included adherence to standard operating procedures (SOPs), as well as examination notices and circulars issued by the DBE.

The implementation of SBA, PAT and oral assessment is jointly monitored by curriculum specialists, referred to as Provincial Subject Coordinators (PSC) who oversee the provincial moderation processes in collaboration with the examination and assessment divisions. Provincial SBA coordinators within each PED develop provincial monitoring plans for school visits. Once these plans are approved, they are shared with the PSC, the curriculum unit/directorate, and the relevant districts in each province. This is a standard practise across PEDs.

Umalusi verified the evidence of provincial monitoring plans onsite for seven PEDs and offsite for two. There was full compliance to DBE requirements and expectations, and the standard was maintained.

#### b. Measures/ intervention strategies to support the implementation of SBA and PAT and addressing irregularities

The provincial coordinators presented intervention strategies aimed at supporting the effective implementation of SBA and PAT and addressing irregularities. For instance, the Gauteng SBA coordinator reported that the district support advisors oversee the implementation of SBA and PAT during scheduled visits to selected schools. After these visits, follow-up sessions are conducted to monitor progress and compile detailed reports for the examinations and assessment directorate. In addition, the curriculum chief directorate conducts school level moderation for all subjects once each term. Non-compliance issues identified during previous moderation cycle are carefully tracked and reported at various levels. When further support is needed in a specific school, curriculum specialists' step in to provide targeted assistance. Schools with rejected SBA marks in the previous years are given priority for monitoring and support.

This approach is implemented across all PEDs, with adjustments made where necessary. The results of the moderation processes and the support interventions are subsequently shared with all the relevant stakeholders. Umalusi noted that there were no deviations from the established approach.

c. Verification and capturing of assessment marks

The PEDs reported a standard function that SBA marks are cross-checked against learner scripts at every stage of the moderation process. The teachers and provincial moderators verify the accuracy of marks recorded in the South Africa-School Administration and Management System (SA-SAMS) during district and provincial moderation phases. Computerised marksheets are then distributed to all schools. The entering of marks occurs at district levels and is further verified at the PED head offices. This process is consistent across all PEDs.

Umalusi confirmed that all PEDs have established structures: school assessment irregularity committees (SAIC) and district assessment irregularity committees (DAIC) to manage SBA irregularities. In most PEDs, however, Umalusi could not determine their operational and functional status. Most provincial coordinators indicated that they provide ongoing training to teachers to help them better understand what constitutes an irregularity, which is expected to improve both reporting and the management of SBA and PAT.

Except for the reporting challenge across structures to manage SBA irregularities, PEDs have systems in place to verify recorded marks at every stage.

d. Feedback to teachers

Feedback is provided to teachers after each moderation process for developmental purposes and professional growth. This feedback is delivered onsite through discussions and formal reports.

In the Eastern Cape and Free State, SBA coordinators explained that after each moderation, the provincial subject coordinators (PSC) compile moderation reports which are then shared with the provincial SBA coordinator. The SBA coordinator distributes these reports to schools and subject advisors. These reports serve both as feedback and as a foundation for further recommendations. Three types of reports are produced:

- A subject-consolidated report
- A report for each school
- An irregularity report

Across PEDs, curriculum officials play a vital role in ensuring effective curriculum implementation

and providing constructive feedback to teachers. Feedback is given to teachers and principals during onsite moderation visits. Both the curriculum and the examinations and assessment chief directorates prioritise targeted support to oversee monitoring and reporting processes to schools and teachers. This practice is consistent across all PEDs.

In addition, PEDs address findings from the DBE and Umalusi, they share reports with subject specialists and teachers, making concerted efforts to resolve any identified issues.

SBA coordinators across the nine PEDs reported a challenge, i.e. lack of subject advisory support, which make it impossible to support all schools across subjects.

An example is Electrical Technology in the Free State with only one subject advisor; hence, no effective moderation could be done across schools in the province. To mitigate this common challenge, PEDs such as the Northern Cape have put in place restorative measures. Currently, PEDs rely on lead teachers to address or compensate for the shortages, which has proven to be very helpful for the schools.

### 2.3.2 Section B: Teacher and Learner Files

#### a. Technical aspects

This section of the report outlines the findings on the technical compliance across various PEDs sampled for 2025. To meet technical compliance requirements, schools must submit all essential documents, including programmes of assessment, assessment tasks, mark sheets, and moderation reports.

The findings indicated differing levels of compliance across subjects and PEDs, with some showing strong adherence to requirements, while others presenting challenges such as incomplete or poorly organised submissions.

Schools in the Gauteng (Economics, Business Studies), Mpumalanga (Accounting), Limpopo (Accounting), Free State (Business Studies, Economics), Western Cape (English First Additional Language, Mathematical Literacy), Eastern Cape (History, Mathematics), Northern Cape (Economics and Life Orientation), North West (History and Geography) generally exhibited strong compliance in this criterion with a few cases of non-compliance. All sampled schools submitted both teacher and learner files that were neat, well organised and containing the required documents such as the assessment tasks and their marking guidelines; mark sheets, internal moderation reports, the programme of assessment (POA) and the annual teaching plan (ATP).

Schools that did not comply were found in the Eastern Cape (Mathematics, Mathematical Literacy and Physical Sciences) and Mpumalanga (Mathematical Literacy and Physical Sciences). In the schools offering Mathematical Literacy, teacher files were incomplete, with some missing dates of completion in the ATP, and POA documents that were unsigned. Some schools were using incorrect versions of SA-SAMS e.g., version 25.0.0. Schools in the Eastern Cape offering Mathematics did not provide the cognitive level grids for both the June and preparatory examination. Schools moderated in Limpopo for Economics, Accounting and South African Sign Language Home Language (SASL HL) also demonstrated non-compliance to the criterion ranging from missing programme of assessment, outdated ATPs indicating 2023-2024 instead of the current year, missing and incomplete tasks making it difficult for Umalusi to quality assure the assessments. In Mpumalanga (Business Studies) the teacher' files did not have the rubric for the marking of oral presentation and marks on the mark sheet were missing.

In KwaZulu-Natal in Life Orientation, teacher' files contained most of the required documents. However, the sampled schools did not have evidence of a history or earlier drafts of pre-moderation report of the practical task with the marking guidelines and no mark sheets. While administrative documentation was generally present in Dramatic Arts teacher' files, the quality and accuracy of record-keeping varied significantly across schools.

For Mathematical Literacy in the Western Cape, most teacher files were organised according to the prescribed indexes; however, some schools did not file all the necessary documents. In cases where documents were submitted, they were not dated, making it difficult for Umalusi to verify whether tasks were administered according to the scheduled stages and phases.

In the Free State, learners completing the Electrical Technology (Electronics) PAT did not indicate the project title or type (e.g., Design and Make), highlighting that specifying the nature of the project is a critical requirement of the PAT.

Umalusi's moderation highlighted areas of compliance that were both commendable and concerning. While several PEDs and subjects achieved the required standards, recurring issues with document submission and file organisation point to the need for stronger oversight and focused training interventions.

b. Assessment tasks

This criterion evaluates whether assessment tasks adequately covered the curriculum content for the designated assessment periods. Umalusi noted satisfactory compliance across most PEDs, with only a few instances of non-compliance.

Most PEDs administered common district or provincial tasks across subjects, ensuring that the tasks are standard across schools and of good quality. All sampled schools used assessment tasks prescribed in the POA and amended CAPS, and these tasks adequately assessed the required Grade 12 content.

Learners in the Free State undertaking Electrical Technology (Electronics and Digital Electronics) PAT encountered difficulties as PAT kits were supplied in August 2025. The delayed provision of PAT kits hindered learners from starting their PAT in Term 1. To address this, the Free State PED provided schools with standardised PAT kits, however, this only resulted in all learners producing identical artefacts.

In the Eastern Cape, the moderated Term 1 History task and the research task sufficiently addressed the topics and content as outlined in the CAPS. Other PEDs that fully complied with this criterion included Gauteng (Geography, and Mathematical Literacy), Free State (Business Studies), Mpumalanga (Business Studies and Physical Sciences), North West (Geography, Life Orientation and History), Western Cape (Mathematical Literacy) and Northern Cape (Life Orientation). However, in the case of Business Studies for Gauteng, the documentation provided did not include specific dates for when the assessments were administered.

In KwaZulu-Natal (Life Sciences), the provincially set Term 1 practical tasks reflected inconsistent interpretations of requirements. While some schools complied, many tasks intended to assess observation, drawing, measurement, and calculation skills were overly theoretical and unsuitable for evaluating practical competencies. A significant proportion of marks was allocated to theory rather than hands-on activities. In Life Orientation, task administration varied across schools; some used a common Term 1 district task, while others used a source-based group task, indicating a lack of uniformity.

Although structural alignment with CAPS was evident in Dramatic Arts across KwaZulu-Natal schools, Umalusi noted inconsistencies in cognitive demand and task quality across districts. In certain cases, provincial and district tasks were inadequate, leaving learners insufficiently prepared for the final examination. Furthermore, in some schools

the Term 1 written PAT task was incorrectly allocated 50 marks instead of the prescribed 25. Umalusi also identified instances where schools failed to adhere to PAT guidelines and examination requirements, thereby administering incorrect PAT types.

In Limpopo (Accounting), the Term 1 written report adequately covered the prescribed content and aligned well with CAPS and the ATP. In Economics, however, the project resembled an assignment and relied heavily on textbook responses. The analysis grid omitted cognitive levels and difficulty levels, and in some districts, grids incorrectly presented topic distribution under cognitive levels. Errors in instructions and the calculation of total marks were also noted. For SASL HL, tasks were incorrectly weighted, and some were inappropriate for signed language.

Additional observations included:

- In the Northern Cape (English First Additional Language), Task 8 was not identical across schools, with some administering their own tasks.
- In the Western Cape (English First Additional Language), some teachers administered their own Task 2 (longer transactional writing).

In both provinces, however, these alternative tasks were of good quality and met subject assessment guideline requirements.

In the Northern Cape, provincially set Term 1 and Term 2 Life Orientation and Economics tasks generally met requirements, except for the Economics project, which lacked the required research component stipulated in amended CAPS Chapter 4.

In Mpumalanga (Accounting), Term 1 and Term 2 tasks comprised a written report and a controlled test. While the controlled test met all requirements, the written report did not fully comply because it resembled a test rather than a report. For Mathematical Literacy, the June Mid-Year and September Preparatory examinations were appropriately designed and pitched.

To sum up, PEDs demonstrated adequate compliance with the requirement that assessment tasks cover the prescribed Grade 12 content, with many PEDs administering standardised and CAPS-aligned tasks. However, several instances of non-compliance were identified, including missing dates, inconsistent task administration, theoretical rather than practical Life Sciences tasks, misaligned Economics projects, and incorrectly weighted or inappropriate SASL HL tasks. While most tasks met policy requirements, these inconsistencies highlight the need for improved standardisation, clearer guidance, and strengthened monitoring across specific subjects and provinces.

#### c. Technical layout of assessment tasks

This section reports on the layout and formatting of the assessment tasks, with a focus on clarity, numbering, font usage, and the inclusion of essential components such as cover pages and learner instructions.

Overall, the assessment tasks layouts demonstrated consistent and professional standards of presentation. Where technical layout of assessment tasks was well executed, the documents were clean and uncluttered; they were readable, while question numbering was consistent across question papers, answer books, and marking guidelines. The font styles and formatting were suitable. The page numbering, headers and footers on each page was consistent and adhered to the required format.

Umalusi identified several instances of non-adherence to the required format. These ranged from the absence of instructions to learners, incorrect numbering and cognitive level distribution not aligned to CAPS requirement (Western Cape (Mathematical Literacy), to incomplete annual teaching plans in some schools.

In the Eastern Cape, Mathematical Literacy had issues including missing dates, unsigned programmes of assessment, and marksheets using an outdated SA-SAMS version (25.0.0). Furthermore, the History research assignment task in the Eastern Cape lacked both a cover page and a clearly stated research topic. Inconsistent numbering on the question papers and the marking guidelines was also of concern. In Mpumalanga (Accounting) and Limpopo (Accounting), the answer book for the project reflected 4.1 to 4.6 but the marking guideline indicated 4.1 to 4.5. Similarly, for SASL HL the layout was poorly printed and compiled. This has a negative impact on understanding the questions and subsequently affect performance.

d. Effectiveness of questioning

This section presents findings relating 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 revealed significant variations in the quality of assessment tasks and in adherence to CAPS requirements across the PEDs.

In the Free State (Business Studies), the controlled test had choice questions that were at equal levels of difficulty. The questions taken from past examination question papers were amended using cognitive verbs interchangeably. Umalusi noted that the tasks reflected a balanced distribution of cognitive levels. For Mathematical Literacy, evidence confirmed that the allocation of cognitive levels aligned appropriately with the requirements outlined in CAPS.

In Gauteng, the Geography research task and June examination question papers were well designed, with clear rubrics, appropriate instructional verbs, and question types that promoted critical thinking. Overall, the tasks were aligned with curriculum requirements and provided adequate guidance and opportunities for learner engagement.

In the Eastern Cape, History and Physical Sciences tasks were well aligned with CAPS, showing appropriate cognitive level distribution, balanced difficulty, and questions that promoted problem-solving and critical thinking. However, in Mathematical Literacy, the Term 2 district assignment did not align with CAPS requirements, showed no innovation, relied heavily on past question papers. Overall, while some subjects demonstrated strong compliance, Mathematical Literacy reflected notable gaps in task quality and alignment with standards.

Schools offering Geography and History in North West had well-constructed assessment tasks, with an appropriate distribution of cognitive levels. These were in line with the History CAPS document and the examination guidelines. The questions within these tasks promoted problem-solving, critical thinking, and reasoning skills. The mark allocation was appropriate.

In KwaZulu-Natal, Life Orientation tasks developed at district level met the required standards, while Life Sciences tasks showed mixed compliance. Although some schools used appropriate practical tasks and a suitable range of cognitive levels, most

submissions lacked cognitive analysis grids, showed little innovation, and relied heavily on textbook or past paper questions. As a result, many Life Sciences practical tasks did not effectively promote problem-solving or adequately assess the intended practical skills. In Dramatic Arts, the written district PAT and June examination were of good quality. They generally allowed for various question types appropriate to the subject.

In Limpopo, the Economics assessment tasks for Term 1 and Term 2 included questions that were directly copied from previous examination question papers, demonstrating little to no innovation. In addition, the analysis grids (Limpopo and Northern Cape) did not accurately represent the distribution of cognitive levels, and cognitive verbs were occasionally misapplied within the tasks. The difficulty levels of the SASL HL tasks were inappropriate because they were modelled directly on the written home language papers and therefore not applicable to SASL HL.

In Mpumalanga, Accounting's written reports were of poor quality, resembling tests rather than fostering research and reporting skills, and district tasks did not support the development of these competencies. In Business Studies, case study tasks were copied from past examination papers and lacked scaffolding across cognitive levels, with an overemphasis on recall and higher-order questions but too few middle-order items. As a result, learners had limited opportunities to build understanding progressively or engage in deeper reasoning. In Mathematical Literacy, tasks were generally well developed with clear and broad questions in terms of coverage and innovation.

e. Question types

This section examines the types of questions used in the assessments looking at matters of 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 schools heavily relied on recycled examination questions, which limits the potential for innovation.

In the Eastern Cape, History tasks were found to be valid, reliable, well-referenced, and appropriately aligned to mark allocation and difficulty levels. Mathematical Literacy and Physical Sciences showed good compliance, with district-developed tasks and June examinations featuring relevant question types, real-life contexts, and CAPS-aligned problem-solving opportunities. However, Mathematics reflected a gap, as the June examination lacked sufficient higher-order questions needed to assess critical thinking skills.

In Free State (Business Studies) the controlled test adhered to the question paper format. In Mathematical Literacy the assessment tasks allowed for various types of questions appropriate to the subject, including real life scenarios and real-life problem-solving questions. The case study and presentation included various types of questioning: short questions, paragraph and scenarios.

Schools offering Economics in Gauteng, generally complied with the criterion, although cognitive levels for non-test items were often misaligned and some tasks used outdated data. In Geography, the research task and June examination provided appropriate opportunities for investigation, interpretation, and diagram work, despite offering only one research topic.

In Mathematical Literacy, some schools lacked cognitive analysis grids, but the provincially set June examination featured new, well-designed questions with an appropriate spread of cognitive levels.

In KwaZulu-Natal (Life Orientation) the questions were well scaffolded, age appropriate and catering to all levels of difficulty. In Life Sciences, the nature of the practical task was such that it did not allow for a variety of question-types unlike a theoretical test. Almost all the practical tasks or parts of some of them were more theoretical rather than skills-based.

In Limpopo, schools did not adequately scaffold assignment questions in Economics, resulting in tasks that lacked the prescribed progression of cognitive demand. Umalusi further noted that the phrasing of the discussion question was incorrect; the rephrasing of this question is necessary. As well, the action verb 'Briefly' was not used correctly. It was not use when two items are assessed, as should have been. In Accounting, the written report covered various types of questions, and the language used was appropriate. In Life Orientation the source-based assessment task was dominated by lower-order questions, the learners were expected to name, list, mention, give, etc, with three questions pitched at higher order level. In one question the learners were instructed to look at the pictures below, but there were no pictures in the question paper but a table. There was no coherence between the table and the questions asked to the learners. Even though the SASL HL question types were appropriate, errors were identified in some of the questions.

In Mpumalanga (Accounting), instructions were clear, scenarios chosen for the tasks were appropriate and current. In Business Studies, the district common tasks administered by schools complied fully with this criterion. Few challenges were noted in language and the terminology used in relation to factual errors and ambiguous wording. For instance, the use of "advice" instead of the correct verb "advise" in multiple instances in the presentation which could confuse the learners. In the case study, two questions had errors that lead to learners providing unintended answers. In Physical Sciences, the common June examination question papers had refreshingly new questions, which enhanced the quality of the question paper. The type of questions asked accommodated the distribution of marks according to all taxonomy levels. The mark allocation per each sub-questions correlated with the level of difficulty. The instructional key words, such as calculate, explain, write down etc. related well with the context of the questions and assisted learners to respond accordingly.

The spread of cognitive levels for non-test items was not in line with the minimum requirements, as outdated data was used as references in Economics (Northern Cape). There was, however, compliance in most respect to this criterion. In Life Orientation, questions were well scaffolded. There were questions that catered to lower order thinking as well as the middle and higher order thinking skills. The level of difficulty was age appropriate.

In both Geography and History assessment tasks, the mark allocation was clearly indicated and correlated with the level of difficulty and time allocation for each question in each assessment task. The assessment tasks included sufficient information to elicit appropriate responses.

In Western Cape (English First Additional Language) some schools did not follow the FET Phase content subjects and languages programme of assessment Grade 10 to 12 for 2024-2025 when setting Task 7. This task was set out of context. In Mathematical Literacy, schools did not have a cognitive analysis grid attached to the assignment to balance the distribution of cognitive levels across. The common June examination question papers featured refreshingly new questions, which improved the overall quality of the question papers.

f. 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.

In Gauteng and Northern Cape (Economics) the assessment tasks were compliant in all respects with this criterion. The SBA tasks administered in schools were clear, legible and allowed for the testing of interpretation skills.

In History (Eastern Cape), the source-based questions were clear, and error-free. The language was appropriate and allowed for the testing of interpretation skills and the generation of questions across the cognitive levels. Noted also for Mathematics in the Eastern Cape was the failure by some teachers to implement changes that had been made to correct errors in the June and Trial Examination marking guidelines.

Challenges were noted in schools from KwaZulu-Natal (Life Sciences) that assessed the practical work within the context of DNA, they made use of stimulus material that was inappropriate for this task. The schools which assessed practical skills within the context of meiosis and reproduction made use of micrographs. Micrographs are useful and appropriate for the assessment of the relevant skills. These schools must be complimented for the good quality of the black and white photocopies which were very clear. In Life Orientation, the stimuli used were in a form of pictures. They were in a language that was appropriate to the grade 12 learners. However, due to poor printing some of the pictures were not clear and this disadvantaged the learners. For Dramatic Arts, the source material was appropriate.

In Limpopo (Life Orientation) the source material was appropriate to generate questions across the cognitive levels and allowed for the testing of interpretation skills. For Accounting, the source/stimulus material used for the written report and project were subject-specific, clear, legible, and suitable for generating questions across various cognitive levels, effectively assessing interpretation skills. However, certain parts of the written report, such as the ledger accounts, lacked sufficient emphasis on higher order thinking skills as outlined in Bloom's Taxonomy. Most of the questions were correctly formulated with relevant sources to stimulate responses (Economics). The materials and stimuli for the SASL HL tasks were incomplete and inappropriate. For example, Task 10, Paper 2 slides were mixed up. No videos for poems were included. The slides were blank in Paper 1 from slide 34 and the advert was abruptly cut.

The sources used such as the extracted financial statements (Accounting) from other companies were appropriate and provided an opportunity to test most of the cognitive levels. The language used on the background scenarios for Accounting and Business Studies in Mpumalanga was appropriate for Grade 12 candidates.

In Physical Sciences, the source material (Sketch graphs, tables, diagrams) was tailored for the subject content, was clear and error-free. Language used in both papers was current, relevant and appropriate for Grade 12. The sketch graphs used in Paper 1, drawings and tables used in Paper 2 were appropriate to test all cognitive levels and interpretation skills.

In the Free State learners were provided with pre-manufactured Electrical Technology (Electronics and Dramatic Electronics) PAT kits, hence, they produced identical projects with minor personalised differences. The PED did not comply with the guidelines for the administration of the PAT for these subjects.

Most of the schools did well as they adhered to the length of the text and their questions were based on it. The pictures and graphs used in the Term 2 assignment task was clear, legible, and error-free; however, some were not correctly referenced. The pictures were subject-specific, relevant, and appropriate and allowed for the assessment of interpretation skills – Western Cape (Mathematical Literacy, Mathematics).

g. Marking guidelines and rubrics

This section evaluates the clarity and precision of marking guidelines and rubrics, with particular attention to consistency in mark allocation across assessment tasks, the acceptance of alternative responses, and the overall neatness of presentation. It also evaluates how well the question papers, answer books, and marking guidelines align with one another.

The findings highlight both strengths and weaknesses in the development and application of marking guidelines and rubrics. Non-compliance with this criterion was noted in the Western Cape (Mathematical Literacy) where the Term 2 assignment task used inconsistent fonts, the marking guidelines lacking alternative solutions for questions, with incorrect numbering in some cases, the numbering began on page 15. Mark allocation was not indicated. However, for English First Additional Language, the marking guidelines for both tasks were generally appropriate in most schools. Despite this, some schools faced challenges with mark allocation: open-ended questions were incorrectly awarded 2 marks instead of the expected 3 marks, and irony-related questions were given only 1 mark instead of 2 marks.

The marking guidelines for the June examination Papers 1 and 2 of Physical Sciences (North West) were clearly presented and neatly typed. However, the free-body diagram in question 3.2 of Paper 1 was incorrectly shown in the marking guidelines, depicting a box instead of a dot to represent the body.

In Accounting in Mpumalanga, the teacher's files included marking guidelines for the common district task. However, the sampled schools within the same district used different marking guidelines. Some schools had the original guidelines, while others had the revised or amended versions. This discrepancy caused inconsistencies in how candidates' scripts were marked. Additionally, some schools had a marking guideline cover page that did not correspond with the marks indicated on the question paper for the controlled test.

In Mpumalanga (Business Studies), Umalusi observed that some schools were not providing notes to markers specifying how to mark for instance, the Case Study questions. Where notes were provided, they were often inaccurate and misleading. In addition, the directive to "mark the first three only" to replace the instruction to "mark

the first two only" as stated in the question, potentially resulted in an unfair advantage or disadvantage for certain learners. The presentation scenario had two correct answers to the question, but the marking guideline reflected only one. Furthermore, split ticks were not applied in accordance with the action verbs used in the questions.

In Limpopo (Economics), the project tasks from both districts did not include a rubric. The design of the assessment tasks resembled assignments rather than structured projects. In one of the two districts, the marking guideline was incomplete, showing only four marks instead of the expected ten marks. Additionally, the distribution of marks was unclear. Internal moderation must be strengthened in this subject to ensure full compliance with assessment policies. Some answers in the SASL HL marking guidelines were not allocated marks.

In Gauteng (Mathematical Literacy), the marking guidelines indicated only the total marks (10 marks) without providing a detailed breakdown of the calculations. This lack of mark distribution made it difficult to verify how the marker arrived at the allocated scores. Additionally, the number of ticks did not correspond with the rubric. The marking guidelines also lacked information regarding data analysis. Consequently, one marker awarded six marks despite there being only one tick on the learner's response.

In the Free State (Business Studies), two errors were identified in the controlled test marking guidelines and addressed through an addendum. However, evidence from teachers' files indicated that only some teachers applied these corrections. Those who did not update the marking guideline ended up marking these questions incorrectly, potentially resulting in some candidates being unfairly advantaged or disadvantaged.

In the Western Cape (Mathematical Literacy) several anomalies were identified ranging from misalignment of marks in task and marking guidelines, to incorrect numbering and no provision of the analysis grid.

#### h. Internal moderation of teacher files

This section presents evidence of internal moderation, covering both pre- and post-moderation across different levels: school, cluster, district, and provincial. In most provinces, evidence of moderation at different levels was available for most subjects, including documentation of both pre- and post-moderation. It was encouraging to see that most schools had entered marks on the SA-SAMS marksheets and that any changes made were signed and dated. The following good practices, as well as areas needing improvement, were observed.

There was evidence of pre- and post-moderation, with constructive feedback in Economics tasks (Northern Cape). In History (Eastern Cape), the June examination Paper 1 and Paper 2 was administered as a provincial common task and there was evidence of moderation across levels. In Mathematical Literacy (Eastern Cape), there was no evidence of internal moderation, since there were no internal moderation reports in the teacher files for most of the schools. For Physical Sciences, internal moderation reports were available in the teacher files for most of the schools and constructive feedback and recommendations were provided.

In the Eastern Cape (Business Studies), moderation reports were available across various levels and included developmental comments on corrections, marking practices (e.g., the use of split ticks versus double ticks), and the presence of teacher signatures on SA-SAMS mark sheets.

However, a challenge identified in some schools was the lack of filed moderation reports, despite evidence of moderation on learners' tasks. In Mathematics the quality of moderation was found to be low. For example, there were no pre-moderation reports; many errors were detected in them, accounting for approximately 8.7% of faulty marks, even after provincial moderation.

Umalusi observed in Economics (Gauteng) that all sampled schools had evidence of pre-moderation of assessment tasks in teachers' files. Post-moderation was conducted in most schools at the provincial level, accompanied by constructive feedback. In Geography, quality moderation was evident at both district and provincial levels in most schools. Differences between marks awarded by subject teachers and those given by external moderators were noted, along with detailed and constructive comments in the completed moderation reports. However, inconsistencies in marking were observed in some schools and were not identified by departmental heads. In many cases, moderation reports were too brief and did not address issues such as marking inconsistencies, limiting their developmental value for teachers.

For Mathematical Literacy in Gauteng, assessment tasks showed evidence of school-level moderation. Post-moderation tools were completed and included in the teachers' files. At the district level, learner scripts were moderated, and some marks were adjusted at both district and provincial levels. The provincial report also contained relevant recommendations.

In KwaZulu-Natal, the Life Orientation teacher files showed that district and provincial moderations were conducted adequately, with feedback reports included in the teachers' files. However, school-based moderation was at most rushed, and in some cases, the moderation reports served only as a verification checklist without providing meaningful feedback to teachers. For Life Sciences, internal moderation was evidenced through reports from various levels. Unfortunately, the quality of these reports was poor, as they failed to address the consequences of identified inaccuracies.

There was no evidence of internal moderation in KwaZulu-Natal (Dramatic Arts) at school, cluster and district levels, for some schools.

Feedback from internal moderation of Accounting (Limpopo) was not constructive, lacking developmental strategies to improve learner performance or address weaknesses identified in both teachers and learners. In Economics, most schools demonstrated alignment in moderation practices. All levels of moderation were implemented, which was commendable. However, Umalusi observed that in some schools, internal moderation was carried out purely as a formality. The Life Orientation teacher files contained internal moderation reports indicating that assessment tasks had been pre-moderated at school or district levels. Despite this, developmental feedback for both learners and teachers were absent, which compromised the quality of assessment practices.

Although learner performance had been internally moderated at various levels, there was no evidence that adjusted marks were reflected in the SA-SAMS marksheets, even though variations were noted on learner scripts.

In the SASL HL, while pre-and post-moderation had been conducted for the English papers, no moderation was evident for the signed papers.

In Mpumalanga (Accounting) two tasks administered were developed by districts. While efforts were made to create quality and fair assessments, there was little evidence of moderation. The lack of question paper history analysis grids, absence of circulars regarding question paper development, no examination committees or panels, and no moderation reports made it difficult to confirm whether moderation had been properly conducted. For Physical Sciences, moderation took place at multiple levels. Provincial and national moderation processes were thorough and included comprehensive reports offering constructive feedback and recommendations to teachers and learners. Some learner marks were adjusted, indicating independent marking, and those learners were listed on the final page of the report. In Business Studies, there was evidence of internal moderation reports showing that learner performance was moderated internally at all expected levels.

The quality of internal moderation was acceptable in most schools in Mpumalanga; mistakes were identified and corrected at each level of moderation. Detailed provincial reports with findings and recommendations were provided.

In Northern Cape (Economics) Umalusi noted that pre- and post-moderation of assessment tasks in most schools was conducted. Life Orientation, district and provincial moderation was fairly done with feedback reports included in the teacher's file. For teacher files from North West (Geography), there was evidence of district and provincial moderation on the marksheets in the teacher's file. Mark changes, as indicated in the district report were carried through to the SA-SAMS marksheets and signed for and dated. In History, there was no evidence that the teachers' files were internally moderated neither at a school, cluster, district and provincial level. There were no moderation reports in the teacher files. Life Orientation, had evidence of school, district and provincial moderation, however, it was not comprehensive, and there was no evidence of appropriate feedback to learners. Physical Sciences moderation reports were included in the teacher files and had effective feedback and recommendations to the teacher. It was pleasing to note that school level moderation was thorough, the moderator demonstrated clear knowledge of the subject content.

The English First Additional Language teacher files from the Western Cape did not have moderation reports with feedback. In some schools such there were no marks indicated on the marking guidelines; other schools administered a literature task as a language task. This discrepancy was not moderated before and after the task had been administered. In Mathematical Literacy, there was evidence of internal pre- and post-moderation carried out in selected schools. The moderation reports at school and district levels were available in the teachers' files, however, they involved a yes/no ticking of boxes and feedback to the teachers was minimal. Constructive feedback was only observed in the provincial-level moderation. However, during the second phase there was no evidence of moderation reports from the provincial level.

Overall, the quality of internal moderation at school level was not up to standard in most subjects, with practice largely limited to shadow moderation. Umalusi observed that in some cases provincial and national moderation was well conducted and constructive feedback and recommendations provided, while a few moderations were compromised.

### 2.3.3 Section C: Learner Evidence

#### a) 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 PEDs and subjects presents a mixed picture, with both strengths and weaknesses.

- i. **Eastern Cape:** In History and Physical Sciences June examinations, learners achieved average results in both Paper 1 and Paper 2. Most learners answered two source-based questions and one essay; however, those who chose two essays and one source-based question tended to perform better. Difficulties were observed in the research assignment, particularly with acknowledging sources, writing reflections, and compiling bibliographies. Performance in Physical Sciences showed stronger results in Paper 1, while many learners struggled with the Chemistry-focused Paper 2. For Mathematical Literacy and Mathematics, most learners were able to interpret the tasks, though not all addressed every aspect required by the assessment. In Mathematics performance was better in formal tests than in the June and Trial examinations, however the performances in assessment were poor with no school achieving a mean pass rate in any task greater than 50%. Learners are still performing poorly in SASL HL.
- ii. **Free State:** In Business Studies and Mathematical Literacy learner performance across different tasks ranged from poor to good. Those who prepared thoroughly were able to tackle higher-order questions effectively, leading to higher SBA marks. Conversely, learners who were less prepared struggled with middle to higher-order questions, resulting in lower SBA scores (SASL HL). In Electrical Technology: Electronics and Digital Electronics, there is a concern for the SBA mark in relation to the PAT mark. For example: the average SBA mark for Digital Electronics was 44%, across the moderated schools, while the average mark for the PAT in Digital Electronics was 76%. The assessment dates did not align with the stipulated times for the PAT as per the DBE management plan.
- iii. **Gauteng:** Umalusi observed that in Economics and Business Studies learner performance was pleasing for some of the sampled learners, while others battled with interpreting middle and higher order questions. In Mathematical Literacy, most learners struggled with summarising the data in the investigation and others failed to interpret the question in the given formula. In Geography the performance of learners was better in research tasks than in the June examination. During the June examination, most learners struggled to answer questions across difficulty levels, though a few managed to provide appropriate responses. Overall, learners demonstrated reasonable competence in recall and application-level questions.
- iv. **KwaZulu-Natal:** In Life Orientation, learners performed well in source-based task. However, in Life Sciences, performance was mostly below expectations. Under normal circumstances learners perform better in the practical tasks but this year's practical task was more theoretical in nature, which impacted results negatively. In Dramatic Arts practical examination, learner performances demonstrated no depth, characterisation, acting ability and physicality. The entire practical examination was not of the expected standard. For written tasks, learners demonstrated limited ability to interpret and infer knowledge as per question demands. Learners performed poorly in the June examination of SASL HL.
- v. **Limpopo:** Learner performance in Accounting and Economics varied from poor to satisfactory, with many struggling to interpret the questions properly. The middle to

higher order questions responses were poor and led to poor performance in these subjects. Learners performed poorly in the June examination of SASL HL. Life Sciences and Life Orientation performance in the moderated tasks was satisfactory for most learners.

- vi. **Mpumalanga:** In Accounting, performance in the moderated schools was generally weak. Learners performed better in the written report compared to the controlled tests. In Business Studies, non-test tasks saw better learner performance than controlled tests in most sampled schools. A notable observation was the high variation in scores between these tasks. In Physical Sciences, some learners did well in Paper 1 of the June examination but faced challenges in Paper 2, particularly with chemistry calculations involving extended questions on acids and bases. Higher-order questions, especially those at cognitive levels 3 and 4, as well as difficult and very difficult questions, posed the greatest challenge overall. Learner performance in Mathematical Literacy was of an acceptable standard with learners showing good knowledge of the subject matter.
- vii. **Northern Cape:** The candidate's performance in Life Sciences was encouraging in some schools, while others struggled with interpreting middle and higher-order questions. In Life Orientation, learners performed better in the source-based task.
- viii. **North West:** In History, research project performance was fair to satisfactory. Most learners were unable to compile bibliographies correctly, indicating gaps in research and referencing skills. Performance was poor in the writing of the discursive essay. A significant number of learners struggled to construct a coherent line of argument, resulting in responses that were largely descriptive or narrative rather than analytical. Learner performance in middle to higher-order questions (Geography) remain a challenge and performance in this subject ranged from average to poor. In Life Orientation, learners had difficulty with both the source-based task and the Physical Education Task (PET), with inflated marks resulting from inaccurate marking. Physical Sciences learners generally performed well in the June examination, except in Paper 2 (Chemistry), where topics such as vertical projectile motion, work, energy and power, chemical equilibrium, and acids and bases proved challenging. Geography's performance was generally satisfactory.
- ix. **Western Cape:** In English First Additional Language, learner performance varied widely, ranging from high to low. Many did well in Task 2, particularly in lower-order questions, but struggled with open-ended questions. In Mathematical Literacy, the assignment task was satisfactory overall.

#### b) Quality of marking

This section highlights the quality of marking, focusing on the adherence to marking guidelines, consistency, accuracy of mark transfer, and any variance observed during the marking process. In most subjects across the provinces, the quality of marking was satisfactory, with adherence to marking guidelines, demonstrably consistent and providing accurate marking and allocation of marks.

While marking was generally acceptable, issues of concern were observed in certain areas and subjects. These include instances of the awarding of marks without proper justification, the application of incorrect guidelines highlighting the need for better adherence to marking guidelines.

All schools offering History in the Eastern Cape and the North West generally adhered to the marking guidelines, however, pockets of lenient marking, particularly where weak responses, especially in the research assignment, were frequently overcompensated. Schools offering Mathematical Literacy demonstrated consistency in marking, in line with the approved marking guidelines. While the totalling and transfer of marks were accurate across schools, there was no evidence of written, constructive feedback provided to learners, after moderation. Although the overall quality of Mathematics marking in the Eastern Cape was generally good, it was noted that some schools did not follow the instructions outlined in the June Paper 2 erratum, resulting in scripts being marked according to the original, incorrect marking guideline. Umalusi could not determine whether this was an oversight, or the erratum did not reach some schools. In this subject, instances were identified where teachers did not apply the marking guidelines correctly.

In the Free State, most schools offering Business Studies were identified with lenient marking in different tasks. In these tasks, mark variances ranged between 4 to 9 marks, either up or down. Lenient marking was observed; there was limited marking reference to the marking guideline. A majority of the teachers did not provide feedback to learners to assist with improvements in their performance.

Non-adherence to the marking guidelines and marking inconsistencies was observed in some of the schools offering Geography in Gauteng. The research task moderated at national level, indicated issues which included marking leniency and not using the rubric in the research task, and lack of proper guidance to learners when learners conduct research. In Economics, the quality of marking was average, teachers were able to interpret the marking guidelines accurately and consistently, except for a few errors, which were, however, within the acceptable range. The quality of marking for Mathematical Literacy was good. The marks were totalled accurately and in line with the learners' performance. There was adherence to the marking guideline.

Marking was generally good for Life Sciences in KwaZulu-Natal and aligned with the marking guidelines for each task. However, some marking errors were identified during district, provincial, and national moderation. Umalusi found significant errors in the marking of certain tasks and adjusted the marks for the affected learners accordingly. For Life Orientation, marking was consistent with the marking guidelines, and teachers applied the marking principles in a satisfactory manner. The verification of the Electrical Technology (Electronics) PAT at the schools revealed concerns over marks awarded for the PAT quality and content reflected by the learners.

In Limpopo, schools offering Economics awarded marks that did not accurately reflect learners' performance. This was due to poor and inconsistent marking, as well as a weak application of the marking guidelines. Some learners received marks for incorrect responses. Umalusi observed overcompensation, particularly in middle- and higher-order responses. Additionally, many schools failed to convert project task marks according to the district's directive. Inconsistencies were also noted in the marking and allocation of marks for graph-related questions. In Accounting, significant marking inconsistencies were found. Incorrect answers were often over-marked, with teachers awarding 4 or 6 marks where only 2 were deserved. In the SASL HL there was no evidence of constructive feedback given to learners.

In Life Orientation, while there was evidence that marking was mostly in line with the guidelines, certain sections revealed deviations where markers and moderators did not fully adhere to the rubric or marking criteria.

The Physical Education Task (PET) showed evidence of mark bunching in most schools, with learners typically receiving scores between 8 and 9. Furthermore, most schools did not comply with policy requirements for the PET component.

As well, in Mpumalanga (Accounting), teachers did not consistently adhere to the prescribed marking guidelines, which affected the quality and validity of the marking. In many instances, method marking was applied unevenly, and marks were not deducted for incorrect items or misplacements, especially in the statement of comprehensive income and the statement of financial position. Teachers did not fully comply with the district's marking standards. In Business Studies, marking quality was generally good across most schools, with variances after internal moderation falling within the acceptable tolerance range of 3%. However, significant discrepancies between marks at the school, cluster, district, and external moderation levels revealed instances of leniency and failure to follow marking guidelines. Furthermore, marking principles, such as the correct allocation of ticks as detailed in the notes to markers, were often not applied properly, leading to learners receiving incorrect marks. In Physical Sciences, some teachers failed to allocate marks clearly for each sub-question, while others did not indicate total marks per question. Additionally, there were errors in calculating learners' total marks. Across the moderated schools, no written constructive feedback was provided to learners.

The quality of marking in Geography in the North West varied widely between schools and districts. Lenient marking was common in the marking of the research task, while some teachers did not use the marking rubric at all. In Life Orientation, some schools showed a minimal variation in moderated marks, whereas others displayed inconsistent and inaccurate marking.

#### c) Internal moderation of learner files

Internal moderation across the PEDs revealed varying inconsistencies and challenges.

In the Eastern Cape (History), internal moderators were overly lenient in the allocation of marks. These inaccuracies in teachers' marking were not identified across levels of moderation, particularly at the school level. In Mathematical Literacy, some schools had evidence that the learner's work was internally moderated at different levels, however, marking on top of the other marker's mark was evident (shadow marking), without any feedback being provided. In Mathematics several cases of incorrect mark calculation and capturing by the marker went undetected at all levels of moderation, putting to question the quality of moderation in this subject.

Moderation at different levels was evident in schools offering Business Studies in the Free State. In most cases, however, the moderation at the school level was not accurate. Variances in learner marks ranging between two and six marks, either upward or downward were observed. In Mathematical Literacy, evidence of internal moderation at different levels was observed. While some marks were adjusted at both district and provincial levels, the only available evidence was found in the learners' files, not in teachers' files. As a result, no recommendations were noted at the district level, while the provincial report did include recommendations.

There was no moderation in Dramatic Arts conducted at school, cluster, and district levels. While for Electrical Technology (Electronics and Digital Electronics) only provincial moderation was done.

In Gauteng (Economics), school-based and district-level moderation was evident in learners' files. Provincial and national moderation was thoroughly done, with appropriate feedback provided. In Geography, quality moderation was observed at both district and provincial levels. There were no discrepancies identified between the teachers' marks and those of the external moderators, and the moderation reports contained constructive comments. However, in some schools, internal moderation lacked depth, as there was no difference between the marks awarded by teachers and those by departmental head. This was an indication that moderation was conducted merely for compliance. Inconsistency in marking was evident in some schools, and these inconsistencies were not identified or addressed by the departmental heads. Most of the moderation reports were brief and failed to address critical issues such as inconsistencies in marking or broader assessment-related concerns.

There was evidence of internal moderation in KwaZulu-Natal schools (Life Orientation) across moderation levels. While the moderation at the school level lacked credibility, thorough moderation was observed at the district, provincial, and national levels. In Life Sciences, internal moderation was evident in all sampled learner files. It was carried out across various levels, including school, cluster, district, and province. Although internal moderation was generally implemented effectively, the accompanying moderation reports were minimal and lacked constructive feedback for both teachers and learners.

In Limpopo (Accounting), the written report underwent moderation at all levels, and the overall quality of moderation was acceptable. A minor issue was identified in one question, where marks were incorrectly awarded for a wrong answer. In Economics, there was good alignment in moderation across most schools, with all levels implementing the moderation process in accordance with policy, this was an encouraging observation. However, of concern was shadow marking at the level of the school. In some schools, moderation appeared to be conducted merely for compliance purposes.

The two assessment tasks for Accounting were developed at the cluster or district levels. While efforts were made to ensure the tasks were of high quality and fair, there was limited evidence of effective moderation. The lack of question paper analysis grids for History, missing circulars on question paper development, and the unavailability of moderation reports made it difficult to confirm whether proper moderation processes were followed. In Business Studies, the quality of internal moderation was acceptable in most schools. Errors identified were corrected at each level of moderation. Detailed provincial reports were provided, outlining findings and recommendations. In Physical Sciences, intensive internal moderation was conducted across school, provincial, and national levels. Constructive feedback and comprehensive recommendations were given to the teachers, and all reports were filed appropriately. In the SASL HL there was no evidence of internal moderation.

In Mpumalanga, Mathematical Literacy learner files were duly moderated at all levels, however no constructive feedback was given to the learners.

In Northern Cape (Economics) there was evidence of both school and district-level moderation in the learners' files which was well conducted. In Life Orientation, evidence of internal moderation was found at the school, district, provincial, and DBE levels. However, moderation at the school level appeared insufficient, while moderation at the district, provincial, and national levels was more thorough and effective.

Evidence of district and provincial moderation of learner files was available in the teacher files, North West (Geography, History). However, in History, there was no evidence that teachers' files were internally moderated at different levels. In Life Orientation, evidence of both school and district-level moderation was found. In some cases, where school moderation was conducted, shadow marking was observed instead of proper re-marking of learners' incorrect responses. This practice negatively affects the credibility and fairness of learner's performance.

In the Western Cape, Umalusi found satisfactory moderation in English FAL and Mathematical Literacy, with moderation reports available, accurate feedback provided, and correct mark allocation. School-level moderation for Mathematical Literacy was well documented, with both teacher files and learner scripts containing the required post-moderation reports. However, district-level moderation reports were not submitted, and in some cases learner marks were adjusted at both school and provincial levels.

Across the PEDs, 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

This section highlights key assessment improvements observed across schools and the PEDs:

- a. The Northern Cape and Western Cape PEDs demonstrated commendable practice by administering high-quality school-based English First Additional Language assessment tasks. These tasks fully complied with the assessment guideline requirements, reflecting strong alignment with policy standards.
- b. In Mathematics, notable improvements were observed in learner and teacher file organisation, the submission of well-structured supporting documents, and the quality of marking in schools, compared to previous assessment cycles. These enhancements indicate progress in administrative efficiency and marking accuracy.

## 2.5 Areas of Non-Compliance

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

- a. In KwaZulu-Natal (Life Sciences), inappropriate practical tasks were administered, with some tasks being overly theoretical and failing to assess the expected practical skills.
- b. In the Eastern Cape (Mathematical Literacy), district-set assessment tasks were not aligned to CAPS in terms of the distribution of cognitive levels and the degree of difficulty.
- c. Verbatim use of previous question papers without any innovation [Limpopo (Economics), Mpumalanga (Business Studies – November 2019 and February/March 2016 question papers)].
- d. Non-alignment between question papers and marking guidelines in Limpopo (Life Orientation), and the application of error-ridden marking guidelines in the Western Cape (Mathematics).
- e. An absence of cognitive grids in the SASL HL for Limpopo.
- f. Lack of feedback to learners in the Western Cape and Mpumalanga (Mathematical Literacy), as well as Limpopo (SASL HL).

- g. Incorrect transfer of marks from scripts to mark sheets in Eastern Cape (Mathematics).
- h. Electrical Technology (Electronics and Digital Electronics) PAT not completed on schedule due to the delayed delivery of PAT kits in the Free State.
- i. Inadequate equipment for Electrical Technology PAT (Electronics and Digital Electronics) in the Free State.

## 2.6 Directives for Compliance and Improvement

The DBE must ensure that all PEDs:

- a. Provide ongoing capacity-building for teachers in the development of assessment tasks and ensure strict compliance with CAPS requirements when setting these tasks.
- b. Ensure that constructive feedback is consistently provided to both teachers and learners for developmental purposes, and that internal moderation (remarking) is conducted objectively, avoiding shadow marking.
- c. Guarantee that subjects with a PAT component are fully equipped with the necessary resources and administered in accordance with the prescribed guidelines.

## 2.7 Conclusion

Despite the challenges identified, Umalusi was encouraged to see that systems are in place across the PEDs to monitor the implementation and moderation of SBA. Although concerns about the presentation of teacher and learner files remain, some improvements have been noted. However, creating questions that develop middle to higher order thinking skills continues to be a challenge. Common tasks developed at district or provincial levels must meet the required standards across subjects. Quality assurance of these tasks before administration must be strengthened. Teachers are encouraged to adopt more effective teaching methods and provide targeted support to help learners improve.

As in previous years, assessment practices across the PEDs still rely heavily on recycled examination question papers, with little or no innovation. Teachers are expected to address non-compliance issues and implement recommendations for improvements to enhance learner performance across all assessment tasks. Umalusi observed that more attention is needed to support schools that offer subjects with a PAT component and practical performances.

## CHAPTER 3

---

# MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

# CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

## 3.1 Introduction

The State of Readiness (SoR) is a critical quality assurance process through which Umalusi verifies the preparedness of assessment bodies to conduct, administer, and manage the National Senior Certificate (NSC) examinations. This process is designed not only to safeguard the integrity of the examinations but also to ensure that assessment bodies comply with established standards and directives.

The SoR serves several key objectives. Foremost among these is the monitoring of improvement plans and the progress made in addressing directives for compliance and enhancement, particularly those arising from the Department of Basic Education's (DBE) administration of the November 2024 examinations. In addition, the process evaluates the DBE's readiness to conduct the November 2025 NSC examinations, with specific attention to the systems established to protect the integrity of the examination process. The SoR also provides comprehensive feedback on the DBE's state of preparedness and acknowledges good practices that contribute to the effective management of national examinations.

The findings presented in this chapter reflect the DBE's current state of readiness to conduct, administer, and manage the November 2025 NSC examinations. They highlight areas of improvement, as well as areas of non-compliance, while issuing directives for compliance and enhancement. These directives require the DBE to develop detailed mitigating strategies to address identified shortcomings, thereby reinforcing the robustness and credibility of the examination system.

## 3.2 Scope and Approach

In conducting the SoR process, Umalusi adopted a risk-management approach aimed at identifying potential threats and opportunities based on their likelihood and potential impact. This analysis was informed by the review of self-evaluation reports submitted by assessment bodies. The approach places particular emphasis on risks that are both high-impact and high-likelihood, ensuring that the most critical areas receive focused attention.

Furthermore, this methodology enables Umalusi to provide timely feedback to the assessment bodies regarding identified risks, allowing them to implement appropriate measures for risk reduction. These measures are expected to reduce risks to a level deemed acceptable by Umalusi and relevant stakeholders, while ensuring that adequate control and monitoring mechanisms are in place to manage those risks effectively.

The process followed comprised two key stages.

a) Submission of self-evaluation report

The DBE conducted and submitted the self-evaluation report on its SoR in line with Umalusi's requirements, enabling Umalusi to evaluate and develop a risk profile.

b) Evidence-based verification

Based on the risk profile, Umalusi conducted an on-site verification to validate the information provided against the key indicators of examination readiness established for the SoR.

Together, these two key quality assurance activities provided critical insights that were instrumental in Umalusi's adjudication of the DBE's state of readiness to conduct, administer and manage the November 2025 NSC examinations.

### 3.3 Summary of Findings

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

The DBE, as the custodian of the National Examination system, not only sets the standards but also provides regular support to the Provincial Education Departments (PED), to ensure that prescripts, policies, and directives are adhered to when administering examinations. The DBE also ensures coordination across the nine PEDs and all other institutions that offer a service to the national examination system. Among the regular engagements held with the PEDs to ensure that the national examinations are conducted in a credible manner, are the State of Readiness audit process. Prior to the registration of candidates, collaboration was established with all relevant units to ensure alignment and the effective execution of the process. Furthermore, district officials were trained and capacitated on the registration requirements and were supported to implement the requirements accurately.

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

The audit conducted by Umalusi on PED presentations revealed several challenges in their capacity to manage and administer the October/November 2025 NSC examinations, with staffing emerging as a key concern. This was also observed at the district level. The following were prevalent:

- i. Inadequate personnel appointed to deal with national examination processes at provincial and district offices.
- ii. Unvetted personnel appointed in the question paper print production precinct, including those assigned with live question papers during quality assurance processes.
- iii. Low percentage monitoring coverage, which is far below the national threshold of 70% as determined by the DBE.
- iv. An inadequate number of markers appointed in selected subjects.

The implementation of contingency measures enabled the PED to successfully conduct the June 2025 Senior Certificate and NSC examinations, and same strategies will apply in event that the status remain to manage a credible November 2025 NSC examination.

Umalusi emphasises that long-term, sustainable interventions by DBE and PEDs are essential to address staffing shortages and to safeguard the integrity and credibility of the NSC examinations.

b) Registration of candidates and examination centres

i. Registration of candidates

The final audit on the registration database was conducted by DBE in September 2025 and data issues that required urgent attention were presented to each PED. The audit process found that the South African School Administration & Management System (SA-SAMS) registration data was uploaded across the PED, and preliminary schedules were sent to schools for the verification of registration data. The registration of candidates entailed the full-time candidates who were at school in 2025 and had completed 12 or 13 years of schooling, and part-time candidates who had written the examination in previous years and opted to improve their results. These are candidates who are out of school and are supported by the Second Chance Matric Programme. Registration forms for part-time candidates were checked by PED and candidates were provided with a tear-off slip as proof of registration. In addition, immigrants and foreign candidates were also captured accurately on SA-SAMS.

Concessions and accommodations for eligible candidates were finalised by the PED. Various forms of concessions and accommodations were granted to learners who experience barriers to learning to ensure they were not disadvantaged in the writing of the examination. These concessions included extra time, scribes/readers, rest breaks, prompters, etc. Umalusi has confidence with the measures and preparations that were put in place by DBE to ensure that the writing environment was conducive for writing.

The finalisation of the subject changes was managed reasonably well, with some changes still being made in the Grade 12 year. Nationally, 766 543 full time candidates and 137 018 part-time candidates were enrolled. The highest number of candidates was recorded for the 2025 NSC October/November examination as compared to the previous two years, whereas a variance of 18 197 was recorded in the number of part-time candidates enrolled in 2025 as compared to 2024. However, Umalusi was satisfied that the registration of candidates for the 2025 NSC October/November examination was conducted in accordance with the required regulations. The table below indicates the candidate's enrolment for the past three years.

**Table 3A: Historical trends: Registration of candidates**

Period	Total Registered	Full-time	Part-time
November 2025	903 561	766 543	137 018
November 2024	882 336	727 121	155 215
November 2023	898 520	717 377	181 143

ii. Registration of examination centres

Umalusi is mandated to ensure that only accredited examination centres are registered to administer the national examination. The audit revealed that full examination centre status was granted to centres that fully complied with the prescripts of the national standard. Furthermore, several designated centres were established by the PEDs to accommodate repeat candidates who were not attached to a particular school or part of an independent school that is prohibited from administering the examinations. Moreover, only Umalusi-accredited independent schools were registered as examination centres. Where the independent centres were not accredited, policy dictates that the respective PED must take over the administration of the examination. Similarly, the examination centres, with repeated examination irregularities, were also taken over administratively by the respective PED. Independent centres that have physically relocated were deregistered. In total, 6 376 public schools and 579 independent schools were registered as examination centres for the 2025 October/November NSC examination. Strict controls were put in place to ensure that all registered examination centres are compliant with regulations as set out for the conduct, administration, and management of examination sessions.

c) Marking centres

The DBE has established 192 suitable marking centres across the nine PEDs based on national criteria and of the 192 centres, DBE hosted one Centralised Marking Centre. All marking quality assurance procedures were appropriately implemented, monitored, and evaluated. A comprehensive marking management plan was developed based on consultation with all role players. All marking centres officially opened on 26 November 2025, with a staggered arrival of marking administrators and marking officials on 27 November 2025. The marking sessions commenced on 2 December 2025. It was reported that Gauteng, Limpopo, and Mpumalanga PED conducted early marking that started on 15 to 25 November 2025. Umalusi planned to monitor a predetermined sample of marking centres, including early marking centres, to assess compliance.

d) Management of internal assessment/school-based assessment (SBA)

An audit of provincial SBA systems was conducted across all PEDs to identify functionality gaps. While the moderation of the SBA tasks was conducted by DBE in sampled districts, meaningful feedback was provided to districts and schools to ensure improvement in the quality of SBA. Similarly, the moderation of Oral Assessment and Practical Assessment Tasks (PATs) was also conducted in a sample of districts by DBE and feedback was also provided. Ongoing moderation of SBA, Oral Assessment and PATs were conducted at the district and school level on an ongoing basis. The audit revealed high variances, inflated marks and missing or unverified evidence in SBA, Oral and PAT submissions. To mitigate these challenges, the DBE identified high-risk schools through national moderation and flagged inflated and missing evidence cases. Furthermore, the PEDs were requested to re-administer, remark, and submit unverified evidence for verification by DBE. In addressing persisting unresolved irregularities and Task Administration Irregularities, the PEDs were requested to submit written reports to DBE twice a year and constant follow-up was to be conducted by DBE, going forward.

#### e) Printing, packaging, storage, and distribution

The printing, packaging, storage and distribution (PPSD) of question papers is one of the critical processes for ensuring the credibility and integrity of the examination. It is for this reason that the DBE had to ensure that printing, packing, and storage venues comply with the security standards listed in the security protocol. In addition, printing and packaging had to be done to ensure minimum direct human contact with the physical question papers. The service provider was monitored on a regular basis to ensure compliance with the printing and packing protocol, while the print quality of question papers was checked regularly.

##### i. Printing

An internal audit of the printing and packaging sites was conducted by the PEDs, while the DBE carried out a verification audit of all sites where question papers were printed, packed, and stored. Umalusi also conducted its own verification audit of the printing sites. To ensure compliance with norms and standards, the DBE provided detailed printing guidelines to the PEDs for each question paper and facilitated training for printing managers. PEDs were mandated to implement Standard Operating Procedures to guarantee full compliance. Furthermore, overnight printing of question papers was prohibited to safeguard the credibility of the examination.

Several mitigating measures were implemented to address printing errors detected in question papers. Umalusi expressed satisfaction with the measures adopted by the DBE to ensure the integrity of the printing process.

##### ii. Packaging

Packaging of question papers was carried out by the PEDs in accordance with their plans and was strictly monitored. To safeguard the process, all officials involved in the distribution chain received thorough training. Officials handling live question papers were vetted and required to sign secrecy forms, including staff from service providers. Additionally, officials with children in Grade 12 or closely related learners were prohibited from working with live question papers for that year.

However, delays in the vetting of examination officials were noted in some PEDs, posing a potential risk. Automated packing of question papers was implemented, and papers were stored at provincial storage points for the period stipulated in the protocol. The audit revealed that not all provinces had automated end-to-end printing and packing solutions, resulting in manual handling of question papers during stitching and packing in some PEDs. Nevertheless, strict monitoring of printing managers during manual handling was enforced by the PEDs.

##### iii. Distribution

The distribution of question papers was carried out in accordance with the approved management plans, which were shared with Umalusi. All officials in the distribution chain were trained, distribution trucks were tracked, and all processes were closely monitored. Umalusi expressed satisfaction with the measures implemented to ensure secure distribution. Question papers were delivered safely to the identified storage points, and risk mitigation strategies were applied during distribution.

Storage points were audited by both the PEDs and the DBE, and audit reports across several PEDs were verified. Umalusi also visited selected storage points to confirm compliance.

Key holders in the PEDs were formally appointed in writing, and standard operating procedure including the protocol were developed. All storage facility keys were to be kept as prescribed. This directive was introduced to address previous non-compliance issues related to security measures, such as the double-locking system and proper key storage.

f) Monitoring of examinations

The audit of examination monitoring revealed that each PED and the DBE had developed a detailed monitoring plan covering all activities of the examination cycle, which served as the basis for monitoring. In addition, the DBE conducted a review of the examination system in all PEDs during May and June 2025. Regular meetings, including Standard Setting Meetings, were held with PED role players to ensure progress on various administrative processes. Meetings with Heads of Examination were also convened to evaluate progress and address issues requiring their attention.

The DBE further audited storage points, nodal and distribution points, and high-risk examination centres. To strengthen oversight, 57 part-time monitors were appointed by the DBE to monitor the writing of the November 2025 NSC examinations. Resident monitors were deployed to all high-risk centres, and districts who assumed control of examinations where necessary. PEDs targeted monitoring coverage of between 50% and 70%, which was optimised through an integrated approach and the adoption of the “monitoring the monitor” strategy.

g) Marker audit and appointments

The marker recruitment and selection process completed across the nine PEDs was audited by the DBE. Markers were appointed in line with the Personnel Administration Measures (PAM) criteria. Applications were verified at school and district levels before submission to the PEDs to ensure that only eligible and qualifying markers were considered. A comprehensive marking management plan was developed in consultation with all role players and subsequently audited by Umalusi. Competent Marking Centre Managers, Internal Moderators, Chief Markers (CM), Senior Markers (SM), Markers, and Examination Assistants were appointed in accordance with PAM criteria, and a pool of reserve markers was established across all PEDs. In addition, a script management system was implemented to ensure effective management of scripts at the marking centres.

The marking Management Plan, verified by Umalusi, included marking standardisation meetings convened for the 162 subject papers that were written. Only the marking guidelines approved by Umalusi at the end of the standardisation meetings were used for marking. All PED Chief Markers and Internal Moderators were subjected to an intensive DBE training and authorisation process, following the standardisation of the marking guidelines. Only authorised CMs and IMs were allowed to lead the marking processes in the respective provinces. The DBE conducted the training and authorisation process, which was subsequently replicated by CMs and IMs in the provinces to ensure standardised implementation. All marking quality assurance procedures were appropriately implemented, monitored, and evaluated.

Stringent measures to ensure that quality assurance of marking is conducted by appointed marking moderators were put in place by DBE. The quality assurance measures implemented at the marking centres included moderation by Senior Markers, who also served as supervisors for Markers, Deputy Chief Markers, Chief Markers, and Internal Moderators. Furthermore, External Moderators were also deployed by Umalusi to enforce compliance. Marking Centre Managers ensured regular engagement and monitoring of Chief Markers and Internal Moderators throughout the marking session. To mitigate the shortage of markers for selected subjects, the daily marking sessions were extended either by an additional hour in the morning, where possible, or by the number of marking days through an earlier start.

#### h) Systems for capturing of examination and assessment marks

The audit of the systems for capturing examination and assessment marks revealed that the DBE had developed and implemented a clear mark-capture plan. In addition, data capture managers and data capturers were appointed for every subject written. To ensure accuracy, a double-capture method was employed to verify the correctness of captured marks. Quality control measures for mark sheets were introduced to further enhance the accuracy of mark capturing. The Provincial Education Departments (PEDs) were provided with a clear protocol for managing unregistered learners prior to resulting. Furthermore, plans were put in place to ensure that all candidates results would be released on the official release date, except for those whose results were pending further investigation.

#### i) Management of examination irregularities

In an effort to strengthen advocacy for integrity among learners, teachers, principals, and parents, all candidates and their parents were required to sign a Commitment Agreement, pledging compliance with specific examination rules. Additionally, advocacy programmes focusing on examination readiness and the prevention of irregularities were implemented. Mechanisms were introduced to effectively manage examination irregularities and prevent recurrence. Training sessions were conducted to ensure adherence to all protocols relating to examination irregularities. Furthermore, the protocol for handling cell phones and crib notes was distributed to PEDs and shared with candidates and parents. Measures were also implemented to address recurring cases of candidates writing at incorrect subject levels.

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

Although PEDs identified various potential risks that could compromise the credibility and integrity of the October/November 2025 NSC examinations, appropriate risk mitigating strategies and controls were put in place to ensure the credibility of the examinations.

## 3.4 Areas of Improvement

The following areas of improvement were noted:

- a. Audits of a sample of high-risk centres: public, independent and Adult Education and Training (AET) centres were conducted by the DBE.
- b. The signing of a Commitment Agreement was introduced to remind and bind parents and learners to adhere to the rules and regulations.

- c. Collaboration with relevant provinces to have access to local intelligence to ensure proactiveness, in areas with a history of community and service delivery protests disrupting the writing of the examinations.
- d. Retention of printing managers for PPSD to address printing errors in question papers.
- e. Printing managers and editing teams within the PEDs strengthened quality assurance measures to ensure that no printing errors occurred.
- f. Extension of the e-Marking Pilot, in partnership with the Gauteng Department of Education (GDE).

### 3.5 Areas of Non-Compliance

During the verification audit, the following areas of non-compliance were noted:

- a. The delay in vetting officials in examinations for selected provinces by the State Security Agency (SSA).
- b. Inadequate number of marker applications in selected subjects is a recurrent risk facing the PEDs, especially in the Languages and History subjects.
- c. Financial and human resource remains a serious risk, which has been highlighted in the two previous fiscal years and persists.

### 3.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. Prompt vetting of all officials handling the printing, packaging, storage, and distribution of examination materials is carried out to strengthen security and accountability.
- b. PED employ sustainable measures to resolve the shortage of markers.
- c. National interventions to address financial and human resource challenges take precedence in 2026/27 to prevent the recurrence of resource shortages.

### 3.7 Conclusion

While the findings indicate pockets of improvement across the nine PEDs, particularly in monitoring coverage and the overall implementation of national standard operating procedures, the recurring risks related to human and financial resources, as well as the inadequate number of applications received during marker recruitment, remain key challenges that could negatively impact examination system readiness.

However, Umalusi commends the DBE and PEDs for ensuring that measurable and actionable interventions are in place to mitigate potential risks, including those highlighted.

It remains the responsibility of the DBE to address the directives for compliance and improvement issued and to ensure that a comprehensive improvement plan is developed.



CHAPTER 4

---

**AUDIT OF APPOINTED  
MARKERS**



# CHAPTER 4 AUDIT OF APPOINTED MARKERS

## 4.1 Introduction

Umalusi conducts audits of appointed markers for the National Senior Certificate (NSC) examinations to determine whether internal controls, procedures, guidelines, and policies used by assessment bodies in selecting and appointing marking personnel are effective, adequate, and compliant with the Personnel Administrative Measures (PAM). To achieve this, Umalusi deploys external moderators and verifiers to confirm whether:

A sufficient number of appropriately qualified marking personnel was appointed. Marking personnel with the requisite teaching and marking experience, as outlined in the Personnel Administrative Measures (PAM) and the criteria set by the respective Provincial Education Departments (PEDs) were appointed.

This chapter describes the procedures used when selecting and appointing marking personnel for the November 2025 NSC examinations administered by the Department of Basic Education (DBE).

## 4.2 Scope and Approach

Umalusi conducted an audit of appointed marking personnel using a desktop (online) verification approach in six PEDs and physical onsite audits in three PEDs. The subjects verified are outlined in Annexure 4A. The PEDs provided the required information and granted Umalusi access to their online systems to facilitate the external audit of appointed markers.

The sampling criteria for auditing appointed marking personnel were based on the following:

- a. Prioritising the audit of novice markers (across all levels) appointed for the marking of the selected subjects.
- b. Using historical data to identify and audit experienced markers who had not been audited within the past two years.

The evidence submitted by the PEDs for the selection and appointment of markers included the following:

- a. The requirements for the recruitment of markers across levels and positions;
- b. The 2025 circulars and advertisements used for the recruitment of markers and the marker application forms issued;
- c. The spreadsheets, records, electronic files, or database of all the appointed markers for all subjects;
- d. The lists of reserve markers and novice markers for all subjects; and
- e. The minutes of meetings held during the selection process.

Table 4A below lists the criteria used in the audit of marking personnel across levels.

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

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

### 4.3 Summary of Findings

Umalusi analysed the findings in accordance with the criteria outlined in Table 4A.

#### 4.3.1 Compliance with Notional Marking Times

This criterion assesses whether the PEDs appointed an adequate number of marking personnel at all levels by comparing the number of registered candidates per subject with the estimated time required to mark each script. Umalusi verified the sufficiency of the appointed markers across all levels using the notional marking times per question paper supplied by the DBE.

##### a) Markers

The PEDs selected and appointed markers in accordance with the PAM criteria, which require, at a minimum:

- A three-year post-school qualification;
- At least a two-year post-school qualification in the subject to be marked; and
- A minimum of two years' experience within the last five years in that subject.

The PEDs also ensured that enough markers were appointed for each question paper, aligned with the approved notional marking times prescribed in PAM. In addition, PAM stipulates that 15% of all appointed markers across all levels must be novice markers. Where a PED was unable to meet this requirement, a deviation had to be authorised by the Head of Department (HOD) and supported by a written explanation. Overall, PEDs largely complied with this requirement.

However, Umalusi noted shortages of markers in certain subjects, including English Home Language Papers 2 and 3, Afrikaans First Additional Language and Home Language Paper 3, History Papers 1 and 2, and Economics Papers 1 and 2 in some PEDs. Persistent shortages of Afrikaans markers were also observed in subjects such as Agricultural Sciences Paper 2 and Tourism in the Eastern Cape, a recurring challenge previously identified in 2024 despite the directives issued at that time.

In the Western Cape, the following shortages in the subjects and question papers were noted: Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3, Engineering Graphics and Design Paper 1 and Paper 2; History Paper 1 and Paper 2, Life Sciences Paper 2; Mathematics Paper 1 and Paper 2, Mathematical Literacy Paper 1 and Paper 2, and Physical Sciences Paper 1 and Paper 2. To mitigate these shortages, the PED planned measures such as extending marking days and administering competency tests in selected subjects.

In Limpopo, shortages affected subjects such as Tshivenda Papers 1 and 2, due to fewer applications than expected. The PED responded by the headhunting of teachers and extending marking days. Similar measures were considered in the North-West for Mathematical Literacy Paper 1 and Paper 2.

The Gauteng PED adopted a staggered marking approach and continued using e-marking for Mathematics, Mathematical Literacy, and Accounting Paper 1 and Paper 2.

Regarding compliance with the 15% novice marker threshold, most PEDs adhered to the 2024 directive. However, deviations were noted:

- In Mpumalanga, novice markers exceeded the threshold in Accounting Paper 1, Economics Paper 1, and Mathematical Literacy, ranging between 17.1% and 18.9%.
- In the Eastern Cape, non-compliance was noted for Economics Papers 1 and 2, where novice markers accounted for 20% and 23%, respectively.
- In the North-West, no novice markers were appointed for Computer Applications Technology Papers 1 and 2.
- In the Western Cape, novice markers for Accounting Papers 1 and 2 far exceeded the 15% threshold.
- In the Northern Cape, concessions were requested from the Acting Superintendent-General to relax selection and appointment criteria, as the 15% threshold could not be met in some subjects.

PEDs with deviations indicated that measures were in place to ensure the marking process would not be compromised. The following mitigating strategies were identified:

- a. A staggered marking approach;
- b. Headhunting suitably qualified marking personnel for schools offering subjects with marker shortages;
- c. Extension of marking dates during the marking session.

Additionally, to address shortages in Paper 3 of English Home Language, English First Additional Language, and Afrikaans First Additional Language and Home Language in Mpumalanga, Limpopo, and Gauteng, an early start to marking was adopted.

Overall, PEDs strived to adhere to the 15% threshold for novice markers in most subjects. Where deviations occurred, PEDs implemented measures to ensure the credibility of the marking process. Markers appointed across PEDs were sufficient for the number of registered candidates, and no issues were identified that could compromise the marking of the 2025 NSC examinations.

## b) Senior markers

The number of senior markers appointed is determined by the number of markers allocated to each question paper. In line with the PAM requirements, the PED is required to maintain a ratio of 1:5 between senior markers and markers for all question papers. The number of senior markers appointed per question paper and subject was appropriate across the PEDs.

The PEDs complied with the recommended ratio of 1:5 for senior markers to markers. There were no challenges noted in the appointment of senior markers across PEDs that may

have compromised the marking of the November 2025 NSC examination.

c) Deputy chief markers

The PEDs complied with the required 1:5 ratio of deputy chief markers to senior markers in all respects. However, the following observations were made:

Due to the limited number of scripts, the appointment of a deputy chief marker was not warranted in the Eastern Cape and Free State for Technical Sciences (Paper 1 and Paper 2) and Technical Mathematics (Paper 1 and Paper 2). A similar situation occurred in the North-West for Mechanical Technology (Automotive and Welding) and Technical Mathematics (Paper 1 and Paper 2). The same applied in the Northern Cape, for Technical Mathematics (Paper 1 and Paper 2), where script volumes were low.

The deputy chief markers appointed across the PEDs possessed extensive experience in the marking and moderation of the NSC examinations, thereby ensuring that the integrity of the processes was ensured.

d) Chief markers and internal moderators

The PAM regulations mandate the appointment of both a chief marker and an internal moderator for all subjects and question papers. The PEDs largely complied with this requirement.

#### **4.3.2 Qualifications and Subject Specialisation**

In accordance with the PAM guidelines, the minimum qualification for the appointment of markers is a recognised three-year post-secondary qualification that includes the relevant subject at second- or third-year level, or an equivalent post-Grade 12 qualification deemed appropriate.

a) Markers

The appointed markers possessed appropriate qualifications and subject specialisations, thereby meeting the requirements for marking at Grade 12 level for all subjects, except one. The following observation was noted:

In the Northern Cape, one marker for English First Additional Language Paper 3 held a foreign qualification, with no evidence of approval or evaluation by the South African Qualifications Authority (SAQA). There was no indication that this qualification had been verified. Umalusi issued a directive for compliance and improvement in 2024 regarding the verification of the authenticity of foreign qualifications prior to the appointment of markers. This directive has not been implemented by the PED. All other PEDs ensured that markers with relevant qualifications and subject specialisations were appointed.

b) Senior markers

The senior markers appointed for the audited subjects held the necessary qualifications and subject specialisations, with no deviations from the prescribed requirements observed.

c) Deputy chief markers

The audited PEDs complied with the qualification requirements stipulated in the PAM for

the appointment of deputy chief markers.

d) Chief markers and internal moderators

The audited PEDs complied with the qualification requirements outlined in the PAM for the appointment of chief markers and internal moderators.

### 4.3.3 Teaching Experience

In line with the PAM requirements, candidates applying for marker positions at various levels were required to have a minimum of three years' teaching experience in the specific subject or a related field. Additionally, they must at least have two years of teaching or curriculum-related experience in the relevant subject at Grade 12 level within the preceding five years.

a) Markers

All PEDs ensured that the appointed markers met the required teaching experience at Grade 12 level in the subjects for which they applied.

Compared to previous years, the Limpopo PED enhanced its marker appointment process by promoting a fair and balanced allocation of appointments across districts. Nonetheless, two verified markers for English First Additional Language Paper 2 and one for Paper 3 did not meet the stipulated minimum of three years' teaching experience. Likewise, one marker for Xitsonga Paper 1 and two for Xitsonga Paper 2 fell short of the required experience. In addition, the PED failed to provide evidence of approval by the Head of Department as expected.

The Eastern Cape PED strengthened the implementation of the PAM by conducting the application process online and considering candidates' previous year performance in the subject for the appointment. The verification of the appointed markers' teaching experience was efficient and fast through the online system.

The teaching experience criterion was overall adhered to by most PED across subjects.

b) Senior markers

The teaching experience of the audited senior markers complied with the specified requirements.

c) Deputy chief markers

The deputy chief markers appointed for the audited subjects in the PEDs complied with the specified requirements.

d) Chief markers and internal moderators

The chief markers and internal moderators met the requirements for this criterion.

#### 4.3.4 Marking Experience

The PEDs considered appointing both experienced and novice markers for the audited subjects in accordance with the PAM guidelines.

##### a) Markers

The PEDs demonstrated a clear commitment to the inclusion of novice markers. Although prior marking experience was not a mandatory requirement for novice markers, priority was given to appointing experienced markers, with up to 15% of positions specifically allocated to novice appointments.

The PEDs complied with the criterion, and there were no identified challenges that could have compromised the marking process.

##### b) Senior markers

The PAM stipulates that senior markers must possess a minimum of two years' experience as a marker in the relevant subject. The senior markers appointed for the audited subjects met this requirement across the PED.

##### c) Deputy chief markers

Applicants for the position of deputy chief marker were required to have a minimum of five years' marking experience, including at least two years as a senior marker in the subject for which they applied. The deputy chief markers appointed for the audited subjects met these specified criteria.

##### d) Chief markers and internal moderators

Chief markers and internal moderators were contracted by the PEDs and met the requirements regarding the marking experience in accordance with the PAM guidelines.

#### 4.3.5 Enhancements to PAM

The following enhancements to PAM were noted:

- a. The Eastern Cape PED enhanced the implementation of the PAM by considering candidates' previous year performance in the relevant subject when appointing markers.
- b. The Western Cape PED administers competency tests in selected subjects to strengthen its appointment criteria.
- c. The Eastern Cape and Northern Cape PEDs use the evaluation reports from the previous marking cycle to guide the appointment of markers at various levels.

#### 4.4 Areas of improvement

An area of improvement was noted in the Eastern Cape PED.

- a. The PED introduced an online application system for recruitment of marking personnel, which aimed to streamline the application process.

## 4.5 Areas of non-compliance

The following area of non-compliance were observed:

- a. Non-compliance with the 15% threshold requirement for the appointment of novice markers in various subjects (Eastern Cape, Mpumalanga, North-West and Northern Cape).
- b. Appointment of markers with foreign qualifications, without evidence of approval or evaluation by SAQA (Northern Cape).

## 4.6 Directives for compliance and improvement

The DBE must ensure that:

- a. All PEDs comply with the 15% threshold requirement for the appointment of novice markers in all subjects.
- b. The PEDs verify the authenticity of foreign qualifications before appointing the markers.

## 4.7 Conclusion

The audit confirmed that the PEDs largely complied with the prescribed criteria for appointing marking personnel for the November 2025 NSC examinations. While some deviations from the PAM requirements were observed, these were not deemed significant enough to impact the marking process. The PEDs must ensure full adherence to the PAM requirements in the future selection and appointment processes. Umalusi acknowledges and commends the improvements noted in the selection and appointment of markers across subjects.

## CHAPTER 5

---

# MONITORING OF THE WRITING OF THE EXAMINATIONS

# CHAPTER 5 MONITORING OF THE WRITING OF THE EXAMINATIONS

## 5.1 Introduction

The oversight monitoring of the National Senior Certificate (NSC) examinations at the exit-point is a critical quality assurance role and measure intended to determine the credibility of the conduct, administration and management of the examinations in relation to the legislative framework governing the NSC examinations.

The October/November 2025 NSC examinations commenced on 21 October 2025 and concluded on 27 November 2025.

This chapter outlines the summary of findings, identifies areas of improvement and areas of non-compliance. Moreover, directives for compliance and improvement have been issued and require that DBE address this by producing an improvement plan.

## 5.2 Scope and Approach

Six thousand nine hundred and forty-eight examination centres were established for the writing of the November 2025 NSC examinations compared to 6 909 examination centres in November 2024. Umalusi sampled and monitored 200 examination centres, a decline in the number of sampled examination centres as compared to the approximately 316 centres that were selected in November 2024.

Data was collected through Umalusi's stringent oversight monitoring in line with the existing protocols, to include, among others, monitoring of the writing instrument. Interviews with chief invigilators and observed examination sessions were conducted to gather information on the conduct, administration, and management of the national examinations.

Examination centres that were found to be non-compliant are provided in Annexure 5B.

## 5.3 Summary of Findings

The summary of findings is based on the analysis of documentary evidence in the examination files that were made available to monitors at the examination centres, as well as observations recorded during the monitoring process. The findings and conclusions are limited to the sample of 200 examination centres monitored and the information available during Umalusi's visits.

### 5.3.1 General Administration

The credibility and integrity of the examination rely largely on the effectiveness of the general administration of the examination process. In this regard, DBE was assigned to develop and enforce stringent systems to be implemented by PEDs and to conduct, administer and manage the October/November 2025 examinations.

#### a) Management of examination question papers

The subsequent findings on the management of examination question papers revealed that measures for the collection of examination question papers were put in place and adhered to by all PEDs. Question papers were collected from the nodal points by the chief invigilators or delegated personnel, except in designated districts where question papers were delivered at the various examination centres by district officials as per the delivery schedule. Moreover, verification procedures were implemented to confirm that the correct question papers were either collected or delivered by authorised personnel. Despite the controls that were put in place, 29 centres of the 200 examination centres sampled did not have the required dispatch documentation, constituting a deviation from prescribed administrative requirements. It is required that the Computer Applications Technology (CAT) checklist be completed, certified by the principal, and submitted to the districts across the nine PED. However, no checklist was submitted at one centre.

Despite the minor non-compliance areas reported, the management of examination question papers was conducted in an acceptable manner.

#### b) Appointment records of invigilators

The Regulations pertaining to the Conduct Administration and Management of Examinations of the National Senior Certificate Examination require that all chief invigilators and invigilators be formally appointed in writing and adequately trained for each examination session to ensure compliance with national examination standards. In addition, South African Sign Language Home Language (SASL HL) invigilators are required to demonstrate appropriate communication competence in SASL HL to effectively support candidates and be able to communicate effectively with candidates. During the current examination cycle, evidence of appointment letters for chief invigilators was unavailable at 11 centres, while proof of training for chief invigilators was not provided at ten centres. Furthermore, invigilators at six centres were not formally appointed in writing by the chief invigilators.

Training for Invigilators was also not conducted at six centres. The absence of formal appointments and adequate training is a significant concern, as it has the potential to compromise the credibility of the examination. Training invigilators remains a mandatory compliance and is essential for equipping invigilators with the capacity to identify, manage, and report examination irregularities effectively.

#### c) Management of Invigilators' attendance

An improvement was noted during the current cycle, as the prescribed invigilator-to-candidate ratio of 1:30 was breached at only one centre, compared to seven centres in 2024. Additionally, attendance registers were not fully signed by invigilators at six centres, and at one centre, invigilators failed to arrive at the stipulated reporting time. Although invigilation timetables were available at all sampled centres, relief timetables were not available at 17 centres, constituting a non-compliance that requires urgent attention by PEDs.

d) Examination document management

Overall, compliance with this criterion was satisfactory, as the majority of examination centres met the required standards, except at three centres that did not have copies of the official examination timetable. Although all centres possessed examination files containing the required documentation, examination manuals were not available at nine centres. Furthermore, attendance records of examination monitors were not available in the files at 21 centres.

### 5.3.2 Credibility of the Writing of the Examination

a) Security and supply of question papers

The findings on the security and supply of question papers indicate overall compliance across the sampled centres, except for two centres where question papers were not stored in a secure location but in an unsafe storage area. Of these two centres, examination material was kept in a strong room that was used to keep other material, such as stationery and other school documents. This was not only a non-compliance but a serious irregularity with a possible impact on the credibility of the examination session. While it is mandatory that all examination materials must be kept in the strongroom or safe, at two centres, question papers were kept in the principal's car prior to the writing of the examination.

The findings further revealed that there was no strong room or safety for the safekeeping of the question papers at seven centres. However, chief invigilators ensured that questions are taken straight to the examination room upon arrival from the nodal points. Nevertheless, all the sampled examination centres ensured that the question papers were sealed prior to their distribution in the examination rooms.

b) Admission of candidates to the examination venue

With regards to the admission of candidates in the examination venues, candidates were not admitted to the examination room by the invigilators at least 30 minutes before the commencement of the examination at four centres. This impacted on the verification of the admission letters of the candidates for admission to the examination rooms, not only in the four centres but also in three additional centres. Non-verification of admission letters or identity documents is a non-compliance that must be taken seriously by all PEDs.

Whereas seating plans were not available for verification in a few of the writing sessions at six centres, candidates sat randomly at five centres. Although there were candidates who arrived late, such candidates were admitted to the examination rooms as they arrived within the regulated time.

c) Conduciveness of the examination venue

It is required by laws governing the NSC examinations that writing environments be conducive for writing an examination. Conduciveness entails sufficient space to accommodate all candidates that are writing on the specific day, suitable furniture that is comfortable for candidates, proper lighting and the availability of water and ablution facilities.

The findings on the conduciveness of the examination venues revealed that three examination centres did not have enough rooms to accommodate all candidates who were registered at those centres. While there was no sufficient space to accommodate all candidates in the examination room at five centres, there was no partition between the workstations for the SASL HL candidates at one centre. These candidates were seated at long tables with no dividers between them. This was non-compliance as Chief Invigilators did not ensure that candidates did not see the next screen.

The PEDs were commended for ensuring that each candidate had his/her own workstation for the writing of Information Technology (IT). However, there was no evidence of a minimum of two standby computers available at one centre. At one SASL HL centre, challenges were experienced during the opening of the system to access the question papers. However, the staff offering technical support as required were able to urgently assist the candidates affected by the challenges that arose during the opening of the folders. In addition, there was no proper lighting in the examination room at six centres.

The conduciveness of the examination venue was also negatively impacted by the lack of water and toilet facilities at one centre, whereas at seven centres, there was a high level of noise that came from the lower grades. At two centres, there was no standby generator or other contingency measures in place in case of power failure. A standby generator must be available for the writing of SASL HL, Computer Applications Technology and Information Technology. During the current examination, this requirement was enforced by the DBE and the formal relevant protocol issued by the DBE.

#### d) Administration of the writing session

Various forms of concessions and accommodation were granted to candidates who experienced various barriers to learning to ensure that they are not disadvantaged in the writing of the examination. For the October/November 2025 NSC examination, 13 centres had candidates that have been granted special concessions. The concessions included extra time, scribes, readers, rest breaks, separate venues, etc. Concessions for separate venues were granted to two candidates at two of the 13 centres due to medical conditions. This was beyond the chief invigilator's control as the candidates were unwell/ill and had to be isolated. Furthermore, the following findings were recorded as detailed below:

- i. There were no information boards available and visible to all candidates displaying relevant information on the examination in progress and information centre at five centres.
- ii. Not all the candidates were registered to sit the examination at five centres and an irregularity form was completed.
- iii. Calculators were not checked for compatibility or compliance for use in the examination at 16 centres.

Overall, Umalusi was satisfied with the achieved levels of compliance and maintained improvement for this criterion.

e) Compliance with examination procedures

With regard to the compliance with examination procedures, the following findings were noted:

- i. There was no evidence that the examination centre was verified by the assessment body for its readiness to administer the examination at 59 sampled centres,
- ii. The correctness of the information on the cover page of the answer book was not verified at six centres,
- iii. The examination rules were not read to the candidates at one centre whereas at seven centres, question papers were not checked for technical accuracy with the candidates,
- iv. The examination did not start at the time indicated on the timetable at six centres and did not end at the time stipulated in the timetable at five centres, however the candidates were compensated for lost time so that no candidates were disadvantaged, and
- v. Only one backup copy was made for CAT at one centre instead of two copies.

f) Handling of answer scripts

The handling of answer scripts is one of the key quality assurance procedures in the administration and management of the examination. All the examination centres fully complied with this criterion, and chief invigilators were commended for adhering to the regulations and prescripts except at one centre where an unauthorised person was used to assist in packaging scripts.

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

In relation to the incidents with possible impact on the examination session, the following were noted:

- i. At least six candidates were escorted to the bathroom at the same time by one invigilator. The chief invigilator did not ensure that sufficient relief invigilators were appointed to assist in situations such as this.
- ii. Lack of a safe or strong room for the safekeeping of question papers was observed.
- iii. Learners were instructed to write their names on answer sheets instead of student numbers.

## 5.4 Areas of improvement

There were no areas of improvement reported.

## 5.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- a. Chief invigilators and invigilators were unable to provide written evidence of their appointment or proof of training for the current examination cycle.
- b. Examination materials were not stored in a secure environment upon arrival at the examination centre.

- c. There was a lack of proper partitioning between candidates during the writing of SASL HL, which is necessary to ensure that candidates cannot view the next screen.

## **5.6 Directives for Compliance and Improvement**

The DBE must ensure that:

- a. Invigilators are formally appointed in writing, and evidence of their training for the current examination cycle is properly filed for external verification, should the need arise.
- b. All examination materials are secured in accordance with the norms and standards for the security of question papers, as prescribed by the DBE.
- c. All examination centres administering SASL HL implement adequate physical or digital partitioning between candidates to prevent screen visibility during the examination, and the partitioning measures comply with Umalusi's standards for examination integrity and are verified during pre-examination readiness checks.

## **5.7 Conclusion**

While the DBE's commitment to improving standards is notable, Umalusi found the actioned 2024 improvement plan had contributed to the successful delivery of the November 2025 NSC writing sessions revealing full compliance across all key criteria and set performance indicator prescribed by Umalusi.

Despite the areas of non-compliance identified, a noticeable improvement was observed in the management of the October/November 2025 NSC examinations compared to 2024. The DBE is commended for the measures implemented, which contributed to the examinations being conducted at an acceptable standard.

It remains the responsibility of the DBE to ensure that the issued directives for compliance and improvement are addressed.

## CHAPTER 6

---

# MARKING STANDARDISATION MEETINGS

# CHAPTER 6 MARKING STANDARDISATION MEETINGS

## 6.1 Introduction and Purpose

Among its various portfolios, Umalusi oversees the marking standardisation meetings (MSM) for the National Senior Certificate (NSC) examinations to ensure that marking processes conducted by assessment bodies meet the required standards. These meetings include those convened by the Department of Basic Education (DBE) prior to the marking of candidates' scripts and are attended by Umalusi external moderators and verifiers, DBE examining panels, and provincial delegates such as chief markers and internal moderators. For selected subjects, DBE curriculum specialists, observers or monitors are also required to participate.

The purpose of the MSM is to:

- a. Ascertain whether provincial delegates had pre-marked 20 scripts each to inform the refinement of the marking guidelines;
- b. Revise the marking guidelines where necessary, to strengthen consistency in marking among markers across the nine provincial education departments (PED);
- c. Achieve a common understanding of the approved marking guidelines to uphold the validity and reliability of the marking process;
- d. Determine the appropriate tolerance range for each question paper to ensure that differences in marker judgement remain within acceptable limits; and
- e. Train and authorise provincial delegates to ensure that they competently facilitate training and supervise the marking and marking processes in their respective PED.

These meetings are conducted to enable accurate, judicious and reliable marking of candidates' scripts across all nine PED in the subsequent marking process.

## 6.2 Scope and Approach

Umalusi participated in a total of 148 MSM hosted by the DBE for the November 2025 NSC examinations. This comprised 96 question papers that underwent decentralised marking (as listed in Annexure 6A) and 52 centralised marking (listed in Annexure 6B). The 96 decentralised MSM followed either face-to-face, fully virtual modality or hybrid and were held from 27 October 2025 to 30 November 2025. The 52 centralised MSM followed a hybrid modality. The MSM for Life Orientation Common Assessment Task was conducted face-to-face on 1 September 2025 across the nine PED.

Of the 96 decentralised MSM, 26 were held face-to-face at various venues at the DBE, 59 were held using a hybrid modality where Umalusi and the DBE panels attended at the DBE venues, and provincial delegates were hosted at designated venues under the supervision of examination officials in each province, and 11 were conducted fully virtual via Microsoft Teams. Umalusi, the DBE panels, curriculum specialists and marking moderators joined remotely from the provinces in which they reside, while provincial delegates joined at designated venues under the supervision of examination officials in the province. In this mode, all MSM processes were digitally managed.

Although the DBE scheduled 61 question papers for centralised marking, nine question papers, namely Siswati Second Additional Language (SAL) Papers 1, 2 and 3; Tshivenda SAL Papers 1, 2 and 3; and Xitsonga SAL Papers 1, 2 and 3, did not take place due to nil enrolment in these languages. Consequently, 52 MSMs, listed in Annexure 6B, were administered at centralised venues owing to the low enrolment of candidates. These meetings were conducted from 30 November to 2 December 2025. The DBE outlined the management processes for the three MSM modalities in Examination Instruction No. 42 of 2025. Umalusi's participation in these meetings was to ensure adherence to the criteria established within its quality assurance framework. The criteria comprise three components, as illustrated in Table 6A, with the number of quality indicators for each criterion indicated in brackets.

**Table 6A: Criteria for the quality assurance of MSM**

Part A Preparatory Work	Part B Marking Standardisation Meeting	Part C Training and Authorisation
Pre-marking standardisation meeting (PMS) (8) <sup>°</sup>	Processes and procedures (PP) (5) <sup>°</sup>	Training of the senior marking personnel (TSM) (8) <sup>°</sup>
Preparation by senior marking personnel in the assessment body (PSM) (2) <sup>°</sup>	Mediation of the marking guidelines (MMG) (9) <sup>°</sup>	Authorisation of senior marking personnel (ASM) (4) <sup>°</sup>
	Role of external moderators (REM) (5) <sup>°</sup>	Quality of the final marking guideline (QFM) (7) <sup>°</sup>

<sup>°</sup> Number of quality indicators

### 6.3 Summary of Findings

Drawing on the criteria outlined in Table 6A and the associated quality indicators, this section presents the findings from the observed MSM processes. Table 6B reflects the composite totals for the three MSM modalities across the 96 decentralised MSMs, while Table 6C presents the percentage compliance per criterion for these MSMs. Table 6D outlines the percentage compliance per criterion for the 52 centralised MSMs, as detailed in Annexure 6B.

**Table 6B: Level of compliance of 96 decentralised MSM per criterion**

Criteria	PART A		PART B			PART C		
	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
<b>Compliance in all respects</b>								
Face-to-face modality	24	23	20	24	26	24	23	26
Hybrid modality	53	45	44	59	59	56	55	57
Fully virtual modality	8	4	4	10	11	11	9	11
<b>Total number</b>	<b>85</b>	<b>72</b>	<b>68</b>	<b>93</b>	<b>96</b>	<b>91</b>	<b>87</b>	<b>94</b>
<b>Total percentage</b>	<b>89</b>	<b>75</b>	<b>71</b>	<b>97</b>	<b>100</b>	<b>95</b>	<b>91</b>	<b>98</b>

Criteria	PART A		PART B			PART C		
	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
Compliance in most respects								
Face-to-face modality	2	3	6	2	0	2	3	0
Hybrid modality	6	14	15	0	0	3	4	2
Fully virtual modality	3	7	7	1	0	0	2	0
<b>Total number</b>	<b>11</b>	<b>24</b>	<b>28</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>2</b>
<b>Total percentage</b>	<b>11</b>	<b>25</b>	<b>29</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>2</b>

**Table 6C: Percentage compliance of 96 decentralised MSM per criterion**

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited compliance	No compliance
Pre-marking standardisation meeting	89	11	0	0
Preparation by senior marking personnel in the assessment body	75	25	0	0
Processes and procedures	71	29	0	0
Mediation of the marking guidelines	97	3	0	0
Role of external moderators	100	0	0	0
Training of the senior marking personnel	95	5	0	0
Authorisation of senior marking personnel	91	9	0	0
Quality of the final marking guideline	98	2	0	0

**Table 6D: Percentage compliance of 52 centralised MSM per criterion**

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited compliance	No compliance
Pre-marking standardisation meeting	100	0	0	0
Preparation by senior marking personnel in the assessment body	88	12	0	0
Processes and procedures	90	10	0	0
Mediation of the marking guidelines	100	0	0	0
Role of external moderators	98	2	0	0

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited compliance	No compliance
Training of the senior marking personnel	100	0	0	0
Authorisation of senior marking personnel	92	8	0	0
Quality of the final marking guideline	98	2	0	0

### 6.3.1 Part A: Preparatory Work

#### a) Pre-marking standardisation meeting

Table 6C indicates that 89% of the MSM achieved full compliance, while 11% were compliant in most respects, for this criterion. This shows an improvement of one percent compared to the November 2024 findings which recorded 88% while 12% were compliant in most respects. All examination papers confirmed that pre-standardisation meetings were convened; provincial internal moderator reports received were considered during discussions; and decisions affecting marking guidelines were taken during pre-meetings. Additionally, issues that arose during pre-meetings were satisfactorily resolved.

However, Consumer Studies reported that the panel members did not receive pre-marking scripts, in preparation for the pre-meeting discussions. Similarly, Geography Paper 2 noted that the marking guidelines were not mediated based on the pre-marked scripts; instead, the scripts were marked only after the guidelines were discussed. Additionally, the quality of printing was below standard in Geography Paper 2 in Free State (FS), Gauteng Province (GP) and Western Cape (WC); Civil Technology (Civil Services) in KwaZulu-Natal Province (KZN); Civil Technology (Construction) in WC; and in the Civil Technology (Woodworking) answer sheet in WC.

In addition, the following eight question papers indicated that internal moderator reports were either not provided or submitted late:

- i. Agricultural Sciences Paper 2 in WC, MP and Free State (FS) – reports were submitted after pre-meeting discussions;
- ii. Civil Technology (Civil Services) in WC – report was submitted on the day of the pre-meeting discussion;
- iii. Dramatic Arts Paper 1, in FS submitted late;
- iv. Electrical Technology (Electronics) in FS – report was submitted on the day of the pre-meeting and in North West Province (NW), a day later;
- v. IsiZulu Home Language (HL) Paper 3 - despite timely submission by FS, internet connectivity issues delayed receipt by the DBE;
- vi. Life Orientation - Eastern Cape Province (EC) submitted a day late; Northern Cape Province (NC) did not submit; and of concern is that NW remains non-compliant for the third consecutive year;
- vii. Sesotho HL Paper 2 - EC, Gauteng (GP) and MP submitted late; and
- viii. Sesotho HL Paper 3 - GP and MP delayed submission.

Despite delayed or non-submission of reports for the eight question papers listed above, there was a marked improvement compared to November 2024, when 24 such cases were recorded.

For centralised marking subjects, the DBE does not provide for a pre-marking standardisation meetings. Instead, the marking officials, comprising internal moderators, chief markers and deputy chief markers, are required to pre-mark scripts two days prior to the MSM. During the MSM, the marking guidelines are standardised and submitted for approval by Umalusi. Table 6D shows that 100% of question papers in centralised marking subjects fully complied with the DBE's pre-marking procedures. This represents a 22% improvement compared to the November 2024 examination cycle, which recorded 88% full compliance.

b) Preparation by senior marking personnel in the assessment body

This criterion assesses whether provincial and DBE examination panels had adequately prepared for the MSM by developing possible answers and ensuring that all senior marking personnel pre-marked the required 20 scripts as stipulated by the DBE. Table 6C shows that 75% of the question papers achieved full compliance, while 25% demonstrated compliance in most respects, consistent with the 74% compliance in most respect reported in November 2024.

Table 6E presents the percentage of compliance, non-compliance, and cases where question papers were neither written nor marked at the PED, in relation to the requirement to pre-mark 20 scripts, detailed in Annexure 6E.

**Table 6E: Percentage compliance of pre-marking 20 scripts for decentralised marking**

Provinces	Compliance in all respects (%)	Non-compliance (%)
EC	99	1
FS	84	16
GP	91	9
KZN	94	6
Limpopo (LP)	90	10
MP	90	10
NC	97	3
NW	89	11
WC	89	11

Table 6F provides a comprehensive list of question papers that did not comply with the pre-marking of 20 scripts across each PED.

**Table 6F: Non-compliance with pre-marking 20 scripts for decentralised marking**

Provinces	Question papers not compliant
EC	Technical Mathematics Paper 2
FS	Afrikaans SAL Paper 2; Civil Technology (Civil Services, Construction and Woodworking); Design Paper 1; Electrical Technology (Digital Electronics, Power Systems and Electronics); Life Sciences Paper 1; Mechanical Technology (Automotive, Fitting and Machining, and Welding and Metalwork); Religion Studies Paper 1 and Paper 2; Technical Mathematics Paper 2; and Visual Arts Paper 1.
GP	Afrikaans SAL Paper 1 and Paper 2; Civil Technology (Civil Services); Design Paper 1; Electrical Technology (Digital Electronics and Electronics); IsiZulu First Additional Language (FAL) Paper 3; Mechanical Technology (Welding and Metalwork); and Sesotho HL Paper 3.
KZN	Afrikaans SAL Paper 2; Business Studies Paper 1; Civil Technology (Civil Services); Design Paper 1; Economics Paper 1; and Visual Arts Paper 1.
LP	Afrikaans FAL Paper 1 and Paper 2; Civil Technology (Civil Services and Woodworking); Mechanical Technology (Automotive, Fitting and Machining, and Welding and Metalwork); Religion Studies Paper 1 and Paper 2; and Visual Arts Paper 1.
MP	Afrikaans HL Paper 2; Civil Technology (Civil Services, Construction and Woodworking); Electrical Technology (Power Systems); Hospitality Studies; Life Sciences Paper 1; Mechanical Technology (Fitting and Machining, and Welding and Metalwork); and Siswati HL Paper 1.
NC	Mechanical Technology (Automotive), and Technical Mathematics Paper 1 and Paper 2.
NW	Civil Technology (Civil Services and Woodworking); Consumer Studies; Electrical Technology (Digital Electronics, Power Systems and Electronics); Information Technology Paper 2; Mechanical Technology (Automotive); Technical Mathematics Paper 1 and Paper 2; and Visual Arts Paper 1.
WC	Civil Technology (Civil Services); Electrical Technology (Digital Electronics, Power Systems and Electronics); Mechanical Technology (Automotive, Fitting and Machining, and Welding and Metalwork); Sesotho HL Paper 1, Paper 2 and Paper 3; and Technical Mathematics Paper 1.

The question papers with the highest levels of non-compliance in pre-marking the 20 scripts were Civil Technology (Civil Services), Design Paper 1 and Electrical Technology (Electronics) – all provinces in which these question papers were marked showed 100% non-compliance.

The most common reasons provided for non-compliance across the nine PED were:

- i. Senior marking personnel marked only the number of scripts supplied by the province;
- ii. Low candidate enrolment, which limited the availability of 40 scripts per province;
- iii. Non-receipt of scripts for pre-marking from the PED;
- iv. Late submission of scripts by the PED;
- v. Duplication of scripts received from the PED;
- vi. Retention of three scripts from the allocated batch for training and authorisation during the MSM;
- vii. Receipt of scripts from the marker's own district, which could not be marked because of DBE regulations;
- viii. Poor print quality of scripts, which hindered pre-marking; and
- ix. Time constraints that prevented full pre-marking.

In several cases, reasons were not provided for the non-compliance.

Overall, the reasons for non-compliance reflect a combination of administrative shortcomings, logistical constraints and procedural oversights across the nine PED. To strengthen adherence to pre-marking protocols, the DBE and PED should implement stricter script management measures, including early distribution of complete and high-quality script batches, verification checks to prevent duplication, and contingency plans for low-enrolment subjects.

Table 6G provides a comparative analysis of percentage compliance with the requirements to pre-mark 20 scripts per province for decentralised marking during the November 2023, November 2024 and November 2025 examination cycles. The November 2025 statistics include provinces where marking did not take place due to low enrolment, as well as those where marking was outsourced, thereby ensuring that all relevant contexts and marking arrangements were fully accounted for.

**Table 6G: Percentage compliance of pre-marking of 20 scripts per province for decentralised marking in November 2023, November 2024 and November 2025**

Provinces	Compliance (%) 2023	Compliance (%) 2024	Compliance (%) 2025
Eastern Cape (EC)	91	89	99
Free State	80	86	84
Gauteng	85	88	91
KwaZulu Natal	85	92	94
Limpopo	79	86	90
Mpumalanga	90	90	90
Northern Cape	96	100	97
North West	78	77	89
Western Cape	56	85	89

Overall, eight provinces showed an upward trend in compliance from 2023 to 2025, with notable improvements in 2025. The Western Cape recorded the most improvement, increasing from 56% in 2023 to 89% in 2025. Gauteng, KwaZulu-Natal and Limpopo Province (LP) also showed steady year-on-year improvement, rising from 85%, 85% and 79% in November 2023 to 91%, 94% and 90% in November 2025, respectively. Mpumalanga remained stable at 90% across all three years. Northern Cape maintained consistently high compliance, peaking at 100% in 2024. Free State exhibited minor fluctuations but remained relatively stable at 80%, 86% and 84% across the three cycles, respectively. Eastern Cape improved markedly from 91% in 2023 to 99% in 2025, and North West from 78% in 2023 to 89% in 2025. Overall, the majority of provinces achieved higher compliance levels in 2025 compared to previous years.

For centralised marking, the DBE requires the pre-marking of 10 scripts by the examining panel, as opposed to the 20 scripts for decentralised marking. These question papers typically have low candidate enrolment and vary across provinces. Table 6D reveals that 88% of the question papers were fully compliant with this requirement, while 12% showed compliance in most respects.

In cases of partial compliance, Agricultural Technology reported that only six of the 26 marking personnel were prepared with possible answers. Sesotho FAL Paper 1, Paper 2 and Paper 3 indicated that pre-marking scripts were not provided to the marking personnel. South African Sign Language (SASL) Home Language (HL) Paper 1 highlighted that only the internal moderator completed the pre-marking due to technical constraints associated with video-based scripts, which can only be marked at the designated centres. Similarly, SASL HL Paper 3 reported that the internal moderator and chief marker had not prepared in advance for the MSM and technical issues prevented the uploading of pre-marking scripts prior to the meeting.

### 6.3.2 Part B: Marking Standardisation Meeting

#### a) Processes and procedures

For this criterion, Table 6C reveals that 71% of the examination papers achieved full compliance, while 29% met compliance in most respects, reflecting a 6% decline from the levels recorded in November 2024. The data showed that all five quality indicators exhibited varying degrees of non-compliance. For Sesotho HL Paper 1, Paper 2 and Paper 3, the provinces did not present their reports; however, at the MSM, marking personnel were allowed to provide inputs during the discussions. For Life Sciences Paper 1, a general discussion on the standard of the question paper did not occur. The chief examiner had distributed a Google form to the PED delegates with relevant questions to evaluate the standard of the question paper. These were collated and shared with Umalusi.

For Geography Paper 1, the quality of the printing of the images in three questions was not of the required standard in GP, WC and LP. For Civil Technology (Civil Services and Construction), KZN and MP reported evidence of line shifting on an answer sheet worth 16 marks. For Civil Technology (Woodworking), GP, KZN and WC noted that the assessment criteria on an answer sheet had also shifted. However, this error could only be detected after the answer was provided and it is likely that only a few candidates were affected.

In addition, 12 question papers reflected non-compliance with the quality indicator requiring the DBE to deliver a presentation on the processes and procedures that had to be followed at the MSM. Accounting Paper 1, Afrikaans HL Paper 3, and Sepedi HL Paper 1 and Paper 2 stated that the DBE did not make a presentation as required.

Additionally, Afrikaans HL Paper 1, Paper 2 and Paper 3, and Afrikaans SAL Paper 1 and Paper 3 reported that the PED panels joining the MSM virtually experienced challenges with photocopying and related support services. IsiXhosa HL Paper 1 declared that the plenary presentation by the DBE delayed the start of MSM by two hours. Physical Sciences Paper 1 noted that the printed question papers and marking guidelines were insufficient for all delegates, forcing them to rely on their personal copies and notes throughout the meeting.

Critically, for Information Technology Paper 2, a procedural issue arose after initial discussions when updated marking guidelines were not transmitted to the PED. An outdated version was mistakenly distributed, causing extended discussions as the presenter used the latest version while the PED relied on the old one, leading to discrepancies in mark allocations.

In relation to MSMs associated with centralised marking, Table 6D indicates that 90% of the question papers were fully compliant with the processes and procedures of the MSM, while 10% were compliant in most respects, reflecting a 5% improvement compared to November 2024.

Dance Studies described organisational and logistical shortcomings, including challenges related to the scheduled times. Furthermore, Setswana FAL Paper 1, Paper 2 and Paper 3 noted a deviance from the initial DBE MSM schedule as the DBE held meetings that resulted in the MSM going beyond the planned schedule. Collectively, these issues suggest that the DBE must strengthen its coordination and adhere more

b) Mediation of the marking guidelines

Unlike the November 2024 examination cycle, when this criterion achieved 100% compliance, the November 2025 cycle showed a 3% decline, with full compliance at 97% and compliance in most respects at 3%. All question papers reported that rigorous, meaningful discussions produced valid alternative responses to support reliable marking; clarified possible responses to enhance markers' consistency; provided clear motivations for amendments to the marking guidelines; and ensured that any changes implemented did not affect the cognitive level or level of difficulty of the required response. However, three question papers, viz., Engineering Graphics and Design Paper 1 and Paper 2, and Civil Technology (Civil Services), reported issues with the printing of the question papers. Engineering Graphics and Design Paper 1 and Paper 2 indicated that some PED observed minor distortions of 1–3 mm in the printed question papers.

Although this slightly affected the length of certain graphics, the marking personnel maintained that it had no impact on candidates' responses, as all drawings were required to be redrawn from the provided information. For Civil Technology (Civil Services), MP and WC reported slight shifting of lines in the drawing for one question; however, the impact was not significant enough to justify any mark adjustments.

One hundred percent of the MSM for the centralised marking subjects showed full compliance with the mediation of the marking guidelines criterion. The DBE panel and Umalusi engaged in rigorous deliberations to finalise the marking guidelines.

c) Role of the external moderators

For this criterion, all question papers showed compliance in all respects, which is consistent with the compliance recorded in the November 2024 examination cycle. Umalusi participated fully in the mediation of the standardisation of the marking guidelines. No disagreements arose among MSM participants, and where differences emerged, these were resolved amicably. Umalusi approved all amendments to the marking guidelines, followed due processes in incorporating these changes, and approved the final marking guidelines. However, for centralised marking, Agricultural Technology connectivity challenges limited Umalusi's ability to provide support and guidance during the process.

### 6.3.3 Part C: Training and authorisation

a) Training of senior marking personnel

Ninety-five percent of the question papers were fully compliant with this criterion and 5% were compliant in most respects. This shows a deterioration of 3% compared to the November 2024 examination cycle, when 98% was achieved.

For most question papers:

- i. Training sessions were provided at the MSM;
- ii. Marking personnel received a representative sample of scripts;
- iii. Participants identified deviations from expected answers and appropriately credited valid alternative responses;
- iv. Open-ended questions and risks of inconsistent marking were acknowledged and revisited; and
- v. The training process confirmed that the marking guidelines were accurate, fair, consistent, and supported marking with integrity.

In Sesotho HL Paper 1, minor variations in marking were observed, as marking personnel were unable to exercise discretion when addressing challenging responses.

In addition, Sesotho HL Paper 2 reported that, despite rigorous discussion of alternative responses, participants reached differing conclusions. Engineering Graphics and Design Paper 1 and Paper 2 found that while most markers identified deviations from the prescribed responses and appropriately recognised valid alternative responses with justification, a few participants were unable to do so. Similarly, Xitsonga HL Paper 2 noted that some participants struggled to recognise and credit alternative responses.

For the centralised marking subjects, Table 6D shows that 100% of the question papers achieved full compliance, representing an 8% improvement compared to the November 2024 report.

#### b) Authorisation of senior marking personnel

According to Table 6C, for decentralised marking, 91% of the question papers were fully compliant with this criterion, while 9% were compliant in most respects. This finding is consistent with the November 2024 report which showed that 92% was in full compliance and that 8% achieved compliance in most respects. Two question papers, Information Technology Paper 1 and Paper 2, indicated that Umalusi was not informed of the respective tolerance ranges and whether all marking personnel were authorised or not. This was observed in the November 2024 examination cycle, as well.

Nine question papers revealed that some marking personnel were unable to mark within the tolerance range, and these were:

- i. Consumer Studies;
- ii. Dramatic Arts;
- iii. English HL Paper 2 and Paper 3;
- iv. Hospitality Studies;
- v. Information Technology Paper 1 and Paper 2; and
- vi. Mathematics Paper 1 and Paper 2.

In addition, Consumer Studies, Dramatic Arts and English HL Paper 2 affirmed that not all marking personnel were authorised. The affected personnel in these cases were retrained to achieve consistency in their marking.

Regarding centralised marking, 92% of question papers were in full compliance with this criterion, while 8% were compliant in most respects, reflecting a decline from the November 2024 report, which indicated 100% full compliance. Dance Studies explained that, initially, as some marking personnel did not mark within the tolerance range, specific questions were assigned to individual markers rather than marking the full script. In addition, SASL HL Paper 1, Paper 2 and Paper 3 stated that, as some markers did not mark within the tolerance range, they were retrained to achieve consistency.

#### c) Quality of the final marking guideline

Table 6C for this criterion reflects that 98% of the question papers achieved full compliance and 2% showed compliance in most respects, demonstrating an improvement of 4% compared to the November 2024 examination cycle.

The fully compliant question papers showed that the final marking guidelines:

- i. Included general instructions for marking;
- ii. Were clearly worded to support standardised marking;
- iii. Were unambiguous and well-structured;
- iv. Provided sufficient detail to ensure marking reliability;
- v. Accounted for the different approaches candidates might take;
- vi. Avoided revisiting previously made decisions; and
- vii. Established an acceptable tolerance range.

However, two question papers showed compliance in most respects, viz., Consumer Studies and Sesotho HL Paper 2. Consumer Studies revealed that the marking guideline did not include general instructions for marking. Instead, each tick on the marking guideline was numbered, facilitating the marking process by allowing candidates' answers to be directly linked to the corresponding guideline responses. This system also simplified moderation, as moderators could easily see how marks were allocated. Sesotho HL Paper 2 noted that the final marking guideline did not reflect different approaches that candidates might take.

For centralised marking, 98% of the question papers showed full compliance, while 2% were compliant in most respects, compared to 100% full compliance recorded in the November 2024 examination cycle.

## 6.4 Areas of improvement

It is commendable that the MSM for the November 2025 NSC examinations hosted by the DBE reflected that:

- a. Compliance with the criterion on "Pre-marking standardisation meetings" improved by 19% as compared to November 2024;
- b. Six provinces; EC, GP, KZN, LP, NC, NW, and WC recorded an increase of more than 2% in meeting the requirement to pre-mark the stipulated 20 scripts;
- c. The DBE provided more comprehensive guidelines for the centralised marking than in previous years, including clear specifications for the number of pre-marking scripts; and
- d. One hundred percent of the centralised marking complied fully with the DBE's prescribed pre-marking procedures, reflecting a 22% improvement compared to the November 2024 examination cycle.

## 6.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Late or non-submission of internal moderator reports by PED to the DBE;
- b. Failure by senior marking personnel to meet pre-marking requirements; and
- c. Non-determination of tolerance ranges for authorisation purposes.

## 6.6 Directives for Compliance and Improvement

The DBE must:

- a. Enforce compliance through monitoring and reporting mechanisms;
- b. Provide early distribution of scripts and conduct pre-MSM checks to verify completion; and
- c. Ensure that marking tolerance ranges for all question papers are established to formally authorise marking personnel.

## 6.7 Conclusion

The November 2025 marking standardisation meetings show notable progress in provincial compliance for decentralised marking, centralised marking procedures, and the quality of marking guidelines. However, the numerous challenges, including non-submission of or delayed internal moderator reports, and non-compliance to pre-marking and authorisation requirements, highlight the need for dedicated and constructive action by the DBE. To ensure consistent, reliable and fair assessment outcomes, the DBE must implement strict reporting and script management controls; enforce adherence to pre-marking and authorisation requirements; and maintain robust quality assurance across all provinces. Addressing these areas decisively will consolidate the improvements observed in 2025 and safeguard the integrity of the marking standardisation meetings in preparation for accurate and reliable marking across the nine provinces.

## CHAPTER 7

---

# MONITORING OF MARKING OF EXAMINATIONS

# CHAPTER 7 MONITORING OF MARKING OF EXAMINATIONS

## 7.1 Introduction

Umalusi is mandated to conduct oversight monitoring of the marking process to ensure adherence to the regulations governing the establishment of marking centres.

The Department of Basic Education (DBE) conducted early marking in three Provincial Education Departments (PEDs) from 15 to 25 November 2025, followed by national marking from 2 to 13 December 2025.

Monitoring of marking centres was carried out at a sample of centres drawn from the population established by the DBE across the nine PEDs.

This chapter presents a summary of the findings, highlights areas of improvement and non-compliance, and outlines directives for compliance and enhancement. The DBE is required to submit an improvement plan to Umalusi addressing these directives.

## 7.2 Scope and Approach

Umalusi's monitoring exercise covered a sample of 27 marking centres nationally. Data was collected through direct observations, interviews, and evidence-based verification of documents made available during the physical monitoring visits to the pre-sampled marking centres.

Annexure 7A and Annexure 7B provide detailed information on the monitored centres, including those identified with areas of non-compliance.

## 7.3 Summary of Findings

The findings are consolidated based on the monitoring criteria outlined in the monitoring instruments. The data and conclusions are limited to the sample of 27 monitored marking centres of the population established by the DBE.

### 7.3.1 Planning and Preparations

#### a) Arrival of appointed personnel

All personnel across various levels of responsibility reported to their respective marking centres as scheduled in the provincial management plans. In the Eastern Cape and Northern Cape, markers who failed to report were replaced by individuals from the reserve lists.

In several other PEDs, markers who did not report were not replaced; however, this had no negative impact on the marking process. Furthermore, senior management teams at all centres arrived ahead of the markers, ensuring the smooth commencement to activities.

Three PEDs (Gauteng, Limpopo, and Mpumalanga) undertook early marking. Upon arrival, markers in all provinces were required to provide signed appointment letters and release letters from their principals. Signed attendance registers for all marking personnel were available and duly verified.

b) Availability of marking management plans

All monitored marking centres had comprehensive management plans developed by the respective PEDs. These plans outlined policies, schedules, personnel allocations, regulations, and details regarding tea and meal breaks as well as marking activities.

However, at one centre, the marking centre file was poorly organised, and the management plan was incomplete. The centre manager indicated that they were new to the role. On the following day, the senior official responsible for the marking process arrived and committed to assisting the centre manager in organising the file and finalising the management plan.

c) Availability of scripts and marking guidelines

All monitored marking centres received scripts and marking guidelines timeously, except for a few isolated cases. In the Free State, at one centre, the marking guidelines for Economics Paper 2 were only supplied with the training documents after training of the senior marking teams had commenced.

This slight delay was due to a marking standardisation meeting coinciding with the opening of the marking centre in the Free State PED. During this time, the senior team used draft marking guidelines for training while the final pack was undergoing national sign-off.

Similarly, in the North West at Hoërskool Ferdinand, the Tourism marking guidelines were delayed, requiring the use of dummy scripts. In Gauteng, the Engineering Graphics and Design guidelines were not delivered on time; however, marking was not affected. In the Northern Cape, delays in receiving Consumer Studies Paper 2 and Economics Paper 2 guidelines were also attributed to national marking standardisation occurring close to the opening of marking centres.

It is important to note that these slight delays in the delivery of marking guidelines in certain subjects and PEDs had no impact on the marking process.

d) Distribution, storage, and safekeeping of scripts

Scripts were transported in closed trucks, escorted by security guards, from provincial storage facilities on dates predetermined by the PEDs. Upon arrival, they were offloaded into the control room under the close supervision of security personnel. At all centres monitored by Umalusi, 24/7 security guards were stationed adjacent to the control room, and access to marking rooms was strictly controlled by security staff. In the Western Cape, the reputable ADT armed response service was utilised.

At one centre, a non-compliance issue was observed when the visiting monitor was not escorted to the centre manager's office. In all centres, scripts were securely stored in the control rooms until marking teams were ready to commence the process. In Gauteng, the control room was equipped with surveillance cameras and an alarm system linked to the security company.

Reports from all monitored marking centres confirmed that the secure storage of scripts was given the highest priority.

e) Management and control of scripts

Scripts were consistently escorted under strict security from the script control rooms to the marking rooms and back. Upon arrival at each centre, scripts were scanned to verify alignment with the information provided by the PED.

Script control managers maintained detailed dispatch records to ensure accurate tracking of scripts. In North West, sealed consignment boxes with tamper-proof tape and departmental stickers were used to enhance security.

All monitored centres implemented effective and efficient recording systems to track and trace scripts from one point to another. Script control and movement at all marking centres were managed securely and efficiently at all times.

### 7.3.2 Resources (Physical and Human)

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

All marking centres monitored were spacious enough to accommodate all subjects allocated for marking. The surroundings were neat and quiet, creating a conducive environment for marking. Furniture provided was adequate and suitable for the markers, and most centres offered boarding facilities.

During early marking in the Mpumalanga PED, heavy rain caused a leak in one marking room. Markers were promptly relocated to another room and marking continued without disruption. At one marking centre, the control room was noted to be small.

Administration offices at all facilities were fully equipped, meeting operational requirements with photocopiers, printers, telephones, computers, scanners, unlimited Wi-Fi, and other necessary communication equipment.

Overall, the marking centres met all requirements for the establishment of a marking centre.

b) Capacity and availability of marking personnel

All marking personnel were trained for two days in accordance with the management plans. Senior teams in all PEDs arrived two days prior to the markers, as stipulated in the provincial marking management plans.

One senior marker in North West, assigned to Potchefstroom Girls' High School, was involved in an accident and did not report for marking.

At all marking centres, centre managers confirmed that the marking process was proceeding as planned.

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

All monitored marking centres were found to be conducive for marking. The available space was adequate to accommodate all subjects and the markers allocated to each centre. Marking rooms were tidy and furnished with sufficient and appropriate furniture.

Differentiated accommodation arrangements were implemented. While a few personnel in the Free State travelled daily from home to the marking centres, most markers were accommodated in school boarding facilities at the majority of centres across the nine PEDs. All PEDs utilised marking centres previously used for marking, which contributed to the acceptable levels of readiness observed nationally.

In Gauteng PED, markers were not provided with accommodation at the marking centres and therefore commuted daily.

- d) Compliance with occupational, health and safety requirements

All marking centres complied with Occupational Health and Safety requirements, with clean water, sanitation facilities, fire extinguishers, and electricity available. However, one centre in the Eastern Cape was unable to produce a valid certificate.

Food handling certificates and hostel habitability certificates were available at all marking centres, providing assurance that the health and safety of marking personnel were adequately safeguarded.

### **7.3.3 Provision of Security and Measures**

- a) Access control into the marking centre

Security guards were stationed at the entrance gates to ensure controlled access to the marking centres, and access registers were duly signed. All visitors entering the centres were required to produce identification cards, and all vehicles were subjected to security checks.

Markers were required to present appointment letters and letters of approval from their principals upon arrival at the marking centres.

Visitors were also required to state the purpose of their visit and provide letters of authorisation. External individuals were escorted to the centre manager's office, except at one centre where this procedure was not followed. In KwaZulu-Natal and the Western Cape, the deployment of armed security guards through reputable contracted services was commendable.

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

The movement of scripts at all marking centres was strictly controlled at every stage of the marking process. Security guards were stationed near the script control rooms and marking rooms to maintain the integrity and security of examination materials.

Only authorised personnel were responsible for transferring scripts from the control room to the marking rooms, always under the escort of security guards. All scripts were verified during each movement from the control room to the marking rooms and back. Script control managers maintained detailed dispatch records to ensure accurate tracking of scripts. In the Eastern Cape, yellow bins were used to transport scripts between the control room and marking rooms.

While the specific flow of scripts varied slightly from one centre to another, a common approach was consistently applied across all provinces.

### **7.3.4 Training of Marking Personnel**

#### a) Quality and standard of the training sessions across subjects

All monitored centres conducted two-day training sessions in line with approved management plans. During these sessions, markers were trained in detecting and managing irregularities. Training was facilitated by chief markers, supported by deputy chief markers and senior markers. Attendance registers for the training were signed and verified. The training adhered to the management plan for each subject allocated to the respective marking centre.

#### b) Adherence to norm time

A norm time of ten hours was established across marking centres in different provinces, with operational hours generally ranging between 07:00 and 20:00.

Marking centres in Free State, Northern Cape, North West, Eastern Cape, and Mpumalanga operated from 08:00 to 20:00, while centres in Gauteng, Western Cape, and Limpopo operated from 07:00 to 19:00. In KwaZulu-Natal, marking commenced from 07:00 to 17:00.

Although most centres adhered to a 12-hour norm time, Gauteng and KwaZulu-Natal implemented a 10-hour norm time.

### **7.3.5 Management and Handling of Detected Irregularities**

Upon arrival, markers were trained in the procedures for identifying and managing suspected irregularities.

When an irregularity was identified, the marker reported it to the senior marker, who escalated the matter to the deputy chief marker. If confirmed, the deputy chief marker and chief marker reported the case to the marking centre manager, who then referred it to the irregularity officer based at the centre.

If irregularity could not be resolved at the marking centre level, it was escalated to the Provincial Examination Irregularities Committee (PEIC). All marking centres adhered to the standard operating procedures outlined in the DBE policy.

### **7.3.6 Monitoring by the Assessment Body**

All marking centres were visited by officials from the DBE and PEDs at various levels of management, and evidence of these visits was provided to Umalusi for verification during monitoring. Notably, the Director-General (DG) for Basic Education conducted oversight visits to the Free State PED, Gauteng PED, North West PED, and Western Cape PED prior to Umalusi's monitoring visits in these provinces.

### **7.4 Areas of Improvement**

There were no areas of improvement identified.

### **7.5 Areas of Non-Compliance**

Despite an overall decrease in non-compliance across the monitored centres in all PEDs, the following areas of non-compliance were identified:

- a. At one centre, the control room was inadequately sized for its intended purpose;
- b. The marking centre management file at one centre was poorly organised, and the management plan was incomplete; and
- c. The monitor was not escorted to the centre manager's office as required.

### **7.6 Directives for Compliance and Improvement**

The DBE must ensure that:

- a. Spacious control rooms are allocated for the storage of scripts across all marking centres, and reports from audits on the state of readiness of marking centres are filed in the marking centre management file under the responsibility of the marking centre manager;
- b. A guideline is developed to standardise the composition of the marking centre management file; and
- c. Standardised training content for marking centre security personnel is developed, including a register for monitoring security personnel by the marking centre management.

### **7.7 Conclusion**

Evidence indicates a marked improvement in adherence to, and full compliance with, the regulations governing the establishment of marking centres across all sites, accompanied by a notable reduction in instances of non-compliance. The report further confirms that all marking centres within the nine PEDs were conducive to the marking of scripts and operated without disruptions or delays. It can therefore be concluded that the DBE successfully conducted the December 2025 NSC marking sessions effectively across all marking centres.

## CHAPTER 8

---

# VERIFICATION OF MARKING

# CHAPTER 8 VERIFICATION OF MARKING

## 8.1 Introduction

Verification of marking is a key quality assurance process used by Umalusi to ensure that all assessment bodies offering its qualifications apply marking practices that meet established quality standards. Through this process, Umalusi systematically observes, reviews, and evaluates the marking procedures to confirm that they are consistent, reliable, valid, and fair. This oversight safeguards the credibility and integrity of the National Senior Certificate (NSC) qualification by ensuring that the marks awarded to candidates accurately reflect their performance.

As part of its mandate, Umalusi undertook a detailed verification of marking for the November 2025 NSC examinations across all nine Provincial Education Departments (PED). This included scrutinising the implementation of approved marking guidelines, assessing marker consistency, reviewing sampled scripts, and confirming the effectiveness of internal moderation procedures. The process was conducted under the overall oversight of the Department of Basic Education (DBE) and provides assurance that the marking standards applied nationwide are coherent, defensible, and aligned with national policy and regulatory requirements.

## 8.2 Scope and Approach

Umalusi sampled a total of 37 subjects comprising 81 question papers for the verification of the marking of the November 2025 NSC examinations, as indicated in Annexure 8A.

Verification for 33 subjects was conducted on-site at 97 provincial marking centres, while Agricultural Technology, Marine Sciences, South African Sign Language Home Language and Life Orientation Common Assessment Task (CAT) were verified at DBE-arranged centralised venues.

On-site and centralised verification of marking processes enabled Umalusi external moderators and verifiers to guide the marking process and engage directly with senior marking personnel on potential marking issues while marking was underway. However, for Life Orientation Common Assessment Task (LO CAT), moderators could only verify the marked scripts at the DBE centralised venue and were unable to oversee the marking process, as the scripts had already been marked at the school level.

The criteria used to verify the marking process are outlined in Table 8A. Criterion 1 addresses the statistical information and official appointment of markers. Criterion 2 reviews how the approved marking guidelines were applied, including any amendments or additions and the procedures followed. Criterion 3 evaluates the quality and standard of marking, internal moderation practices, and the addition and transfer of marks. Criterion 4 focuses on evaluating candidates' performance.

**Table 8A: Umalusi criteria for verification of marking**

<b>Criterion 1: Policy matters</b>	<b>Criterion 2: Adherence to the marking guidelines</b>	<b>Criterion 3: Quality and standard of marking and internal moderation</b>	<b>Criterion 4: Candidates' performance</b>
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

This chapter presents a summary of the verification of marking findings, aligned with the criteria specified in Table 8A.

#### 8.3.1 Policy Matters

##### a) Statistics

In accordance with the Personnel Administrative Measures (PAM), the PED is required to maintain a 1:5 ratio when appointing senior markers to markers and deputy chief markers to senior markers. Adherence to this requirement varied across subjects, however, the appointment of senior markers to markers and deputy chief markers to senior markers complied with this requirement, in most of the subjects verified.

Concerns were noted regarding the appointment ratios of senior markers to markers across several subjects and provinces. In Computer Applications Technology Paper 1 in the Western Cape, as well as Consumer Studies Paper 1 in both the North West and Western Cape, the ratio of senior markers to markers was 1:6, raising questions about the adequacy of oversight and guidance provided to the markers during the marking process. In Civil Technology (Construction) in the Eastern Cape, the situation was more pronounced, with a ratio of 1 senior marker to 7 markers, suggesting a potential risk that markers may not receive sufficient supervision or clarification on complex marking issues. At the Department of Basic Education's centralised marking centre in Pretoria, the ratio for South African Sign Language Home Language Paper 3 was 1 senior marker to 8 markers, indicating an even higher level of risk.

Deviations were also observed in the appointment ratios of deputy chief markers to senior markers, which stood at 1:6. This discrepancy was noted in Computer Applications Technology Paper 1 in the Eastern Cape, IsiXhosa Home Language Paper 2 in the Western Cape, and Tourism Paper 1 in Mpumalanga.

Another requirement relates to the appointment of a specified quota of novice markers. According to the PAM, when selecting and appointing individuals to marking-related positions, consideration must be given to building capacity among serving educators and ensuring fair representation across districts, as well as among different racial and gender groups. PAM stipulates that 15% of markers at all levels should be novice markers.

Where a PED is unable to meet this 15% requirement, approval must be obtained from the Head of Department (HoD), supported by a detailed motivation. This requirement was met in all subjects verified across different provinces.

b) Official appointment of markers

For the November 2025 NSC examinations, most marking personnel were duly appointed for the sampled subjects.

During Umalusi's verification of marker appointment letters, one marker for Civil Technology Paper 1 in the Eastern Cape, one for English Home Language Paper 3 in the Free State, and two for Dramatic Arts Paper 1 in Gauteng did not have appointment letters issued by the relevant provincial authority. The centre manager was promptly informed, and the missing appointment letters were provided within the same week.

### 8.3.2 Adherence to the Marking Guidelines

a) Application of the approved marking guidelines

Across most marking centres, the approved marking guidelines were consistently followed, ensuring compliance with established standards. Each set of guidelines bore the official DBE stamp and was duly signed by both internal and external moderators, confirming their authenticity and approval. Where an internal moderator was unavailable for specific subjects, the chief examiner's signature served as an official endorsement. This strict adherence to the approved marking guidelines demonstrates full compliance with regulatory requirements and reinforces the accountability of all markers throughout the marking process.

In the initial stages of the marking process, several minor inconsistencies were detected in the application of the approved marking guidelines for certain question papers. These were primarily observed in inferential and evaluative questions, which demanded a high level of subject expertise from markers. Senior marking personnel at the respective marking centres acted promptly and systematically to address these challenges through targeted interventions, including retraining of markers, remarking affected scripts, and intensified moderation for those experiencing difficulties. These measures ensured compliance with the approved standards and preserved the integrity of the marking process.

b) Evidence of changes and/or additions to the marking guideline and process followed

The Umalusi-approved marking guidelines, as established during the marking standardisation meetings, were applied consistently throughout the marking process. A few synonymous additions to the guidelines were identified; however, these were incorporated in accordance with the prescribed approval procedures. In most cases, chief examiners and internal moderators communicated Umalusi-approved additions via WhatsApp groups that included external moderators, all nine chief markers, internal moderators, and DBE marking management personnel, ensuring transparency and compliance.

During the verification of marking of Dramatic Arts Paper 1 in Gauteng, it was identified that an alternative response within the Physical Theatre genre had been included without following the prescribed approval process. This matter was immediately escalated to Umalusi for intervention and verification.

Following due process, the alternative response was subsequently approved and formally incorporated into the marking guidelines, ensuring compliance with established protocols.

In the process of verifying Engineering Graphics and Design Paper 2 in KwaZulu-Natal, it was observed that an additional penalty had been applied to Question 2, inadvertently benefiting candidates. This deviation was immediately addressed with the internal moderator, and a decision was taken to revert to the original marking approach agreed upon during the marking standardisation meeting. As a corrective measure, all markers and moderators responsible for Question 2 underwent retraining to ensure uniformity and full adherence to approved marking standards.

In Sepedi Home Language Paper 3 in Gauteng, it was identified that the marking guidelines in use were not the official version signed off during the marking standardisation meeting. This matter was immediately escalated to the internal moderator and the centre manager for verification. Upon further review, it was confirmed that the attached rubrics were the standardised rubrics prescribed by the DBE and, therefore, did not compromise the integrity of the marking process.

### **8.3.3 Quality and Standard of Marking and Internal Moderation**

#### **a) Quality and standard of marking**

Intensive training by internal moderators and chief markers across subjects ensured the consistent application of the approved marking guidelines. Where deputy chief markers, senior markers, and markers were not authorised during the implementation of the tolerance range process, these markers were retrained, and scripts 7, 8, and 9 were administered to ensure they were authorised before the commencement of the marking process.

However, during the initial stages of marking, following the training, certain subjects reflected variations in the allocation of marks. Most of these variances fell within the approved tolerance range for the question paper. Through the vigilance of moderators at different levels, all discrepancies were promptly addressed and resolved through discussions with markers, remarking of affected batches, and targeted retraining of markers experiencing challenges. The inconsistencies identified were largely linked to a limited understanding of inferential and open-ended questions, as well as misinterpretation of candidates' responses. This often resulted in the third mark not being credited, as some markers did not consistently apply the guidelines. The interventions made not only addressed the immediate inconsistencies but also assisted in strengthening markers' skills for the following batches, promoting greater reliability and fairness in the marking process. The verification of marking highlighted the following concerns:

Afrikaans Home Language Paper 2 in the Eastern Cape: The marking of literary essays posed challenges due to the inconsistent interpretation of the rubric by some markers. This concern was brought to the attention of the internal moderator; thereafter, the identified markers were consulted and retrained on the rubric.

Business Studies Paper 1 in the Western Cape and Computer Application Technology Paper 2 in the Eastern Cape: Marking was flagged as lenient and outside the tolerance range. The senior marking personnel were consulted, resulting in retraining and re-marking of affected markers and batches.

Civil Technology Paper 1 in the Free State and Western Cape: Umalusi identified varying inconsistencies in the application of marking principles. Clarification of the marking principles was discussed with the internal moderator and chief marker for immediate intervention which resulted in the consistent implementation of the marking procedures.

Engineering Graphics and Design Paper 1 and 2 in KwaZulu-Natal: Instances of incorrect application of marking instructions, penalties, and additional notes were identified. The issue was escalated to the internal moderators, after which the affected markers were consulted and provided with targeted retraining.

English First Additional Language Paper 1 in KwaZulu-Natal: Inconsistencies were identified in the marking of Question 3.1, where markers failed to align learner responses with those outlined in the marking guidelines. The issue was escalated to senior marking personnel, resulting in targeted retraining and the re-marking of affected scripts and batches.

English First Additional Language Paper 3 in KwaZulu-Natal: Incorrect marks were allocated for the language component of the literary essays due to markers failing to identify and indicate all the language errors during marking. As a corrective measure, affected batches were returned for review, and the identified markers received targeted retraining on the proper application of the rubric for literary essays.

English Home Language Paper 1 in the Free State: Question 1 – Comprehension responses were marked down by some markers, resulting in candidates being disadvantaged. The chief marker intervened by consulting and retraining the markers, emphasising adherence to the marking directives. Additional guidance was provided to ensure the accurate application of the guidelines, particularly for inferential and evaluative questions.

English Home Language Paper 1 in KwaZulu-Natal: Inconsistencies were identified in the marking of Questions 3 and 4, where correct responses were not credited, causing the marking to fall outside the prescribed tolerance range. The issue was escalated to the chief marker and internal moderator, and the affected novice markers were retrained and their batches re-marked. Moderators were instructed to increase the moderation of these questions to ensure that marking standards were maintained.

English Home Language Paper 3 in the Free State: Inconsistencies were observed in the marking of Sections A and B, primarily due to challenges in applying the prescribed rubrics. This resulted in variances of up to 21 marks, exceeding the approved tolerance range of 4 marks. To address this, the chief marker and internal moderator agreed to retrain markers and for the deputy chief markers to conduct daily mediation sessions on the rubrics to ensure marking standards were consistently maintained.

History Paper 1 in the Eastern Cape: In a few scripts, source-based questions were incorrectly awarded full marks instead of partial credit as prescribed by the marking guidelines. This issue was escalated to senior marking personnel for their prompt intervention and correction.

IsiZulu First Additional Language Paper 2 in Gauteng: Certain batches were found to be outside the tolerance range for this paper. The matter was deliberated with senior marking personnel to enable swift intervention.

IsiZulu Home Language Paper 3 in Mpumalanga: The marking of scripts was found to be excessively lenient, primarily due to markers' initial misunderstanding of the 'skilful' and 'exceptional' categories within the rubrics. This issue was escalated to senior marking personnel, leading to the retraining of markers and the re-marking of flagged batches.

Life Orientation Paper 1 in Limpopo: The approved marking guidelines were not consistently applied during the marking of learner scripts at the school level, also resulting in incorrect responses being awarded marks. Furthermore, the internal moderator did not adhere to established marking principles and engaged in shadow marking during the moderation process. These issues were reported to the DBE for intervention.

Life Orientation Paper 1 in the Western Cape: Instances of lenient marking were identified, as the principles of marking were not consistently applied. External verification of the scripts revealed significant discrepancies in both marking and moderation. These issues were reported to the DBE for intervention.

Life Sciences Papers 1 and 2 in Gauteng and the North West: Verification of marking revealed instances of misinterpretation of learner responses and incorrect application of the marking guidelines. It was noted that markers focused primarily on keywords rather than evaluating the full response. This concern was escalated to senior marking personnel, resulting in the retraining of markers and the re-marking of identified batches.

Mathematics Paper 1 in the Northern Cape: Umalusi observed inconsistent adherence to the prescribed marking guidelines. This matter was promptly escalated to the Chief Marker for immediate intervention and corrective action.

South African Sign Language Home Language Paper 2 at the DBE: The marking of literary essays was consistently inaccurate, with variances of up to 20 marks observed which was well beyond the prescribed tolerance range. This issue was escalated to senior marking personnel, leading to the retraining of markers and the re-marking of affected batches.

Tourism Paper 1 in Limpopo, Mpumalanga and the North West: It was noted that several markers experienced challenges in assessing open-ended questions, particularly in awarding credit for key points within learner responses. This issue was promptly escalated to the Chief Marker for immediate intervention and corrective action.

#### b) Internal moderation of marking

Internal moderation was conducted across all levels for every subject verified across different provinces. In most cases, the process was consistent, efficient, and effective. It also identified discrepancies during the marking process. For many subjects, moderation included review sessions aimed at addressing challenges and resolving inconsistencies identified during the marking process. The prompt resolution of these issues across marking centres reflected a proactive and well-coordinated approach to quality assurance. Evidence of whole-script moderation was observed, carried out by deputy chief markers, chief markers, and internal moderators using the prescribed colour-coded pens as per DBE marking procedures and guidelines.

Senior markers also moderated specific questions across scripts to ensure consistency in the application of marking guidelines. In most subjects, the quality of internal moderation was maintained throughout the process.

Frequent meetings were held by senior marking personnel with deputy chief markers and senior markers to provide feedback on the quality of marking and to provide guidance on identified challenges. At most marking centres, a minimum of 10% of scripts were moderated by all senior markers, while some provinces ensured that up to 20% of batches were moderated during the initial days of marking to strengthen and maintain consistency.

The following concerns were noted regarding internal moderation:

Accounting Papers 1 and 2 in Gauteng: The province employed an online marking system that enabled moderators to review scripts digitally. While a few scripts underwent whole-script moderation by the internal moderators and the chief markers, it was noted that most moderation at the senior level focused primarily on individual questions rather than complete scripts.

Accounting Papers 1 and 2 in Limpopo: The chief markers and internal moderators primarily focused on individual questions rather than conducting whole-script moderation. As a result, minor inconsistencies were identified during the verification process. These were promptly brought to the attention of senior marking personnel for correction.

Engineering Graphics and Design Papers 1 and 2 in KwaZulu-Natal: It was observed that both individual questions and whole scripts were inconsistently moderated by the chief marker and internal moderator. Additionally, the frequency of moderation fell below the DBE's prescribed minimum of 10%. These concerns were promptly escalated to senior marking personnel for corrective action.

Life Orientation CAT in Gauteng: Provincial moderators primarily focused on moderating questions in Section C rather than conducting whole-script moderation. These concerns were reported to the DBE for intervention.

Life Orientation CAT in Limpopo: Shadow marking and moderation were observed across all levels of the moderation process. Moderators failed to identify inaccuracies and instances of non-adherence to the marking guidelines, which resulted in the inconsistent allocation of marks. These challenges were reported to the DBE for intervention.

Life Orientation CAT in the Western Cape: Moderation of scripts was found to be of poor quality, with notable inconsistencies. In several cases, incorrect facts were awarded marks, suggesting possible shadow moderation. These issues were reported to the DBE for intervention in future.

#### c) Addition and transfer of marks

During the verification of marking, the accuracy of mark addition and the transfer of marks onto the marksheets was closely monitored. Overall, the process was found to be accurate, with only a few isolated cases of incorrect calculations and errors in transferring marks. These discrepancies were promptly addressed through internal moderators, additional checks by markers, and support from examination assistants. This multi-level checking and verifying ensured that all inaccuracies were corrected before finalisation, thereby maintaining the integrity and reliability of the marking process.

### 8.3.4 Candidates' Performance

The performance of candidates observed from the verified sample of scripts varied significantly across subjects and provinces. However, it is important to note that the findings are based on a limited sample of scripts per question paper. Consequently, these results should not be interpreted as a comprehensive representation of national learner performance. While the sample provides valuable insights into trends and areas of concern, a broader analysis would be required to draw definitive conclusions regarding systemic performance across the country.

**Accounting Papers 1 and 2:** From the sample, it was noted that many candidates performed poorly in Question 4 (Corporate Governance), while many candidates excelled in Question 1 (Company Financial Statements). In Paper 2, it was noteworthy that none of the candidates scored below 40% on the four questions in this paper. Question 1 (Reconciliations) and Question 2 (Inventories) showed high levels of achievement across the scripts verified.

**Afrikaans First Additional Language Papers 1, 2 and 3:** Candidates performed well in all questions but excelled in Question 1 (Comprehension). In Paper 2, selective-response questions are included from four literary genres; hence, the performance varied across scripts. In Paper 3, candidates performed very well in this paper across all questions.

**Afrikaans Home Language Papers 1, 2, and 3:** In Paper 1, candidates performance varied notably across different questions. Question 5, which focused on Language in Context, reflected a low average of achievement, indicating that many candidates struggled to meet the expected standards for this question. In contrast, Question 2, which required candidates to complete a summary task, showed an above-average performance, suggesting a stronger understanding and application of summary skills among the candidates.

For Paper 2, the scripts included selective response questions across three compulsory genres. Candidate performance across these questions showed considerable variation, with some questions being handled confidently while others posed challenges. This variation highlights differences in candidates' familiarity with the specific requirements of each genre, as well as their ability to apply critical thinking and analytical skills effectively.

In Paper 3, the overall performance of candidates was consistently strong across all questions. This suggests that candidates were generally well-prepared for the tasks in this paper and demonstrated a solid understanding of the subject matter. Candidates performed well in all three questions with averages above 50%. The verification process across all three papers provides a clear picture of areas where candidates excelled and areas that may require additional focus in the teaching and assessment preparation.

**Agricultural Sciences Papers 1 and 2:** An analysis of candidate performance revealed that in Paper 1, Section A the focus was on the correct application and understanding of subject-specific terminology, showed relatively strong achievement, indicating that candidates had a good grasp of the theoretical aspects of the content. However, Question 2, which required candidates to perform calculations, reflected notably weaker performance, suggesting challenges with numerical reasoning and the application of formulas in practical contexts.

In Paper 2, the candidate performance in Question 2, which also focused on terminology, was commendable, showing that learners generally understood key concepts. The remaining questions in the paper demonstrated a consistent level of achievement, with scores generally above 30%.

While this indicates a basic level of competence across most areas, it also suggests there is room for improvement, particularly in questions that may have required higher order thinking or the integration of multiple concepts. Overall, the verification process provided useful insights into patterns of learner strengths and weaknesses, highlighting areas where curriculum reinforcement and focused teaching strategies could enhance performance.

**Agricultural Technology Paper 1:** This paper was marked centrally by the DBE. Overall, candidates demonstrated an average performance across all questions. While some questions showed a slightly stronger understanding of key concepts, others revealed areas where candidates struggled, particularly in applying theoretical knowledge to practical scenarios.

**Business Studies Papers 1 and 2:** The performance of candidates in Question 5 (Business Environments) was very poor, whereas in Question 1, the candidates' performance was very good. In Paper 2, Question 4 showed a far weaker performance than the remaining questions.

**Civil Technology (Construction) Paper 1:** Candidates' performance in Questions 1, 2, and 4 was notably better compared to their performance on the other questions. The overall averages per province do not show a very good spread of marks across levels of achievement.

**Computer Applications Technology Papers 1 and 2:** Question 7 showed a very weak performance across the selected sample of scripts, candidates' performance in Question 1 was far better compared to the other questions. In Paper 2, 114 scripts were selected for the verification of marking. This paper demonstrated significantly improved performance in Questions 1 and 2, achieving the highest averages.

**Consumer Studies Paper 1:** Performance varied across the sampled scripts, with Question 1 indicating satisfactory performance.

**Dramatic Arts Paper 1:** The performance in this paper varied across sections and questions, with many candidates showing understanding of the required skills and knowledge across all the questions. All questions showed averages of over 30%.

**Engineering Graphics and Design Paper 1 and 2:** Overall, based on the verified scripts, the performance across all questions was at an average level, ranging from 40% to 50%.

**English First Additional Language Papers 1, 2 and 3:** Candidates performed well in all questions but excelled particularly in Questions 1 (Comprehension) and 2 (Summary). Paper 2 includes selective-response questions from four literary genres; hence, the performance varied across scripts. In Paper 3, candidates performed very well in this paper, achieving averages over 60% across all the questions.

**English Home Language Papers 1, 2 and 3:** The analysis of candidate performance revealed that Question 5 (Language in Context) had a relatively low average, indicating that candidates struggled with aspects such as comprehension, interpretation, and application of language skills in context. In contrast, Question 2 (Summary) reflected a stronger performance, with candidates demonstrating the ability to identify key ideas and condense information effectively, resulting in an above-average achievement for this question.

Paper 2 includes selective response questions across three compulsory genres, and candidate performance varied noticeably between questions.

While some candidates displayed a thorough understanding of literary techniques and were able to articulate their responses clearly, others struggled with organisation, critical analysis, and the depth of insight required for higher-level marks. The variation in performance highlighted differences in familiarity with the genres, as well as inconsistencies in the ability to apply literary concepts across different types of questions.

In Paper 3 candidates generally demonstrated strong performance across all questions, achieving averages above 60%. This indicates a solid grasp of the content and effective exam strategies. Candidates were able to engage confidently with the tasks, apply critical thinking skills, and provide detailed, coherent responses. The overall performance in this paper indicated that candidates were well-prepared for the analytical and interpretive demands of the examination.

**Electrical Technology (Digital Systems) Paper 1:** Analysis of candidate performance showed notable variations across the questions. Question 6, which focused on Microcontrollers, reflected a very poor level of achievement, with many candidates struggling to demonstrate a clear understanding of the concepts and failing to apply theoretical knowledge to practical scenarios. Question 1 showed a significantly higher level of performance, indicating that candidates were more confident and competent in the areas assessed by that question.

**Geography Papers 1 and 2:** In Paper 1, Question 2 (Geomorphology) demonstrated better performance across the sample scripts that were verified. None of the questions in Paper 1 and Paper 2 achieved an average below 30%. Paper 2, Question 1 (Rural and Urban Settlements) showed better achievement for most scripts verified.

**History Paper 1 and 2:** In Paper 1, Question 2 was poorly answered with averages below 30%. Question 4 (Case Study) performed better than the first case study, with averages up to 60%. Paper 2, Question 1 showed very poor performance with averages below 40%. All other questions showed a fair performance of just over 40%.

**IsiNdebele Home Language Papers 1, 2, and 3:** In Paper 1, none of the questions achieved averages below 40%. Question 2 (Summary) performed the best in this paper, with averages above 80% from the sample verified. Paper 2 includes selective response questions across 3 compulsory genres, where candidate performance varied across all questions. In Paper 3, all choice questions performed exceptionally well, with averages exceeding 80%.

**IsiXhosa Home Language Papers 1, 2, and 3:** In Paper 1, Question 5 (Language in Context) performed very poorly with averages below 40%. Question 2 (Summary) and Question 4 (Cartoon Analysis) performed significantly better in this paper, with averages above 60% from the sampled scripts, as verified. Paper 2 includes selective response questions across 3 compulsory genres, where candidate performance varied across all questions. Paper 3, all choice selective response questions performed very well with averages over 60%.

**IsiZulu First Additional Language Papers 1, 2 and 3:** In Paper 1, candidates performed well in all questions but excelled in Question 1 (Comprehension) and Question 2 (Summary). Paper 2 includes selective-response questions from four literary genres; hence, the performance varied across scripts. In Paper 3, candidates performed very well across all questions with averages above 70%.

**IsiZulu Home Language Papers 1, 2, and 3:** Paper 1, Question 3 (Advertisements) performed very poorly with averages below 40%. Question 1 (Comprehension) performed much better in this paper, with averages above 60% from the sampled scripts verified.

Paper 2 includes selective response questions across 3 compulsory genres, where candidate performance varied across all questions. Paper 3, all selective response questions performed very well with averages over 70%.

**Life Orientation CAT:** The verification of the marking of Common Assessment Task (CAT) was externally moderated. Overall performance across the questions was very good, with all question averages exceeding 40%. Candidates generally performed well in questions assessing direct recall or basic understanding, as well as in most middle-order questions. However, weaker performance was observed in questions requiring higher-order cognitive skills, such as analysis, evaluation, and application.

**Life Sciences Paper 1 and 2:** In Paper 1, Question 2.5 (Case Study) was the poorly performing question, with averages below 40% in Paper 1, whereas Question 1.5 was a well-performing question, with averages over 70%. In Paper 2, the worst-performing question, with an average below 40%, was Question 3.3 (Based on a Diagram – The Evolution of Ratites), while Question 1.3 (Matching Columns) achieved an average of over 60% from the sample scripts verified.

**Marine Sciences Papers 1 and 2:** These papers were marked centrally at the DBE. The performance across all questions was average.

**Mathematical Literacy Papers 1 and 2:** In Paper 1, an analysis of the scripts indicated differences in candidate performance across questions. Question 5 reflected a very weak performance, with many candidates struggling to apply the learned concepts in the new environment. This suggests potential gaps in understanding or application of the concepts assessed in this question. In contrast, Question 1 demonstrated a considerably higher level of achievement, indicating that candidates were more confident and competent in responding to the skills required or content assessed in this part of the paper.

In Paper 2, the results showed a distinct improvement compared to Paper 1. Question 1 recorded the highest average performance across the sample, highlighting a strong grasp of the relevant knowledge and skills by candidates. The remaining questions in Paper 2 also showed relatively stable performance, though with some variation, suggesting that while candidates were generally well-prepared, certain areas may still require targeted support or intervention.

**Mathematics Papers 1 and 2:** In Paper 1, the analysis of candidate performance indicated notable variation across questions. Question 6, which focused on Graphs, reflected a low level of achievement, with average scores falling below 30% across the sampled scripts. This suggests that candidates experienced significant difficulties in interpreting and applying graphical concepts. In contrast, Question 8 on Calculus demonstrated a substantially stronger performance. Candidates achieved averages exceeding 75%, indicating a sound understanding of this concept.

In Paper 2, candidates' performance in Question 1, which assessed Data Handling, was generally good, with an average achievement of above 55%. This reflects a reasonable level of competence in analysing, interpreting, and presenting data. However, performance in Questions 10 and 11, both of which addressed Euclidean Geometry, was comparatively weak. These questions recorded the lowest levels of achievement among the sampled scripts, indicating ongoing challenges with geometric reasoning, proofs, and the application of theoretical concepts by most candidates.

**Mechanical Technology (Welding and Metalworks) Paper 1:** Noted performance across all questions was very poor.

**Physical Sciences Paper 1 and Paper 2:** For Paper 1 Question 4 on Momentum showed a very weak performance across the selected sample of scripts, candidates in Questions 3 (Vertical Projectile Motion) and 7 (Electrostatics) showed a far better achievement. Paper 2 candidates demonstrated a significantly improved performance in Question 3 (Physical properties of organic compounds), achieving the highest averages.

**Sepedi Home Language Papers 1, 2, and 3:** In Paper 1, Question 3 (Advertisements) showed a poor average of achievement, whilst Question 2 (Summary) showed the performance was above average. In Paper 2, there were selective response questions across 3 compulsory genres, including folklore, where candidate performance varied across all questions. In Paper 3, candidates demonstrated strong performance across all questions in this paper.

**Sesotho Home Language Papers 1, 2 and 3:** In Paper 1, Question 5 (Language in Context) showed a poor average of achievement, whilst Question 1 (Comprehension) showed the performance was above average. In Paper 2, there were selective response questions across 3 compulsory genres, including folklore, where candidate performance varied across all questions. In Paper 3, candidates demonstrated a strong performance across all the questions, with averages above 60%.

**Setswana Home Language Papers 1, 2, and 3:** In Paper 1, all questions performed well with averages over 60%. In Paper 2, there were selective response questions across 3 compulsory genres, including folklore, where candidate performance varied across all questions. In Paper 3, candidates demonstrated strong performance across all questions in this paper.

**Siswati Home Language Papers 1, 2 and 3:** Paper 1, all questions performed well with averages over 60%. In Paper 2, there were selective response questions across 3 compulsory genres, including folklore, where candidate performance varied across all questions. In Paper 3, candidates demonstrated strong performance across all questions in this paper.

**South African Sign Language Home Language Papers 1, 2, and 3:** These papers were marked centrally at the DBE. Paper 1, Question 5 (Language in Context) showed a poor average of achievement, whilst Question 2 (Summary) showed the performance was above average. Paper 2 included selective response questions across compulsory genres, where candidate performance varied across all questions. In Paper 3, candidates demonstrated strong performance across all questions in this paper with averages above 50%.

**Technical Mathematics Papers 1 and 2:** For Paper 1, Questions 7 and 8 showed a very weak performance across the selected sample of scripts, Question 1 showed a far better achievement level. Paper 2, demonstrated a significant decline across many questions, resulting in an average of over 35%.

**Technical Sciences Papers 1 and 2:** For Paper 1, the general performance from the selected scripts was very poor across all questions in both papers, with averages around 35%.

**Tourism Paper 1:** Questions 2 and 4 showed poor performance, whereas Question 1 showed much better performance. All recorded achievements had averages above 30%.

**Tshivenda Home Language Papers 1, 2 and 3:** In Paper 1, Question 5 (Language in Context) showed a poor average of achievement, whilst Question 2 (Summary) showed the performance was above average. In Paper 2, there were selective response questions across 3 compulsory genres, including folklore, where candidate performance varied across all questions. In Paper 3, candidates demonstrated strong performance across all questions in this paper.

**Xitsonga Home Language Papers 1, 2 and 3:** In Paper 1, Question 5 (Language in Context) showed a poor average of achievement, whilst Question 3 (Advertisements) showed the performance was above average. In Paper 2, there were selective response questions across 3 compulsory genres, including folklore, where candidate performance varied across all questions. In Paper 3, candidates demonstrated strong performance across all questions in this paper.

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

- i. Limited foundational understanding and competencies (all subjects verified);
- ii. Insufficient mastery of content, poor contextual application of knowledge, and deficiencies in subject-related terminology in Business Studies, Civil Technology - Construction, History, Geography, Life Sciences, Marine Sciences, Mathematical Literacy, Physical Sciences and Tourism);
- iii. Poor understanding and incomplete responses to opinion-based and higher-order questions (Agricultural Sciences, Business Studies, Physical Sciences, Life Orientation, Life Sciences, English First Additional Language, History, Marine Sciences, Mathematical Literacy, Tourism, and all Home Languages verified);
- iv. Inadequate responses which lack insight and depth (Accounting, Business Studies, 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 (Accounting, Civil Technology (Construction), Electrical Technology - Digital Systems, Mathematical Literacy, Mathematics, Mechanical Technology (Welding and Metalworks), Physical Sciences, Technical Mathematics and Technical Sciences); and
- vi. Weak interpretation of visual texts and literary texts and the inability to think creatively (Life Orientation, English First Additional Language, and all Home Languages verified).

## 8.4 Areas of Improvement

The following areas of improvement were identified:

- a. Significant improvements were observed in the consistent application of the approved marking guidelines across all marking centres. This reflects a stronger adherence to standardised procedures and a commitment to maintaining marking integrity; and
- b. Moderation processes demonstrated notable progress in terms of consistency and effectiveness at various levels. In most marking centres, moderation was carried out systematically, ensuring that discrepancies were addressed promptly and that quality assurance standards were upheld.

These improvements indicate a positive shift towards greater reliability and uniformity in both marking and moderation practices, contributing to the overall credibility of the marking process.

## 8.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- 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 – Civil Technology - Construction and Computer Applications Technology Paper 1, Western Cape – Computer Application Technology Paper 1, Consumer Studies, and IsiXhosa Home Language Paper 2, Mpumalanga – Tourism);
- b. Internal moderation by senior markers was below the prescribed 10%. (KwaZulu-Natal - Engineering Graphics and Design Papers 1 and 2);
- c. No whole script moderation by deputy chief markers, chief markers and internal moderators. (Gauteng - Accounting Paper 1 and Paper 2, Limpopo - Accounting Paper 1 and Paper 2 and Western Cape - Life Orientation Common Assessment Task);
- d. Poor quality of marking and moderation (Gauteng, Limpopo and Western Cape – Life Orientation Common Assessment Task);
- e. No letter of appointment for markers who were appointed late (Eastern Cape – Civil Technology – (Construction) Paper 1, Free State – English Home Language Paper 3, and Gauteng – Dramatic Arts); and
- f. Chief markers not using the approved marking guidelines (Gauteng – Sepedi Home Language Paper 3).

## 8.6 Directives for Compliance and Improvement

The DBE must:

- a. Ensure that the 1:5 ratio for the appointment of deputy chief markers to senior markers and senior markers to markers is adhered to in all subjects;
- b. Ensure that Internal moderation by senior markers is on at least 10% of scripts, as stipulated by DBE policy;
- c. Strengthen internal moderation process in all subjects;
- d. Ensure that the appointment letters to all markers are issued prior to the commencement of marking in all subjects; and
- e. Ensure that approved marking guidelines are available and consistently applied across all centres and subjects.

## 8.7 Conclusion

The Department of Basic Education is commended for effectively managing the marking process for the November 2025 NSC examinations. The comprehensive training provided to marking personnel during the standardisation meetings, along with its ongoing implementation across all Provincial Education Departments, played a key role in ensuring the consistent application of marking guidelines across most subjects. These measures demonstrate a strong commitment to upholding the integrity and credibility of the marking process.

Nonetheless, while the process was largely commendable, the DBE is encouraged to address the areas of non-compliance identified in this report. Timely attention to these matters will help safeguard the quality of marking across subjects and centres, ensuring that future examinations continue to uphold the highest standards of credibility and fairness.

## CHAPTER 9

---

# STANDARDISATION AND RESULTING

# CHAPTER 9 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 several 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 the 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 2025 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 inform 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

Norms for the November 2025 NSC exams are based on the results of the five most recent sittings. Once the norm development process was completed, in accordance with policy requirements, the DBE submitted the norms to Umalusi for verification and approval. Analysis of the norms' datasets showed that there was one subject with an outlier year for the NSC examinations, presented in Table 9A below:

**Table 9A: A subject with an outlier year for the November 2025 NSC examinations**

Level	Code	Subject	Outlier year
4	19371504	Technical Mathematics	202011

### 9.3.2 Dry Runs and Verification of the NSC System

In preparation for the November 2025 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 2025 examinations. The dry run testing focused on ensuring that:

The formulae used for data processing were compatible;  
The historical data on both systems were accurate; and  
The systems were able to verify whether school-based assessment (SBA) marks 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 21 and 22 December 2025, 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 2025 NSC standardisation are presented in Table 9B below:

**Table 9B: List of standardisation decisions for the November 2025 NSC examinations**

Description	Total
Number of subjects presented	<b>68</b>
Raw marks	56
Adjusted (mainly upwards)	07
Adjusted (downwards)	05
Unstandardised	00
<b>Number of subjects standardised</b>	<b>68</b>

Once the ASC was satisfied with the reliability of the information provided, 68 subjects were standardised. For the November 2025 NSC examinations, the ASC accepted the raw marks for 56 of the 68 subjects. The marks for seven subjects were adjusted upwards, while the remaining five subjects were adjusted downwards. Considering all the factors discussed during the standardisation meeting, the ASC expressed concern about the errors in the question papers and paper leaks. Despite these concerns, the DBE was commended for the excellent administration of the November 2025 NSC examinations.

### **9.3.5 Post-Standardisation**

Umalusi approved the mark adjustments and verified the statistical moderation processes following the standardisation meeting. The verification ensured that the adjustments applied to each subject were accurate, and the resulting files were processed and confirmed. During this process, it was identified that the records of several repeater candidates were not correctly linked to their original SBA marks. Therefore, these records were not approved during the first run.

### **9.4 Areas of Improvement**

No areas of improvement were identified.

### **9.5 Areas of Non-Compliance**

During the first resulting run, it was identified that the records of several repeater candidates were not correctly linked to their original SBA marks.

### **9.6 Directives for Compliance**

The DBE must ensure that all repeater candidates' records are correctly linked to their original SBA marks prior to the standardisation and resulting processes. This measure will minimise disapproved records and prevent delays in finalising results for repeater candidates.

### **9.7 Conclusion**

The standardisation decisions made were grounded in sound educational reasoning. As a result, Umalusi can conclude that the standardisation and resulting processes were 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	M <sup>2</sup>	A	A	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	3
2.	Accounting Paper 2	M <sup>5</sup>	A	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	A	3
3.	Afrikaans First Additional Language (FAL) Paper 1	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>4</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>4</sup>	3
4.	Afrikaans FAL Paper 2	A	A	A	A	M <sup>4</sup>	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	3
5.	Afrikaans FAL Paper 3	M <sup>2</sup>	A	A	A	A	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>4</sup>	3
6.	Afrikaans Home Language (HL) Paper 1	M <sup>1</sup>	A	A	A	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	3
7.	Afrikaans HL Paper 2	A	A	A	A	M <sup>1</sup>	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	3
8.	Afrikaans HL Paper 3	A	A	A	A	M <sup>2</sup>	M <sup>5</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	3
9.	Afrikaans Second Additional Language (SAL) Paper 1	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>4</sup>	M <sup>4</sup>	3
10.	Afrikaans SAL Paper 2	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>4</sup>	3
11.	Afrikaans SAL Paper 3	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>4</sup>	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>4</sup>	3
12.	Agricultural Management Practices	A	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	3
13.	Agricultural Sciences Paper 1	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	M <sup>2</sup>	3
14.	Agricultural Sciences Paper 2	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	3
15.	Agricultural Technology	M <sup>5</sup>	A	A	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A	3
16.	Business Studies Paper 1	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>3</sup>	3
17.	Business Studies Paper 2	A	A	A	A	A	M <sup>1</sup>	A	A	A	M <sup>3</sup>	3
18.	Civil Technology: Civil Services	M <sup>3</sup>	M <sup>1</sup>	A	M <sup>2</sup>	L <sup>7</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>1</sup>	3
19.	Civil Technology: Construction	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>6</sup>	A	N <sup>3</sup>	A	L <sup>5</sup>	L <sup>6</sup>	3
20.	Civil Technology: Woodworking	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>6</sup>	A	L <sup>2</sup>	M <sup>1</sup>	M <sup>5</sup>	L <sup>5</sup>	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
21.	Computer Applications Technology BU	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>4</sup>	L <sup>4</sup>	A	A	M <sup>3</sup>	A	3
22.	Computer Applications Technology Paper 1	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>4</sup>	L <sup>4</sup>	A	A	M <sup>3</sup>	M <sup>1</sup>	3
23.	Computer Applications Technology Paper 2	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	M <sup>2</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	3
24.	Consumer Studies	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>10</sup>	M <sup>3</sup>	L <sup>2</sup>	A	M <sup>4</sup>	M <sup>4</sup>	3
25.	Dance Studies	M <sup>2</sup>	A	A	L <sup>2</sup>	M <sup>2</sup>	A	A	L <sup>3</sup>	L <sup>8</sup>	L <sup>4</sup>	3
26.	Design Paper 1	A	A	A	A	A	A	A	A	A	A	1
27.	Design Paper 2	A	A	A	A	A	A	A	A	A	A	1
28.	Dramatic Arts Paper 1 (Theory)	L <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	A	L <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	3
29.	Economics Paper 1	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>5</sup>	M <sup>5</sup>	M <sup>2</sup>	A	M <sup>1</sup>	L <sup>4</sup>	L <sup>6</sup>	3
30.	Economics Paper 2	M <sup>4</sup>	N <sup>3</sup>	M <sup>1</sup>	L <sup>7</sup>	M <sup>4</sup>	M <sup>2</sup>	N <sup>3</sup>	A	L <sup>5</sup>	N <sup>7</sup>	3
31.	Electrical Technology: Digital Electronics	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>2</sup>	A	M <sup>2</sup>	M <sup>2</sup>	3
32.	Electrical Technology: Electronics	L <sup>4</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	3
33.	Electrical Technology: Power Systems	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	3
34.	Engineering Graphics and Design Paper 1	M <sup>3</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	3
35.	Engineering Graphics and Design Paper 2	M <sup>3</sup>	L <sup>2</sup>	M <sup>2</sup>	L <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	A	L <sup>2</sup>	M <sup>2</sup>	M <sup>2</sup>	3
36.	English FAL Paper 1	M <sup>1</sup>	A	A	A	M <sup>3</sup>	A	A	A	A	A	3
37.	English FAL Paper 2	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>7</sup>	M <sup>1</sup>	A	L <sup>2</sup>	M <sup>1</sup>	A	3
38.	English FAL Paper 3	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	A	A	A	A	3
39.	English HL Paper 1	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>4</sup>	L <sup>8</sup>	M <sup>2</sup>	A	M <sup>1</sup>	L <sup>5</sup>	L <sup>6</sup>	3
40.	English HL Paper 2	A	A	M <sup>1</sup>	M <sup>4</sup>	L <sup>9</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>1</sup>	M <sup>3</sup>	L <sup>6</sup>	3
41.	English HL Paper 3	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>6</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>5</sup>	L <sup>6</sup>	3
42.	Geography Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	3
43.	Geography Paper 2	M <sup>2</sup>	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	3
44.	History Paper 1	A	A	M <sup>1</sup>	M <sup>1</sup>	L <sup>3</sup>	M <sup>1</sup>	A	A	L <sup>3</sup>	M <sup>1</sup>	3
45.	History Paper 2	A	A	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	L <sup>4</sup>	3
46.	Hospitality Studies	A	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	3
47.	Information Technology Paper 1	M <sup>4</sup>	A	M <sup>1</sup>	A	M <sup>3</sup>	M <sup>1</sup>	A	A	A	M <sup>1</sup>	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	General Remarks
48.	Information Technology Paper 1 (BU)	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	3
49.	Information Technology Paper 2	L <sup>5</sup>	M <sup>1</sup>	M <sup>1</sup>	A	L <sup>5</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>2</sup>	4
50.	IsiNdebele FAL Paper 1	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	3
51.	IsiNdebele FAL Paper 2	A	M <sup>1</sup>	A	M <sup>2</sup>	A	A	A	A	A	A	3
52.	IsiNdebele FAL Paper 3	A	A	A	A	A	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>4</sup>	3
53.	IsiNdebele HL Paper 1	A	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>4</sup>	A	M <sup>2</sup>	A	A	M <sup>6</sup>	3
54.	IsiNdebele HL Paper 2	A	A	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	A	M <sup>1</sup>	A	3
55.	IsiNdebele HL Paper 3	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	A	A	A	3
56.	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
57.	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
58.	IsiNdebele SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
59.	IsiXhosa FAL Paper 1	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>5</sup>	A	A	L <sup>2</sup>	M <sup>1</sup>	M <sup>6</sup>	3
60.	IsiXhosa FAL Paper 2	M <sup>1</sup>	A	A	M <sup>5</sup>	M <sup>7</sup>	M <sup>1</sup>	A	L <sup>2</sup>	M <sup>4</sup>	L <sup>6</sup>	3
61.	IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
62.	IsiXhosa HL Paper 1	A	A	A	M <sup>1</sup>	M <sup>5</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>7</sup>	3
63.	IsiXhosa HL Paper 2	A	A	A	L <sup>5</sup>	M <sup>5</sup>	A	A	L <sup>2</sup>	M <sup>2</sup>	L <sup>7</sup>	3
64.	IsiXhosa HL Paper 3	A	A	A	M <sup>1</sup>	M <sup>5</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	L <sup>6</sup>	3
65.	IsiZulu FAL Paper 1	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>4</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	3
66.	IsiZulu FAL Paper 2	A	M <sup>1</sup>	A	A	M <sup>3</sup>	A	A	A	M <sup>3</sup>	M <sup>2</sup>	3
67.	IsiZulu FAL Paper 3	A	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	3
68.	IsiZulu HL Paper 1	M <sup>1</sup>	A	A	A	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>6</sup>	3
69.	IsiZulu HL Paper 2	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	L <sup>6</sup>	3
70.	IsiZulu HL Paper 3	A	A	A	A	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	L <sup>6</sup>	3
71.	IsiZulu SAL Paper 1	A	A	A	A	A	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>5</sup>	L <sup>6</sup>	3
72.	IsiZulu SAL Paper 2	A	A	A	A	M <sup>1</sup>	A	A	A	M <sup>1</sup>	L <sup>5</sup>	3
73.	IsiZulu SAL Paper 3	M <sup>1</sup>	A	A	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	A	3
74.	Life Orientation	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	3
75.	Life Orientation (BU)	A	A	A	A	M <sup>4</sup>	A	A	M <sup>1</sup>	A	M <sup>2</sup>	3
76.	Life Sciences Paper 1	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	M <sup>1</sup>	A	3
77.	Life Sciences Paper 2	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	A	A	M <sup>3</sup>	M <sup>1</sup>	3

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

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
104.	Sesotho FAL Paper 3	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	2
105.	Sesotho HL Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	L <sup>11</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	L <sup>6</sup>	3
106.	Sesotho HL Paper 2	M <sup>3</sup>	L <sup>1</sup>	N <sup>4</sup>	L <sup>5</sup>	N <sup>9</sup>	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>4</sup>	N <sup>9</sup>	4
107.	Sesotho HL Paper 3	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	3
108.	Sesotho SAL Paper 1	M <sup>2</sup>	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	L <sup>8</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>5</sup>	N <sup>8</sup>	3
109.	Sesotho SAL Paper 2	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	L <sup>5</sup>	M <sup>2</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>2</sup>	L <sup>6</sup>	3
110.	Sesotho SAL Paper 3	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	L <sup>5</sup>	3
111.	Setswana FAL Paper 1	A	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>4</sup>	3
112.	Setswana FAL Paper 2	A	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>4</sup>	3
113.	Setswana FAL Paper 3	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>4</sup>	3
114.	Setswana HL Paper 1	M <sup>2</sup>	A	L <sup>1</sup>	A	M <sup>3</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	L <sup>2</sup>	3
115.	Setswana HL Paper 2	A	A	A	A	L <sup>2</sup>	M <sup>1</sup>	A	L <sup>1</sup>	L <sup>1</sup>	M <sup>2</sup>	3
116.	Setswana HL Paper 3	M <sup>2</sup>	A	A	A	M <sup>3</sup>	A	A	A	M <sup>1</sup>	A	3
117.	Setswana SAL Paper 1	A	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>4</sup>	3
118.	Setswana SAL Paper 2	A	M <sup>1</sup>	A	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>4</sup>	3
119.	Setswana SAL Paper 3	A	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	3
120.	SiSwati FAL Paper 1	A	A	M <sup>1</sup>	A	M <sup>2</sup>	A	A	A	M <sup>2</sup>	M <sup>5</sup>	3
121.	SiSwati FAL Paper 2	A	A	M <sup>2</sup>	A	M <sup>5</sup>	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	3
122.	SiSwati FAL Paper 3	M <sup>1</sup>	A	A	A	M <sup>4</sup>	A	A	A	M <sup>3</sup>	M <sup>4</sup>	3
123.	SiSwati HL Paper 1	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	3
124.	SiSwati HL Paper 2	A	A	A	M <sup>1</sup>	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	3
125.	SiSwati HL Paper 3	A	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	3
126.	Technical Mathematics Paper 1	M <sup>4</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	A	A	M <sup>4</sup>	M <sup>2</sup>	3
127.	Technical Mathematics Paper 2	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>4</sup>	M <sup>6</sup>	3
128.	Technical Sciences Paper 1	M <sup>1</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	3
129.	Technical Sciences Paper 2	A	A	M <sup>1</sup>	A	A	A	A	A	M <sup>1</sup>	A	3
130.	Tourism	M <sup>2</sup>	A	A	A	M <sup>6</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	2
131.	Tshivenda FAL Paper 1	A	A	A	A	M <sup>2</sup>	A	A	A	L <sup>1</sup>	A	3
132.	Tshivenda FAL Paper 2	A	A	A	A	L <sup>1</sup>	A	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		
133.	Tshivenda FAL Paper 3	A	A	L <sup>1</sup>	A	A	A	A	A	A	A	A	3
134.	Tshivenda HL Paper 1	L <sup>1</sup>	A	A	A	L <sup>2</sup>	A	A	A	A	A	A	3
135.	Tshivenda HL Paper 2	A	A	A	A	A	A	A	A	A	A	A	1
136.	Tshivenda HL Paper 3	A	A	A	A	L <sup>1</sup>	A	A	A	A	A	A	3
137.	Visual Arts Paper 1 (Theory)	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	3
138.	Visual Arts Paper 2 (Practical)	A	A	A	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	A	A	3
139.	Xitsonga FAL Paper 1	M <sup>1</sup>	A	A	A	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>4</sup>	3
140.	Xitsonga FAL Paper 2	M <sup>1</sup>	A	A	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>2</sup>	M <sup>3</sup>	M <sup>3</sup>	3
141.	Xitsonga FAL Paper 3	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	A	A	A	M <sup>3</sup>	M <sup>4</sup>	M <sup>4</sup>	3
142.	Xitsonga HL Paper 1	A	A	A	A	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>4</sup>	3
143.	Xitsonga HL Paper 2	A	A	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>4</sup>	M <sup>4</sup>	3
144.	Xitsonga HL Paper 3	M <sup>1</sup>	A	A	A	M <sup>3</sup>	A	A	A	M <sup>1</sup>	M <sup>4</sup>	M <sup>4</sup>	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<sup>x</sup>, L<sup>x</sup>, N<sup>x</sup> (x = number of quality indicators not complied with)

1 = Approved; 2 = Conditionally approved, need not to 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 2025 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 grid, memorandum, relevant answer sheets and formula sheets/addenda.	<ol style="list-style-type: none"> <li>1. Agricultural Technology</li> <li>2. Computer Applications Technology BU</li> <li>3. Computer Applications Technology Paper 1</li> <li>4. Consumer Studies</li> <li>5. Dance Studies</li> <li>6. Dramatic Arts Paper 1 (Theory)</li> <li>7. Economics Paper 1</li> <li>8. Economics Paper 2</li> <li>9. Geography Paper 2</li> <li>10. Information Technology Paper 1</li> <li>11. Information Technology Paper 2</li> <li>12. IsiXhosa FAL Paper 1</li> <li>13. Life Orientation</li> <li>14. Life Sciences Paper 1</li> <li>15. Marine Sciences Paper 1</li> <li>16. Marine Sciences Paper 2</li> <li>17. Mathematics Paper 1</li> <li>18. Physical Sciences Paper 2</li> </ol>
1.2 All relevant details such as time allocation, name of the subject, number of pages and instructions to candidates are included on the question paper.	<ol style="list-style-type: none"> <li>1. Civil Technology: Construction</li> <li>2. Civil Technology: Woodworking</li> <li>3. Electrical Technology: Electronics</li> <li>4. Electrical Technology: Power Systems</li> <li>5. Mathematical Literacy Paper 2</li> <li>6. Sepedi FAL Paper 1</li> <li>7. Sepedi FAL Paper 3</li> <li>8. Sesotho HL Paper 2</li> <li>9. Xitsonga FAL Paper 2</li> </ol>
1.3 The instructions to candidates are clear and unambiguous.	<ol style="list-style-type: none"> <li>1. Civil Technology: Civil Services</li> <li>2. Computer Applications Technology Paper 2</li> <li>3. Dramatic Arts Paper 1 (Theory)</li> <li>4. Electrical Technology: Electronics</li> <li>5. Engineering Graphics and Design Paper 1</li> <li>6. Engineering Graphics and Design Paper 2</li> <li>7. English FAL Paper 1</li> <li>8. English FAL Paper 2</li> <li>9. English FAL Paper 3</li> <li>10. Information Technology Paper 1</li> <li>11. Information Technology Paper 1 (BU)</li> <li>12. Information Technology Paper 2</li> <li>13. IsiZulu SAL Paper 3</li> <li>14. Life Orientation</li> <li>15. Marine Sciences Paper 1</li> <li>16. Music Paper 1</li> <li>17. Sepedi SAL Paper 2</li> <li>18. Setswana HL Paper 1</li> <li>19. Technical Mathematics Paper 1</li> <li>20. Technical Mathematics Paper 2</li> <li>21. Xitsonga FAL Paper 3</li> <li>22. Xitsonga HL Paper 3</li> </ol>

Quality Indicators	Question papers not compliant
1.4 The layout of the paper is uncluttered and reader friendly.	<ol style="list-style-type: none"> <li>1. Accounting Paper 2</li> <li>2. Agricultural Technology</li> <li>3. Information Technology Paper 2</li> <li>4. Sesotho FAL Paper 1</li> <li>5. Sesotho FAL Paper 2</li> <li>6. Technical Mathematics Paper 1</li> <li>7. Visual Arts Paper 1 (Theory)</li> </ol>
1.5 The questions are correctly numbered.	<ol style="list-style-type: none"> <li>1. Accounting Paper 1</li> <li>2. Accounting Paper 2</li> <li>3. Electrical Technology: Electronics</li> <li>4. English HL Paper 1</li> <li>5. Marine Sciences Paper 1</li> <li>6. Mathematical Literacy Paper 2</li> <li>7. Sesotho FAL Paper 1</li> <li>8. Sesotho HL Paper 2</li> <li>9. Sesotho SAL Paper 1</li> <li>10. Setswana HL Paper 3</li> <li>11. Tourism</li> </ol>
1.6 The pages are correctly numbered.	<ol style="list-style-type: none"> <li>1. Mathematical Literacy Paper 2</li> <li>2. Sesotho FAL Paper 1</li> </ol>
1.7 The headers and footers on each page are consistent and adhere to the required format.	<ol style="list-style-type: none"> <li>1. Accounting Paper 2</li> <li>2. Afrikaans FAL Paper 1</li> <li>3. Afrikaans FAL Paper 3</li> <li>4. Afrikaans SAL Paper 1</li> <li>5. Agricultural Technology</li> <li>6. Business Studies Paper 1</li> <li>7. Civil Technology: Civil Services</li> <li>8. Economics Paper 2</li> <li>9. Engineering Graphics and Design Paper 1</li> <li>10. English HL Paper 3</li> <li>11. IsiXhosa FAL Paper 2</li> <li>12. Life Sciences Paper 2</li> <li>13. Sesotho FAL Paper 1</li> <li>14. Sesotho HL Paper 1</li> <li>15. Sesotho SAL Paper 1</li> <li>16. Sesotho SAL Paper 2</li> <li>17. Sesotho SAL Paper 3</li> </ol>
1.8 Appropriate fonts are used throughout the paper.	<ol style="list-style-type: none"> <li>1. Accounting Paper 2</li> <li>2. Agricultural Technology</li> <li>3. Information Technology Paper 1</li> <li>4. Information Technology Paper 1 (BU)</li> <li>5. Information Technology Paper 2</li> <li>6. Sepedi FAL Paper 2</li> <li>7. Sesotho FAL Paper 3</li> <li>8. Technical Mathematics Paper 1</li> </ol>
1.9 Mark allocations are clearly indicated.	<ol style="list-style-type: none"> <li>1. Dance Studies</li> <li>2. Music Paper 1</li> <li>3. Music Paper 2</li> </ol>
1.10 The question paper can be completed in the time allocated.	<ol style="list-style-type: none"> <li>1. Accounting Paper 1</li> <li>2. Economics Paper 1</li> <li>3. Economics Paper 2</li> <li>4. Engineering Graphics and Design Paper 2</li> <li>5. Mathematics Paper 2</li> </ol>

Quality Indicators	Question papers not compliant
<p>1.11 The quality of drawings, illustrations, graphs, tables, etc. is appropriate, clear, error free and print ready.</p>	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 3</li> <li>2. Afrikaans HL Paper 1</li> <li>3. Afrikaans SAL Paper 2</li> <li>4. Afrikaans SAL Paper 3</li> <li>5. Agricultural Sciences Paper 2</li> <li>6. Agricultural Technology</li> <li>7. Civil Technology: Civil Services</li> <li>8. Civil Technology: Construction</li> <li>9. Civil Technology: Woodworking</li> <li>10. Consumer Studies</li> <li>11. Dramatic Arts Paper 1 (Theory)</li> <li>12. Electrical Technology: Digital Electronics</li> <li>13. Electrical Technology: Electronics</li> <li>14. Engineering Graphics and Design Paper 1</li> <li>15. Engineering Graphics and Design Paper 2</li> <li>16. English HL Paper 1</li> <li>17. English HL Paper 3</li> <li>18. Geography Paper 1</li> <li>19. Geography Paper 2</li> <li>20. Information Technology Paper 1</li> <li>21. Information Technology Paper 2</li> <li>22. IsiNdebele FAL Paper 1</li> <li>23. IsiZulu HL Paper 1</li> <li>24. Life Sciences Paper 1</li> <li>25. Mathematical Literacy Paper 2</li> <li>26. Mathematics Paper 1</li> <li>27. Sepedi SAL Paper 3</li> <li>28. Sesotho HL Paper 2</li> <li>29. Setswana HL Paper 1</li> <li>30. Setswana HL Paper 3</li> <li>31. SiSwati FAL Paper 3</li> <li>32. Technical Mathematics Paper 1</li> <li>33. Technical Mathematics Paper 2</li> <li>34. Technical Sciences Paper 1</li> <li>35. Tourism</li> <li>36. Tshivenda HL Paper 1</li> <li>37. Visual Arts Paper 1 (Theory)</li> <li>38. Xitsonga FAL Paper 1</li> </ol>
<p>1.12 The question paper adheres to the format requirements in the Subject Assessment Guideline (SAG) and other assessment frameworks.</p>	<ol style="list-style-type: none"> <li>1. Economics Paper 1</li> <li>2. Economics Paper 2</li> <li>3. IsiZulu FAL Paper 1</li> </ol>

**CRITERION 2: INTERNAL MODERATION**

Quality indicators	Question papers not compliant
2.1 The assessment body submitted a file with a full history of the development of the question paper including all drafts, internal moderators' comments/reports, etc. (all of these must accompany the question paper each time it comes to the external moderator(s)).	<ol style="list-style-type: none"> <li>1. Economics Paper 2</li> <li>2. IsiNdebele FAL Paper 2</li> <li>3. IsiZulu FAL Paper 2</li> </ol>
2.2 The quality, standard and relevance of inputs from the internal moderator are appropriate.	<ol style="list-style-type: none"> <li>1. Business Studies Paper 1</li> <li>2. Civil Technology: Civil Services</li> <li>3. Civil Technology: Woodworking</li> <li>4. Consumer Studies</li> <li>5. Economics Paper 2</li> <li>6. Engineering Graphics and Design Paper 1</li> <li>7. Engineering Graphics and Design Paper 2</li> <li>8. English HL Paper 1</li> <li>9. English HL Paper 2</li> <li>10. English HL Paper 3</li> <li>11. Geography Paper 1</li> <li>12. Information Technology Paper 2</li> <li>13. IsiZulu HL Paper 2</li> <li>14. Mathematical Literacy Paper 1</li> <li>15. Mathematical Literacy Paper 2</li> <li>16. Sesotho FAL Paper 1</li> <li>17. Sesotho HL Paper 1</li> <li>18. Sesotho HL Paper 2</li> <li>19. Sesotho HL Paper 3</li> <li>20. Sesotho SAL Paper 1</li> <li>21. Sesotho SAL Paper 2</li> <li>22. Sesotho SAL Paper 3</li> <li>23. Setswana FAL Paper 1</li> <li>24. Setswana FAL Paper 2</li> <li>25. Setswana FAL Paper 3</li> <li>26. Setswana SAL Paper 1</li> <li>27. Setswana SAL Paper 2</li> <li>28. Setswana SAL Paper 3</li> <li>29. Technical Mathematics Paper 1</li> </ol>
2.3 There is evidence that the internal moderator's recommendations have been addressed.	<ol style="list-style-type: none"> <li>1. Economics Paper 2</li> <li>2. Engineering Graphics and Design Paper 1</li> <li>3. Engineering Graphics and Design Paper 2</li> </ol>

**CRITERION 3: CONTENT COVERAGE**

Quality indicators	Question papers not compliant
3.1 The analysis grid shows clearly how each question is linked to an LO/topic.	<ol style="list-style-type: none"> <li>1. Economics Paper 1</li> <li>2. Economics Paper 2</li> <li>3. IsiNdebele HL Paper 1</li> <li>4. IsiNdebele HL Paper 2</li> <li>5. SiSwati FAL Paper 1</li> <li>6. Technical Sciences Paper 2</li> <li>7. Visual Arts Paper 1 (Theory)</li> <li>8. Xitsonga FAL Paper 3</li> </ol>

Quality indicators	Question papers not compliant
3.2 The paper adequately covers the skills and concepts/ topics / themes as prescribed in the curriculum and assessment policy statement (CAPS) and/or SAG and/or other applicable assessment frameworks.	<ol style="list-style-type: none"> <li>1. Computer Applications Technology Paper 2</li> <li>2. History Paper 2</li> <li>3. Marine Sciences Paper 1</li> <li>4. Sepedi FAL Paper 1</li> <li>5. Sepedi HL Paper 2</li> <li>6. Sepedi HL Paper 3</li> <li>7. Sesotho FAL Paper 1</li> <li>8. Sesotho FAL Paper 2</li> <li>9. Sesotho HL Paper 2</li> <li>10. Sesotho SAL Paper 1</li> <li>11. Sesotho SAL Paper 3</li> <li>12. SiSwati FAL Paper 2</li> </ol>
3.3 The questions are within the broad scope of the CAPS and/or SAG and/or other applicable assessment frameworks.	<ol style="list-style-type: none"> <li>1. Music Paper 2</li> <li>2. Sesotho FAL Paper 2</li> <li>3. Sesotho HL Paper 1</li> <li>4. Sesotho HL Paper 2</li> <li>5. Sesotho SAL Paper 1</li> <li>6. Sesotho SAL Paper 3</li> <li>7. Technical Mathematics Paper 2</li> <li>8. Technical Sciences Paper 1</li> </ol>
3.4 The skills/topics/themes and concepts are appropriately linked and integrated.	<ol style="list-style-type: none"> <li>1. IsiNdebele HL Paper 3</li> <li>2. Marine Sciences Paper 1</li> <li>3. SiSwati FAL Paper 2</li> </ol>
3.5 The questions are representative of the latest developments in this subject.	<ol style="list-style-type: none"> <li>1. Engineering Graphics and Design Paper 2</li> <li>2. Sesotho HL Paper 2</li> <li>3. Sesotho SAL Paper 1</li> </ol>
3.6 The content including examples, text and illustrations included in the question paper are suitable, appropriate, relevant and academically correct/accurate.	<ol style="list-style-type: none"> <li>1. Consumer Studies</li> <li>2. Dramatic Arts Paper 1 (Theory)</li> <li>3. Engineering Graphics and Design Paper 1</li> <li>4. Engineering Graphics and Design Paper 2</li> <li>5. English HL Paper 1</li> <li>6. English HL Paper 3</li> <li>7. Geography Paper 1</li> <li>8. History Paper 1</li> <li>9. History Paper 2</li> <li>10. Information Technology Paper 1</li> <li>11. Information Technology Paper 1 (BU)</li> <li>12. Information Technology Paper 2</li> <li>13. IsiNdebele HL Paper 1</li> <li>14. IsiNdebele HL Paper 3</li> <li>15. Life Sciences Paper 2</li> <li>16. Marine Sciences Paper 2</li> <li>17. Mathematical Literacy Paper 2</li> <li>18. Music Paper 2</li> <li>19. Physical Sciences Paper 1</li> <li>20. Sepedi FAL Paper 1</li> <li>21. Sesotho FAL Paper 1</li> <li>22. Sesotho HL Paper 2</li> <li>23. Sesotho SAL Paper 2</li> <li>24. Setswana HL Paper 1</li> <li>25. Technical Mathematics Paper 1</li> <li>26. Tshivenda FAL Paper 3</li> </ol>

**CRITERION 4: COGNITIVE SKILLS**

Quality indicators	Question papers not compliant
<p>4.1 The analysis grid clearly shows the cognitive level of each question/sub-question.</p>	<ol style="list-style-type: none"> <li>1. Dramatic Arts Paper 1 (Theory)</li> <li>2. Economics Paper 1</li> <li>3. Economics Paper 2</li> <li>4. English HL Paper 3</li> <li>5. Information Technology Paper 1 (BU)</li> <li>6. IsiNdebele FAL Paper 1</li> <li>7. IsiNdebele FAL Paper 2</li> <li>8. IsiNdebele HL Paper 1</li> <li>9. IsiNdebele HL Paper 2</li> <li>10. IsiZulu FAL Paper 1</li> <li>11. Xitsonga FAL Paper 2</li> </ol>
<p>4.2 There is an appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used).</p>	<ol style="list-style-type: none"> <li>1. Accounting Paper 1</li> <li>2. Accounting Paper 2</li> <li>3. Business Studies Paper 1</li> <li>4. Civil Technology: Civil Services</li> <li>5. Civil Technology: Construction</li> <li>6. Civil Technology: Woodworking</li> <li>7. Computer Applications Technology Paper 1</li> <li>8. Computer Applications Technology Paper 2</li> <li>9. Dance Studies</li> <li>10. Economics Paper 1</li> <li>11. Economics Paper 2</li> <li>12. Electrical Technology: Digital Electronics</li> <li>13. Electrical Technology: Electronics</li> <li>14. Electrical Technology: Power Systems</li> <li>15. Engineering Graphics and Design Paper 1</li> <li>16. Engineering Graphics and Design Paper 2</li> <li>17. English FAL Paper 2</li> <li>18. English HL Paper 1</li> <li>19. English HL Paper 2</li> <li>20. Geography Paper 1</li> <li>21. History Paper 1</li> <li>22. IsiNdebele FAL Paper 2</li> <li>23. IsiXhosa FAL Paper 2</li> <li>24. IsiZulu FAL Paper 1</li> <li>25. IsiZulu HL Paper 2</li> <li>26. Life Sciences Paper 1</li> <li>27. Marine Sciences Paper 1</li> <li>28. Mathematics Paper 1</li> <li>29. Mathematics Paper 2</li> <li>30. Music Paper 2</li> <li>31. Physical Sciences Paper 1</li> <li>32. Sepedi FAL Paper 2</li> <li>33. Sesotho FAL Paper 1</li> <li>34. Sesotho FAL Paper 2</li> <li>35. Sesotho HL Paper 1</li> <li>36. Sesotho HL Paper 2</li> <li>37. Sesotho SAL Paper 1</li> <li>38. Sesotho SAL Paper 2</li> <li>39. SiSwati HL Paper 2</li> <li>40. Visual Arts Paper 1 (Theory)</li> </ol>

Quality indicators	Question papers not compliant
4.3 Choice questions are of an equal level of difficulty.	<ol style="list-style-type: none"> <li>1. Agricultural Management Practices</li> <li>2. Civil Technology: Woodworking</li> <li>3. Dramatic Arts Paper 1 (Theory)</li> <li>4. English FAL Paper 2</li> <li>5. English HL Paper 1</li> <li>6. English HL Paper 2</li> <li>7. IsiXhosa FAL Paper 1</li> <li>8. Life Orientation</li> <li>9. Sesotho HL Paper 2</li> <li>10. Sesotho SAL Paper 2</li> <li>11. Xitsonga FAL Paper 3</li> </ol>
4.4 The question paper offers opportunities to assess candidates' abilities to:	
4.4.1 reason;	<ol style="list-style-type: none"> <li>1. Economics Paper 1</li> <li>2. Economics Paper 2</li> <li>3. IsiXhosa FAL Paper 2</li> <li>4. IsiXhosa HL Paper 2</li> <li>5. Sesotho HL Paper 2</li> <li>6. Sesotho SAL Paper 2</li> </ol>
4.4.2 communicate;	<ol style="list-style-type: none"> <li>1. IsiXhosa FAL Paper 2</li> <li>2. IsiXhosa HL Paper 2</li> </ol>
4.4.3 translate verbal to symbolic forms;	None
4.4.4 convert visual evidence into written responses;	<ol style="list-style-type: none"> <li>1. Economics Paper 2</li> <li>2. Setswana SAL Paper 3</li> </ol>
4.4.5 compare and contrast;	None
4.4.6 identify causal relationships;	None
4.4.7 present arguments clearly; and	<ol style="list-style-type: none"> <li>1. Economics Paper 1</li> <li>2. Economics Paper 2</li> <li>3. IsiXhosa FAL Paper 2</li> <li>4. IsiXhosa HL Paper 2</li> <li>5. IsiXhosa HL Paper 3</li> <li>6. Setswana SAL Paper 3</li> </ol>
4.4.8 provide creative responses.	<ol style="list-style-type: none"> <li>1. Economics Paper 1</li> <li>2. Economics Paper 2</li> <li>3. IsiXhosa HL Paper 2</li> </ol>

Quality indicators	Question papers not compliant
4.5 The degree of difficulty is not unintentionally increased by the inclusion of irrelevant information	<ol style="list-style-type: none"> <li>1. Civil Technology: Civil Services</li> <li>2. Computer Applications Technology BU</li> <li>3. Computer Applications Technology Paper 1</li> <li>4. Computer Applications Technology Paper 2</li> <li>5. Consumer Studies</li> <li>6. Electrical Technology: Electronics</li> <li>7. English HL Paper 1</li> <li>8. English HL Paper 2</li> <li>9. IsiNdebele HL Paper 1</li> <li>10. IsiNdebele HL Paper 3</li> <li>11. IsiXhosa FAL Paper 2</li> <li>12. IsiXhosa HL Paper 1</li> <li>13. IsiXhosa HL Paper 2</li> <li>14. Marine Sciences Paper 1</li> <li>15. Mathematical Literacy Paper 1</li> <li>16. Mathematical Literacy Paper 2</li> <li>17. Physical Sciences Paper 1</li> <li>18. Physical Sciences Paper 2</li> <li>19. Sesotho FAL Paper 1</li> <li>20. Sesotho HL Paper 2</li> <li>21. Technical Mathematics Paper 1</li> <li>22. Technical Mathematics Paper 2</li> </ol>
4.6 There is a correlation between mark allocation, cognitive level, degree of difficulty and time allocation.	<ol style="list-style-type: none"> <li>1. Computer Applications Technology BU</li> <li>2. Computer Applications Technology Paper 1</li> <li>3. Dance Studies</li> <li>4. Economics Paper 2</li> <li>5. Engineering Graphics and Design Paper 2</li> <li>6. English HL Paper 1</li> <li>7. English HL Paper 2</li> <li>8. Hospitality Studies</li> <li>9. Mathematical Literacy Paper 1</li> <li>10. Mathematics Paper 1</li> <li>11. Mathematics Paper 2</li> <li>12. Sesotho FAL Paper 1</li> <li>13. Sesotho HL Paper 1</li> <li>14. Sesotho HL Paper 2</li> <li>15. Sesotho SAL Paper 1</li> <li>16. Sesotho SAL Paper 2</li> </ol>

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

Quality indicators	Question papers not compliant
<b>5.1 Types of questions</b>	
5.1.1 The question paper includes a variety of question types, such as multiple-choice, paragraph-based responses, data/source-based responses, essays, real-life scenarios, and problem-solving questions as stipulated in the SAG/Examination Guidelines.	<ol style="list-style-type: none"> <li>1. Civil Technology: Civil Services</li> <li>2. Civil Technology: Construction</li> <li>3. Civil Technology: Woodworking</li> <li>4. Engineering Graphics and Design Paper 2</li> <li>5. Sesotho HL Paper 1</li> <li>6. Sesotho HL Paper 2</li> <li>7. Sesotho SAL Paper 3</li> </ol>
5.2 The selection of source material (i.e. prose, text, visuals, drawings, illustrations, examples, tables, graphs, data files)	
5.2.1 is subject-specific.	<ol style="list-style-type: none"> <li>1. Sesotho FAL Paper 1</li> <li>2. Sesotho HL Paper 1</li> <li>3. SiSwati FAL Paper 2</li> </ol>

Quality indicators	Question papers not compliant
5.2.2 is of an appropriate length.	<ol style="list-style-type: none"> <li>1. Economics Paper 2</li> <li>2. English HL Paper 3</li> <li>3. Technical Mathematics Paper 2</li> </ol>
5.2.3 is functional, relevant, and appropriate.	<ol style="list-style-type: none"> <li>1. Afrikaans SAL Paper 3</li> <li>2. Computer Applications Technology BU</li> <li>3. Computer Applications Technology Paper 1</li> <li>4. Consumer Studies</li> <li>5. Economics Paper 1</li> <li>6. English HL Paper 1</li> <li>7. English HL Paper 2</li> <li>8. English HL Paper 3</li> <li>9. Geography Paper 1</li> <li>10. History Paper 1</li> <li>11. IsiXhosa HL Paper 1</li> <li>12. Marine Sciences Paper 1</li> <li>13. Marine Sciences Paper 2</li> <li>14. Mathematical Literacy Paper 2</li> <li>15. Sepedi FAL Paper 2</li> <li>16. Sesotho FAL Paper 1</li> <li>17. Sesotho HL Paper 1</li> <li>18. Sesotho HL Paper 2</li> <li>19. Sesotho SAL Paper 1</li> <li>20. Setswana FAL Paper 1</li> <li>21. Setswana HL Paper 1</li> <li>22. Setswana SAL Paper 1</li> <li>23. Technical Mathematics Paper 1</li> <li>24. Tourism</li> <li>25. Tshivenda FAL Paper 1</li> <li>26. Xitsonga HL Paper 1</li> <li>27. Xitsonga HL Paper 3</li> </ol>
5.2.4 allows for the testing of appropriate skills.	<ol style="list-style-type: none"> <li>1. English HL Paper 1</li> <li>2. English HL Paper 2</li> <li>3. IsiXhosa HL Paper 1</li> <li>4. IsiXhosa HL Paper 3</li> <li>5. IsiZulu FAL Paper 2</li> <li>6. Marine Sciences Paper 2</li> <li>7. Sepedi HL Paper 1</li> <li>8. Sesotho HL Paper 1</li> <li>9. Sesotho HL Paper 2</li> <li>10. Sesotho SAL Paper 1</li> <li>11. Xitsonga HL Paper 1</li> </ol>
5.2.5 generates questions across the cognitive levels.	<ol style="list-style-type: none"> <li>1. Engineering Graphics and Design Paper 1</li> <li>2. Engineering Graphics and Design Paper 2</li> <li>3. English HL Paper 1</li> <li>4. English HL Paper 2</li> <li>5. IsiZulu FAL Paper 1</li> <li>6. Sepedi HL Paper 1</li> <li>7. Sesotho SAL Paper 1</li> <li>8. Visual Arts Paper 1 (Theory)</li> </ol>

Quality indicators	Question papers not compliant
<b>5.3 Quality of questions</b>	
5.3.1 The questions are relevant to the key concepts of the subject.	<ol style="list-style-type: none"> <li>1. English HL Paper 3</li> <li>2. History Paper 2</li> <li>3. IsiNdebele HL Paper 1</li> <li>4. IsiXhosa FAL Paper 2</li> <li>5. IsiXhosa HL Paper 2</li> <li>6. Sesotho FAL Paper 1</li> <li>7. Sesotho HL Paper 1</li> <li>8. Sesotho HL Paper 2</li> <li>9. Sesotho SAL Paper 1</li> <li>10. Xitsonga HL Paper 1</li> </ol>
5.3.2 The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia, and unintentional clues to the correct answers.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans HL Paper 3</li> <li>4. Afrikaans SAL Paper 1</li> <li>5. Afrikaans SAL Paper 2</li> <li>6. Afrikaans SAL Paper 3</li> <li>7. Agricultural Management Practices</li> <li>8. Agricultural Sciences Paper 2</li> <li>9. Civil Technology: Civil Services</li> <li>10. Civil Technology: Construction</li> <li>11. Civil Technology: Woodworking</li> <li>12. Computer Applications Technology BU</li> <li>13. Computer Applications Technology Paper 1</li> <li>14. Computer Applications Technology Paper 2</li> <li>15. Consumer Studies</li> <li>16. Dance Studies</li> <li>17. Economics Paper 1</li> <li>18. Economics Paper 2</li> <li>19. Electrical Technology: Power Systems</li> <li>20. English FAL Paper 1</li> <li>21. English FAL Paper 2</li> <li>22. English FAL Paper 3</li> <li>23. English HL Paper 1</li> <li>24. English HL Paper 2</li> <li>25. English HL Paper 3</li> <li>26. History Paper 1</li> <li>27. History Paper 2</li> <li>28. Information Technology Paper 1</li> <li>29. Information Technology Paper 2</li> <li>30. IsiNdebele FAL Paper 1</li> <li>31. IsiNdebele HL Paper 1</li> <li>32. IsiXhosa FAL Paper 2</li> <li>33. IsiXhosa HL Paper 2</li> <li>34. IsiXhosa HL Paper 3</li> <li>35. IsiZulu FAL Paper 2</li> <li>36. IsiZulu HL Paper 1</li> <li>37. IsiZulu HL Paper 2</li> <li>38. IsiZulu HL Paper 3</li> <li>39. IsiZulu SAL Paper 2</li> </ol>

Quality indicators	Question papers not compliant
	<ol style="list-style-type: none"> <li>40. Orientation (BU)</li> <li>41. Life Orientation</li> <li>42. Marine Sciences Paper 1</li> <li>43. Marine Sciences Paper 2</li> <li>44. Mathematical Literacy Paper 1</li> <li>45. Mathematical Literacy Paper 2</li> <li>46. Music Paper 1</li> <li>47. Music Paper 2</li> <li>48. Physical Sciences Paper 1</li> <li>49. Physical Sciences Paper 2</li> <li>50. Sepedi FAL Paper 2</li> <li>51. Sepedi SAL Paper 3</li> <li>52. Sesotho FAL Paper 1</li> <li>53. Sesotho HL Paper 2</li> <li>54. Sesotho SAL Paper 1</li> <li>55. Sesotho SAL Paper 2</li> <li>56. Setswana HL Paper 1</li> <li>57. Setswana HL Paper 3</li> <li>58. SiSwati FAL Paper 1</li> <li>59. SiSwati FAL Paper 2</li> <li>60. SiSwati FAL Paper 3</li> <li>61. SiSwati HL Paper 1</li> <li>62. SiSwati HL Paper 2</li> <li>63. SiSwati HL Paper 3</li> <li>64. Technical Mathematics Paper 1</li> <li>65. Technical Mathematics Paper 2</li> <li>66. Tourism</li> <li>67. Tshivenda FAL Paper 1</li> <li>68. Tshivenda FAL Paper 2</li> <li>69. Tshivenda HL Paper 1</li> <li>70. Tshivenda HL Paper 3</li> <li>71. Xitsonga FAL Paper 3</li> <li>72. Xitsonga HL Paper 2</li> </ol>
5.3.3 The questions include clear instructional keywords/verbs.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans HL Paper 3</li> <li>4. Afrikaans SAL Paper 1</li> <li>5. Agricultural Management Practices</li> <li>6. Civil Technology: Construction</li> <li>7. Civil Technology: Woodworking</li> <li>8. Economics Paper 1</li> <li>9. Economics Paper 2</li> <li>10. Electrical Technology: Digital Electronics</li> <li>11. English FAL Paper 2</li> <li>12. English HL Paper 2</li> <li>13. Information Technology Paper 2</li> <li>14. IsiXhosa FAL Paper 1</li> <li>15. IsiXhosa FAL Paper 2</li> <li>16. IsiXhosa HL Paper 1</li> <li>17. IsiXhosa HL Paper 2</li> <li>18. IsiXhosa HL Paper 3</li> <li>19. IsiZulu FAL Paper 1</li> <li>20. IsiZulu FAL Paper 2</li> <li>21. IsiZulu HL Paper 1</li> <li>22. IsiZulu HL Paper 2</li> <li>23. Marine Sciences Paper 1</li> <li>24. Marine Sciences Paper 2</li> <li>25. Mathematical Literacy Paper 1</li> <li>26. Mathematical Literacy Paper 2</li> <li>27. Music Paper 2</li> </ol>

Quality indicators	Question papers not compliant
	28. Sepedi SAL Paper 2 29. Sesotho FAL Paper 1 30. Sesotho HL Paper 1 31. Sesotho HL Paper 2 32. Sesotho SAL Paper 1 33. Sesotho SAL Paper 2 34. SiSwati FAL Paper 3 35. SiSwati HL Paper 2 36. Tourism 37. Tshivenda HL Paper 1 38. Xitsonga FAL Paper 3 39. Xitsonga HL Paper 3
5.3.4 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. Afrikaans SAL Paper 2 5. Civil Technology: Construction 6. Computer Applications Technology BU 7. Computer Applications Technology Paper 1 8. Computer Applications Technology Paper 2 9. Economics Paper 1 10. Economics Paper 2 11. Electrical Technology: Electronics 12. English FAL Paper 1 13. English FAL Paper 2 14. English HL Paper 1 15. English HL Paper 2 16. English HL Paper 3 17. History Paper 1 18. IsiNdebele HL Paper 1 19. IsiXhosa FAL Paper 1 20. IsiXhosa FAL Paper 2 21. IsiXhosa HL Paper 2 22. IsiXhosa HL Paper 3 23. IsiZulu HL Paper 1 24. IsiZulu HL Paper 2 25. IsiZulu HL Paper 3 26. Life Orientation 27. Marine Sciences Paper 1 28. Marine Sciences Paper 2 29. Mathematical Literacy Paper 1 30. Mathematical Literacy Paper 2 31. Music Paper 1 32. Music Paper 2 33. Sepedi SAL Paper 1 34. Sepedi SAL Paper 2 35. Sesotho HL Paper 1 36. Sesotho HL Paper 2 37. Sesotho HL Paper 3 38. Sesotho SAL Paper 1 39. Sesotho SAL Paper 2 40. SiSwati FAL Paper 1 41. SiSwati FAL Paper 2 42. SiSwati FAL Paper 3 43. SiSwati HL Paper 2 44. SiSwati HL Paper 3 45. Tourism 46. Xitsonga FAL Paper 3 47. Xitsonga HL Paper 2

Quality indicators	Question papers not compliant
5.3.5 The questions contain no factual errors or misleading information.	<ol style="list-style-type: none"> <li>1. Agricultural Sciences Paper 1</li> <li>2. Civil Technology: Civil Services</li> <li>3. Civil Technology: Construction</li> <li>4. Consumer Studies</li> <li>5. Economics Paper 1</li> <li>6. Information Technology Paper 1</li> <li>7. Information Technology Paper 2</li> <li>8. IsiNdebele FAL Paper 1</li> <li>9. IsiNdebele HL Paper 1</li> <li>10. IsiXhosa FAL Paper 1</li> <li>11. IsiXhosa FAL Paper 2</li> <li>12. IsiXhosa HL Paper 1</li> <li>13. IsiXhosa HL Paper 2</li> <li>14. IsiXhosa HL Paper 3</li> <li>15. IsiZulu FAL Paper 1</li> <li>16. IsiZulu HL Paper 1</li> <li>17. IsiZulu HL Paper 3</li> <li>18. Life Sciences Paper 1</li> <li>19. Mathematical Literacy Paper 2</li> <li>20. Music Paper 1</li> <li>21. Music Paper 2</li> <li>22. Sepedi HL Paper 2</li> <li>23. Sesotho FAL Paper 2</li> <li>24. Sesotho HL Paper 1</li> <li>25. Sesotho SAL Paper 1</li> <li>26. Sesotho SAL Paper 2</li> <li>27. Setswana FAL Paper 1</li> <li>28. Setswana FAL Paper 3</li> <li>29. Setswana HL Paper 2</li> <li>30. Setswana HL Paper 3</li> <li>31. Setswana SAL Paper 1</li> <li>32. Technical Sciences Paper 1</li> <li>33. Tourism</li> <li>34. Visual Arts Paper 1 (Theory)</li> <li>35. Xitsonga FAL Paper 1</li> <li>36. Xitsonga HL Paper 3</li> </ol>
5.3.6 The questions are not formulated with double negatives or unnecessary negative terms.	<ol style="list-style-type: none"> <li>1. Computer Applications Technology Paper 2</li> <li>2. Sesotho FAL Paper 2</li> <li>3. SiSwati FAL Paper 2</li> </ol>

Quality indicators	Question papers not compliant
5.3.7 References in the questions to prose texts, visuals, drawings, illustrations, examples, tables, and graphs, are relevant and correct.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 2</li> <li>2. Civil Technology: Civil Services</li> <li>3. Civil Technology: Construction</li> <li>4. Civil Technology: Woodworking</li> <li>5. Computer Applications Technology BU</li> <li>6. Computer Applications Technology Paper 1</li> <li>7. Computer Applications Technology Paper 2</li> <li>8. Consumer Studies</li> <li>9. English HL Paper 1</li> <li>10. English HL Paper 2</li> <li>11. English HL Paper 3</li> <li>12. Geography Paper 1</li> <li>13. Information Technology Paper 1</li> <li>14. Information Technology Paper 2</li> <li>15. IsiXhosa HL Paper 1</li> <li>16. IsiZulu FAL Paper 1</li> <li>17. Music Paper 1</li> <li>18. Sepedi FAL Paper 1</li> <li>19. Sesotho FAL Paper 1</li> <li>20. Sesotho HL Paper 1</li> <li>21. Sesotho HL Paper 2</li> <li>22. Setswana HL Paper 3</li> <li>23. Setswana SAL Paper 1</li> <li>24. Setswana SAL Paper 3</li> <li>25. SiSwati FAL Paper 2</li> <li>26. SiSwati FAL Paper 3</li> <li>27. Visual Arts Paper 1 (Theory)</li> <li>28. Xitsonga FAL Paper 1</li> </ol>
5.3.8 No question suggests the answer to another question.	<ol style="list-style-type: none"> <li>1. Afrikaans HL Paper 2</li> <li>2. Civil Technology: Civil Services</li> <li>3. Civil Technology: Woodworking</li> <li>4. Consumer Studies</li> <li>5. Dance Studies</li> <li>6. Electrical Technology: Power Systems</li> <li>7. English FAL Paper 2</li> <li>8. English HL Paper 2</li> <li>9. Geography Paper 1</li> <li>10. Hospitality Studies</li> <li>11. IsiXhosa FAL Paper 2</li> <li>12. Music Paper 1</li> <li>13. Physical Sciences Paper 1</li> <li>14. Sesotho HL Paper 2</li> <li>15. Setswana HL Paper 2</li> </ol>
5.3.9 No question overlaps with another question.	<ol style="list-style-type: none"> <li>1. Agricultural Management Practices</li> <li>2. Civil Technology: Civil Services</li> <li>3. Consumer Studies</li> <li>4. Dramatic Arts Paper 1 (Theory)</li> <li>5. English FAL Paper 2</li> <li>6. English HL Paper 1</li> <li>7. English HL Paper 2</li> <li>8. IsiXhosa FAL Paper 2</li> <li>9. Physical Sciences Paper 1</li> <li>10. Physical Sciences Paper 2</li> <li>11. Sesotho HL Paper 1</li> </ol>

Quality indicators	Question papers not compliant
<b>5.4 Multiple-choice questions (where applicable)</b>	
5.4.1 The options are grammatically consistent with the stem.	<ol style="list-style-type: none"> <li>1. Consumer Studies</li> <li>2. IsiXhosa FAL Paper 1</li> </ol>
5.4.2 The options are free from logical cues that make any one choice obvious.	<ol style="list-style-type: none"> <li>1. Electrical Technology: Power Systems</li> <li>2. English FAL Paper 1</li> <li>3. English FAL Paper 2</li> <li>4. Geography Paper 2</li> <li>5. Life Orientation (BU)</li> <li>6. Sepedi FAL Paper 1</li> <li>7. Tourism</li> </ol>
5.4.3 The options avoid absolute terms such as “always” or “never”.	<ol style="list-style-type: none"> <li>1. Consumer Studies</li> </ol>
5.4.4 All options are of approximately the same length, with the correct answer not being longer, shorter, more specific, or more detailed than the others.	<ol style="list-style-type: none"> <li>1. Civil Technology: Woodworking</li> </ol>
5.4.5 The correct answer does not repeat a word or phrase from the stem.	<ol style="list-style-type: none"> <li>1. Consumer Studies</li> <li>2. Life Orientation (BU)</li> </ol>
5.4.6 The options include only one correct answer.	<ol style="list-style-type: none"> <li>1. Consumer Studies</li> <li>2. English FAL Paper 2</li> <li>3. English HL Paper 1</li> <li>4. Geography Paper 2</li> <li>5. Information Technology Paper 2</li> <li>6. IsiNdebele FAL Paper 1</li> <li>7. IsiXhosa FAL Paper 1</li> <li>8. Life Orientation (BU)</li> <li>9. Life Orientation</li> <li>10. Physical Sciences Paper 1</li> <li>11. Physical Sciences Paper 2</li> <li>12. Sesotho HL Paper 1</li> <li>13. Setswana HL Paper 1</li> </ol>

**CRITERION 6: LANGUAGE AND BIAS**

<b>Quality indicators</b>	<b>Question papers not compliant</b>
6.1 Subject terminology/data are used correctly.	<ol style="list-style-type: none"><li>1. Afrikaans HL Paper 3</li><li>2. Agricultural Management Practices</li><li>3. Economics Paper 1</li><li>4. Geography Paper 1</li><li>5. Hospitality Studies</li><li>6. Information Technology Paper 1</li><li>7. IsiZulu SAL Paper 3</li><li>8. Music Paper 1</li><li>9. Sesotho HL Paper 2</li><li>10. Setswana SAL Paper 3</li></ol>
6.2 The language, register and the level and complexity of the vocabulary are appropriate for Grade 12 learners.	<ol style="list-style-type: none"><li>1. Afrikaans FAL Paper 1</li><li>2. Afrikaans FAL Paper 2</li><li>3. Afrikaans FAL Paper 3</li><li>4. Afrikaans HL Paper 3</li><li>5. Afrikaans SAL Paper 1</li><li>6. Afrikaans SAL Paper 2</li><li>7. Afrikaans SAL Paper 3</li><li>8. Consumer Studies</li><li>9. English HL Paper 1</li><li>10. History Paper 2</li><li>11. IsiZulu SAL Paper 1</li><li>12. Marine Sciences Paper 1</li><li>13. Marine Sciences Paper 2</li><li>14. Mathematical Literacy Paper 1</li><li>15. Mathematical Literacy Paper 2</li><li>16. Sesotho SAL Paper 2</li><li>17. Setswana SAL Paper 3</li><li>18. Technical Mathematics Paper 2</li><li>19. Tourism</li><li>20. Visual Arts Paper 1 (Theory)</li></ol>

Quality indicators	Question papers not compliant
6.3 There are no subtleties in the grammar that might create confusion.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans FAL Paper 3</li> <li>4. Afrikaans HL Paper 2</li> <li>5. Afrikaans HL Paper 3</li> <li>6. Afrikaans SAL Paper 1</li> <li>7. Afrikaans SAL Paper 2</li> <li>8. Afrikaans SAL Paper 3</li> <li>9. Agricultural Sciences Paper 1</li> <li>10. Computer Applications Technology BU</li> <li>11. Computer Applications Technology Paper 1</li> <li>12. Computer Applications Technology Paper 2</li> <li>13. Dramatic Arts Paper 1 (Theory)</li> <li>14. Engineering Graphics and Design Paper 1</li> <li>15. Engineering Graphics and Design Paper 2</li> <li>16. English FAL Paper 2</li> <li>17. Geography Paper 1</li> <li>18. Information Technology Paper 1 (BU)</li> <li>19. Information Technology Paper 2</li> <li>20. IsiNdebele FAL Paper 1</li> <li>21. IsiNdebele FAL Paper 3</li> <li>22. IsiZulu SAL Paper 3</li> <li>23. Life Orientation</li> <li>24. Marine Sciences Paper 1</li> <li>25. Marine Sciences Paper 2</li> <li>26. Mathematical Literacy Paper 1</li> <li>27. Mathematical Literacy Paper 2</li> <li>28. Physical Sciences Paper 1</li> <li>29. Physical Sciences Paper 2</li> <li>30. Sesotho HL Paper 1</li> <li>31. Sesotho HL Paper 2</li> <li>32. Sesotho HL Paper 3</li> <li>33. Setswana FAL Paper 1</li> <li>34. Setswana FAL Paper 2</li> <li>35. Setswana FAL Paper 3</li> <li>36. Setswana HL Paper 1</li> <li>37. Setswana SAL Paper 1</li> <li>38. Setswana SAL Paper 2</li> <li>39. Setswana SAL Paper 3</li> <li>40. Technical Mathematics Paper 1</li> </ol>

Quality indicators	Question papers not compliant
6.4 The language used in the question paper is grammatically correct.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans FAL Paper 3</li> <li>4. Afrikaans HL Paper 2</li> <li>5. Afrikaans HL Paper 3</li> <li>6. Afrikaans SAL Paper 2</li> <li>7. Afrikaans SAL Paper 3</li> <li>8. Agricultural Sciences Paper 2</li> <li>9. Agricultural Management Practices</li> <li>10. Business Studies Paper 2</li> <li>11. Computer Applications Technology BU</li> <li>12. Computer Applications Technology Paper 1</li> <li>13. Computer Applications Technology Paper 2</li> <li>14. Consumer Studies</li> <li>15. Dramatic Arts Paper 1 (Theory)</li> <li>16. Economics Paper 1</li> <li>17. Economics Paper 2</li> <li>18. Electrical Technology: Digital Electronics</li> <li>19. Electrical Technology: Electronics</li> <li>20. Electrical Technology: Power Systems</li> <li>21. Engineering Graphics and Design Paper 1</li> <li>22. Engineering Graphics and Design Paper 2</li> <li>23. Geography Paper 1</li> <li>24. Information Technology Paper 2</li> <li>25. IsiNdebele FAL Paper 1</li> <li>26. IsiNdebele FAL Paper 3</li> <li>27. IsiNdebele HL Paper 2</li> <li>28. IsiZulu SAL Paper 1</li> <li>29. Life Orientation</li> <li>30. Marine Sciences Paper 1</li> <li>31. Marine Sciences Paper 2</li> <li>32. Mathematical Literacy Paper 1</li> <li>33. Mathematical Literacy Paper 2</li> <li>34. Music Paper 2</li> <li>35. Sepedi SAL Paper 1</li> <li>36. Sepedi SAL Paper 2</li> <li>37. Sesotho FAL Paper 2</li> <li>38. Sesotho FAL Paper 3</li> <li>39. Sesotho HL Paper 1</li> <li>40. Sesotho HL Paper 2</li> <li>41. Sesotho HL Paper 3</li> <li>42. Sesotho SAL Paper 1</li> <li>43. Sesotho SAL Paper 2</li> <li>44. Sesotho SAL Paper 3</li> <li>45. Setswana FAL Paper 1</li> <li>46. Setswana FAL Paper 2</li> <li>47. Setswana FAL Paper 3</li> <li>48. Setswana HL Paper 2</li> <li>49. Setswana SAL Paper 2</li> <li>50. Setswana SAL Paper 3</li> <li>51. SiSwati FAL Paper 2</li> <li>52. Technical Mathematics Paper 1</li> <li>53. Technical Sciences Paper 1</li> <li>54. Visual Arts Paper 2 (Practical)</li> </ol>

Quality indicators	Question papers not compliant
6.5 The questions do not contain overly complicated syntax.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans HL Paper 2</li> <li>4. Afrikaans HL Paper 3</li> <li>5. Afrikaans SAL Paper 2</li> <li>6. Agricultural Management Practices</li> <li>7. Computer Applications Technology BU</li> <li>8. Computer Applications Technology Paper 1</li> <li>9. English HL Paper 2</li> <li>10. IsiXhosa FAL Paper 2</li> <li>11. IsiXhosa HL Paper 3</li> <li>12. IsiZulu FAL Paper 1</li> <li>13. Marine Sciences Paper 1</li> <li>14. Marine Sciences Paper 2</li> <li>15. Mathematics Paper 1</li> <li>16. Physical Sciences Paper 1</li> <li>17. Physical Sciences Paper 2</li> <li>18. SiSwati FAL Paper 2</li> <li>19. Technical Mathematics Paper 1</li> <li>20. Visual Arts Paper 2 (Practical)</li> </ol>
6.6 Foreign names, terms and jargon are accompanied by a glossary.	<ol style="list-style-type: none"> <li>1. Agricultural Management Practices</li> <li>2. Consumer Studies</li> <li>3. English HL Paper 1</li> <li>4. Geography Paper 2</li> <li>5. IsiZulu FAL Paper 3</li> <li>6. Mathematical Literacy Paper 2</li> <li>7. Technical Mathematics Paper 2</li> </ol>
6.7 There is no evidence of bias in the paper in respect of culture, gender, language, politics, race, religion, stereotyping, province, region, etc.	<ol style="list-style-type: none"> <li>1. Afrikaans SAL Paper 3</li> <li>2. Computer Applications Technology BU</li> <li>3. Computer Applications Technology Paper 1</li> <li>4. Economics Paper 2</li> <li>5. English HL Paper 3</li> <li>6. History Paper 2</li> <li>7. IsiZulu SAL Paper 1</li> <li>8. Sepedi FAL Paper 3</li> <li>9. Sepedi HL Paper 1</li> <li>10. SiSwati HL Paper 3</li> </ol>
6.8 The questions allow for adaptations and modifications for assessing special needs students in the interests of inclusivity.	None

#### CRITERION 7: PREDICTABILITY

Quality indicators	Question papers not compliant
7.1 Questions are of such a nature that they cannot be easily spotted or predicted.	<ol style="list-style-type: none"> <li>1. Civil Technology: Civil Services</li> <li>2. Civil Technology: Construction</li> <li>3. Civil Technology: Woodworking</li> <li>4. Economics Paper 2</li> <li>5. Electrical Technology: Digital Electronics</li> <li>6. Electrical Technology: Electronics</li> <li>7. Electrical Technology: Power Systems</li> <li>8. English HL Paper 2</li> <li>9. History Paper 2</li> <li>10. Information Technology Paper 2</li> <li>11. IsiNdebele HL Paper 1</li> <li>12. IsiZulu FAL Paper 3</li> <li>13. IsiZulu HL Paper 1</li> <li>14. Marine Sciences Paper 2</li> <li>15. Physical Sciences Paper 2</li> <li>16. Sepedi HL Paper 1</li> <li>17. Setswana FAL Paper 1</li> </ol>

Quality indicators	Question papers not compliant
7.2 There is no verbatim repetition (“cut and paste”) of questions from the past three years' question papers.	<ol style="list-style-type: none"> <li>1. Civil Technology: Construction</li> <li>2. Consumer Studies</li> <li>3. Economics Paper 2</li> <li>4. Electrical Technology: Digital Electronics</li> <li>5. Electrical Technology: Electronics</li> <li>6. Electrical Technology: Power Systems</li> <li>7. English HL Paper 2</li> <li>8. Physical Sciences Paper 2</li> <li>9. Sepedi HL Paper 2</li> <li>10. Setswana FAL Paper 2</li> </ol>
7.3 The paper contains an appropriate degree of innovation.	<ol style="list-style-type: none"> <li>1. Civil Technology: Construction</li> <li>2. Civil Technology: Woodworking</li> <li>3. Consumer Studies</li> <li>4. Economics Paper 2</li> <li>5. English HL Paper 3</li> <li>6. IsiNdebele HL Paper 1</li> <li>7. IsiNdebele HL Paper 3</li> <li>8. Life Orientation</li> <li>9. Physical Sciences Paper 2</li> <li>10. Sesotho FAL Paper 1</li> <li>11. Sesotho HL Paper 2</li> <li>12. Sesotho SAL Paper 1</li> <li>13. Sesotho SAL Paper 2</li> </ol>

## PART B: MODERATION OF MARKING GUIDELINE

### CRITERION 8: CONFORMITY WITH QUESTION PAPER

Quality indicators	Question papers not Compliant
8.1 The memo/marking guideline corresponds with the questions in the question paper.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 3</li> <li>3. Afrikaans SAL Paper 1</li> <li>4. Afrikaans SAL Paper 2</li> <li>5. Afrikaans SAL Paper 3</li> <li>6. Agricultural Technology</li> <li>7. Agricultural Management Practices</li> <li>8. Dance Studies</li> <li>9. Dramatic Arts Paper 1 (Theory)</li> <li>10. Economics Paper 1</li> <li>11. Electrical Technology: Electronics</li> <li>12. Engineering Graphics and Design Paper 1</li> <li>13. Engineering Graphics and Design Paper 2</li> <li>14. English FAL Paper 2</li> <li>15. English HL Paper 1</li> <li>16. English HL Paper 2</li> <li>17. History Paper 2</li> <li>18. Information Technology Paper 2</li> <li>19. IsiNdebele FAL Paper 1</li> <li>20. IsiXhosa FAL Paper 1</li> <li>21. IsiXhosa FAL Paper 2</li> <li>22. IsiXhosa HL Paper 2</li> <li>23. IsiZulu FAL Paper 1</li> <li>24. IsiZulu SAL Paper 1</li> <li>25. Marine Sciences Paper 1</li> <li>26. Music Paper 1</li> <li>27. Music Paper 2</li> <li>28. Sepedi FAL Paper 1</li> <li>29. Sepedi FAL Paper 2</li> <li>30. Sepedi FAL Paper 3</li> <li>31. Sepedi HL Paper 2</li> <li>32. Sesotho HL Paper 3</li> <li>33. Setswana SAL Paper 1</li> <li>34. Setswana SAL Paper 3</li> <li>35. Tourism</li> <li>36. Visual Arts Paper 1 (Theory)</li> <li>37. Xitsonga FAL Paper 1</li> <li>38. Xitsonga FAL Paper 2</li> <li>39. Xitsonga HL Paper 1</li> </ol>

Quality indicators	Question papers not Compliant
<p>8.2 The memo/marking guideline matches the command words in the questions.</p>	<ol style="list-style-type: none"> <li>1. Accounting Paper 2</li> <li>2. Afrikaans FAL Paper 1</li> <li>3. Afrikaans FAL Paper 3</li> <li>4. Afrikaans SAL Paper 1</li> <li>5. Afrikaans SAL Paper 2</li> <li>6. Afrikaans SAL Paper 3</li> <li>7. Civil Technology: Woodworking</li> <li>8. Dance Studies</li> <li>9. Dramatic Arts Paper 1 (Theory)</li> <li>10. Hospitality Studies</li> <li>11. IsiXhosa FAL Paper 1</li> <li>12. IsiXhosa FAL Paper 2</li> <li>13. IsiXhosa HL Paper 1</li> <li>14. IsiXhosa HL Paper 2</li> <li>15. IsiZulu HL Paper 1</li> <li>16. IsiZulu HL Paper 2</li> <li>17. IsiZulu HL Paper 3</li> <li>18. Life Orientation (BU)</li> <li>19. Life Orientation</li> <li>20. Marine Sciences Paper 1</li> <li>21. Sesotho FAL Paper 1</li> <li>22. Sesotho SAL Paper 2</li> <li>23. Setswana HL Paper 2</li> <li>24. SiSwati HL Paper 1</li> <li>25. SiSwati HL Paper 2</li> <li>26. Technical Mathematics Paper 2</li> </ol>
<p>8.3 The marks for each sub-question shown in the memo/marking guideline correspond with those shown in the question paper.</p>	<ol style="list-style-type: none"> <li>1. Agricultural Management Practices</li> <li>2. Dance Studies</li> <li>3. Electrical Technology: Power Systems</li> <li>4. Engineering Graphics and Design Paper 2</li> <li>5. English FAL Paper 2</li> <li>6. Sepedi FAL Paper 1</li> <li>7. Sepedi FAL Paper 2</li> <li>8. Sesotho HL Paper 1</li> <li>9. Sesotho HL Paper 2</li> <li>10. Sesotho SAL Paper 1</li> <li>11. Sesotho SAL Paper 2</li> <li>12. Xitsonga FAL Paper 2</li> <li>13. Xitsonga HL Paper 2</li> </ol>

**CRITERION 9: ACCURACY AND RELIABILITY OF MARKING GUIDELINE**

<b>Quality indicators</b>	<b>Question papers not compliant</b>
9.1 The answers in the marking guideline are all correct in terms of the subject matter.	<ol style="list-style-type: none"><li>1. Accounting Paper 1</li><li>2. Afrikaans FAL Paper 1</li><li>3. Afrikaans FAL Paper 2</li><li>4. Afrikaans SAL Paper 1</li><li>5. Afrikaans SAL Paper 3</li><li>6. Agricultural Management Practices</li><li>7. Civil Technology: Woodworking</li><li>8. Dance Studies</li><li>9. Dramatic Arts Paper 1 (Theory)</li><li>10. Economics Paper 1</li><li>11. Electrical Technology: Power Systems</li><li>12. English HL Paper 1</li><li>13. English HL Paper 2</li><li>14. English HL Paper 3</li><li>15. Geography Paper 1</li><li>16. Geography Paper 2</li><li>17. History Paper 1</li><li>18. Information Technology Paper 2</li><li>19. IsiNdebele FAL Paper 1</li><li>20. IsiXhosa FAL Paper 2</li><li>21. IsiXhosa HL Paper 1</li><li>22. IsiXhosa HL Paper 2</li><li>23. IsiZulu FAL Paper 2</li><li>24. IsiZulu SAL Paper 1</li><li>25. IsiZulu SAL Paper 3</li><li>26. Life Sciences Paper 1</li><li>27. Life Sciences Paper 2</li><li>28. Mathematical Literacy Paper 1</li><li>29. Mathematics Paper 1</li><li>30. Mathematics Paper 2</li><li>31. Music Paper 1</li><li>32. Sepedi SAL Paper 3</li><li>33. Sesotho FAL Paper 1</li><li>34. Sesotho HL Paper 1</li><li>35. Sesotho HL Paper 2</li><li>36. Sesotho SAL Paper 1</li><li>37. Sesotho SAL Paper 2</li><li>38. Setswana SAL Paper 1</li><li>39. Technical Mathematics Paper 1</li><li>40. Technical Mathematics Paper 2</li><li>41. Technical Sciences Paper 1</li><li>42. Tourism</li><li>43. Xitsonga FAL Paper 2</li><li>44. Xitsonga HL Paper 1</li></ol>

Quality indicators	Question papers not compliant
9.2 The marking guideline does not contain typographical errors or errors in language.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans HL Paper 1</li> <li>4. Afrikaans HL Paper 2</li> <li>5. Afrikaans HL Paper 3</li> <li>6. Afrikaans SAL Paper 1</li> <li>7. Afrikaans SAL Paper 2</li> <li>8. Afrikaans SAL Paper 3</li> <li>9. Agricultural Management Practices</li> <li>10. Consumer Studies</li> <li>11. Dramatic Arts Paper 1 (Theory)</li> <li>12. Economics Paper 1</li> <li>13. Economics Paper 2</li> <li>14. Electrical Technology: Digital Electronics</li> <li>15. Electrical Technology: Electronics</li> <li>16. English HL Paper 3</li> <li>17. History Paper 1</li> <li>18. Information Technology Paper 1 (BU)</li> <li>19. Information Technology Paper 2</li> <li>20. IsiNdebele FAL Paper 3</li> <li>21. IsiNdebele HL Paper 2</li> <li>22. IsiXhosa FAL Paper 2</li> <li>23. IsiXhosa HL Paper 3</li> <li>24. IsiZulu FAL Paper 2</li> <li>25. IsiZulu FAL Paper 3</li> <li>26. IsiZulu SAL Paper 1</li> <li>27. IsiZulu SAL Paper 2</li> <li>28. Life Orientation</li> <li>29. Life Sciences Paper 2</li> <li>30. Marine Sciences Paper 1</li> <li>31. Marine Sciences Paper 2</li> <li>32. Music Paper 1</li> <li>33. Music Paper 2</li> <li>34. Sepedi FAL Paper 1</li> <li>35. Sepedi FAL Paper 2</li> <li>36. Sepedi FAL Paper 3</li> <li>37. Sepedi HL Paper 1</li> <li>38. Sepedi HL Paper 2</li> <li>39. Sepedi HL Paper 3</li> <li>40. Sepedi SAL Paper 1</li> <li>41. Sepedi SAL Paper 2</li> <li>42. Sesotho FAL Paper 1</li> <li>43. Sesotho FAL Paper 2</li> <li>44. Sesotho FAL Paper 3</li> <li>45. Sesotho HL Paper 2</li> <li>46. Sesotho SAL Paper 1</li> <li>47. Sesotho SAL Paper 2</li> <li>48. Sesotho SAL Paper 3</li> <li>49. Setswana FAL Paper 1</li> </ol>

Quality indicators	Question papers not compliant
9.3 The marking guideline is clearly laid out and facilitates marking.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans SAL Paper 1</li> <li>4. Agricultural Technology</li> <li>5. Civil Technology: Construction</li> <li>6. Computer Applications Technology BU</li> <li>7. Computer Applications Technology Paper 1</li> <li>8. Computer Applications Technology Paper 2</li> <li>9. Dance Studies</li> <li>10. Economics Paper 1</li> <li>11. Economics Paper 2</li> <li>12. Electrical Technology: Digital Electronics</li> <li>13. Engineering Graphics and Design Paper 1</li> <li>14. Engineering Graphics and Design Paper 2</li> <li>15. English HL Paper 1</li> <li>16. English HL Paper 3</li> <li>17. History Paper 2</li> <li>18. Information Technology Paper 2</li> <li>19. IsiNdebele FAL Paper 3</li> <li>20. IsiXhosa FAL Paper 1</li> <li>21. IsiXhosa FAL Paper 2</li> <li>22. IsiXhosa HL Paper 1</li> <li>23. IsiXhosa HL Paper 2</li> <li>24. IsiXhosa HL Paper 3</li> <li>25. IsiZulu FAL Paper 1</li> <li>26. IsiZulu FAL Paper 2</li> <li>27. IsiZulu HL Paper 1</li> <li>28. IsiZulu HL Paper 3</li> <li>29. IsiZulu SAL Paper 1</li> <li>30. Marine Sciences Paper 1</li> <li>31. Marine Sciences Paper 2</li> <li>32. Mathematics Paper 2</li> <li>33. Music Paper 1</li> <li>34. Sesotho FAL Paper 2</li> <li>35. SiSwati FAL Paper 3</li> <li>36. Technical Mathematics Paper 2</li> <li>37. Xitsonga FAL Paper 1</li> <li>38. Xitsonga FAL Paper 3</li> <li>39. Xitsonga HL Paper 2</li> <li>40. Xitsonga HL Paper 3</li> </ol>
9.4 The marking guideline is complete, showing mark allocation and mark distribution in each of the questions.	<ol style="list-style-type: none"> <li>1. Dance Studies</li> <li>2. English HL Paper 1</li> <li>3. Geography Paper 2</li> <li>4. Sepedi FAL Paper 1</li> <li>5. Sesotho FAL Paper 1</li> <li>6. Technical Mathematics Paper 1</li> <li>7. Technical Sciences Paper 1</li> </ol>
9.5 The marking guideline encourages a spread of marks in an answer.	<ol style="list-style-type: none"> <li>1. Civil Technology: Construction</li> <li>2. Civil Technology: Woodworking</li> <li>3. Dance Studies</li> <li>4. Economics Paper 2</li> <li>5. Hospitality Studies</li> <li>6. Mathematics Paper 2</li> <li>7. Sesotho FAL Paper 2</li> <li>8. Sesotho SAL Paper 1</li> <li>9. SiSwati HL Paper 1</li> <li>10. Technical Mathematics Paper 2</li> <li>11. Xitsonga FAL Paper 2</li> </ol>

Quality indicators	Question papers not compliant
9.6 The marking guideline does not offer such a small range of marks that the ability to discriminate among low and high performers is compromised.	<ol style="list-style-type: none"> <li>1. Civil Technology: Civil Services</li> <li>2. Civil Technology: Construction</li> <li>3. Civil Technology: Woodworking</li> <li>4. Dance Studies</li> <li>5. Economics Paper 2</li> <li>6. IsiZulu SAL Paper 1</li> <li>7. Mathematical Literacy Paper 1</li> <li>8. Mathematics Paper 2</li> </ol>
9.7 The marking guideline awards marks positively/there is no negative marking.	<ol style="list-style-type: none"> <li>1. Dance Studies</li> </ol>
9.8 The marking guideline provides enough detail to ensure the reliability of marking.	<ol style="list-style-type: none"> <li>1. Civil Technology: Construction</li> <li>2. Civil Technology: Woodworking</li> <li>3. Computer Applications Technology BU</li> <li>4. Computer Applications Technology Paper 1</li> <li>5. Computer Applications Technology Paper 2</li> <li>6. Consumer Studies</li> <li>7. Dance Studies</li> <li>8. Economics Paper 1</li> <li>9. Economics Paper 2</li> <li>10. Electrical Technology: Power Systems</li> <li>11. Engineering Graphics and Design Paper 1</li> <li>12. Engineering Graphics and Design Paper 2</li> <li>13. English FAL Paper 2</li> <li>14. English HL Paper 1</li> <li>15. English HL Paper 2</li> <li>16. English HL Paper 3</li> <li>17. History Paper 1</li> <li>18. History Paper 2</li> <li>19. IsiXhosa FAL Paper 2</li> <li>20. IsiZulu FAL Paper 1</li> <li>21. IsiZulu HL Paper 2</li> <li>22. IsiZulu SAL Paper 1</li> <li>23. Music Paper 1</li> <li>24. Sepedi SAL Paper 3</li> <li>25. Sesotho FAL Paper 1</li> <li>26. Sesotho HL Paper 1</li> <li>27. Sesotho HL Paper 2</li> <li>28. Sesotho SAL Paper 1</li> <li>29. Setswana SAL Paper 3</li> <li>30. SiSwati FAL Paper 1</li> <li>31. SiSwati FAL Paper 3</li> <li>32. SiSwati HL Paper 1</li> <li>33. SiSwati HL Paper 2</li> <li>34. SiSwati HL Paper 3</li> <li>35. Tshivenda FAL Paper 1</li> <li>36. Xitsonga FAL Paper 3</li> </ol>

Quality indicators	Question papers not compliant
9.9 The marking guideline makes allowance for relevant/correct alternative responses.	<ol style="list-style-type: none"> <li>1. Afrikaans SAL Paper 1</li> <li>2. Civil Technology: Civil Services</li> <li>3. Civil Technology: Construction</li> <li>4. Civil Technology: Woodworking</li> <li>5. Computer Applications Technology BU</li> <li>6. Computer Applications Technology Paper 1</li> <li>7. Computer Applications Technology Paper 2</li> <li>8. Consumer Studies</li> <li>9. English HL Paper 1</li> <li>10. English HL Paper 3</li> <li>11. History Paper 2</li> <li>12. Information Technology Paper 2</li> <li>13. Life Sciences Paper 2</li> <li>14. Mathematical Literacy Paper 1</li> <li>15. Mathematical Literacy Paper 2</li> <li>16. Mathematics Paper 1</li> <li>17. Sesotho HL Paper 2</li> <li>18. Sesotho SAL Paper 1</li> <li>19. Setswana HL Paper 3</li> <li>20. SiSwati FAL Paper 2</li> <li>21. Technical Mathematics Paper 1</li> <li>22. Technical Mathematics Paper 2</li> <li>23. Technical Sciences Paper 2</li> </ol>
9.10 The marking guideline uses rubrics where appropriate.	<ol style="list-style-type: none"> <li>1. Dance Studies</li> </ol>

## PART C: OVERALL IMPRESSION AND GENERAL REMARKS

### CRITERION 10: OVERALL IMPRESSION

Quality indicators	Question papers not compliant
10.1 The question paper is in line with the current policy/guideline documents.	<ol style="list-style-type: none"> <li>1. Economics Paper 1</li> <li>2. Economics Paper 2</li> <li>3. History Paper 2</li> <li>4. IsiZulu FAL Paper 1</li> <li>5. Sesotho FAL Paper 1</li> <li>6. Sesotho HL Paper 2</li> <li>7. Sesotho SAL Paper 1</li> <li>8. Sesotho SAL Paper 3</li> <li>9. SiSwati FAL Paper 2</li> <li>10. Technical Mathematics Paper 2</li> </ol>
10.2 The question paper is fair, valid and reliable.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans HL Paper 2</li> <li>4. Afrikaans HL Paper 3</li> <li>5. Afrikaans SAL Paper 1</li> <li>6. Afrikaans SAL Paper 2</li> <li>7. Afrikaans SAL Paper 3</li> <li>8. Agricultural Management Practices</li> <li>9. Agricultural Sciences Paper 1</li> <li>10. Business Studies Paper 2</li> <li>11. Civil Technology: Construction</li> <li>12. Civil Technology: Woodworking</li> <li>13. Computer Applications Technology Paper 1</li> <li>14. Computer Applications Technology Paper 2</li> </ol>

Quality indicators	Question papers not compliant
	15. Consumer Studies
	16. Dance Studies
	17. Dramatic Arts Paper 1 (Theory)
	18. Economics Paper 1
	19. Economics Paper 2
	20. Engineering Graphics and Design Paper 1
	21. Engineering Graphics and Design Paper 2
	22. English HL Paper 1
	23. English HL Paper 2
	24. English HL Paper 3
	25. Geography Paper 1
	26. Geography Paper 2
	27. History Paper 2
	28. Information Technology Paper 1
	29. Information Technology Paper 2
	30. IsiNdebele FAL Paper 1
	31. IsiNdebele FAL Paper 3
	32. IsiNdebele HL Paper 1
	33. IsiXhosa FAL Paper 1
	34. IsiXhosa FAL Paper 2
	35. IsiXhosa HL Paper 1
	36. IsiXhosa HL Paper 2
	37. IsiXhosa HL Paper 3
	38. IsiZulu FAL Paper 2
	39. IsiZulu HL Paper 1
	40. IsiZulu HL Paper 2
	41. IsiZulu HL Paper 3
	42. IsiZulu SAL Paper 1
	43. IsiZulu SAL Paper 2
	44. Mathematics Paper 1
	45. Mathematics Paper 2
	46. Physical Sciences Paper 1
	47. Physical Sciences Paper 2
	48. Sepedi FAL Paper 1
	49. Sepedi FAL Paper 2
	50. Sepedi FAL Paper 3
	51. Sepedi HL Paper 1
	52. Sepedi HL Paper 2
	53. Sepedi HL Paper 3
	54. Sepedi SAL Paper 1
	55. Sepedi SAL Paper 2
	56. Sepedi SAL Paper 3
	57. Sesotho FAL Paper 1
	58. Sesotho FAL Paper 2
	59. Sesotho HL Paper 1
	60. Sesotho HL Paper 2
	61. Sesotho SAL Paper 1
	62. Sesotho SAL Paper 2
	63. Sesotho SAL Paper 3
	64. Setswana FAL Paper 1
	65. Setswana FAL Paper 2
	66. Setswana FAL Paper 3
	67. Setswana HL Paper 1
	68. Setswana HL Paper 2
	69. Setswana SAL Paper 1
	70. Setswana SAL Paper 2
	71. Setswana SAL Paper 3
	72. SiSwati FAL Paper 1
	73. SiSwati FAL Paper 3
	74. SiSwati HL Paper 1

Quality indicators	Question papers not compliant
	75. SiSwati HL Paper 2 76. SiSwati HL Paper 3 77. Technical Mathematics Paper 2 78. Xitsonga FAL Paper 1 79. Xitsonga FAL Paper 3 80. Xitsonga HL Paper 1 81. Xitsonga HL Paper 2 82. Xitsonga HL Paper 3
10.3 The question paper as a whole assesses the objectives of the CAPS and/or SAG and/or other applicable assessment frameworks.	1. Afrikaans FAL Paper 3 2. Civil Technology: Woodworking 3. Dramatic Arts Paper 1 (Theory) 4. History Paper 1 5. IsiXhosa HL Paper 2 6. Sesotho HL Paper 2 7. Sesotho SAL Paper 1 8. Sesotho SAL Paper 3 9. SiSwati FAL Paper 1
10.4 The question paper is of the appropriate standard.	1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 3 5. Afrikaans SAL Paper 1 6. Afrikaans SAL Paper 2 7. Afrikaans SAL Paper 3 8. Agricultural Management Practices 9. Business Studies Paper 2 10. Civil Technology: Construction 11. Civil Technology: Woodworking 12. Computer Applications Technology Paper 2 13. Consumer Studies 14. Economics Paper 1 15. Economics Paper 2 16. Electrical Technology: Digital Electronics 17. Electrical Technology: Electronics 18. Electrical Technology: Power Systems 19. English HL Paper 1 20. English HL Paper 2 21. English HL Paper 3 22. History Paper 2 23. IsiNdebele FAL Paper 1 24. IsiNdebele FAL Paper 3 25. IsiNdebele HL Paper 1 26. IsiXhosa FAL Paper 1 27. IsiXhosa FAL Paper 2 28. IsiXhosa HL Paper 1 29. IsiXhosa HL Paper 2 30. IsiXhosa HL Paper 3 31. IsiZulu HL Paper 1 32. IsiZulu HL Paper 2 33. IsiZulu HL Paper 3 34. IsiZulu SAL Paper 1 35. IsiZulu SAL Paper 2 36. Life Orientation (BU) 37. Life Orientation 38. Marine Sciences Paper 1 39. Marine Sciences Paper 2 40. Mathematics Paper 1 41. Mathematics Paper 2 42. Physical Sciences Paper 1

Quality indicators	Question papers not compliant
	<ul style="list-style-type: none"> <li>43. Sepedi FAL Paper 1</li> <li>44. Sepedi FAL Paper 2</li> <li>45. Sepedi FAL Paper 3</li> <li>46. Sepedi HL Paper 1</li> <li>47. Sepedi HL Paper 2</li> <li>48. Sepedi HL Paper 3</li> <li>49. Sepedi SAL Paper 1</li> <li>50. Sepedi SAL Paper 2</li> <li>51. Sesotho FAL Paper 1</li> <li>52. Sesotho FAL Paper 2</li> <li>53. Sesotho HL Paper 1</li> <li>54. Sesotho HL Paper 2</li> <li>55. Sesotho HL Paper 3</li> <li>56. Sesotho SAL Paper 1</li> <li>57. Sesotho SAL Paper 2</li> <li>58. Sesotho SAL Paper 3</li> <li>59. Setswana FAL Paper 1</li> <li>60. Setswana FAL Paper 2</li> <li>61. Setswana FAL Paper 3</li> <li>62. Setswana SAL Paper 1</li> <li>63. Setswana SAL Paper 2</li> <li>64. SiSwati FAL Paper 1</li> <li>65. SiSwati FAL Paper 3</li> <li>66. Technical Mathematics Paper 1</li> <li>67. Technical Mathematics Paper 2</li> <li>68. Xitsonga FAL Paper 1</li> <li>69. Xitsonga FAL Paper 2</li> <li>70. Xitsonga FAL Paper 3</li> <li>71. Xitsonga HL Paper 1</li> <li>72. Xitsonga HL Paper 2</li> <li>73. Xitsonga HL Paper 3</li> </ul>
<p>10.5 The standard of the question paper compares favourably with previous years.</p>	<ul style="list-style-type: none"> <li>1. Agricultural Management Practices</li> <li>2. Civil Technology: Construction</li> <li>3. Civil Technology: Woodworking</li> <li>4. Consumer Studies</li> <li>5. Economics Paper 2</li> <li>6. English HL Paper 1</li> <li>7. English HL Paper 2</li> <li>8. English HL Paper 3</li> <li>9. History Paper 2</li> <li>10. IsiNdebele HL Paper 1</li> <li>11. IsiXhosa FAL Paper 1</li> <li>12. IsiXhosa FAL Paper 2</li> <li>13. IsiXhosa HL Paper 1</li> <li>14. IsiXhosa HL Paper 2</li> <li>15. IsiXhosa HL Paper 3</li> <li>16. IsiZulu HL Paper 1</li> <li>17. IsiZulu HL Paper 2</li> <li>18. IsiZulu HL Paper 3</li> <li>19. IsiZulu SAL Paper 1</li> <li>20. Life Orientation (BU)</li> <li>21. Life Orientation</li> <li>22. Mathematics Paper 1</li> <li>23. Mathematics Paper 2</li> <li>24. Physical Sciences Paper 1</li> <li>25. Marine Sciences Paper 1</li> <li>26. Marine Sciences Paper 2</li> <li>27. Mathematics Paper 1</li> <li>28. Mathematics Paper 2</li> <li>29. Physical Sciences Paper 1</li> </ul>

Quality indicators	Question papers not compliant
	30. Physical Sciences Paper 2 31. Sepedi FAL Paper 1 32. Sepedi FAL Paper 2 33. Sepedi FAL Paper 3 34. Sepedi HL Paper 1 35. Sepedi HL Paper 2 36. Sepedi HL Paper 3 37. Sesotho FAL Paper 1 38. Sesotho FAL Paper 2 39. Sesotho HL Paper 1 40. Sesotho HL Paper 2 41. Sesotho HL Paper 3 42. Sesotho SAL Paper 1 43. Sesotho SAL Paper 2 44. Sesotho SAL Paper 3 45. Technical Mathematics Paper 2
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 SAL Paper 1 7. Afrikaans SAL Paper 2 8. Afrikaans SAL Paper 3 9. Agricultural Management Practices 10. Agricultural Sciences Paper 1 11. Business Studies Paper 2 12. Civil Technology: Civil Services 13. Civil Technology: Construction 14. Civil Technology: Woodworking 15. Consumer Studies 16. Dance Studies 17. Economics Paper 1 18. Economics Paper 2 19. Engineering Graphics and Design Paper 1 20. Engineering Graphics and Design Paper 2 21. English HL Paper 1 22. English HL Paper 2 23. English HL Paper 3 24. Geography Paper 1 25. Geography Paper 2 26. Information Technology Paper 2 27. IsiNdebele FAL Paper 1 28. IsiNdebele FAL Paper 3 29. IsiNdebele HL Paper 1 30. IsiXhosa FAL Paper 1 31. IsiXhosa FAL Paper 2 32. IsiXhosa HL Paper 1 33. IsiXhosa HL Paper 2 34. IsiXhosa HL Paper 3 35. IsiZulu FAL Paper 2 36. IsiZulu HL Paper 1 37. IsiZulu HL Paper 2 38. IsiZulu HL Paper 3 39. IsiZulu SAL Paper 1 40. IsiZulu SAL Paper 2 41. Life Sciences Paper 2 42. Marine Sciences Paper 1 43. Marine Sciences Paper 2 44. Mathematics Paper 1

Quality indicators	Question papers not compliant
	45. Sepedi FAL Paper 1
	46. Sepedi FAL Paper 2
	47. Sepedi FAL Paper 3
	48. Sepedi HL Paper 1
	49. Sepedi HL Paper 2
	50. Sepedi HL Paper 3
	51. Sepedi SAL Paper 1
	52. Sepedi SAL Paper 2
	53. Sepedi SAL Paper 3
	54. Sesotho FAL Paper 1
	55. Sesotho FAL Paper 2
	56. Sesotho HL Paper 1
	57. Sesotho HL Paper 2
	58. Sesotho SAL Paper 1
	59. Sesotho SAL Paper 2
	60. Setswana FAL Paper 1
	61. Setswana FAL Paper 2
	62. Setswana FAL Paper 3
	63. Setswana HL Paper 1
	64. Setswana HL Paper 2
	65. Setswana SAL Paper 1
	66. Setswana SAL Paper 2
	67. Setswana SAL Paper 3
	68. SiSwati FAL Paper 1
	69. SiSwati FAL Paper 3
	70. SiSwati HL Paper 1
	71. SiSwati HL Paper 2
	72. SiSwati HL Paper 3
	73. Technical Mathematics Paper 2
	74. Technical Sciences Paper 1
	75. Xitsonga FAL Paper 1
	76. Xitsonga FAL Paper 2
	77. Xitsonga FAL Paper 3
	78. Xitsonga HL Paper 1
	79. Xitsonga HL Paper 2
	80. Xitsonga HL Paper 3

Quality indicators	Question papers not compliant
10.7 The marking guideline is of the appropriate standard.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 3</li> <li>3. Afrikaans HL Paper 3</li> <li>4. Afrikaans SAL Paper 1</li> <li>5. Afrikaans SAL Paper 2</li> <li>6. Afrikaans SAL Paper 3</li> <li>7. Civil Technology: Construction</li> <li>8. Dance Studies</li> <li>9. Economics Paper 1</li> <li>10. Economics Paper 2</li> <li>11. Electrical Technology: Digital Electronics</li> <li>12. Electrical Technology: Electronics</li> <li>13. Electrical Technology: Power Systems</li> <li>14. English HL Paper 1</li> <li>15. English HL Paper 2</li> <li>16. English HL Paper 3</li> <li>17. IsiNdebele FAL Paper 1</li> <li>18. IsiNdebele FAL Paper 3</li> <li>19. IsiNdebele HL Paper 1</li> <li>20. IsiXhosa FAL Paper 1</li> <li>21. IsiXhosa FAL Paper 2</li> <li>22. IsiXhosa HL Paper 1</li> <li>23. IsiXhosa HL Paper 2</li> <li>24. IsiXhosa HL Paper 3</li> <li>25. IsiZulu HL Paper 1</li> <li>26. IsiZulu HL Paper 2</li> <li>27. IsiZulu HL Paper 3</li> <li>28. IsiZulu SAL Paper 1</li> <li>29. IsiZulu SAL Paper 2</li> <li>30. Mathematics Paper 1</li> <li>31. Sepedi FAL Paper 1</li> <li>32. Sepedi FAL Paper 2</li> <li>33. Sepedi FAL Paper 3</li> <li>34. Sepedi HL Paper 1</li> <li>35. Sepedi HL Paper 2</li> <li>36. Sepedi HL Paper 3</li> <li>37. Sepedi SAL Paper 1</li> <li>38. Sepedi SAL Paper 2</li> <li>39. Sesotho FAL Paper 1</li> <li>40. Sesotho FAL Paper 2</li> <li>41. Sesotho FAL Paper 3</li> <li>42. Sesotho HL Paper 1</li> <li>43. Sesotho HL Paper 2</li> <li>44. Sesotho HL Paper 3</li> <li>45. Sesotho SAL Paper 1</li> <li>46. Sesotho SAL Paper 2</li> <li>47. Setswana FAL Paper 1</li> <li>48. Setswana FAL Paper 2</li> <li>49. Setswana FAL Paper 3</li> <li>50. Setswana SAL Paper 1</li> <li>51. Setswana SAL Paper 2</li> <li>52. SiSwati FAL Paper 1</li> <li>53. SiSwati FAL Paper 3</li> <li>54. Technical Mathematics Paper 1</li> <li>55. Technical Mathematics Paper 2</li> <li>56. Xitsonga FAL Paper 1</li> <li>57. Xitsonga FAL Paper 2</li> <li>58. Xitsonga FAL Paper 3</li> <li>59. Xitsonga HL Paper 1</li> <li>60. Xitsonga HL Paper 2</li> <li>61. Xitsonga HL Paper 3</li> </ol>

Quality indicators	Question papers not compliant
10.8 The standard of the marking guideline compares favourably with previous years.	<ol style="list-style-type: none"> <li>1. Civil Technology: Construction</li> <li>2. Dance Studies</li> <li>3. Economics Paper 1</li> <li>4. Economics Paper 2</li> <li>5. English HL Paper 1</li> <li>6. English HL Paper 2</li> <li>7. English HL Paper 3</li> <li>8. IsiNdebele HL Paper 1</li> <li>9. IsiXhosa FAL Paper 1</li> <li>10. IsiXhosa FAL Paper 2</li> <li>11. IsiXhosa HL Paper 1</li> <li>12. IsiXhosa HL Paper 2</li> <li>13. IsiXhosa HL Paper 3</li> <li>14. IsiZulu HL Paper 1</li> <li>15. IsiZulu HL Paper 2</li> <li>16. IsiZulu HL Paper 3</li> <li>17. IsiZulu SAL Paper 1</li> <li>18. IsiZulu SAL Paper 2</li> <li>19. Mathematics Paper 1</li> <li>20. Sepedi FAL Paper 1</li> <li>21. Sepedi FAL Paper 2</li> <li>22. Sepedi FAL Paper 3</li> <li>23. Sepedi HL Paper 1</li> <li>24. Sepedi HL Paper 2</li> <li>25. Sepedi HL Paper 3</li> <li>26. Sesotho FAL Paper 1</li> <li>27. Sesotho FAL Paper 2</li> <li>28. Sesotho FAL Paper 3</li> <li>29. Sesotho HL Paper 1</li> <li>30. Sesotho HL Paper 2</li> <li>31. Sesotho HL Paper 3</li> <li>32. Sesotho SAL Paper 1</li> <li>33. Sesotho SAL Paper 2</li> </ol>
10.9 skills, knowledge, attitudes and values are assessed.	<ol style="list-style-type: none"> <li>1. IsiXhosa HL Paper 1</li> <li>2. Physical Sciences Paper 2</li> <li>3. Sesotho HL Paper 2</li> </ol>

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

PED	Subjects	Schools
Eastern Cape	Mathematical Literacy	<ul style="list-style-type: none"> <li>• Global Leadership</li> <li>• Academy Humansdorp</li> <li>• Senior Secondary School</li> <li>• Samkelwe Senior Secondary School</li> <li>• Qhayiyalethu Moses Madiba Senior Secondary School</li> <li>• Phakama Ukhanye Kingdom Secondary School</li> <li>• Bizana Senior Secondary School</li> <li>• Vulindlela Comprehensive Technical School</li> <li>• Nongeke Senior Secondary School</li> <li>• Enqabeni Senior Secondary School</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Colana Senior Secondary School</li> <li>• Advent Comprehensive High School</li> <li>• Zibokwana Senior Secondary School</li> <li>• Manzamnyama Senior Secondary School</li> <li>• Osborn Senior Secondary School</li> <li>• Zanewonga Senior Secondary School</li> <li>• Huku Senior Secondary School</li> <li>• Msobomvu Senior Secondary School</li> <li>• Mtebele Secondary School</li> <li>• Osborn Senior Secondary School</li> <li>• Dutywa School of Excellence</li> </ul>
	History	<ul style="list-style-type: none"> <li>• Global Leadership Academy</li> <li>• Humansdorp Senior Secondary School</li> <li>• Samkelwe Senior Secondary School</li> <li>• Lungiso Public High School</li> <li>• Moses Madiba Senior Secondary School</li> <li>• Ngalonkulu Secondary School</li> <li>• Phakama Ukhanye Kingdom Secondary School</li> <li>• Enqabeni Senior Secondary School</li> <li>• Dumsi Secondary School</li> <li>• Phakamukhanye Secondary School</li> </ul>
	Physical Sciences	<ul style="list-style-type: none"> <li>• Global Leadership Academy</li> <li>• Humansdorp Senior Secondary School</li> <li>• Samkelwe Senior Secondary School</li> <li>• Lungiso Public High School</li> <li>• Moses Madiba Senior Secondary School</li> <li>• Ngalonkulu Secondary School</li> <li>• Phakama Ukhanye Kingdom Secondary School</li> <li>• Enqabeni Senior Secondary School</li> <li>• Dumsi Secondary School</li> <li>• Phakamukhanye Secondary School</li> <li>• St Mark Secondary School</li> </ul>
	South African Sign Language Home Language	<ul style="list-style-type: none"> <li>• St. Thomas Special School</li> <li>• Reuben Birin School for Hearing Impaired</li> </ul>

PED	Subjects	Schools
Free State	Business Studies	<ul style="list-style-type: none"> <li>• Calculus Secondary School</li> <li>• Harrismith Hoërskool</li> <li>• HM Mthombeni Secondary School</li> <li>• Rantsane Secondary School</li> <li>• New Horizon – Harrismith</li> <li>• Bolton College</li> <li>• TM Setiloane Secondary School</li> <li>• Petunia Secondary School</li> <li>• Lefikeng Secondary School</li> <li>• Setiloane Senior Secondary School</li> <li>• Phephetso Secondary School</li> <li>• Phiritona Secondary School</li> <li>• Retshedisitswe Secondary School</li> <li>• Sekgutlong Secondary School</li> <li>• Metsimatsho Senior Secondary School</li> </ul>
	Electrical Technology: Electronics and Digital Electronics	<ul style="list-style-type: none"> <li>• HTS Sasolburg</li> <li>• Iketsetseng Comprehensive Secondary School</li> </ul>
	Mathematical Literacy	<ul style="list-style-type: none"> <li>• Calculus Secondary School</li> <li>• Ficksburg Combine School</li> <li>• Harrismith Hoërskool</li> <li>• HM Mthombeni Secondary School</li> <li>• Rantsane Secondary School</li> <li>• New Horizon – Harrismith</li> <li>• Bolton College</li> <li>• TM Setiloane Secondary School</li> <li>• Petunia Secondary School</li> <li>• Lefikeng Secondary School</li> <li>• Setiloane Senior Secondary School</li> <li>• Phephetso Secondary School</li> <li>• Phiritona Secondary School</li> <li>• Retshedisitswe Secondary School</li> <li>• Sekgutlong Secondary School</li> <li>• Metsimatsho Senior Secondary School</li> </ul>
Gauteng	Economics	<ul style="list-style-type: none"> <li>• Education Alive School</li> <li>• Explorer Pioneers School</li> <li>• Vulcanindlela Secondary School</li> <li>• Assemblies of God (Cefups Academy)</li> <li>• Kgoro Ya Thuto Secondary School</li> <li>• Explorer Pioneers School</li> <li>• Aha-Thuto Secondary School</li> <li>• Jabulile Secondary School</li> <li>• Kibler Park Secondary School</li> <li>• Vulcanindlela Secondary School</li> <li>• Vutomi High School</li> <li>• Kattleho-Impumelelo Secondary School</li> <li>• Kgokare Secondary School</li> <li>• Khutlo-Tharo Secondary School</li> <li>• Mohaladitoe Secondary School</li> <li>• Residensia Secondary School</li> <li>• Sizanani Thusanang Comprehensive School</li> </ul>

PED	Subjects	Schools
	Mathematical Literacy	<ul style="list-style-type: none"> <li>• Assemblies of God (Cefups Academy)</li> <li>• Kgoro Ya Thuto Secondary School</li> <li>• Explorer Pioneers School</li> <li>• Aha-Thuto Secondary School</li> <li>• Jabulile Secondary School</li> <li>• Kibler Park Secondary School</li> <li>• Vulcanindlela Secondary</li> <li>• Vutomi High School</li> <li>• Katleho-Impumelelo Secondary School</li> <li>• Kgokare Secondary School</li> <li>• Khutlo-Tharo Secondary School</li> <li>• Mohaladitoe Secondary School</li> <li>• Residencia Secondary School</li> <li>• Sizanani Thusanang Comprehensive School</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>• Curro Savanna City Combined</li> <li>• Assemblies of God (Cefups Academy)</li> <li>• Education Alive</li> <li>• Mahareng Secondary</li> <li>• Ratanda Secondary School</li> <li>• Kgoro Ya Thuto Secondary School</li> <li>• Explorer Pioneers School</li> <li>• Aha-Thuto Secondary School</li> <li>• Jabulile Secondary School</li> <li>• Kibler Park Secondary School</li> <li>• Vulcanindlela Secondary</li> <li>• Vutomi High School</li> <li>• Katleho-Impumelelo Secondary School</li> <li>• Kgokare Secondary School</li> <li>• Khutlo-Tharo Secondary School</li> <li>• Mohaladitoe Secondary School</li> <li>• Residencia Secondary School</li> <li>• Sizanani Thusanang Comprehensive School</li> </ul>
	Business Studies	<ul style="list-style-type: none"> <li>• Kgoro Ya Thuto Secondary School</li> <li>• Explorer Pioneers School</li> <li>• Jabulile Secondary School</li> <li>• Kibler Park Secondary School</li> <li>• Vutomi High School</li> <li>• Katleho-Impumelelo Secondary School</li> <li>• Kgokare Secondary School</li> <li>• Khutlo-Tharo Secondary School</li> <li>• Mohaladitoe Secondary School</li> <li>• Residencia Secondary School</li> </ul>

PED	Subjects	Schools
KwaZulu-Natal	Dramatic Arts	<ul style="list-style-type: none"> <li>• Kufezekile High School</li> <li>• Nsimbini Secondary School</li> <li>• Sinenhlanhla Secondary School</li> <li>• Emthulasizwe High School</li> <li>• Fair Breeze Secondary School</li> </ul>
	Life Orientation	<ul style="list-style-type: none"> <li>• Emfundweni High School</li> <li>• Ikhwezi High School</li> <li>• Xolani High School</li> <li>• Siyamukela High School</li> <li>• Singobile Combined School</li> <li>• Georgenau Combined Secondary School</li> <li>• Nomaswazi High School</li> <li>• Tholizwe Secondary School</li> <li>• Sobantu Secondary School</li> <li>• Injoloba Secondary School</li> </ul>
	Life Sciences	<ul style="list-style-type: none"> <li>• Independent College</li> <li>• Emfundweni High School</li> <li>• Isikhalisizwe Secondary School</li> <li>• Xolani High School</li> <li>• Singobile Combined School</li> <li>• Georgenau Combined Secondary School</li> <li>• Nomaswazi High School</li> <li>• Tholizwe Secondary School</li> <li>• Mehlokazulu Secondary School</li> <li>• Injoloba Secondary School</li> </ul>
	South African Sign Language Home Language	<ul style="list-style-type: none"> <li>• KwaThintwa School for the Deaf</li> <li>• Vuleka School for the Deaf</li> </ul>
Limpopo	Economics	<ul style="list-style-type: none"> <li>• Highlands High School</li> <li>• Tshabadietla Secondary School</li> <li>• Ngwanamatlang Secondary School</li> <li>• Mmiditsi Secondary School</li> <li>• Napscom Secondary School</li> <li>• Tzaneen Lowveld Academy</li> <li>• Zivuko Senior Secondary</li> <li>• Modubatse Secondary</li> <li>• Mdiditsi Secondary School</li> <li>• St. Mark's College</li> <li>• Boke Agricultural High School</li> </ul>
	Accounting	<ul style="list-style-type: none"> <li>• Highlands High School</li> <li>• Maboragane Secondary</li> <li>• Tshabadietla Secondary School</li> <li>• Ngwanamatlang Secondary School</li> <li>• Mmiditsi Secondary School</li> <li>• Tzaneen Lowveld Academy</li> <li>• Bankuna High</li> <li>• Zivuko Senior Secondary</li> <li>• Napscom Secondary</li> <li>• Modubatse Secondary</li> <li>• Boke Agricultural High School</li> </ul>
	South African Sign Language Home Language	<ul style="list-style-type: none"> <li>• Setotolwane LSEN School</li> </ul>

PED	Subjects	Schools
	Life Sciences	<ul style="list-style-type: none"> <li>• Bankuna Secondary School</li> <li>• Kgapane High School</li> <li>• Maboragane Secondary</li> <li>• Modubatse Secondary</li> <li>• Motsheudi High School</li> <li>• Marobogane Secondary School</li> <li>• Mmiditsi High School</li> <li>• Tshabadietla Secondary School</li> </ul>
	Life Orientation	<ul style="list-style-type: none"> <li>• Bankuna Secondary School</li> <li>• Highlands High School</li> <li>• Maboragane Secondary School</li> <li>• Tshabadietla Secondary School</li> <li>• Ngwanamatlang Secondary School</li> <li>• Mmiditsi Secondary School</li> <li>• Tzaneen Lowveld Academy</li> <li>• Bankuna High School</li> <li>• Zivuko Senior Secondary School</li> <li>• Napscom Secondary School</li> <li>• Modubatse Secondary School</li> <li>• Boke Agricultural High School</li> <li>• Zivuko Senior Secondary School</li> <li>• Napscom Secondary School</li> <li>• Modubatse Secondary School</li> </ul>
Mpumalanga	Accounting	<ul style="list-style-type: none"> <li>• Wem Mkhuhlu Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• St. Mark's Secondary School</li> <li>• Hazyview Private College</li> <li>• Valencia Combined School</li> <li>• Bukhosibetfu Primary School</li> <li>• Sibusisiwe Secondary School</li> <li>• Chief Charles Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• Moses Mnisi High School</li> <li>• Mzila Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Reti Secondary School</li> </ul>
	Business Studies	<ul style="list-style-type: none"> <li>• Wem Mkhuhlu Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• St Mark's Secondary School</li> <li>• Hazyview Private College</li> <li>• Valencia Combined School</li> <li>• Sibusisiwe Secondary School</li> <li>• Chief Charles Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• Moses Mnisi High School</li> <li>• Mzila Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Bukhosibetfu Primary School</li> <li>• Reti Secondary School</li> </ul>

PED	Subjects	Schools
	Physical Sciences	<ul style="list-style-type: none"> <li>• Wem Mkhuhlu Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• St Mark's Secondary School</li> <li>• Hazyview Private College</li> <li>• Valencia Combined School</li> <li>• Sibusisiwe Secondary School</li> <li>• Chief Charles Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• Moses Mnisi High School</li> <li>• Mzila Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Reti Secondary School</li> <li>• Bukhosibetfu Primary School</li> </ul>
	Mathematical Literacy	<ul style="list-style-type: none"> <li>• Nghunghunyana Secondary School</li> <li>• Mhlangana Secondary School</li> <li>• St Mark's School</li> <li>• Hazyview Private College</li> <li>• Valencia Combined School</li> <li>• Sibusisiwe Secondary School</li> <li>• Chief Charles Secondary School</li> <li>• Wem Mkhuhlu School</li> <li>• Mhlangana Secondary School</li> <li>• Nghunghunyana Secondary School</li> <li>• Reti Secondary School</li> <li>• Wem Kabokweni</li> <li>• Bukhosibetfu Primary School</li> <li>• Chief Charles Secondary School</li> <li>• Ncakini Secondary School</li> </ul>
Northern Cape	Life Sciences	<ul style="list-style-type: none"> <li>• Degania High School</li> <li>• Pescodia High School</li> <li>• Rietvale High School</li> <li>• Phakamisani High School</li> <li>• Theron High School</li> <li>• Umso High School</li> </ul>
	English First Additional Language	<ul style="list-style-type: none"> <li>• Carnavorn High School</li> <li>• Emmang Mmogo High School</li> <li>• Degania High School</li> <li>• Pescodia High School</li> <li>• Rietvale High School</li> <li>• Orion High School</li> <li>• Tshireleco High School</li> <li>• Umso High School</li> </ul>

PED	Subjects	Schools
North West	History	<ul style="list-style-type: none"> <li>• Colana Secondary School</li> <li>• Choseng Secondary School</li> <li>• Kebinelang Secondary School</li> <li>• Walter Letsie Secondary School</li> <li>• Kebineleng Secondary School</li> <li>• Obang Secondary School</li> <li>• Le-Rona Secondary School</li> <li>• St. Athanasius Orthodox Christian School</li> <li>• Whitfield Academy</li> <li>• Ramolshodi Secondary School</li> <li>• Merirti Secondary School</li> <li>• Walter Letsie Secondary School</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>• Choseng Secondary School</li> <li>• Grenswag High School</li> <li>• Kebinelang Secondary School</li> <li>• Ramoshodi Secondary School</li> <li>• Manzamnyama Secondary School</li> <li>• Reebone Secondary School</li> <li>• Osborn Secondary School</li> <li>• Huku Secondary School</li> <li>• St. Athanasius Orthodox Christian School</li> <li>• Whitfield Academy</li> <li>• Zibokwana Secondary School</li> <li>• Meriti Secondary School</li> <li>• Grenswag High School</li> </ul>
	Life Orientation	<ul style="list-style-type: none"> <li>• Choseng Secondary School</li> <li>• Kebinelang Secondary School</li> <li>• Walter Letsie Secondary School</li> <li>• Obang Secondary School</li> <li>• Le-Rona Secondary School</li> <li>• Whitfield Academy</li> <li>• Tswaidi High School</li> <li>• Grenswag High School</li> </ul>
	Physical Sciences	<ul style="list-style-type: none"> <li>• Curro Savannah City School</li> <li>• General Smut High School</li> <li>• Kebinelang Secondary School</li> <li>• Mammutla Secondary School</li> <li>• Meriti Secondary School</li> <li>• Grenswag High School</li> </ul>

PED	Subjects	Schools
Western Cape	English First Additional Language	<ul style="list-style-type: none"> <li>• Insthumuko High School</li> <li>• Isilimela Secondary School</li> <li>• Stonefountain College – Kenilworth</li> <li>• Leap Sciences and Maths Private School</li> <li>• Maneberg High School</li> <li>• Longacres Private School</li> <li>• Clanwilliam Sekondêr Skool</li> <li>• Diazville Sekondêre Skool</li> <li>• Wesbank Secondary School</li> </ul>
	Mathematical Literacy	<ul style="list-style-type: none"> <li>• Future's Academy</li> <li>• Stonefountain College – Kenilworth</li> <li>• Trafalgar Secondary</li> <li>• Rhodes High School</li> <li>• Maitland Sekondêre Skool</li> <li>• Longacres Private School</li> <li>• Clanwilliam Sekondêr Skool</li> <li>• Diazville Sekondêre Skool</li> <li>• Wesbank Secondary School</li> <li>• Steyville Secondary School</li> <li>• Vista Secondary School</li> <li>• Vredendal Secondary School</li> <li>• Langa Secondary School</li> <li>• Schoonspruit Secondary School</li> </ul>
	Physical Sciences	<ul style="list-style-type: none"> <li>• Future's Academy</li> <li>• Stonefountain College – Kenilworth</li> <li>• Trafalgar Secondary</li> <li>• Modderdam Secondary School</li> <li>• Vista Secondary School</li> <li>• Langa Secondary School</li> <li>• Schoonspruit Secondary School</li> <li>• Stonefountain College – Kenilworth</li> </ul>

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

Criteria	Nature of non-compliance	School
Technical Aspects	South African School Administration and Management System (SA-SAMS)	<ul style="list-style-type: none"> <li>Vulindlela Comprehensive Technical School (Mathematical Literacy, Eastern Cape)</li> <li>Nongeke Senior Secondary School (Mathematical Literacy, Eastern Cape)</li> </ul>
	Incorrect version of SA-SAMS - term marksheets from version 25.0.0., an outdated version.	
	Incomplete teacher files – Programme of Assessment (POA) and Annual teaching plan (ATP) not included.	<ul style="list-style-type: none"> <li>Zivuko Senior Secondary (Economics and Accounting, Limpopo)</li> <li>Boke Agricultural High School (Economics and Accounting, Limpopo)</li> <li>Tzanneen Lowvels Academy (Economics and Accounting, Limpopo)</li> <li>Tshabadietla Secondary School (Economics and Accounting, Limpopo)</li> </ul>
	Outdated ATP indicating 2023-2024.	<ul style="list-style-type: none"> <li>Boke Agricultural High School (Economics and Accounting, Limpopo)</li> </ul>
	Incomplete teacher files – Preliminary examination question papers and marking guidelines were not included.	<ul style="list-style-type: none"> <li>Pescodia High School (Life Sciences, Northern Cape)</li> <li>Phakamisani High School (Life Sciences, Northern Cape)</li> </ul>
	The POA was not included in the teacher file.	<ul style="list-style-type: none"> <li>Umso High School (Life Sciences - Northern Cape)</li> </ul>
	No marking rubric for the oral presentation, as well as evidence of marks awarded to learners.	<ul style="list-style-type: none"> <li>Valencia Combined School (Business Studies, Mpumalanga)</li> <li>Nghunghunyana Secondary School (Business Studies, Mpumalanga)</li> <li>Reti Secondary School (Business Studies, Mpumalanga)</li> <li>St. Mark's Secondary School (Business Studies, Mpumalanga)</li> </ul>
	Outdated ATP indicating the previous year 2024 and no POA.	<ul style="list-style-type: none"> <li>St. Mark's Secondary School (Accounting, Mpumalanga)</li> </ul>
	The Project, Preparatory Examination Paper 1 and Paper 2 tasks had no analysis grids.	<ul style="list-style-type: none"> <li>Explorer Pioneers School (Business Studies, Gauteng)</li> <li>Jabulile Secondary School (Business Studies, Gauteng)</li> </ul>

Criteria	Nature of non-compliance	School
Assessment Tasks	Verbatim use of previous question papers without innovations.	<ul style="list-style-type: none"> <li>Napscom Secondary School (Economics, Limpopo)</li> <li>Modubatse Secondary School (Economics, Limpopo)</li> <li>Tzaneen Lowveld Academy (Economics, Limpopo)</li> <li>Boke Agricultural High School (Economics, Limpopo)</li> <li>Highland College (Economics, Limpopo)</li> <li>Mmiditsi Secondary School (Economics, Limpopo)</li> <li>St Mark's College (Economics, Limpopo)</li> <li>Tshabadietla Secondary School (Economics, Limpopo)</li> <li>Zivuko Senior Secondary School (Economics, Limpopo)</li> </ul>
	Project task resembled an assignment and lacked the assessment of research skill.	
	Incorrectly developed analysis grid of the project task, it indicated the content distribution under the cognitive level column.	
	Verbatim use of previous question papers without innovations.	<ul style="list-style-type: none"> <li>Umso High School (Economics, Northern Cape)</li> </ul>
	Case Study: Verbatim use of previous question papers without innovations: verbatim use of the November 2019 and February and March 2016 question papers.	<ul style="list-style-type: none"> <li>Mhlangana Secondary School (Business Studies, Mpumalanga)</li> <li>Nghunghunyana Secondary School (Business Studies, Mpumalanga)</li> <li>WEM Mkhuhlu Secondary School (Business Studies, Mpumalanga)</li> </ul>
	The administration of inappropriate practical task that were overly theoretical in nature, failed to assess the expected practical skills.	<ul style="list-style-type: none"> <li>Tholizwe Secondary School (Life Sciences, KwaZulu-Natal)</li> <li>Mehlokazulu Secondary school (Life Sciences, KwaZulu-Natal)</li> </ul>
Schools presented the same practical task, with different time allocation for the completion of the task. One had a duration of 60 minutes whilst the other had a duration of 45 minutes.	<ul style="list-style-type: none"> <li>Mzamo High School (Life Sciences, KwaZulu-Natal)</li> <li>Samkelisiwe High School (Life Sciences, KwaZulu-Natal)</li> <li>Independent College Newcastle (Life Sciences, KwaZulu-Natal)</li> <li>Xolani High School (Life Sciences, KwaZulu-Natal)</li> </ul>	
While Independent College Newcastle and Xolani High School administered the same practical task, the maximum mark was different – 30 and 40 marks respectively.		
No cognitive grids submitted for task 1 and task 5 as well as that the incorrect rubric was used for task.	<ul style="list-style-type: none"> <li>KwaThintwa School for the Deaf (SASL HL, KwaZulu-Natal)</li> <li>Vuleka School for the Deaf (SASL HL, KwaZulu-Natal)</li> </ul>	

Criteria	Nature of non-compliance	School
The Technical Layout of Assessment Tasks	Non-adherence to the required format as there was no POA and ATP submitted.	<ul style="list-style-type: none"> <li>Trafalgar Secondary School (Mathematical Literacy, Western Cape)</li> <li>Wesbank Secondary School (Mathematical Literacy, Western Cape)</li> <li>Rhodes High School (Mathematical Literacy, Western Cape)</li> <li>Maitland Secondary School (Mathematical Literacy, Western Cape)</li> </ul>
	Inconsistent numbering on the question papers and the marking guidelines, the answer book for the project reflected Questions 4.1 to 4.6 but the marking guideline indicated 4.1 to 4.5.	<ul style="list-style-type: none"> <li>St. Mark's School (Accounting, Mpumalanga)</li> <li>Valencia Combined School (Accounting, Mpumalanga)</li> <li>Mhlangana Secondary School (Accounting, Mpumalanga)</li> </ul>
Effectiveness of Questioning	The difficulty levels of the SASLHL tasks modelled the written home language question papers and therefore not applicable to SASLHL.	<ul style="list-style-type: none"> <li>Setotlwane LSEN School (SASL HL, Limpopo)</li> </ul>
	Written reports resembled a test rather than fostering research and reporting skills.	<ul style="list-style-type: none"> <li>Mhlangana High School (Accounting, Mpumalanga)</li> <li>St. Mark's School (Accounting, Mpumalanga)</li> <li>Valencia Combined School (Accounting, Mpumalanga)</li> <li>Reti Secondary School (Accounting, Mpumalanga)</li> <li>Mzila Secondary School</li> </ul>
	Case study: Tasks were copied from past examination question papers and lacked scaffolding across cognitive levels, with an overemphasis on recall and higher-order questions but too few middle-order items.	<ul style="list-style-type: none"> <li>Wem Mkhuhlu Secondary School (Business Studies, Mpumalanga)</li> <li>Nghunghunyana Secondary School (Business Studies, Mpumalanga)</li> <li>Mhlangana Secondary School (Business Studies, Mpumalanga)</li> <li>Reti Secondary School (Business Studies, Mpumalanga)</li> </ul>

Criteria	Nature of non-compliance	School
Question Types	The June examination question paper (provincially set task) lacked sufficient higher-order questions needed to assess critical thinking skills.	<ul style="list-style-type: none"> <li>• Colana Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Advent Comprehensive High School (Mathematics, Eastern Cape)</li> <li>• Zibokwana Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Manzamnyama Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Osborn Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Zanewonga Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Huku Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Msobomvu Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Mtebele Secondary School (Mathematics, Eastern Cape)</li> <li>• Osborn Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Idutywa School of Excellence (Mathematics, Eastern Cape)</li> </ul>
	The sketch graph in Question 6 in Paper 1 of the June examination question paper had an incorrect value which rendered some sub-questions related to the value invalid.	<ul style="list-style-type: none"> <li>• Merti High School (Physical Sciences, North West)</li> <li>• Mammutla Secondary School (Physical Sciences, North West)</li> </ul>

Criteria	Nature of non-compliance	School
	Factual errors and ambiguous wording, for instance, the use of "Advice" instead of the correct verb "Advise" in multiple instances in the presentation. Case Study: errors in Questions 2.1.1. and 4.1.2 led to unintended answers.	<ul style="list-style-type: none"> <li>Mzila Secondary School (Business Studies, Mpumalanga)</li> <li>Mhlangana High School (Business Studies, Mpumalanga)</li> <li>St. Mark's School (Business Studies, Mpumalanga)</li> <li>Valencia Combined School and</li> <li>Reti Secondary School (Business Studies, Mpumalanga)</li> <li>Nghunghunyana Secondary School (Business Studies, Mpumalanga)</li> <li>Wem Mkhuhlu Secondary School (Business Studies, Mpumalanga)</li> </ul>
	Task 7 was set out of context, did not follow the FET Phase content subjects programme of assessment Grade 10 to 12 for 2024-2025.	<ul style="list-style-type: none"> <li>Stonefountain College – Kenilworth (English First Additional Language, Western Cape)</li> <li>Wesbank Secondary School (English First Additional Language, Western Cape)</li> <li>Longacres Private School (English First Additional Language, Western Cape)</li> </ul>
	No mark allocation on the marking guideline.	<ul style="list-style-type: none"> <li>Isilimela Secondary School (English First Additional Language, Western Cape)</li> </ul>
	Poor allocation of marks per question as open-ended questions were awarded only 2 marks instead of 3 marks, the irony questions were awarded 1 mark instead of 2 marks.	<ul style="list-style-type: none"> <li>Manenberg Secondary School (English First Additional Language, Western Cape)</li> </ul>
Source/ Stimulus Material	Assessment of the practical work within the context of DNA making use of stimulus material that was inappropriate for this task.	<ul style="list-style-type: none"> <li>Independent College (Life Sciences, KwaZulu-Natal)</li> <li>Emfundweni High School (Life Sciences, KwaZulu-Natal)</li> <li>Isikhalisezwe Secondary School (Life Sciences, KwaZulu-Natal)</li> <li>Xolani High School (Life Sciences, KwaZulu-Natal)</li> <li>Sinqobile Combined School (Life Sciences, KwaZulu-Natal)</li> <li>Georgenau Combined Secondary School (Life Sciences, KwaZulu-Natal)</li> <li>Nomaswazi High School (Life Sciences, KwaZulu-Natal)</li> <li>Tholizwe Secondary School (Life Sciences, KwaZulu-Natal)</li> <li>Mehlokazulu Secondary School (Life Sciences, KwaZulu-Natal)</li> <li>Injoloba Secondary School (Life Sciences, KwaZulu-Natal)</li> </ul>

Criteria	Nature of non-compliance	School
	The June examination Paper 2 question paper (common task) contained two errors, specifically in Questions 4.2 and 8.	<ul style="list-style-type: none"> <li>• Colana Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Advent Comprehensive High School (Mathematics, Eastern Cape)</li> <li>• Zibokwana Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Manzamnyama Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Osborn Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Zanewonga Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Huku Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Msobomvu Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Mtebele Secondary School (Mathematics, Eastern Cape)</li> <li>• Osborn Senior Secondary School (Mathematics, Eastern Cape)</li> <li>• Idutywa School of Excellence (Mathematics, Eastern Cape)</li> </ul>
	<p>The materials and stimuli for the SASL HL tasks were incomplete and inappropriate. For example, Task 10, Paper 2, slides were mixed up.</p> <p>There were no videos included for the poems. From slide 34, the slides were blank in Paper 1, the advert stopped abruptly before the ending of the advert.</p>	<ul style="list-style-type: none"> <li>• Setotlwane LSEN School (SASL HL, Limpopo)</li> </ul>
	<p>Missing word: The source material in the opening sentence of the Project task, Question 4 scenario omitted the word 'known'. The word 'known' was needed after 'enterprise is well ... for quality services.' to make the intended meaning clear.</p>	<ul style="list-style-type: none"> <li>• Explorer Pioneers School (Business Studies, Gauteng)</li> </ul>

Criteria	Nature of non-compliance	School
Marking Guidelines and Rubrics	Incomplete marking guideline and the wrong page numbering which started on page 15.	<ul style="list-style-type: none"> <li>Rhodes High School (Mathematical Literacy, Western Cape)</li> </ul>
	June examination Paper 1: Incorrectly drawn free-body diagram in Question 3.2 in the marking guidelines, depicting a box instead of a dot to represent the body.	<ul style="list-style-type: none"> <li>Curro Savannah City School (Physical Sciences, North West)</li> <li>General Smut High School (Physical Sciences, North West)</li> <li>Kebinelang Secondary School (Physical Sciences North West)</li> <li>Mammutla Secondary School (Physical Sciences, North West)</li> <li>Meriti Secondary School (Physical Sciences, North West)</li> <li>Grenswag High School (Physical Sciences, North West)</li> </ul>

Criteria	Nature of non-compliance	School
	<p>Case Study: Notes to markers were not provided, indicating how to mark.</p> <p>The directive to "mark the first three only" replacing the instruction to "mark the first two only" as stated in the question, potentially resulted in an unfair advantage or disadvantage for certain learners.</p> <p>The presentation scenario had two correct answers to the question, but the marking guideline reflected only one.</p>	<ul style="list-style-type: none"> <li>St. Mark's School (Business Studies, Mpumalanga)</li> <li>Valencia Combined School (Business Studies, Mpumalanga)</li> </ul>
	<p>Furthermore, split ticks were not applied in accordance with the action verbs used in the questions.</p>	<ul style="list-style-type: none"> <li>Valencia Combined School (Business Studies, Mpumalanga)</li> </ul>
	<p>There was no rubric provided for the marking of the project tasks.</p> <p>Furthermore, the design of the assessment tasks resembled assignments rather than structured projects.</p> <p>In the Sekhukhune District, the marking guideline was incomplete, reflecting only four marks instead of the expected ten marks.</p>	<ul style="list-style-type: none"> <li>Highlands High School (Business Studies, Limpopo)</li> <li>Tshabadietla Secondary School (Business Studies, Limpopo)</li> <li>Ngwanamatlang Secondary School (Business Studies, Limpopo)</li> <li>Mmiditsi Secondary School (Business Studies, Limpopo)</li> <li>Napscom Secondary School (Business Studies, Limpopo)</li> <li>Tzaneen Lowveld Academy (Business Studies, Limpopo)</li> </ul>
	<p>Some answers in the SASL HL marking guidelines for controlled tasks were not allocated marks.</p>	<ul style="list-style-type: none"> <li>Setotolwane LSEN School (SASL HL, Limpopo)</li> </ul>
	<p>Inappropriate mark allocation and mark distribution: In Activity 2, Question 2.2.2, on the "Impact of corruption to companies, communities and countries", but the marking guideline provided the "Impact of corruption to individuals, companies and communities". The markers awarded full marks to the learners despite this discrepancy.</p>	<ul style="list-style-type: none"> <li>Bankuna Secondary School (Life Orientation - Limpopo)</li> <li>Tzaneen Lowveld Academy (Life Orientation - Limpopo)</li> <li>Napscom Secondary School (Life Orientation - Limpopo)</li> <li>Zivuko Senior Secondary School (Life Orientation - Limpopo)</li> </ul>
	<p>The marking guidelines reflected only the total mark allocation (10 marks) without providing a detailed breakdown of the calculations.</p> <p>In addition, the number of ticks did not align with the rubric, and the marking guidelines did not provide guidance on data analysis.</p>	<ul style="list-style-type: none"> <li>Kibler Park Secondary School (Mathematical Literacy - Gauteng)</li> <li>Explorer Pioneers School (Mathematical Literacy - Gauteng)</li> <li>Vutomi High School (Mathematical Literacy - Gauteng)</li> <li>Aha-Thuto Secondary School (Mathematical Literacy - Gauteng)</li> <li>Mohaladitoe Secondary School (Mathematical Literacy - Gauteng)</li> <li>Jabulile Secondary School (Mathematical Literacy - Gauteng)</li> </ul>

Criteria	Nature of non-compliance	School
	Inability to implement the corrections provided in the addendum distributed by the Free State Provincial Education Department to schools to address errors in the June controlled test marking guideline, specifically in Questions 1.2.1 and 1.2.3. As a result, these questions were marked incorrectly.	<ul style="list-style-type: none"> <li>Rantsane Secondary School (Business Studies, Free State)</li> <li>Bolton College (Business Studies, Free State)</li> <li>TM Setiloane Secondary School (Business Studies, Free State)</li> <li>Calculus Bloemfontein Secondary School (Business Studies, Free State)</li> <li>Harrismith Hoërskool (Business Studies, Free State)</li> <li>New Horizon – Harrismith (Business Studies, Free State)</li> <li>Metsimatsho Secondary School (Business Studies, Free State)</li> <li>Petunia Secondary School (Business Studies, Free State)</li> <li>Lefikeng Secondary School (Business Studies, Free State)</li> </ul>
Internal Moderation of Assessment Tasks	There was no evidence of internal moderation of SASL HL in the teacher files.	<ul style="list-style-type: none"> <li>KwaThintwa School for the Deaf (SASL HL, KwaZulu-Natal)</li> <li>Vuleka School for the Deaf (SASL HL, KwaZulu-Natal)</li> </ul>
Quality of Marking	June examination and Controlled Test: Lenient marking and incorrect transfer of marks to the marksheet.	<ul style="list-style-type: none"> <li>Calculus Bloemfontein Secondary School (Business Studies, Free State)</li> <li>Harrismith Hoërskool (Business Studies, Free State)</li> <li>New Horizon – Harrismith (Business Studies, Free State)</li> </ul>
	Case Study: Lenient marking	<ul style="list-style-type: none"> <li>Harrismith Hoërskool (Business Studies, Free State)</li> <li>New Horizon – Harrismith (Business Studies, Free State)</li> </ul>
	<ul style="list-style-type: none"> <li>Poor quality of marking</li> <li>There was no provision of marking principles in terms of allocation of ticks as outlined in the Notes to Markers of each marking guidelines, as expected, leading to incorrect marks awarded to learners.</li> </ul>	<ul style="list-style-type: none"> <li>Wem Mkhuhlu Secondary School (Business Studies, Mpumalanga)</li> </ul>
	Research task: Marking leniency and non-use of the marking rubric, and lack of proper guidance to learners regarding timelines to finish the research task.	<ul style="list-style-type: none"> <li>Curro Savannah City Combined School (Geography, Gauteng)</li> </ul>
	Research task was not marked, yet marks were provided.	<ul style="list-style-type: none"> <li>Jabulile Secondary School (Geography, Gauteng)</li> </ul>
	Poor quality of marking (June controlled task).	<ul style="list-style-type: none"> <li>Pescodia High School (Life Sciences, Northern Cape)</li> <li>Rietvale High School (Life Sciences, Northern Cape)</li> </ul>

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

Province	List of subjects/question papers
Eastern Cape	<ol style="list-style-type: none"> <li>1. Agricultural Sciences Paper 1 and Paper 2</li> <li>2. Business Studies Paper 1 and Paper 2</li> <li>3. Computer Applications Technology Paper 1 and Paper 2</li> <li>4. Consumer Studies Paper 1</li> <li>5. Economics Paper 1 and Paper 2</li> <li>6. English First Additional Language Paper 1</li> <li>7. Geography Paper 1 and Paper 2</li> <li>8. Technical Mathematics Paper 1</li> <li>9. Technical Sciences Paper 1</li> <li>10. Tourism Paper 1</li> </ol>
Free State	<ol style="list-style-type: none"> <li>1. Business Studies Paper 1 and Paper 2</li> <li>2. Economics Paper 1 and Paper 2</li> <li>3. English First Additional Language Paper 1 and Paper 2</li> <li>4. Geography Paper 1 and Paper 2</li> <li>5. IsiXhosa Home Language Paper 1</li> <li>6. Mathematics Paper 1 and Paper 2</li> <li>7. Physical Sciences Paper 1 and Paper 2</li> <li>8. Technical Mathematics Paper 1 and Paper 2</li> <li>9. Technical Sciences Paper 1 and Paper 2</li> <li>10. Tourism Paper 1</li> </ol>
Gauteng	<ol style="list-style-type: none"> <li>1. Accounting Paper 1 and Paper 2</li> <li>2. Afrikaans Home Language Paper 1 and Paper 2</li> <li>3. Business Studies Paper 1 and Paper 2</li> <li>4. Economics Paper 1 and Paper 2</li> <li>5. English Home Language Paper 1 and Paper 2</li> <li>6. Life Sciences Paper 1 and Paper 2</li> <li>7. Mathematical Literacy Paper 1 and Paper 2</li> <li>8. Sesotho Home Language Paper 3</li> <li>9. Technical Mathematics Paper 1 and Paper 2</li> <li>10. Technical Sciences Paper 1 and Paper 2</li> </ol>
KwaZulu-Natal	<ol style="list-style-type: none"> <li>1. Accounting Paper 1 and Paper 2</li> <li>2. Business Studies Paper 1 and Paper 2</li> <li>3. Economics Paper 1 and Paper 2</li> <li>4. Geography Paper 1 and Paper 2</li> <li>5. History Paper 1 and Paper 2</li> <li>6. IsiZulu Home Language Paper 1, Paper 2 and Paper 3</li> <li>7. Life Sciences Paper 1 and Paper 2</li> <li>8. Mathematical Literacy Paper 1 and Paper 2</li> <li>9. Mathematics Paper 1 and Paper 2</li> <li>10. Tourism Paper 1</li> </ol>
Limpopo	<ol style="list-style-type: none"> <li>1. Computer Applications Technology Paper 1 and Paper 2</li> <li>2. English First Additional Subject Paper 1, Paper 2 and Paper 3</li> <li>3. English Home Language Paper 1, Paper 2 and Paper 3</li> <li>4. Life Sciences Paper 1 and Paper 2</li> <li>5. Mathematical Literacy Paper 1 and Paper 2</li> <li>6. Mathematics Paper 1 and Paper 2</li> <li>7. Physical Sciences Paper 1 and Paper 2</li> <li>8. South African Sign Language Home Language Paper 1, Paper 2 and Paper 3</li> <li>9. Tshivenda Paper 2 and Paper 3</li> <li>10. Xitsonga Home Language Paper 2 and Paper 3</li> </ol>

Province	List of subjects/question papers
Mpumalanga	<ol style="list-style-type: none"> <li>1. Accounting Paper 1 and Paper 2</li> <li>2. Business Studies Paper 1 and Paper 2</li> <li>3. Economics Paper 1 and Paper 2</li> <li>4. Geography Paper 1 and Paper 2</li> <li>5. Life Sciences Paper 1 and Paper 2</li> <li>6. Mathematical Literacy Paper 1 and Paper 2</li> <li>7. Mathematics Paper 1 and Paper 2</li> <li>8. Physical Sciences Paper 1 and Paper 2</li> <li>9. Sepedi Home Language Paper 1, Paper 2 and Paper 3</li> <li>10. Tourism Paper 1</li> </ol>
Northern Cape	<ol style="list-style-type: none"> <li>1. Afrikaans Home Language Papers 1, Paper 2 and Paper 3</li> <li>2. Business Studies Paper 1 and Paper 2</li> <li>3. English First Additional Paper 1, Paper 2 and Paper 3</li> <li>4. Geography Paper 1 and Paper 2</li> <li>5. History Paper 1 and Paper 2</li> <li>6. Life Sciences Paper 1 and Paper 2</li> <li>7. Mathematics Paper 1 and Paper 2</li> <li>8. Physical Sciences Paper 1 and Paper 2</li> <li>9. Technical Mathematics Paper 1 and Paper 2</li> <li>10. Tourism Paper 1</li> </ol>
North West	<ol style="list-style-type: none"> <li>1. Accounting Paper 1 and Paper 2</li> <li>2. Afrikaans First Additional Language Papers 1, 2 and 3</li> <li>3. Business Studies Paper 1 and Paper 2</li> <li>4. Computer Applications Technology Paper 1 and Paper 2</li> <li>5. Geography Paper 1 and Paper 2</li> <li>6. History Paper 1 and Paper 2</li> <li>7. Mathematical Literacy Paper 1 and Paper 2</li> <li>8. Mathematics Paper 1 and Paper 2</li> <li>9. Technical Mathematics Paper 1 and Paper 2</li> <li>10. Tourism Paper 1</li> </ol>
Western Province	<ol style="list-style-type: none"> <li>1. Accounting Paper 1 and Paper 2</li> <li>2. Afrikaans First Additional Language Papers 1, Paper 2 and Paper 3</li> <li>3. Engineering Graphics Paper 1 and Paper 2</li> <li>4. History Paper 1 and Paper 2</li> <li>5. Life Sciences Paper 1 and Paper 2</li> <li>6. Marine Sciences Paper 1 and Paper 2</li> <li>7. Mathematical Literacy Paper 1 and Paper 2</li> <li>8. Mathematics Paper 1 and Paper 2</li> <li>9. Physical Sciences Paper 1 and Paper 2</li> <li>10. Technical Mathematics Paper 1 and Paper 2</li> </ol>

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

No.	Province	Centre	Date	Subject written
1.	Western Cape	Bergvliet High School	01 September 2025	Life Orientation
2.	Free State	Commtch Comprehensive Technical High School	01 September 2025	Life Orientation
3.	Gauteng	Dan Kutumela Secondary School	01 September 2025	Life Orientation
4.	Northern Cape	Emang Mmogo Comprehensive School	01 September 2025	Life Orientation
5.	Limpopo	Gerson Ntjie Secondary School	01 September 2025	Life Orientation
6.	Western Cape	Hexvallei Secondary School	01 September 2025	Life Orientation
7.	KwaZulu Natal	Isihlahlasenkosi High School	01 September 2025	Life Orientation
8.	Limpopo	Kgakoa Secondary School	01 September 2025	Life Orientation
9.	Free State	Kgolagano Secondary School	01 September 2025	Life Orientation
10.	North West	Maatla High School	01 September 2025	Life Orientation
11.	KwaZulu Natal	Nomathiya Technical High School	01 September 2025	Life Orientation
12.	Eastern Cape	Ntsizwa Senior Secondary School	01 September 2025	Life Orientation
13.	Mpumalanga	Phambili Secondary School	01 September 2025	Life Orientation
14.	North West	Ramatu High School	01 September 2025	Life Orientation
15.	Northern Cape	Remmogo Secondary School	01 September 2025	Life Orientation
16.	Eastern Cape	Sandi Senior Secondary School	01 September 2025	Life Orientation
17.	Gauteng	Soshanguve Secondary School	01 September 2025	Life Orientation
18.	Mpumalanga	Zinikeleni Secondary School	01 September 2025	Life Orientation
19.	KwaZulu Natal	Bambanani High School	21 October 2025	Computer Applications Technology
20.	Free State	Brentpark Secondary School	21 October 2025	Computer Applications Technology
21.	North West	Grenville High School	21 October 2025	Computer Applications Technology
22.	Free State	Heatherdale Secondary School	21 October 2025	Computer Applications Technology

No.	Province	Centre	Date	Subject written
23.	Gauteng	Hoërskool Noordheuwel	21 October 2025	Computer Applications Technology
24.	Limpopo	Hoërskool Nylstroom	21 October 2025	Computer Applications Technology
25.	Mpumalanga	Hoërskool Oosterland	21 October 2025	Computer Applications Technology
26.	Mpumalanga	Ligbron Academy of Technology	21 October 2025	Computer Applications Technology
27.	KwaZulu-Natal	Mtuba Christian Academy	21 October 2025	Computer Applications Technology
28.	Limpopo	Ngwana Mohube Secondary School	21 October 2025	Computer Applications Technology
29.	Eastern Cape	Pakamani Senior Secondary School	21 October 2025	Computer Applications Technology
30.	North West	Hoërskool Rustenburg	21 October 2025	Computer Applications Technology
31.	Western Cape	Villiersdorp Secondary School	21 October 2025	Computer Applications Technology
32.	Western Cape	Hoërskool Durbanville	22 October 2025	Information Technology
33.	KwaZulu-Natal	Mountview Secondary School	22 October 2025	Information Technology
34.	Northern Cape	Northern Cape High School	22 October 2025	Information Technology
35.	Gauteng	Hoërskool Waterkloof	22 October 2025	Information Technology
36.	Eastern Cape	Westville Senior Secondary	22 October 2025	Information Technology
37.	Limpopo	Boetse Secondary School	23 October 2025	English First Additional Language Paper 3
38.	KwaZulu-Natal	Centenary Secondary School	23 October 2025	English Home Language Paper 3
39.	Gauteng	David Hellen Peta Secondary School	23 October 2025	English First Additional Language Paper 3
40.	Mpumalanga	Hluzingqondo Secondary School	23 October 2025	English First Additional Language Paper 3
41.	Free State	Kgolathuto Secondary School	23 October 2025	English First Additional Language Paper 3
42.	KwaZulu-Natal	Mtubatuba High School	23 October 2025	English Home Language Paper 3
43.	Western Cape	Plettenberg Bay Secondary School	23 October 2025	English First Additional Language Paper 3 English Home Language Paper 3
44.	North West	Seabo Secondary School	23 October 2025	English First Additional Language Paper 3
45.	Eastern Cape	Sidinane Secondary School	23 October 2025	English First Additional Language Paper 3
46.	Western Cape	Soneike High School	23 October 2025	English Home Language Paper 3

No.	Province	Centre	Date	Subject written
47.	North West	St. Paul's High School	23 October 2025	English First Additional Language Paper 3
48.	Eastern Cape	Thembalabantu High School	23 October 2025	English First Additional Language Paper 3
49.	Mpumalanga	Zikodze Secondary School	23 October 2025	English First Additional Language Paper 3
50.	Limpopo	Jim Chavani Secondary	23 October 2025	English First Additional Language Paper 3
51.	Limpopo	Leseding Secondary School	24 October 2025	English Home Language Paper 3
52.	Mpumalanga	Bonginhlanhla Secondary School	24 October 2025	Afrikaans Second Additional Language Paper 3
53.	Eastern Cape	Breidbach Senior Secondary School	24 October 2025	Afrikaans Second Additional Language Paper 3 Afrikaans Home Language Paper 3
54.	Gauteng	Gekombinnerde Skool Noordelig	24 October 2025	Afrikaans Home Language Paper 3
55.	North West	Rekgarathhile Secondary School	24 October 2025	Afrikaans Second Language Paper 3
56.	Free State	Witteberg High School	24 October 2025	Afrikaans Second Language Paper 3 Afrikaans Home Language Paper 3
57.	Western Cape	Worcester Gymnasium	24 October 2025	Afrikaans Second Language Paper 3 Afrikaans Home Language Paper 3
58.	KwaZulu-Natal	Khombindlela High School	27 October 2025	Accounting Paper 1
59.	Western Cape	Ashton Combined Public School	27 October 2025	isiXhosa Home Language Paper 3
60.	Limpopo	DG Tsebe Senior Secondary School	27 October 2025	Accounting Paper 1
61.	Limpopo	Dikoloi Secondary School	27 October 2025	Accounting Paper 1
62.	Mpumalanga	Elukhanyisweni Secondary School	27 October 2025	IsiZulu Home Language Paper 3
63.	Western Cape	Fairbairn College	27 October 2025	Accounting Paper 1
64.	North West	Iketleetso Secondary School	27 October 2025	Accounting Paper 1
65.	Eastern Cape	Mhlanganisweni Community & Technical Senior Secondary School	27 October 2025	Accounting Paper 1
66.	Free State	Monyakeng Secondary School	27 October 2025	Accounting Paper 1
67.	Mpumalanga	Ngodini Senior Secondary School	27 October 2025	Accounting Paper 1

No.	Province	Centre	Date	Subject written
68.	Gauteng	Strauss Secondary School	27 October 2024	IsiZulu Home Language Paper 3
69.	KwaZulu-Natal	Sikhulangemfundo Secondary School	27 October 2025	Accounting Paper 1
70.	Eastern Cape	Masixole High School	27 October 2025	IsiXhosa Home Language Paper 3
71.	Free State	Concordia Secondary School	28 October 2025	Sesotho Home Language Paper 3
72.	Limpopo	Florapark Comprehensive High School	28 October 2025	Sepedi Home Language Paper 3
73.	Limpopo	Mathew Phosa Secondary School	28 October 2025	Sepedi Home Language Paper 3
74.	KwaZulu-Natal	V. N. Naik School for the Deaf	28 October 2025	South African Sign Language Paper 3
75.	KwaZulu-Natal	Vuleka School for the Deaf	28 October 2025	South African Sign Language Paper 3
76.	Gauteng	Boitumelong Secondary School	29 October 2025	English First Additional Language Paper 1
77.	KwaZulu-Natal	Mningi High School	29 October 2025	English First Additional Language Paper 1
78.	Limpopo	Thengwe Secondary School	29 October 2025	English First Additional Language Paper 1
79.	Limpopo	Sinthumule Secondary School	29 October 2025	English First Additional Language Paper 1
80.	Western Cape	Jakes Gerwel Technical School	30 October 2025	Engineers Graphics and Design Paper 1
81.	Limpopo	Mack Semeka Secondary School	30 October 2025	History Paper 1
82.	KwaZulu-Natal	Thobigunya High School	30 October 2025	History Paper 1
83.	KwaZulu-Natal	Uxolo Nokuzwana Secondary School	30 October 2025	History Paper 1
84.	Free State	Retief Combined School	30 October 2025	History Paper 1
85.	Eastern Cape	Mzokhanyo High School	30 October 2025	History Paper 1
86.	Gauteng	Katlehong Technical High School	30 October 2025	Engineering Graphics and Design Paper 1
87.	KwaZulu-Natal	Glenwood High School	30 October 2025	Engineering Graphics and Design Paper 1
88.	Limpopo	S.J Van der Merwe Technical Secondary School	30 October 2025	Engineering Graphics and Design Paper 1
89.	Western Cape	Belle Vista High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1

No.	Province	Centre	Date	Subject written
90.	Gauteng	East Bank High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
91.	Free State	Eunice Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
92.	Mpumalanga	Ililanga Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
93.	Northern Cape	Kharkams Combined School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
94.	Eastern Cape	Moses Mabida Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
95.	Gauteng	Phumula Gardens Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
96.	KwaZulu-Natal	Sinethezekile High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
97.	North West	Thuto Tsebo Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
98.	KwaZulu-Natal	Abantungwa High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
99.	Free State	Cedar Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
100.	Western Cape	La Rochelle Girls' High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
101.	Mpumalanga	Mafa Max Motloug Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
102.	Limpopo	Nare Repeat Part-Time Centre	31 October 2025	Mathematics Paper 1
103.	KwaZulu-Natal	Phambili High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
104.	Gauteng	Vosloorus Comprehensive Secondary School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1 Technical Mathematics Paper 1
105.	Limpopo	Marobathota Repeat Part-Time	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1

No.	Province	Centre	Date	Subject written
106.	Eastern Cape	Mzomhle High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1
107.	KwaZulu-Natal	Velangaye High School	31 October 2025	Mathematics Paper 1 Mathematics Literacy Paper 1 Technical Mathematics Paper 1
108.	Western Cape	George Royal Academy	03 November 2025	Mathematics Literacy Paper 2
109.	KwaZulu-Natal	Mana High School	03 November 2025	Agricultural Paper 1
110.	KwaZulu-Natal	Mthonga High School	03 November 2025	Mathematics Paper 2
111.	KwaZulu-Natal	Hlathikhulu High School	03 November 2025	Mathematics Paper 2 Mathematics Literacy Paper 2
112.	Limpopo	Rusplaas Christian Model School	03 November 2025	Mathematics Paper 2 Mathematics Literacy Paper 2
113.	KwaZulu-Natal	Sibusisiwe Comprehensive Technical High	03 November 2025	Mathematics Paper 2 Mathematics Literacy Paper 2
114.	Limpopo	Taxila Combined School	03 November 2025	Mathematics Paper 2 Mathematics Literacy Paper 2
115.	Eastern Cape	Zwelivumile Secondary School	03 November 2025	Agricultural Paper 1
116.	Limpopo	Makgwading Secondary School	03 November 2025	Agricultural Paper 1
117.	KwaZulu-Natal	Bhekathina High School	04 November 2025	Accounting Paper 2
118.	KwaZulu-Natal	Hunt Road Secondary School	04 November 2025	Accounting Paper 2
119.	KwaZulu-Natal	Tshutshutshu Secondary School	04 November 2025	Accounting Paper 2
120.	Limpopo	Mpandeli Secondary School	05 November 2025	Tshivenda Home Language
121.	KwaZulu-Natal	St. Martin de Porres	05 November 2025	South African Sign Language Home Language Paper 1
122.	KwaZulu-Natal	Kwathintwa School for the Deaf	05 November 2025	South African Sign Language Home Language Paper 1
123.	Limpopo	Ben Vorster High School	06 November 2025	Business Studies Paper 1
124.	Western Cape	Berg River Secondary School	06 November 2025	Business Studies Paper 1
125.	Limpopo	Hoërskool Hans Strydom	06 November 2025	Business Studies Paper 1

No.	Province	Centre	Date	Subject written
126.	KwaZulu-Natal	Igugulabasha High School	06 November 2025	Business Studies Paper 1
127.	Free State	Ipopeng Secondary School	06 November 2025	Business Studies Paper 1
128.	KwaZulu-Natal	Kwadlamini High School	06 November 2025	Business Studies Paper 1
129.	Eastern Cape	María Louw School	06 November 2025	Business Studies Paper 1
130.	Northern Cape	St. Anna Sekondêre Privaatskool	06 November 2025	Business Studies Paper 1
131.	KwaZulu-Natal	Mqhakama High School	06 November 2025	Isizulu Home Language Paper 2
132.	KwaZulu-Natal	Gcinimfundo Secondary School	06 November 2025	Isizulu Home Language Paper 2
133.	Limpopo	David Luvhimba Secondary School	07 November 2025	History Paper 2
134.	Free State	Adelaide Tambo Secondary School	07 November 2025	Physical Science Paper 1
135.	Gauteng	Afrikaans Hoër Meisieskool Pretoria	07 November 2025	Physical Science Paper 1
136.	KwaZulu-Natal	Bizimali High School	07 November 2025	Physical Science Paper 1
137.	KwaZulu-Natal	Emtshezi High School	07 November 2025	Physical Science Paper 1
138.	KwaZulu-Natal	Menzi High School	07 November 2025	Physical Science Paper 1
139.	Free State	Mmathabo Secondary School	07 November 2025	Physical Science Paper 1
140.	Limpopo	Nakonkwetlou School	07 November 2025	History Paper 2
141.	Gauteng	Roosevelt High School	07 November 2025	Physical Science Paper 1
142.	KwaZulu-Natal	Sikhethuxolo High School	07 November 2025	Physical Science Paper 1
143.	Limpopo	Calvin College	07 November 2025	Physical Science Paper 1
144.	Mpumalanga	Hlomani Secondary School	07 November 2025	Physical Science Paper 1
145.	North West	Klerksdorp Technical School	07 November 2025	Physical Science Paper 1
146.	Western Cape	Rhenish Girls' High School	07 November 2025	Physical Science Paper 1
147.	Eastern Cape	St. Patrick's Senior Secondary School	07 November 2025	Physical Science Paper 1
148.	Eastern Cape	Phambili Senior Secondary School	10 November 2025	Physical Science Paper 2
149.	Northern Cape	Hoërskool Upington	10 November 2025	Physical Science Paper 2 Technical Studies Paper 2
150.	Northern Cape	Smit Combined School	11 November 2025	Afrikaans Home Language Paper 1

No.	Province	Centre	Date	Subject written
151.	KwaZulu-Natal	Gugulesizwe High School	11 November 2025	Business Studies Paper 2
152.	Northern Cape	Hoërskool Duineveld	11 November 2025	Afrikaans Home Language Paper 1 Afrikaans First Additional Language Paper 1
153.	KwaZulu-Natal	Darnal Secondary School	12 November 2025	Geography Paper 1
154.	Eastern Cape	Eric Mntonga High School	12 November 2025	Geography Paper 1
155.	Limpopo	Phagamang Senior Secondary	12 November 2025	Geography Paper 1
156.	KwaZulu-Natal	Princess Langazana Secondary School	12 November 2025	Geography Paper 1
157.	Limpopo	Seripa Secondary School	12 November 2025	Geography Paper 1
158.	KwaZulu-Natal	KwaMbonambi Secondary School	13 November 2025	English First Additional Language Paper 2
159.	Western Cape	Langeberg Secondary School	13 November 2025	English First Additional Language Paper 2 English Home Language Paper 2
160.	Limpopo	Lehlabile High School	13 November 2025	English First Additional Language Paper 2
161.	KwaZulu-Natal	Mabaso Secondary School	13 November 2025	English First Additional Language Paper 2
162.	KwaZulu-Natal	Magwehwana High School	13 November 2025	English First Additional Language Paper 2
163.	Limpopo	Millennium College Combined School	13 November 2025	English First Additional Language Paper 2
164.	KwaZulu-Natal	Bhekindlela High School	14 November 2025	Life Sciences Paper 1
165.	Free State	Viljoen Combined School	14 November 2025	Life Sciences Paper 1
166.	Eastern Cape	Ezizweni High School	14 November 2025	Life Sciences Paper 1
167.	Gauteng	Ivory Park Community Learning Centre	14 November 2025	Life Sciences Paper 1
168.	Mpumalanga	Lake Chrissie Secondary School	14 November 2025	Life Sciences Paper 1
169.	KwaZulu-Natal	Madudula High School	14 November 2025	Life Sciences Paper 1
170.	Mpumalanga	Malebo Secondary School	14 November 2025	Life Sciences Paper 1
171.	Limpopo	Moruleng Secondary School	14 November 2025	Life Sciences Paper 1
172.	KwaZulu-Natal	Mshweshwe High School	14 November 2025	Life Sciences Paper 1
173.	Western Cape	Roodezandt Secondary School	14 November 2025	Life Sciences Paper 1

No.	Province	Centre	Date	Subject written
174.	North West	Tselaathuto School	14 November 2025	Life Sciences Paper 1
175.	Limpopo	Lwandani Secondary School	17 November 2025	Life Sciences Paper 2
176.	KwaZulu-Natal	Mthwalume High School	17 November 2025	Life Sciences Paper 2
177.	KwaZulu-Natal	Ziphakamiseni Public Secondary School	17 November 2025	Life Sciences Paper 2
178.	KwaZulu-Natal	Welabasha High School	17 November 2025	Life Sciences Paper 2
179.	KwaZulu-Natal	Buhlebethu Secondary School	18 November 2025	Geography Paper 2
180.	Western Cape	Tulbagh High School	18 November 2025	Geography Paper 2
181.	KwaZulu-Natal	Impala High School	18 November 2025	Geography Paper 2
182.	Limpopo	J.H. Moloto Secondary School	18 November 2025	Geography Paper 2
183.	Eastern Cape	Krazukile Senior Secondary School	18 November 2025	Geography Paper 2
184.	Limpopo	Potlake Secondary School	18 November 2025	Geography Paper 2
185.	Free State	Albertina Sisulu Secondary School	19 November 2025	Economics Paper 1
186.	Northern Cape	Dikgatlong Secondary School	19 November 2025	Economics Paper 1
187.	Western Cape	Fezekile Secondary School	19 November 2025	Economics Paper 1
188.	Eastern Cape	Isolomzi Senior Secondary School	19 November 2025	Economics Paper 1
189.	Limpopo	Mathomomayo Secondary School	19 November 2025	Economics Paper 1
190.	North West	Pitso Letlhogile Middle School	19 November 2025	Economics Paper 1
191.	Limpopo	Mohlakamotala High School	19 November 2025	Tourism Paper 1
192.	Mpumalanga	Somsuswa Secondary School	19 November 2025	Economics Paper 1
193.	KwaZulu-Natal	Fulton School For the Deaf	20 November 2025	South African Sign Language Home Language Paper 2
194.	KwaZulu-Natal	Mlondolozu High School	20 November 2025	Agricultural Science Paper 2
195.	Limpopo	Mmaba Secondary School	20 November 2025	Agricultural Science Paper 2
196.	KwaZulu-Natal	Nombuso High School	20 November 2025	Agricultural Science Paper 2

No.	Province	Centre	Date	Subject written
197.	Limpopo	Setotlwane ELSEN Secondary School	20 November 2025	South African Sign Language Home Language Paper 2
198.	Eastern Cape	Zingisa Comprehensive School	20 November 2025	Agricultural Science Paper 2
199.	Limpopo	Modumela Secondary School	20 November 2025	North Sotho Home Language Paper 2
200.	Limpopo	Bataung Secondary School	21 November 2025	Economics Paper 2

## 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.	<p>Emang Mmogo Comprehensive School – NC</p> <p>Isihlahlasenkosi High School – KZN</p> <p>Kgakoa Secondary School – LIM</p> <p>Kgolagano Secondary School – FS</p> <p>Maatla High School – NW</p> <p>Nomathiya Technical High School – KZN</p> <p>Ramatu High School – NW</p> <p>Centenary Secondary School – KZN</p> <p>Concordia Secondary School – FS</p> <p>David Hellen Peta Secondary School – GP</p> <p>Hluzingqondo Secondary School – MPU</p> <p>Mningi High School – KZN</p> <p>Mtubatuba High School – KZN</p> <p>Northern Cape High School – NC</p> <p>Hoer Skool Rustenburg – NW</p> <p>Seabo Secondary School – NW</p> <p>Sikhulangemfundo Secondary School – KZN</p> <p>Hunt Road Secondary School – KZN</p> <p>Igugulabasha High School – KZN</p> <p>Menzi High School – KZN</p> <p>Zwelivumile Secondary School – EC</p> <p>Dikgatlong Secondary School – NC</p> <p>Krazukile Senior Secondary School – EC</p> <p>Ziphakamiseni Public Secondary School – KZN</p> <p>KwaMbonambi Secondary School – KZN</p> <p>Mabaso Secondary School – KZN</p> <p>Madudula High School – KZN</p> <p>Princess Langazana Secondary School – KZN</p> <p>Tselaathuto School - NW</p>

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Appointment of Chief Invigilators and Invigilators	There was no evidence that the chief invigilator was appointed in writing by the assessment body.	Bergvliet High School – WC Hexvallei Secondary School – WC Isihlahlasenkosi High School – KZN Kgakoa Secondary School – LIM Kgolagano Secondary School – FS Zinikeleni Secondary School – MPU David Hellen Peta Secondary School – GP Mningi High School – KZN Mzokhanyo High School – EC Bhekathina High School – KZN Menzi High School - KZN
	There was no evidence that the chief invigilators were trained for the current examination session.	Bergvliet High School – WC Hexvallei Secondary School – WC Kgakoa Secondary School – LIM Kgolagano Secondary School – FS Zinikeleni Secondary School – MPU David Hellen Peta Secondary School – GP Bhekathina High School – KZN Menzi High School – KZN Langeberg Secondary School – WC Malebo Secondary School - MPU
	There was no evidence that the invigilators were formally appointed by the chief invigilator.	Emang Mmogo Comprehensive School – NC Hexvallei Secondary School – WC Kgakoa Secondary School – LIM Kgolagano Secondary School – FS David Hellen Peta Secondary School - GP Katlehong Technical High School – GP (appointment letters were availed but not signed by the Chief Invigilator)
	There was no evidence that the invigilators were trained for the current examination session.	Bergvliet High School – WC Hexvallei Secondary School – WC Kgolagano Secondary School – FS Zinikeleni Secondary School – MPU David Hellen Peta Secondary School – GP Lwandani Secondary School – LIM Malebo Secondary School - MPU

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Management of Invigilators' attendance	There were not enough invigilators available in the examination rooms.	Katlehong Technical High School - GP
	There was no invigilation and relief invigilation timetable available.	Commtech Comprehensive Technical School – FS Isihlahlasenkosi High School – KZN Nomathiya Technical High School – KZN Villiersdorp Secondary School – WC Abantungwa High School – KZN Sinthumule Secondary School – LIM Adelaide Tambo Secondary School – FS Berg River Secondary School – WC Bhekathina High School – KZN Mpandeli Secondary School – LIM Fezekile Secondary School – WC Tulbagh High School – WC J.H. Moloto Secondary School – LIM Pitso Letlhogile Middle School – NW Langeberg Secondary School – WC Phagamang Senior Secondary – LIM Roodezandt Secondary School - WC
	There was no attendance register signed by all invigilators available.	Bergvliet High School – WC Kgolagano Secondary School – FS Monyakeng Secondary School – FS George Royal Academy – WC Langeberg Secondary School – WC Malebo Secondary School - MPU
	The invigilators did not arrive at the examination room on time.	Lwandani Secondary School - LIM

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Examination document management	The examination centre did not have a copy of the official timetable.	Kgolagano Secondary School – FS Concordia Secondary School – FS Monyakeng Secondary School - FS
	There was no examination manual	Bergvliet High School – WC Commtech Comprehensive Technical School – FS Emang Mmogo Comprehensive School – NC Concordia Secondary School – FS Mningi High School – KZN Ngodini Senior Secondary School – MPU Thembalabantu High School – EC Moses Mabida Secondary School – EC Dikgatlong Secondary School - NC
	No attendance record of Monitors	Concordia Secondary School – FS Dikoloi Secondary School – LIM Elukhanyisweni Secondary School – MPU Mningi High School – KZN Ngodini Senior Secondary School – MPU Gcinimfundo Secondary School – KZN Thembalabantu High School – EC Thengwe Secondary School – LIM V.N.Naik School – KZN Zikodze Secondary School – MPU Eunice Secondary School – FS Uxolo Nokuzwana Secondary School – KZN Abantungwa High School – KZN Cedar Secobdary School – GP Marobathota Repeat Part-Time – LIM Mthonga High School – KZN Kwadlamini High School – KZN Mathomomayo Secondary School – LIM Nombuso High School – KZN Mabaso Secondary School – KZN Seripa Secondary School - LIM
Security and supply of question papers	All examination materials were not stored in a safe environment on arrival at the examination centre	Nare Repeat Part-Time Centre – LIM (kept in the car) Mthonga High School – KZN – (kept in the car)
	There was no strong room or safe for safe keeping of the assessment material.	Nare Repeat Part-Time Centre – LIM Mthonga High School – KZN Igugulabasha high School – KZN Menzi High School – KZN Sikhethuxolo High School – KZN Pitso Letlhogile Middle School - NW

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Admission of Candidates in the examination venue	The candidates were not admitted to the examination room by the invigilators at least 30 minutes before the commencement of the examination.	Grey Boys High School – EC (20 min prior to examination session) Albertina Sisulu Secondary School – FS J.H. Moloto Secondary School – LIM Lwandani Secondary School - LIM
	The Invigilators did not verify the admission letters/ identity document of the candidates on admission to the examination room.	Breidbach Senior Secondary School – EC Dikoloi Secondary School – LIM Fairbairn College – WC Monyakeng Secondary School – FS Bhekathina High School – KZN Dikgatlong Secondary School – NC Lwandani Secondary School – LIM Ziphakamiseni Public Secondary School - KZN
	There was no seating plan available for the subject written on the specific date.	Kgolagano Secondary School – FS Ngwana Mohube Secondary School – LIM Villiersdorp Secondary School – WC Lwandani Secondary School – LIM Malebo Secondary School - MPU
	Candidates were not seated in accordance with the seating plan.	Kgolagano Secondary School – FS Monyakeng Secondary School – FS Villiersdorp Secondary School – WC Katlehong Technical High School – GP Mana High School - KZN
Conduciveness of the examination venue	The examination centre did not have enough rooms to accommodate all candidates registered at the centre.	Phumula Gardens Secondary School – GP Fezekile Secondary School – WC Krazukile Senior Secondary School - EC
	There was no sufficient space to accommodate all candidates in the examination room. The one meter between the candidates was not adhered to.	Phumula Gardens Secondary School – GP Katlehong Technical High School – GP Mana High School – KZN J.H. Moloto Secondary School – LIM Krazukile Senior Secondary School - EC
	There was no proper lighting in the examination room.	Mningi High School – KZN Ngwana Mohube Secondary School – LIM Vosloorus Comprehensive Secondary School – GP David Luvhimba Secondary School – LIM Mlondoloz High School – KZN Magwehwana High School - KZN
	Water and toilet facilities were not available.	Mqhakama High School – KZN
	The environment was not conducive for writing the examination. There was noise coming from the surrounding classes.	Dan Kutumela Secondary School – GP Emang Mmogo Comprehensive School – NC Ramatu High School – NW Strauss Secondary School – GP East Bank High School – GP Phumula Gardens Secondary School – GP Vosloorus Comprehensive Secondary School – GP Tselaathuto School - NW

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Administration of the writing session	There was no clock or other time displaying device available and visible to all candidates.	
	There any information board available and visible to all candidates displaying relevant information of the examination in progress and centre information	Commtech Comprehensive Technical School – FS Ramatu High School – NW Hoërskool Durbanville – WC Malebo Secondary School – MPU Seripa Secondary School - LIM
	The examination room was no free of any material/ writing/ drawing in the examination room that may assist the candidates in writing the examination	St Paul's High School – NW
	Not all the candidates were registered to write the examination.	East Bank High School – GP (A candidate from MPU was authorised to write in Gauteng) Nare Repeat Part-Time Centre – LIM Marobathota Repeat Part-Time – LIM Lwandani Secondary School - LIM
	The calculators were not checked for compliance if allowed to use in the examination.	Dikoloi Secondary School – LIM Fairbairn College – WC Monyakeng Secondary School – FS Belle Vista High School – WC Katlehong Technical High School – GP Bhekathina High School – KZN George Royal Academy – WC Mana High School – KZN Sibusisiwe Comprehensive Technical School – KZN Tulbagh High School – WC J.H. Moloto Secondary School – LIM Mathomomayo Secondary School – LIM Ziphakamiseni Public Secondary School – KZN Mabaso Secondary School – KZN Phagamang Senior Secondary – LIM Tselathuto School - NW

Criteria	Nature of Non-Compliance	Examination Centres Implicated
	Candidates granted special concession on the day of writing and the nature of the concession.	<p>Bergvliet High School - WC (Five - spelling and extra time)</p> <p>Heatherdale Secondary School - FS (Two - extra time, enlarged print and minimal penalization for spelling)</p> <p>Hoërskool Noordheuwel – GP (14 - extra time; six -reader)</p> <p>Hoërskool Nylstroom – LIM (One - reader, scribe and spelling)</p> <p>Ligbron Academy of Technology – MPU (Two – extra time)</p> <p>St Paul's High School – NW (75 – extra time)</p> <p>Hoërskool Waterkloof – GP (Two – extra time)</p> <p>Worcester Gymnasium – WC (Four – extra time; three – separate venues with reader for only two candidates)</p> <p>Eunice Secondary School – FS (Five – handwriting, one – reader; one – separate venue for medical condition)</p> <p>LA Rochelle Girls' High School – WC (Seven – extra time and seven – separate venues)</p> <p>Mqhakama High School – KZN (One - separate venue due to medical condition)</p> <p>Afrikaans Hoer Meisieskool Pretoria – GP (Three – extra time)</p> <p>Sikhethuxolo High School – KZN (Two – extra time)</p>

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Compliance with examination procedures	There was no evidence that the examination centre was verified by the assessment body for its readiness to administer the examination.	Dan Kutumela Secondary School – GP Gerson Ntjie Secondary School – LIM Hexvallei Secondary School – WC Isihlahlasenkosi High School – KZN Kgolagano Secondary School – FS Ashton Combined Public School – WC Brentpark Secondary School – FS Concordia Secondary School – FS Dikoloi Secondary School – LIM Iketleetso Secondary School – NW Kgolathuto Secondary School – FS Mathew Phosa Secondary School – LIM Mningi High School – KZN Monyakeng Secondary School - FS Mtubatuba High School – KZN Gcinimfundo Secondary School – KZN Ngwana Mohube Secondary School – LIM Seabo Secondary School – NW Sidinane Secondary School – EC Sikhulangemfundo Secondary School – KZN Strauss Secondary School – GP Thembalabantu High School – EC Grey Boys High School - EC Mack Semeka Secondary School – LIM Uxolo Nokuzwana Secondary School – KZN Abantungwa High School – KZN Mzokhanyo High School – EC Mzomhle High School – EC Velangaye High School – KZN Bhekathina High School – KZN Emtshezi High School – KZN Hoërskool Hans Strydom – LIM Hunt Road Secondary School – KZN Mthonga High School – KZN Igugulabasha high School – KZN Kwadlamini High School – KZN Maria Louw School – EC Menzi High School – KZN Mpandeli Secondary School – LIM Nakonkwetlou School – LIM Hlathikhulu High School – KZN Roosevelt High School – GP Sibusisiwe Comprehensive Technical School – KZN Dikgatlong Secondary School – NC Tulbagh High School – WC Impala High School – KZN Krazukile Senior Secondary School – EC Lwandani Secondary School – LIM Mathomomayo Secondary School – LIM Potlake Secondary School – LIM Welabasha High School – KZN Ziphakamiseni Public Secondary School – KZN Lehlabile High School – LIM Mabaso Secondary School – KZN

Criteria	Nature of Non-Compliance	Examination Centres Implicated
		Madudula High School – KZN Millennium College Combined School – LIM Mshweshwe High School – KZN Princess Langazana Secondary School – KZN Seripa Secondary School - LIM
	The invigilators did not verify the correctness of the information on the cover page of the answer book.	Bergvliet High School – WC Ngwana Mohube Secondary School – LIM Hunt Road Secondary School – KZN Albertina Sisulu Secondary School – FS Dikgatlong Secondary School – NC Tselathuto School - NW
	The examination rules were not read to the candidates.	Ramatu High School – NW Sibusisiwe Comprehensive Technical School - KZN
	The question papers were not distributed to the candidates on time.	Jakes Gerwel Technical School - WC
	The invigilator(s) did not check the question paper for technical accuracy with the candidates.	Breidbach Senior Secondary School – EC Ngwana Mohube Secondary School – LIM Pakamani Senior Secondary School Mzokhanyo High School – EC Menzi High School – KZN Sibusisiwe Comprehensive Technical School – KZN Mabaso Secondary School - KZN
	The candidates were not given 10 minutes regulated reading time before writing.	Mtuba Christian Academy – KZN Gcinimfundo Secondary School – KZN (7min) Tselathuto School – NW (13 min)
	The examination did not start at the time indicated on the timetable.	Brentpark Secondary School – FS (5 min - the extraction of data took longer for Computer Application Technology) Kgolathuto Secondary School – FS (5 min) Plettenberg Bay Secondary School – WC (5 min) Westville Senior Secondary – EC Jakes Gerwel Technical School – WC Fulton School For the Deaf – KZN
	The examination did not end on the time stipulated on the timetable.	Brentpark Secondary School – FS (5 min late) Kgolathuto Secondary School – FS (5 min late) Westville Senior Secondary – EC Jakes Gerwel Technical School – WC Fulton School For the Deaf – KZN
	The candidates were allowed to leave the examination room during the last 15 minutes of the examination session.	St Paul's High School – NW
Handling of answer scripts	Unauthorised personnel present during the process of packaging scripts	Dikoloi Secondary School – LIM (An elderly woman who is not a teacher currently was used to package scripts)

Criteria	Nature of Non-Compliance	Examination Centres Implicated
Computer Application Technology	No checklist completed and certified by the principal and submitted to the assessment body	Heatherdale Secondary School - FS
Information Technology Practical	Two backup copies were not made and kept in a secure area	Villiersdorp Secondary School – WC (Only one backup copy was made)
SASL	The candidates did not log in using individual passwords	Fulton School For the Deaf – KZN (Candidates used same password for SASL)
	There was no minimum of two standby computers available	Brentpark Secondary School - FS
	There were no standby generator or other contingency measures in place in case of power failure	Pakamani Senior Secondary School Fulton School For the Deaf – KZN (SASL)
	There was no partition between candidates to ensure that candidates could not see the next screen	Pakamani Senior Secondary School – EC (Candidates were seated at long tables with no dividers between them)
	There were challenges in opening the system and allow candidates to access the examination questions	Fulton School For the Deaf – KZN (SASL- Corrupt files - Technical staff assisted)
Irregularity with possible impact on credibility of the examination session/cycle	Examinations irregularities which were reported when monitoring	Kgolagano Secondary School – FS (Learners were instructed to write their names on answer sheets)
		David Hellen Peta Secondary School – GP (releasing more candidates for bathroom at the same time, accompanied by only one invigilator)

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

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
1.	Accounting Paper 1	A	A	A	A	A	A	A	A
2.	Accounting Paper 2	A	A	A	A	A	A	A	A
3.	Afrikaans First Additional Language (FAL) Paper 1	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
4.	Afrikaans FAL Paper 2	A	M <sup>1</sup>	M <sup>1</sup>	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 <sup>1</sup>	A	M <sup>1</sup>	A	A	A	A	A
7.	Afrikaans HL Paper 2	A	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
8.	Afrikaans HL Paper 3	A	A	M <sup>1</sup>	A	A	A	A	A
9.	Afrikaans Second Additional Language (SAL) Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
10.	Afrikaans SAL Paper 2	M <sup>4</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
11.	Afrikaans SAL Paper 3	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A	A
12.	Agricultural Sciences Paper 1	M <sup>1</sup>	A	A	A	A	A	A	A
13.	Agricultural Sciences Paper 2	M <sup>1</sup>	A	A	A	A	A	A	A
14.	Business Studies Paper 1	A	A	M <sup>1</sup>	A	A	A	A	A
15.	Business Studies Paper 2	A	A	M <sup>1</sup>	A	A	A	A	A
16.	Civil Technology (Civil Services)	M <sup>4</sup>	M <sup>1</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	A
17.	Civil Technology (Construction)	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A	A
18.	Civil Technology (Woodworking)	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	A
19.	Computer Applications Technology Paper 1	A	A	A	A	A	A	A	A
20.	Computer Applications Technology Paper 2	M <sup>1</sup>	A	A	A	A	A	A	A
21.	Consumer Studies	M <sup>1</sup>	A	M <sup>2</sup>	A	A	A	A	A
22.	Design Paper 1	A	A	A	A	A	A	A	A
23.	Dramatic Arts	M <sup>3</sup>	A	A	A	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>1</sup>
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 <sup>1</sup>	A	A	A	A	A	A

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
27.	Electrical Technology (Power Systems)	A	M <sup>1</sup>	A	A	A	A	A	A
28.	Electrical Technology (Electronics)	A	M <sup>1</sup>	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 <sup>1</sup>	A	A	A	A	A	A	A
32.	English FAL Paper 2	M <sup>2</sup>	A	A	A	A	A	A	A
33.	English FAL Paper 3	A	A	A	A	A	A	M <sup>2</sup>	A
34.	English HL Paper 1	A	A	M <sup>1</sup>	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 <sup>1</sup>	A	A	A	A	A
37.	Geography Paper 1	A	A	A	A	A	A	A	A
38.	Geography Paper 2	A	A	M <sup>1</sup>	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 <sup>1</sup>	A	A	A	A	A	A
42.	Information Technology Paper 1	M <sup>1</sup>	A	A	A	A	A	M <sup>2</sup>	A
43.	Information Technology Paper 2	M <sup>1</sup>	A	A	A	A	A	M <sup>2</sup>	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 <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
48.	IsiXhosa FAL Paper 2	A	A	M <sup>1</sup>	A	A	A	A	A
49.	IsiXhosa FAL Paper 3	A	A	M <sup>1</sup>	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 <sup>1</sup>	A	A	A	A	A	A
56.	IsiZulu HL Paper 1	A	A	A	A	A	A	A	A

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
57.	IsiZulu HL Paper 2	A	A	A	A	A	A	A	A
58.	IsiZulu HL Paper 3	M <sup>1</sup>	A	A	A	A	A	A	A
59.	Life Orientation	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	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
62.	Mathematical Literacy Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
63.	Mathematical Literacy Paper 2	M <sup>1</sup>	M <sup>1</sup>	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 <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A	M <sup>1</sup>
67.	Mechanical Technology (Fitting & Machining)	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A	M <sup>1</sup>
68.	Mechanical Technology (Welding & Metalwork)	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A	M <sup>1</sup>
69.	Physical Sciences Paper 1	M <sup>1</sup>	A	A	A	A	A	M <sup>2</sup>	M <sup>1</sup>
70.	Physical Sciences Paper 2	M <sup>1</sup>	A	A	A	A	A	A	M <sup>1</sup>
71.	Religion Studies Paper 1	A	M <sup>1</sup>	A	A	A	A	A	A
72.	Religion Studies Paper 2	M <sup>1</sup>	M <sup>1</sup>	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 <sup>1</sup>	M <sup>1</sup>	A	A	A	A	A
77.	Sesotho HL Paper 2	A	A	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	A
78.	Sesotho HL Paper 3	M <sup>1</sup>	A	M <sup>3</sup>	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

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
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 <sup>1</sup>	A	A	A	M <sup>1</sup>	A
90.	Tshivenda HL Paper 1	A	A	A	A	A	A	A	A
91.	Tshivenda HL Paper 2	A	A	A	A	A	A	A	A
92.	Tshivenda HL Paper 3	A	A	A	A	A	A	A	A
93.	Visual Arts	M <sup>1</sup>	M <sup>1</sup>	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 <sup>1</sup>	A	A	A	A	A	A	A
2.	Agricultural Technology	M <sup>1</sup>	A	A	A	A	A	A	A
3.	Dance Studies	A	A	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	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 <sup>1</sup>	A	A	A	A	A
17.	isiZulu SAL Paper 2	A	A	M <sup>1</sup>	A	A	A	A	A
18.	isiZulu SAL Paper 3	A	A	M <sup>1</sup>	A	A	A	A	A
19.	Marine Sciences Paper 1	M <sup>3</sup>	A	A	A	A	A	A	A
20.	Marine Sciences Paper 2	M <sup>3</sup>	A	A	A	A	A	A	A
21.	Music Paper 1	M <sup>2</sup>	A	A	A	A	A	A	A
22.	Music Paper 2	M <sup>2</sup>	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 <sup>2</sup>	A	A	M <sup>1</sup>	A	A
27.	Sesotho FAL Paper 2	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	A	A
28.	Sesotho FAL Paper 3	A	A	M <sup>2</sup>	A	A	M <sup>1</sup>	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

No.	Subject (marking guideline)	PART A		PART B			PART C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
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 <sup>1</sup>	A	A	A	A	A
36.	Setswana FAL Paper 2	A	A	A	A	A	A	A	A
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 <sup>1</sup>	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 <sup>1</sup>	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

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
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
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

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
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
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

No.	Subject (marking guideline)	EC	FS	GP	KZN	LP	MP	NC	NW	WC
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
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	Name of centres monitored	Date of monitoring
1.	Eastern Cape	Nyanga High School	06/12/2025
2.	Eastern Cape	Mthatha High School	07/12/2025
3.	Eastern Cape	Ooskas Gymnasium	07/12/2025
4.	Free State	Martie Duplessis	01/12/2025
5.	Free State	Moroka High School	01/12/2025
6.	Free State	Hoërskool Christian De Wet	02/12/2025
7.	Gauteng	Alberton High School	09/12/2025
8.	Gauteng	Hoërskool Birchleigh	09/12/2025
9.	Gauteng	Hoërskool Diamanika	09/12/2025
10.	Kwazulu-Natal	Empangeni High School	06/12/2025
11.	Kwazulu-Natal	Esikhaweni FET College	06/12/2025
12.	Kwazulu-Natal	Durban High School	07/12/2025
13.	Limpopo	Tivumbeni CPTD College	15/11/2025
14.	Limpopo	Mastec CPTD College	16/11/2025
15.	Limpopo	Hoërskool Warmbad	01/12/2025
16.	Mpumalanga	Lowveld High School	15/11/2025
17.	Mpumalanga	Hoërskool Middleburg	03/12/2025
18.	Mpumalanga	Standerton Hoërskool	04/12/2025
19.	Northern Cape	Diamantveld High School	30/11/2025
20.	Northern Cape	Kimberley Boys High School	30/11/2025
21.	Northern Cape	Kimberley Girls High School	30/11/2025
22.	North West	Brits High School	29/11/2025
23.	North West	Ferdinand Postma High School	30/11/2025
24.	North West	Potchefstroom Gils High School	30/11/2025
25.	Western Cape	Groote Schuur High School	08/12/2025
26.	Western Cape	WSS Marking Centre	08/12/2025
27.	Western Cape	Wynberg Girls High school	08/12/2025

## Annexure 7B: Non-compliant centres

Criteria	Nature of Non-Compliance	Centres Implicated
Security	Failure to escort a visitor to the centre manager's office.	Hoërskool Warmbad in (Limpopo)
Availability of marking management plans	The marking centre file was poorly organised, and the management plan was incomplete.	Lowveld High School in (Mpumalanga)
Marking centre resources (Physical and human)	The control room was small.	Tivumbeni CPTD College in (Limpopo)

## 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 Home Language 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 Home Language Paper 1, Paper 2 and Paper 3 (MP and LP)
9.	English First Additional Language Paper 1, Paper 2 and Paper 3 (KZN, NC and WC)	28.	Sesotho Home Language Paper 1, Paper 2 and Paper 3 (EC, FS and WC)

Subjects			
10.	English Home Language Paper 1, Paper 2 and Paper 3 (EC, GP and MP)	29.	Setswana Home Language Paper 1, Paper 2 and Paper 3 (GP and NW)
11.	Geography Paper 1 and Paper 2 (FS, NC and WC)	30.	SiSwati Home Language Paper 1, Paper 2 and Paper 3 (MP)
12.	History Paper 1 and Paper 2 (FS, LP and WC)	31.	South African Sign Language: Home Language 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 Home Language Paper 1, Paper 2 and Paper 3 (LP and MP)	34.	Tourism Paper 1 (GP, NC and WC)
16.	IsiXhosa Home Language Paper 1, Paper 2 and Paper 3 (FS and NC)	35.	Tshivenda Home Language Paper 1, Paper 2 and Paper 3 (LP and GP)
17.	IsiZulu Home Language 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 Home Language Paper 1, Paper 2 and Paper 3 (LP and MP)
19.	Life Sciences Paper 1 and Paper 2 (KZN, LP and NW)		



---

**ISBN:** 978-1-928445-85-2

**Address:** General Van Ryneveld Street,  
Persekor Technopark, Pretoria

**Telephone:** +27 12 349 1510

**Email:** [info@umalusi.org.za](mailto:info@umalusi.org.za)

**Web:** [www.umalusi.org.za](http://www.umalusi.org.za)

  Umalusi\_RSA

  @UmalusiSA