

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD



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Council for Quality Assurance in
General and Further Education and Training

**REPORT ON THE QUALITY ASSURANCE OF THE
INDEPENDENT EXAMINATIONS BOARD (IEB
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE
EXAMINATION AND ASSESSMENT**

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FOREWORD



To uphold its position as a trusted Quality Council for General and Further Education and Training, Umalusi implements rigorous quality assurance processes within its sub-framework. These processes are continuously enhanced to ensure that national assessment standards remain high, credible, and relevant.

In evaluating the quality of assessments administered by the Independent Examinations Board (IEB), Umalusi considered the following key criteria:

- a. Compliance with the Regulations governing the conduct, administration, and management of the National Senior Certificate (NSC) examinations;
- b. Quality assurance systems are applied to ensure that examination assessments meet the required standards;
- c. Readiness and capacity of the IEB to effectively administer national examinations; and
- d. Quality assurance of the IEB's marking process.

Umalusi studied the report and evidence on the conduct, administration, and management of the November 2025 NSC examinations submitted by the IEB and presented for moderation at the standardisation meeting held on 19 December 2025 and at the approval meeting held on 6 January 2026.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council concluded that the examinations were administered largely in accordance with the Regulations Pertaining to the Conduct, Administration, and Management of the National Senior Certificate Examinations. There were no systemic irregularities reported that might have compromised the overall credibility and the integrity of the November 2025 NSC examinations administered by the IEB.

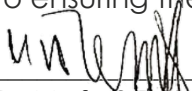
EXCO of Council therefore approved the release of the IEB November 2025 National Senior Certificate examination results.

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

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

EXCO of Council commends the IEB for conducting a successful examination.

Umalusi expresses its appreciation to all stakeholders for their dedication and commitment to ensuring the success of the November 2025 NSC examinations.



Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

Under the National Qualifications Framework (NQF) Act No. 67 of 2008, as amended, and the General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001, as amended, Umalusi is legally mandated to develop assessment policies for the General and Further Education and Training Qualifications Sub-framework (GFETQSF), approve the release of results, and certify learner achievements at exit points.

The acts require that Umalusi:

- a. Must oversee the external moderation of assessments of the various assessment bodies and education institutions;
- b. May adjust raw marks during the standardisation process; and
- c. After consultation with each assessment body, must approve the publication of the results of candidates if the Council is satisfied that the assessment body:
 - i. conducted the assessment free from any irregularities;
 - ii. complied with the requirements prescribed by the Council for conducting assessments, and
 - iii. complied with every other condition determined by the Council.

As a certifying body for the IEB, Umalusi validates all NSC assessments to ensure they comply with the norms and standards defined in prescribed policies.

This report outlines Umalusi's quality assurance findings for the November 2025 NSC examinations, highlighting improvements, non-compliance issues, and directives for compliance and improvement.

The quality assurance processes have been summarised into seven chapters.

Chapter 1: Moderation of question papers;

Chapter 2: Moderation of school-based assessment, oral assessment, and practical assessment tasks;

Chapter 3: Monitoring the state of readiness to conduct examinations;

Chapter 4: Audit of appointed markers;

Chapter 5: Monitoring of the writing and marking of the examinations;

Chapter 6: Marking guideline standardisation meetings and the verification of marking; and

Chapter 7: Standardisation and resulting.

Moderation of examination question papers protect the integrity of the examination system by ensuring fair, accurate, and consistent examinations. The findings showed that after a rigorous moderation process, all examination question papers complied with the IEB Subject Assessment Guidelines (SAG) requirements, confirming their adherence to established quality standards.

The NSC qualification requires that School-Based Assessment (SBA), which counts for 25% of the final mark (and 100% for Life Orientation) be conducted by all assessment bodies (including the IEB), and must be moderated by both the assessment body and Umalusi to ensure that the internal moderation of SBA, PAT, and oral assessments aligns with the SAG and complies with the regulatory policies of the IEB. The IEB conducted thorough and

systematic moderation of SBA, PAT, and Oral assessment tasks across a range of subjects. The review of the sampled evidence indicates that the majority of subjects complied with the requirements of the SAG, with tasks appropriately designed, administered, and quality assured to support the fairness, validity, and reliability of assessment outcomes.

Umalusi audited IEB's state of readiness to mitigate risks that might negatively impact on the credibility and integrity of the examination, ensuring they were resolved prior to the conduct of the examination. To fulfil this role, Umalusi developed a risk profile by analysing the IEB's self-evaluation report and conducted evidence-based verification of all submitted documentation. The findings confirmed that the IEB fully complied with all the requirements prescribed by Umalusi for the state of readiness, thereby ensuring the credibility and integrity of the November 2025 NSC examinations.

Umalusi quality assures the processes and procedures for the appointment of markers in all assessment bodies under its sub-framework. The audit of the appointed markers measures and evaluates the extent to which assessment bodies' internal controls, processes, guidelines, and policies for the appointment of marking personnel for the NSC examinations are adhered to and comply with the assessment body's marking policy and other regulatory measures as determined by the assessment body. The aim is to ensure that only personnel with the requisite qualifications, skills, competence, and experience are appointed. Umalusi confirmed that the IEB largely complied with its requirements for appointing its marking personnel for the November 2025 examinations.

The oversight and monitoring of the writing and marking of the November 2025 NSC examinations 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 findings confirmed the IEB's operational excellence and full compliance with national standards, maintaining high integrity across both the writing and marking phases.

Marking guideline standardisation meetings and verification of marking processes are conducted to ensure accurate marking guidelines, covering all possible correct responses without compromising examination integrity. Once the marking guidelines are finalised, Umalusi conducts the verification of marking to ensure consistency with the approved marking guidelines. Umalusi noted that IEB marking guideline standardisation meetings and marking verification demonstrated effective management, ensuring fair, reliable, and valid results.

Furthermore, the NSC examination results are standardised to control their variability from one examination sitting to the next. The primary aim of standardisation is to achieve an optimum degree of uniformity. Umalusi concluded that the IEB standardisation process was conducted in a fair, transparent, and reliable manner.

After reviewing the 2025 NSC quality assurance reports, the Executive Committee of Umalusi Council concluded that the examinations were fair, and policy compliant. With no systemic irregularities found to compromise the examination's integrity, the IEB results were declared credible and approved for release.

Umalusi believes this report clarifies the IEB's operational strengths and weaknesses, highlighting specific areas requiring improvements.

Through bilateral meetings, Umalusi will continue its collaboration with the IEB to enhance quality assurance standards.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
CCTV	Closed-Circuit Television
DVD	Digital Versatile Disc
EBR	Evidence-Based Reporting
EXCO	Executive Committee of Council
FAL	First Additional Language
HL	Home Language
IEB	Independent Examinations Board
IT	Information Technology
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PAT	Practical Assessment Task
PEA	Post Exam Analysis
POA	Programme of Assessment
QR	Quick Response
SAG	Subject Assessment Guideline
SAL	Second Additional Language
SBA	School-Based Assessment
SLA	Service Level Agreement
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training

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CHAPTER 1

MODERATION OF QUESTION PAPERS



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REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

This report evaluates how the Independent Examinations Board (IEB) complied with policy and subject assessment guidelines in developing question papers and marking guidelines for the November 2025 examinations. The process includes internal quality assurance by assessment bodies' internal moderators and external moderation by Umalusi to ensure fairness, validity, reliability, and comparability with previous years. A moderation tool is used to assess compliance with set criteria. Question papers not approved initially undergo further moderation rounds, with intervention if unresolved after three attempts. While the report focuses on first moderation outcomes, all question papers eventually met the required standards before administration.

1.2 Scope and Approach

Eighty-nine question papers and their marking guidelines were submitted to Umalusi for external moderation in preparation for the November 2025 NSC examinations. Table 1A lists all the criteria and the number of quality indicators (shown next to each criterion) that the question papers and their marking guidelines are evaluated against to achieve approval.

- Part A focuses primarily on the moderation of question papers and comprises seven criteria;
- Part B addresses the moderation of the marking guidelines and comprises two criteria; and
- Part C covers the overall impression, with one criterion.

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

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

^a Number of quality indicators

When a question paper and its marking guideline are submitted for external moderation, the outcome can be one of the following:

- Approved at first moderation;
- Conditionally approved without return for subsequent moderation, where minor errors can be corrected by the examining team as deemed by the external moderator;
- Conditionally approved with a requirement for subsequent moderation(s); or
- Not approved.

1.3 Summary of Findings

The findings summarised below are solely based on the first level of moderation. If a question paper is not approved at this stage, it undergoes subsequent moderation levels. The section below addresses this process and includes a three-year comparative analysis. The report concludes with a section presenting the findings related to the moderation of the question papers and their marking guidelines.

1.3.1 Status of Question Papers Moderated

Figure 1A illustrates the number of question papers and their marking guidelines that were either approved, conditionally approved, or not approved at first moderation. Of the 89 question papers externally moderated, 23 were approved, 56 were conditionally approved and 10 not approved.

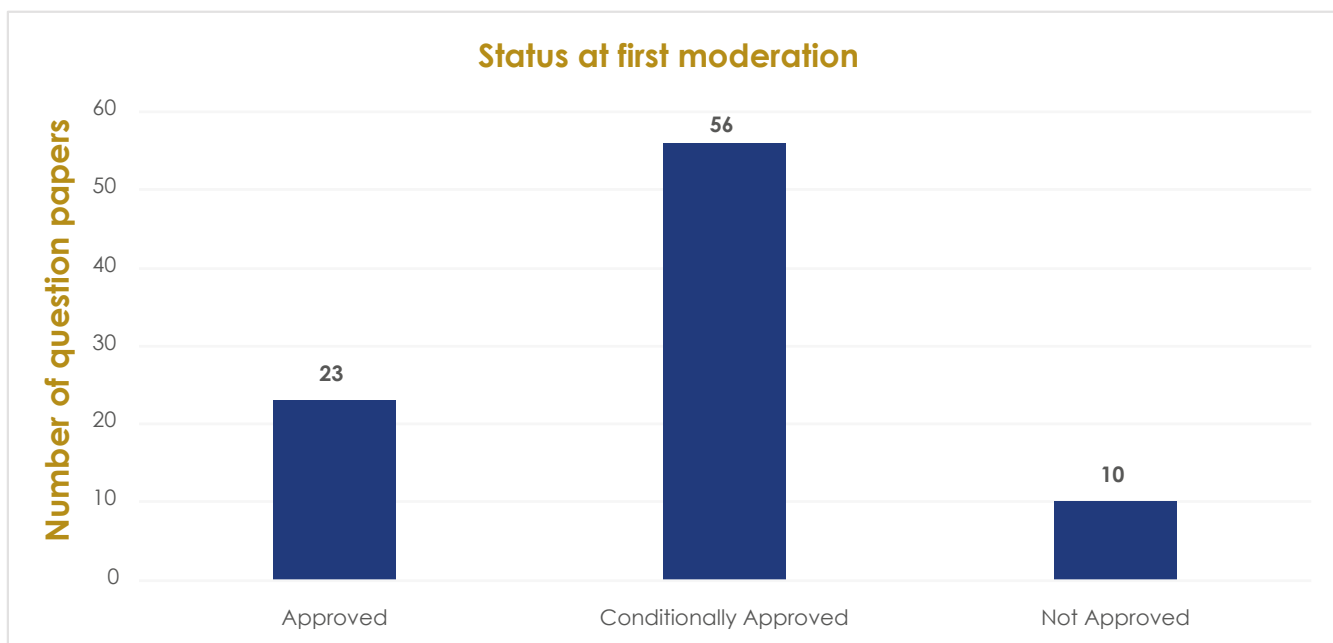


Figure 1A: Status of question papers and marking guidelines at first moderation.

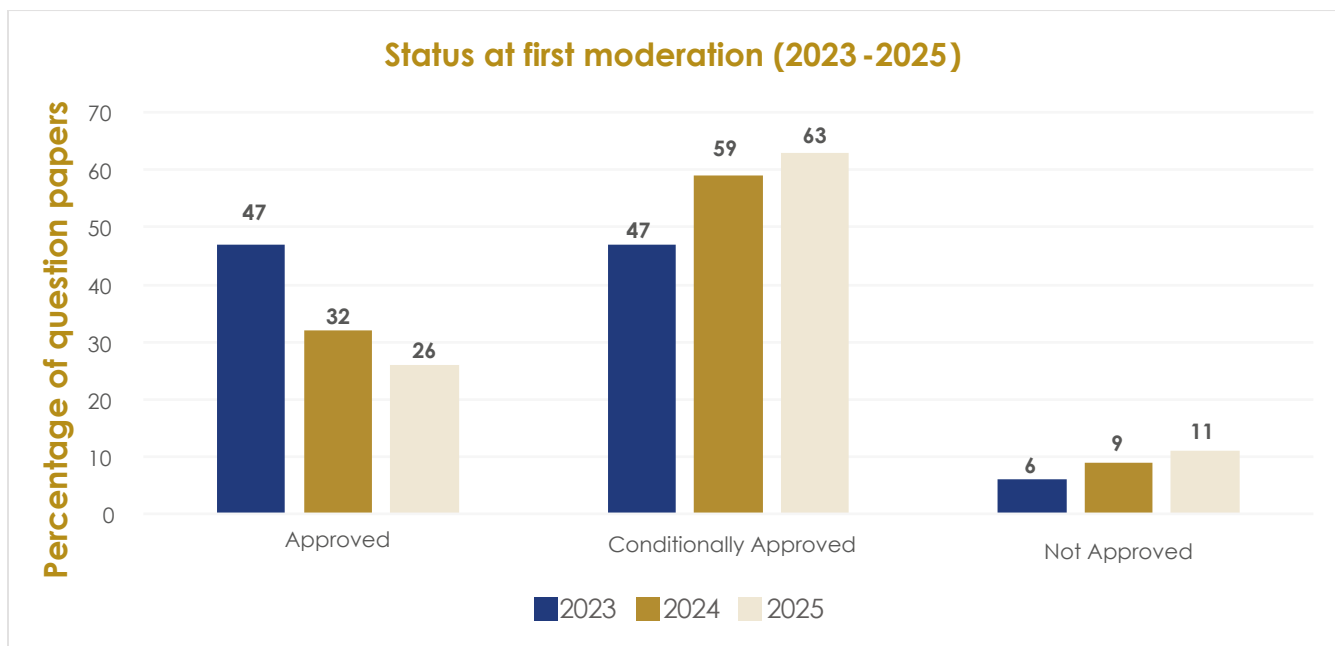


Figure 1B: Comparison of the status of question papers at first moderation for the November 2023, November 2024 and November 2025 examinations

Figure 1B clearly shows a downward trend in the approval of question papers, which may be interpreted as a regression compared to previous gains. It is essential for IEB to strengthen and monitor improvements made in the development of question papers to maintain stability in the system. Additionally, retaining experienced personnel responsible for developing question papers should be prioritised, as this process involves complexities that ordinary teachers may not fully understand.

To provide further clarity on these numbers, the next section explores the quality indicators that the question papers and their marking guidelines failed to meet. As in previous years, this analysis will help the IEB in identifying the most significant challenges so that targeted interventions can be implemented in line with directives outlined at the end of the chapter.

1.3.2 Compliance Level per Criterion

This section presents findings on how question papers and their marking guidelines performed, beginning with statistics on the four levels of compliance (no compliance, limited compliance, compliance in most respects, and compliance in all respects) against the ten criteria outlined in Table 1A. A question paper and its marking guideline are rated 100% compliant when all quality indicators within a criterion are met. Compliance of between 60% and 99% is considered compliance in most respects, 30% to 59% indicates limited compliance, and less than 30% reflects non-compliance. The section below analyses compliance levels in percentage terms and uses these as a basis for discussing non-compliance in the concluding part of the report.

Table 1B: Percentage compliance of question papers and marking guidelines at first moderation

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	35	63	2	0
Internal moderation	76	23	1	0
Content coverage	74	15	10	1
Cognitive skills	60	34	4	2
Text selection, types and quality of questions	33	61	6	0
Language and bias	43	54	3	0
Predictability	85	8	5	2
Conformity with question paper	65	30	5	0
Accuracy and reliability of marking guidelines	35	53	12	0
Overall impression	51	30	17	2

Table 1B presents the compliance levels of the November 2025 question papers in percentages showing how the question papers and their marking guidelines performed against each criterion. The criterion on predictability recorded the highest compliance level at 85%, which is encouraging given that question paper developers are mandated to ensure no verbatim repetition within a three-year period. This finding also reflects the quality of internal moderation, as highlighted during external moderation. Content coverage follows at 74%, where full compliance requires developers to refer to the subject assessment guidelines to confirm the prescribed percentage allocations for every question paper.

The remaining criteria scored below 70% and signalling the need for a targeted intervention to support question paper developers.

The next section delves into these numbers by identifying the intrinsic reasons for non-compliance considering the compliance levels tabled in Table 1B.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

This section provides a detailed analysis of these figures, explaining the reasons for non-compliance in relation to the compliance levels shown in Table 1B.

a) Technical Details

The criterion on technical details reflects an overall compliance level of 35%, while the remaining 65% is non-compliant due to the following reasons:

- i. Twenty-six question papers were submitted without the required supporting documents, such as grids or relevant answer sheets.
- ii. Three question papers did not fully include essential details such as time allocation, subject name, number of pages, and instructions, which are necessary for proper identification.
- iii. Twenty-four question papers contained instructions that were unclear or ambiguous. Instructions must always be precise to avoid misinterpretation, as failure to do so may compromise the integrity of the assessment process.

- iv. Eleven question papers had layouts considered cluttered and not reader-friendly by the external moderators. Layout impacts the clarity of instructions and candidate performance.
- v. Seven question papers failed to ensure the correct numbering of questions, which is critical for alignment with instructions. Failure to address this could negatively affect candidates' overall performance.
- vi. One question paper had pages that were not correctly numbered.
- vii. Nine question papers did not comply with the prescribed font types and sizes.
- viii. Six question papers did not indicate mark allocations in some instances.
- ix. Four question papers were deemed too long as they could not be completed in the allocated time.
- x. Nineteen question papers contained drawings, illustrations, graphs, or tables that were unclear, contained errors or were not print-ready. Given that some of the questions rely on these graphics, ensuring clarity and accuracy is critical.
- xi. Eight question papers did not adhere to the format requirements in the subject assessment guidelines.

b) Internal Moderation

Seventy-six percent of the question papers were fully compliant with the criterion on internal moderation processes. Internal moderators are responsible for ensuring that each question paper adheres fully to the prescripts of the policy and the subject assessment guidelines. However, 24% of the question papers did not meet this requirement due to the following:

- i. Two question papers were submitted without a full history of their development including the marking guidelines.
- ii. The quality, standard and relevance of inputs provided by internal moderators responsible for 17 question papers were inadequate.
- iii. Two question papers showed no evidence that the internal moderator's recommendations had been implemented.

c) Content Coverage

The curriculum policy clearly specifies the percentages of content that must be covered in a question paper. However, the actual content coverage achieved was 74% compliance, meaning that 26% of the question papers were non-compliant. The following factors contributed to this non-compliance:

- i. Four question papers were submitted with analysis grids that did not correctly align certain questions with their respective topics.
- ii. Fourteen question papers did not adequately cover the skills and concepts as prescribed in the curriculum and/or assessment framework.
- iii. Nine question papers were found to fall outside the broad scope of the CAPS and/or SAG.
- iv. Nine question papers did not appropriately link or integrate skills, topics, and themes.
- v. Subjects evolve over time, and question papers must reflect these developments. However, ten question papers were deemed dated, showing no evidence of recent developments, in the texts or scenarios provided for candidates.
- vi. Nine question papers included content that was academically inaccurate or deemed unsuitable.

d) Cognitive skills

Sixty percent of the question papers fully met the quality indicators under the criterion on cognitive skills. However, the remaining 40% did not meet the required standards due to the following reasons:

- i. Eight question papers had analysis grids that did not clearly link each question/sub-question with its corresponding cognitive level.
- ii. Twenty-three question papers reflected inappropriate distributions of cognitive skills, failing to comply with the prescripts outlined in the subject policies.
- iii. There must be parity in the level of difficulty where choice questions are concerned to avoid giving undue advantages to certain candidates. Four question papers did not adhere to this requirement.
- iv. Two question papers did not provide opportunities to assess the candidates' reasoning ability. Three failed to include tasks requiring comparison and contrast. One question paper lacked questions aimed at identifying causal relationships. Eight question papers lacked questions that presented arguments clearly. Two question papers did not provide an opportunity for candidates to express creative responses.
- v. Eleven question papers contained irrelevant content, seemingly intended to increase the level of difficulty unnecessarily.
- vi. Twelve question papers failed to maintain an appropriate balance between mark allocation, cognitive level, degree of difficulty, and the time prescribed for completion.

e) Text selection, types and quality of questions

Thirty-three percent of the question papers complied fully with the criterion on text selection, types and quality of questions. The development of question papers relies heavily on these elements, therefore, ensuring alignment with policy and subject assessment guidelines for full compliance. However, 67% of the question papers failed to meet the criterion due to the following issues:

- i. Six question papers did not include a sufficient range of question types.
- ii. Regarding text selection:
 - a. Two question papers used texts that were not subject-specific;
 - b. Nine papers included texts of inappropriate length, contrary to subject assessment guidelines;
 - c. Eight question papers selected texts that were not functional, relevant, or appropriate;
 - d. Five question papers used texts that did not allow for skill testing; and
 - e. Five question papers failed to generate questions across all cognitive levels.
- iii. Ten question papers failed to relate to what is pertinent in the subject.
- iv. Thirty question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia, or unintentional clues to the correct answers, all of which negatively affect the quality of questions.
- v. Twenty-one question papers failed to use clear instructional verbs, potentially leading to confusion.
- vi. Seventeen question papers included questions lacking adequate detail to elicit appropriate responses, which could mislead candidates and compromise the quality of the items.
- vii. Nineteen question papers contained factual errors or misleading information in some of the questions, which could potentially compromise the quality of the items.

- viii. Three question papers included questions with double negatives.
- ix. Thirteen question papers had incorrect references to the materials such as texts, visuals, drawings, illustrations, examples, tables and/or graphs.
- x. Ten question papers contained questions that provided hints to answers to other questions.
- xi. Six question papers failed to prevent overlaps between questions.
- xii. Six question papers had multiple-choice questions whose options were not free from logical cues, making one choice obvious, potentially skewing performance data.
- xiii. Three question papers contained multiple-choice questions where the options were of similar length, with the correct answer being noticeably longer or more specific.
- xiv. Two question papers contained multiple choice questions with repeated words or phrases from the stem in the correct answer.
- xv. One question paper included options with common elements, resulting in more than one correct answer.

f) Language and bias

Forty-three percent of the question papers fully complied with the criterion on language and bias. Considering that most candidates do not come from an English-speaking background, extra caution must be exercised to ensure that they are not unnecessarily disadvantaged. However, the remaining 57% of question papers were incompliant due to the following reasons:

- i. Four question papers used subject terminology or data incorrectly. Examiners must continuously develop their subject knowledge to ensure accurate use of terminology and remain aligned with current narratives within their disciplines.
- ii. The language, register, and the level of complexity of the vocabulary must be appropriate for Grade 12 candidates. However, two question papers failed to meet this requirement in its entirety.
- iii. Twenty-four question papers contained subtle grammatical issues. Examiners should remember that the purpose of assessment is to allow candidates to demonstrate what they have learned throughout the schooling system, rather than showcasing the examiner's language proficiency.
- iv. Twenty-six question papers had instances of incorrect grammar. Eliminating grammatical errors is one of the responsibilities of internal moderators, which they failed to exercise.
- v. Considering that most candidates do not come from an English-speaking background, questions must avoid overly complex syntax. However, ten question papers failed to comply with this quality indicator.
- vi. Six question papers showed evidence of bias related to culture, gender, language, politics, race, religion, stereotyping, province or region. This had the potential to disadvantage those who may not have been familiar with the digression detected

g) Predictability

Question papers must never be predictable, as predictability undermines the credibility and integrity of an examination. Encouragingly, 85% of the question papers met the criterion on predictability, reflecting adherence to this critical standard. However, the remaining 15% fell short of compliance. The following were the reasons these question papers could not meet this requirement:

- i. Seven question papers contained questions that could have been easily identified or predicted had they not been identified during the external moderation process.
- ii. Four question papers included questions that were repeated verbatim from the past three years' question papers. This practice must be avoided as previous question papers are publicly accessible, which may inflated candidate performance based on memorised responses rather than genuine understanding.
- iii. Ten question papers failed to demonstrate an appropriate degree of innovation in question development, resulting in predictability.

h) Conformity with question papers

This criterion ensures that marking guidelines aligns with the corresponding question papers. Sixty-five percent of the question papers complied fully with the three quality indicators of this criterion, while 35% of the marking guidelines were non-compliant due to the following reasons:

- i. Sixteen marking guidelines contained responses that did not correspond with the questions in the question paper.
- ii. Eleven marking guidelines included responses that did not address the command words in the questions.
- iii. Seven marking guidelines had discrepancies between marks allocated in the marking guidelines and those indicated in the question papers.

f) Accuracy and reliability of marking guidelines

The criterion recorded the lowest compliance level of 35%, indicating significant room for improvement. The 65% non-compliance was due to the following:

- i. Twenty-seven marking guidelines had incorrect responses relative to the subject matter. Continuous professional development for examining panels is essential to strengthen subject knowledge and assessment practices.
- ii. Thirty-nine marking guidelines had typographical errors. The internal moderators must ensure that both the question paper and its marking guideline are error-free before submission for external moderation.
- iii. Twenty-two marking guidelines failed to adhere to an appropriate layout, which is crucial for facilitating efficient marking.
- iv. Six marking guidelines were incomplete, lacking full mark allocations and appropriate distributions for each question, which could compromise marking standards.
- v. In six marking guidelines, marks were not distributed appropriately, with entire marks awarded to high-order responses, limiting differentiation between high and low performers.
- vi. Five marking guidelines offered a small range of marks, reducing the ability to discriminate among low and high performers.

- vii. Three marking guidelines did not apply positive marking principles.
 - viii. Sixteen marking guidelines did not provide enough detail to ensure the reliability of marking. Reliability is a cornerstone of assessment requiring consistent results regardless of who conducts the marking.
 - ix. Eight marking guidelines did not consider other relevant or correct alternative responses. Examining panels must consistently ensure that alternative responses are included to facilitate marking, as some markers tend to strictly follow the guidelines only.
 - x. Three marking guidelines did not include rubrics, even though there were questions that could only be marked using a rubric.
- j) Overall impression

The criterion focuses on the general quality indicators determined by the external moderators. Fifty-one percent of the question papers fully complied with the criterion. The low performance remains a concern. Non-compliance in the remaining 49% was due to the following:

- i. Ten question papers were not aligned with policy or guideline documents.
- ii. Thirty-eight question papers were considered generally unfair, invalid, and unreliable.
- iii. Eleven question papers did not adequately address the objectives of the SAG.
- iv. Thirty-two question papers were not of an appropriate standard.
- v. Twenty question papers could not be favourably compared to previous years' standards.
- vi. Thirty-three marking guidelines were questionable in terms of reliability, validity and fairness.
- vii. Twenty-four marking guidelines were deemed inappropriate in standard.
- viii. Fourteen marking guidelines could not be compared favourably to previous years' standards.
- ix. Five marking guidelines did not satisfactorily assess skills, knowledge, attitudes and values.

1.3.4 Comparison of compliance per criterion and levels of moderation: November 2023 to November 2025

The comparison of compliance levels is intended to highlight performance trends over the years, enabling IEB to identify areas that are satisfactory, as well as those requiring further intervention. This comparison stems from the data represented numerically in Table 1C. Moreover, it is this latter point that informs the directives issued to the IEB.

Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2023, November 2024 and November 2025

Criteria	November 2023 (% of question papers)	November 2024 (% of question papers)	November 2025 (% of question papers)
Technical details	56	48	35
Internal moderation	82	86	76
Content coverage	84	84	74
Cognitive skills	67	68	60

Criteria	November 2023 (% of question papers)	November 2024 (% of question papers)	November 2025 (% of question papers)
Text selection, types and quality of questions	50	34	33
Language and bias	58	26	43
Predictability	92	94	85
Conformity with question paper	72	66	65
Accuracy and reliability of marking guidelines	42	34	35
Overall impression	55	52	51

Table 1C illustrates a clear downward trend in the performance levels of most criteria, with only two showing a slight improvement compared to 2024. Generally, there has been a decline in performance since 2023.

1.4 Areas of Improvement

It is noteworthy that the criterion on predictability continues to maintain consistently high-performance levels. This stability reflects a commendable commitment to ensuring that question papers remain aligned with expected standards.

1.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Low performance level in technical details;
- b. Persistently low performance in text selection, types and quality of questions, and language and bias; and
- c. Failure to achieve a minimum 50% score in the accuracy and reliability of marking guidelines.

1.6 Directives for Compliance and Improvement

The IEB must implement intensive training for examining panels to drive improvement across all the criteria.

1.7 Conclusion

This chapter presented the principal findings from the initial moderation of question papers and their corresponding marking guidelines for the November 2025 NSC examinations. It is worth noting that all question papers administered during this examination period complied with the requirements outlined in the SAG, thereby demonstrating adherence to established quality standards. Umalusi commends the IEB for ensuring that predictability continues to support consistently high levels of performance. However, some areas of non-compliance were identified, particularly in relation to technical details, text selection, the types and quality of questions, language and bias, as well as instances where the minimum 50% threshold for accuracy and reliability in marking guidelines was not achieved. Addressing these shortcomings is essential to ensure sustained improvement within the system.

CHAPTER 2

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



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Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

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

2.1 Introduction

As part of its mandate, Umalusi moderates School-Based Assessments (SBA), Practical Assessment Tasks (PAT), and oral assessments to ensure consistency, comparability, and adherence to established quality standards. This moderation process verifies that the internal moderation of SBA, PAT, and oral assessments for the November 2025 National Senior Certificate (NSC) examinations aligns with the Subject Assessment Guidelines (SAG) and complies with the regulatory policies of the Independent Examinations Board (IEB).

The SBA, PAT, and oral assessment moderation for the November 2025 NSC examinations, was conducted online on 11 and 12 November 2025.

2.2 Scope and Approach

- a. School Based Assessment (SBA)
Umalusi sampled eight subjects across 48 IEB schools for the desktop moderation as outlined in Annexure 2A.
- b. Practical Assessment Tasks (PAT)
Umalusi selected two subjects, Information Technology and Dance Studies, from 12 IEB schools for PAT moderation as shown in Annexure 2B.
- c. Oral Assessment
Umalusi selected Afrikaans Home Language (HL) and Sesotho First Additional Language (FAL) for oral assessment moderation. A total of six schools were sampled for each language, as specified in Annexure 2C.

Table 2A describes the criteria used to evaluate teacher's and learners' files.

Table 2A: Criteria used for the moderation of SBA, PAT, and Oral assessment

Section A Quality assurance of systems to monitor the implementation and moderation of SBA.	Section B Moderation of teacher and learner files	Section C Verification of evidence in the learners' files
Protocol/Policy/Guidelines for the implementation and moderation of SBA	Technical aspects	Learner performance
	Assessment tasks	Quality of marking
Measures/ intervention strategies to support the implementation and moderation of SBA	Technical layout of assessment tasks	Internal Moderation
Verification and capturing of SBA marks and management of irregularities	Effectiveness of questioning	

Section A Quality assurance of systems to monitor the implementation and moderation of SBA.	Section B Moderation of teacher and learner files	Section C Verification of evidence in the learners' files
Feedback to teachers	Question types	
Identified challenges	Source/stimulus material	
	Marking guidelines and rubrics	
	Internal moderation	

2.3 Summary of Findings

2.3.1 Section A: Quality Assurance System in place to Conduct SBA Moderation.

a. Protocol/Policy/Guidelines for the implementation and moderation of SBA

The IEB has comprehensive manuals, supported by detailed moderation and monitoring plans, to guide the effective implementation of SBA. In addition, management and monitoring plans are in place to support SBA implementation at its schools. The IEB consistently and strictly adheres to its approved moderation and monitoring plans for SBA, PAT, and oral assessment tasks throughout the year.

b. Measures/intervention strategies to support the implementation and moderation of SBA.

The IEB utilises its moderators to conduct on-site cluster workshops for schools as a key strategy to support both the implementation and moderation of SBA.

c. Verification and capturing of SBA marks and management of irregularities.

The IEB has robust and established systems for capturing, verifying, and recording SBA, PAT, and oral assessment marks, thereby ensuring accuracy and full compliance with policy requirements. In addition, the Irregularities committee responsible for investigating and adjudicating identified irregularities is fully functional. Notably, no internal assessment irregularities were reported during the 2025 moderation process.

d. Feedback to teachers

The IEB provides structured feedback to schools through moderation reports, which are shared and discussed with all schools during cluster meetings held twice a year. These moderation training sessions also serve as platforms for feedback and for supporting schools in addressing SBA, PAT and oral assessment implementation challenges.

e. Identified challenges by the Assessment Body in the moderation and monitoring of SBA.

No challenges were identified during the 2025 SBA, PAT, and Oral assessment moderation process.

2.3.2 Section B: Moderation of Teacher and Learner Files

a) Technical Aspects

To meet complete adherence to this criterion, teachers' files must be consistently organised and kept in a structured manner, including all necessary documentation. This includes annual teaching plans, programme of assessments, assessment tasks, marking tools, mark sheets, and moderation reports from the school to the national level.

Overall, the schools sampled in six SBA, one oral, and one PAT subjects demonstrated well-organised teacher and learner files with the required documentation, including Annual Teaching Plans (ATPs), Programs of Assessment (POA), and assessment tasks. However, schools in various subjects sampled presented varying challenges.

Five schools in History did not submit the ATP, and one school in Geography, Mathematics, and Information Technology did not submit the Policy documents (ATP/SAG) and programme of assessments. Moreover, in Mathematics, one school's POA did not provide scheduled dates for tasks, and the Annual Teaching Plan contained handwritten entries and was not arranged in chronological order and there were no moderation reports for five of the six schools sampled in Information Technology.

In addition, in Dance Studies, DVDs or journals were not submitted, as well as the Practical Assessment Task (PAT) rubrics and accompanying brief. This limited transparency and consistency in evaluating learner outcomes. Furthermore, two schools presented a programme of assessment that lacked essential details, such as term allocation, weighting, or specific content coverage.

b) Assessment Tasks

The topics covered in assessment tasks were generally aligned with the ATP and SAG in all the subjects sampled. The topics, weighting, and spread of content in all assessment tasks were appropriate for the grade and aligned with the ATP and SAG documents. However, several schools presented challenges in the two subjects discussed below.

In Mathematics, one school showed significant gaps in content coverage and in adherence to policy requirements. Two of its standardised tests focused exclusively on single topics, and the Preliminary Examination omitted Finance and Probability, an explicit deviation from SAG requirements, which mandates that preliminary papers mirror the end-of-year format. In Sesotho, the last task 'speaking strategies' were not aligned to the requirements of the SAG as stipulated on pages 9 and 17.

c) Technical Layout of Assessment Tasks

In all the sampled subjects, the layout of assessment tasks complied in most respects. Primarily, the assessment tasks were accurately numbered, clearly organised, and easy to read. Additionally, the instructions for learners were explicit, and the front page contained all the necessary details, such as marks and time allocation, and appropriate font sizes were used throughout. Nonetheless, Umalusi noted several issues in different subjects sampled, outlined below:

Schools sampled in Accounting did not invest enough time in developing high-quality and user-friendly answer books. The instructions and the layout of the answer books were generally poor in all the schools sampled. In four of the six schools sampled in Sesotho First Additional Language, all tasks of listening comprehension did not have cover pages with the relevant information, such as duration, date, and total marks, and reading and speaking tasks did not have instructions. In Dance Studies, written assessment tasks lacked the project-based structure necessary to elicit creative responses, instead, they were presented as compliance-driven exercises with inadequate attention to visual presentation and learner engagement.

All subjects sampled complied with the quality indicators for question variety and clarity. Assessment tasks typically included a range of question types appropriate for each subject. The language and terminology used were clear, free from ambiguity, and aligned with the grade level. Mark allocations were consistently indicated and correlated with the level of difficulty and time allocation, supporting fairness and transparency in assessment.

However, in Accounting, a Project administered focused on the recall of the content rather than Research, communication, and reporting skills. Moreover, recent and current financial years (i.e. 2024, and 2025) were not used in the assessment tasks, instead, outdated years (2021, 2022, and 2023) were used, which could lead to negative implications on open-ended questions as learners might mention aspects that were no longer applicable to current years due to the outdated year being used (e.g. cheques, COVID19, etc.) in their responses.

In Dance Studies, short-answer and paragraph-style questions dominated written assessments, but these were predominantly recall-based rather than requiring synthesis or evaluation. In the Projects, the absence of data response questions, case studies, or real-life scenario-based tasks in the projects, indicated missed opportunities to assess learners' ability to apply theoretical knowledge to practical contexts.

In Mathematics, one school's tasks lacked authentic problem-solving questions and did not sufficiently challenge learners at higher cognitive levels, whereas in Sesotho First Additional Language, the questions in the 3rd genre were not discursive as outlined in the SAG on pages 9 and 17. While in History, previous question papers were used verbatim to set Tests and Preliminary Examination in four of the six sampled schools.

d) Effectiveness of Questioning

Barrett and Bloom's taxonomies are used to evaluate learning across multiple cognitive levels. These frameworks help structure assessments so that they move learners from basic recall toward higher-order critical thinking and complex problem-solving. Consequently, all formal assessment tasks should include analysis grids that demonstrate a suitable balance of cognitive demands and difficulty levels.

The content, questions, and scaffolding in all tasks and tests were effectively done and had an appropriate distribution of cognitive and difficulty levels as prescribed in the SAG, and the tasks had an appropriate degree of innovation in Afrikaans Home Language, Geography, History, Information Technology, Life Orientation, Marine Sciences, and Sesotho First Additional Language.

In contrast, in Dance Studies, the analysis of questioning effectiveness exposed a systemic over-reliance on lower-order cognitive skills, particularly in written assessments, as questions demonstrated heavy emphasis on recall-based questions, with limited evidence of application or analysis-level thinking. Therefore, questioning in practical assessments showed innovation, but the theoretical components, when submitted, remained anchored in traditional recall-based formats that fail to develop critical thinking or problem-solving skills essential for 21st-century learning.

In Accounting and Mathematics, the cognitive level distribution was problematic as items classified as higher order were often routine or complex procedures rather than authentic problem-solving tasks. Therefore, analysis grids did not accurately correspond to question papers as prescribed in the SAG.

In Tourism, there was an inconsistent application of the required cognitive level weightings as aligned with the SAG stipulated 60:40 weighting across all formal assessment tasks. At one school, a data response task's cognitive analysis grid showed a total weighting of 208%, indicating an error in the spreadsheet's formula or a fundamental misunderstanding of the calculation.

e) Question Types

All schools sampled for SBA, Oral, and one PAT subject adhered to policy as they conducted assessments as per the expectations. All the relevant tasks per term were administered following the SAG and ATP of each subject. The types of assessment tasks administered were relevant and covered the required content and the terminology used in each task was appropriate for the grade 12 candidates. In Information Technology and Dance Studies, all schools followed the IEB PAT structure and requirements.

However, two schools in Tourism deviated from the IEB SAG stipulation that the scores of five specific tasks should be used to compile the candidates' final SBA mark. Furthermore, one school administered seven tasks and split the controlled test 1 into more than one sitting, whilst the other added the "June Examination" as a Test and allowed teachers to select their "best two out of three" Tests.

f) Source/Stimulus Material

All source-based questions were clear, legible, error-free, subject-specific, of appropriate length, and relevant. They were suitably structured to assess a range of cognitive levels and effectively evaluate learners' interpretation skills across all sampled subjects.

The language used was appropriate and facilitated the assessment of interpretation skills as well as the development of questions across various cognitive levels. The audio clips utilised by schools for Sesotho First Additional Language were engaging and served as effective tools for assessing listening comprehension.

g) Marking Guidelines and Rubrics

The marking guidelines and rubrics were clearly laid out and neatly typed, facilitating efficient marking and allowing for relevant alternative responses, ensuring flexibility without compromising standards. The completeness of these guidelines, including accurate mark allocation and distribution and task appropriateness, was evident in Afrikaans Home

Language, Geography, History, Information Technology, Marine Sciences, Mathematics, Sesotho First Additional Language, and Tourism.

Nonetheless, in Accounting, the marking guidelines did not have any detailed marking guidelines that related to each sub-question for Controlled Tests 1 and 2 and Case Study for different schools. In Life Orientation, the marking guidelines of one school could not facilitate marking and did not allow for relevant alternative responses. In Dance Studies, rubrics failed to accommodate the full range of possible learner responses. The marking memoranda from three schools demonstrated rigid adherence to single correct answers, despite curriculum practice encouraging recognition of alternative valid responses. The absence of level descriptors in most rubrics resulted in subjective marking that disadvantaged learners with unconventional but valid interpretations. Furthermore, the memoranda failed to include guidance for markers on accepting responses that demonstrated understanding through different linguistic or cultural contexts, limiting the validity of the assessment process.

h) Internal Moderation

There were reports in the teachers' files that indicated that pre- and post-moderation were conducted in Geography, History, Marine Sciences, Mathematics, and Tourism. In Life Orientation, only pre-moderation reports were evident in the teacher files of five of the six sampled schools. There was no evidence of both pre- and post-moderation in Accounting, Afrikaans Home Language, and in five of the six schools sampled in Information Technology.

However, one school in Afrikaans Home Language had a non-staff member as a moderator for their formal orals and reading. The internal moderator's comments were filed in the teacher's file, and the feedback was very positive. In Sesotho First Additional Language, internal moderation reports were included in the teacher files of three schools, and the moderator's inputs were beneficial and will assist in improving the work of teachers. Umalusi noted that there was no evidence of National/IEB moderation in all the moderated schools.

Nonetheless, schools presented varying challenges in terms of conducting effective moderation. Moderation should not only verify compliance but also actively contribute to improving assessment design and marking consistency.

In Geography, moderation was done only for compliance's sake and not to improve the quality of assessment tasks or marking. In Dance Studies, the internal moderation processes across all institutions fell significantly short of quality assurance standards. Two schools failed to provide any moderation reports, while the reports submitted by the remaining schools contained one-word responses such as "yes" or "no" that offered no developmental value. Provincial/cluster moderation, where reported, showed similar deficiencies in providing constructive feedback to teachers. The moderation process appeared to focus only on compliance rather than genuine quality improvement, with no evidence of subject content knowledge being verified or of recommendations for enhancing assessment practices.

In Mathematics, three schools exhibited gaps in the depth of moderation. Reports confirmed school-level pre-moderation, yet there was limited evidence of developmental feedback leading to task improvement. Moderation tools relied heavily on "yes" or "no" responses without qualitative input, and there were no progressive reports documenting the developmental history of tasks. Additionally, post-moderation reports did not include actual marking of learner scripts, meaning no adjustments were recorded where discrepancies might exist. This approach suggests that moderation was treated as a procedural formality rather than a developmental process.

2.3.3 Section C: Moderation of Evidence in the Learners' Files

a) Learner Performance

In all 12 subjects sampled, learners' performance indicated differentiation, which may be attributed to the varying levels of understanding, insight, preparedness, as well as intellectual ability of learners.

In all the schools sampled in Afrikaans Home Language, History, Life Orientation, Marine Sciences, Mathematics, Sesotho First Additional Language, and Tourism, learners were generally able to interpret the assessment tasks and provide appropriate responses. Their work reflected an understanding of the demands of the tasks, and most learners attempted questions across different levels of difficulty. It was evident that they were well taught and adequately prepared.

In Accounting, learners performed better in the project and the first controlled test. The last two controlled tests were poorly completed by the learners. This poor performance in controlled tests 2 and 3 was also projected in the Preliminary Examinations papers. Learners struggled to deal with questions that needed them to analyse the set of financial data. Moreover, there was no evidence that learners were given enough revision tasks for them to be ready for the Preliminary Examination.

In Dance Studies, the evaluation of learner performance was hindered by incomplete submission of assessment materials and the absence of composite mark sheets. Conversely, in Information Technology, learners were able to interpret PAT requirements and demonstrated the ability to respond to tasks across different difficulty levels. However, they struggled with Permanent Data specification and grouping, and they incorrectly named constructors, used incorrect data types, and used "static" inappropriately. Learners were also confusing syllabus content with advanced techniques.

The average percentages per school in assessment tasks were above 50% in Geography, indicating that candidates understood the content and could respond positively, except in one school where they performed below the average of 45%. However, candidates experienced challenges with Physical Geography in all the schools.

b) Quality of Marking

The quality of marking indicated the various ways in which marking was applied in schools in terms of adherence to the marking guidelines and principles, consistency in marking, and effective application of marking rubrics.

In Afrikaans Home Language, History, Life Orientation, Marine Sciences, and Sesotho First Additional Language, the marking was of a good standard, and the mark allocations met the prescribed standards. Rubrics were used appropriately where applicable. In Afrikaans Home Language, rubrics were used to assess the oral presentations, and Umalusi appreciated the feedback that the two schools gave to their learners.

In Accounting, teachers from two schools needed proper orientation or training on the application of marking principles, as the method marks application, first right and operations rules were not fairly observed. In Dance Studies, marking appeared to focus on

deducting marks rather than recognising and rewarding demonstrations of understanding, particularly in responses that fell outside memorised textbook answers, while in Information Technology, marks were awarded for incomplete work.

In Geography, marking was not according to the marking guidelines in two schools as evidenced by the huge differences between the moderator and teacher. The teacher failed to correct mistakes picked up by the moderator and consistently had huge differences. However, the quality of marking in the remaining schools was correctly applied and very few deviations were detected during moderation.

In Mathematics, marking was inconsistent with the marking guidelines in one school, and in most cases, global marking was applied. However, the remaining schools showed strong compliance as their marking was consistent with the marking guidelines. In Tourism, marking was largely consistent with rubrics and marking guidelines. The exception was in one school where rubrics were used without annotating the corresponding level descriptors or the learner's actual script.

c) Internal Moderation

The effectiveness of internal moderation managed to identify marking inconsistencies and shadow marking in certain subjects, while the inadequate quality of moderation was also evident at the school level in various tasks.

Umalusi noted that school-level moderation in many cases was a compliance exercise, and moderators were shadow marking by following the red pen and overlooking the mistakes made by the marker in Accounting, Dance Studies, Geography, and Mathematics.

In Accounting, sampled scripts showed that the moderator in schools was not the subject expert. This was evident from shadow marking in places where the response was incorrect or the marking principles were not applied correctly. Lastly, of the six schools, three had no moderation reports, although learners' scripts were moderated.

In Afrikaans Home Language and Life Orientation, only one of the schools sampled had evidence of internal moderation, and no evidence was found in any of the schools sampled for Sesotho First Additional Language. In contrast, evidence of post-moderation was evident in all the schools sampled in Marine Sciences, and changes to learners' scripts were implemented due to moderation.

There was no evidence to indicate moderation of learners' scripts in three schools for Dance Studies, two schools for Tourism, and in all schools of Information Technology, showing that the accuracy and consistency of marking had not been verified. Where scripts showed evidence of the green pen, in Dance Studies, shadow marking was prevalent. In addition, the quality of feedback provided to learners in Dance Studies and Information Technology was universally poor, with most schools failing to provide written comments that could guide improvement. Furthermore, three schools in Tourism failed to update the final mark sheets with marks adjusted during internal moderation, and one school omitted to record the names of the moderated tasks on their moderation reports, making it difficult to link the report to the actual assessment.

Conversely, internal moderation was thorough in all the schools sampled in History and four of the six sampled schools in Mathematics. These schools set a good example of how moderation can support quality assurance. However, in Mathematics, only two schools

provided constructive feedback to learners, and the other two's feedback focused on technical compliance rather than evaluating the quality of marking. Furthermore, in one school, internal moderation mirrored the teacher's marking, indicating shadow marking rather than independent verification.

2.4 Areas of Improvement

Umalusi noted the following areas of improvement:

- a. In History, areas of non-compliance identified by Umalusi in 2024 were addressed;
- b. The high standard of the oral tasks in Afrikaans Home Language. Most candidates completed their tasks with distinction;
- c. All schools demonstrated neat, well-organised teacher/learner files and had the prescribed PAT document for current year that was successfully implemented in Information Technology;
- d. In Geography and History, all relevant information has been included in Teachers and Learners' files; and
- e. Assessment tasks adhered to the SAG and showed innovation and creativity in Geography and Marine Sciences.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Submission of teachers' files that lacked important documentation in Mathematics;
- b. Non-adherence to the SAG by omitting topics on assessment tasks in Mathematics;
- c. Deviation from SAG requirements, by developing the tasks for speaking strategies in Sesotho First Additional Language;
- d. Non-adherence to the technical layout of tasks due to the non-indication of important information on the cover page of assessment tasks in Sesotho First Additional Language;
- e. Poorly developed analysis grids in Accounting, Dance Studies, Tourism and Mathematics;
- f. The use of previous years' question papers verbatim to set assessment tasks and Preliminary Examination question papers in History;
- g. Poorly designed marking guidelines that hindered effective marking and the fair awarding of marks in Accounting and Life Orientation;
- h. Non-inclusion of pre- and post-moderation reports levels in Accounting, Afrikaans Home Language, Information Technology, and Sesotho First Additional Language; and
- i. Poor quality of internal moderation of assessment tasks in Life Orientation, Accounting, Afrikaans Home Language, Information Technology, Sesotho First Additional Language and Mathematics.

2.6 Directives for Compliance and Improvement

IEB must:

- a. Ensure that teachers' and learners' files contain all required documents in all subjects;
- b. Ensure that all schools follow the SAG when developing the assessment tasks across all subjects;
- c. Ensure that teachers files adhere to the technical requirements in all subjects.
- d. Ensure that schools develop analysis grids that are of the required standard and quality;

- e. Strengthen teachers' abilities in developing proper marking guidelines that facilitate effective marking of tasks in all subjects;
- f. Strengthen teachers' abilities in the setting of the Preliminary Examination question papers in all subjects; and
- g. Strengthen internal moderation processes at all levels in all subjects.

2.7 Conclusion

IEB is commended for the good work done in the moderation of SBA, PAT, and Oral Assessment tasks across different subjects. This ensured that there is adherence to the requirements of the SAG by most sampled subjects.

While the foundational elements of assessments are in place across the sampled subjects, non-compliance issues were identified across different criteria in different subjects. Therefore, the IEB must implement all directives for compliance and improvement mentioned above to fully comply with its assessment policies, guidelines, and standards in each subject.

CHAPTER 3

MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS



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REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

The State of Readiness (SoR) serves as 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 to safeguard the integrity of the examinations and to ensure that assessment bodies demonstrate compliance with established standards and directives.

In undertaking the SoR, Umalusi pursues several key objectives. Foremost among these is the close monitoring of improvement plans and the progress made in addressing directives for compliance and enhancement, particularly those arising from the Independent Examinations Board's (IEB) administration of the November 2024 examinations. In addition, the process evaluates the IEB's readiness to conduct the November 2025 NSC examinations, with specific attention given to the systems established to protect the integrity of the examination process. The SoR further provides comprehensive feedback on the IEB'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 IEB's current state of readiness to conduct, administer and manage the November 2025 NSC examinations. They highlight both areas of improvement, which include areas of good practice and areas of non-compliance, while issuing directives for compliance and improvement. These directives require the IEB to develop detailed mitigating strategies that 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 designed to identify 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. This approach places particular emphasis on risks that are both high-impact and high-likelihood, thereby ensuring that the most critical areas receive focused attention.

This methodology further enables Umalusi to provide timely feedback to the assessment bodies regarding identified risks, allowing them to implement appropriate measures for risk reduction. Such measures are expected to lower 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 IEB 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 IEB'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

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

IEB, supported by its stable financial and human resources, possesses the capacity to execute the roles and responsibilities in ensuring that all required examination and assessment activities for the November 2025 NSC examinations are delivered effectively. The level of compliance in maintaining financial and human resource sustainability is demonstrated by the IEB's ability to consistently meet examination-related deliverables.

b) Registration of candidates and centres

i. Candidate registration

The candidates were successfully registered for the November 2025 NSC examinations. A comparative analysis of registration profiles indicates steady growth in candidate numbers over the past three years. For November 2025 examinations, a total of 17 427 candidates registered, compared to 16 324 in 2024 and 15 186 in 2023. This reflects a notable increase of 1 103 candidates from 2024, underscoring the system's efficiency and the IEB's capacity to manage an expanding candidate base.

Historical trends: Registration of candidates			
Period	Total Registered	Full-time	Part-time
November 2025	17 427	16 127	1 300
November 2024	16 324	14 990	1 334
November 2023	15 186	13 968	1 218

These comparative figures illustrate growth in registration of candidates within the external examination system of the qualification over the three years.

In addition, concessions and accommodations were managed and processed in strict accordance with applicable legislation, ensuring that all eligible candidate applications were duly approved and granted by the IEB. Evidence further indicates that the IEB consistently and successfully processed such applications on an annual basis. Over three consecutive years, the following approval records were reported as indicated in the table below.

Management of examination accommodations/concessions

Examination Period	November 2025	November 2024	November 2023
Total of granted accommodations/concessions	1 955	1 775	1 583

Based on the verified evidence for 2025, Umalusi was satisfied that the IEB granted approval to all eligible candidates whose applications met the prescribed requirements. Notably, enhancements to the process were observed, including the IEB's facilitation of a one-day workshop on best practices. This workshop, attended by practitioners and key stakeholders, focused on the effective management of accommodations and concessions, thereby improving the overall quality and consistency in the process.

ii. Registration of examination

Registration and the establishment of examination centres were managed effectively within the provisions set out in the legislative framework. Systems for the audit of examination centres were implemented through the administration of desktop evaluations. The evidence from these evaluations, conducted across the established centres, was verified and confirmed that no negative findings were reported. This included the centres designated for the writing of practical examinations in Information Technology, Computer Applications Technology and Life Sciences.

For 2025, a total of 263 examination centres were established. The table below presents the centre registration trends reported by the IEB over a three-year period, including centres that were newly established and those participating in the examinations for the first time.

REGISTRATION AND ESTABLISHMENT OF EXAMINATION CENTRES

Period	November 2025	November 2024	November 2023
Number of established examination centres	263	275	275

REGISTERED SCHOOLS WRITING FIRST TIME WITH IEB

Number of Schools writing examination with IEB	9	9	17
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Each centre was risk-profiled according to the risk levels: high, moderate, and low. The nine new schools were classified as high-risk due to their registration status as newcomers to the IEB examination administration system.

iii. Marking centres

For the examination under review, and in line with the marking plans, the marking of the scripts will commence in November and conclude on 10 December for the majority of subjects, except for English Home Language, which is scheduled to complete its marking activities on 12 December 2025. Only five marking centres will be utilised for the full duration of the marking. These centres were audited and found to be environmentally conducive and suitable for hosting the marking activities.

Notably, Umalusi was satisfied with the state of readiness of the established marking centres. The identified centres had previously been used during the most recent marking activities for the June 2025 NSC examinations, with some last utilised during the November 2024 marking processes. Umalusi is confident that the established marking centre management will uphold and maintain the required standards.

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

Manuals for SBA, PAT, and oral assessment moderation have been developed and are in place. Moderators have been appointed, trained, and assigned to schools, with each school receiving the relevant details of its allocated moderator. Institutional support systems and monitoring plans have been established to guide and oversee these processes. Furthermore, mechanisms are in place to ensure that moderation feedback is effectively implemented at the school level.

d) Printing, packaging, and distribution

Based on the verification conducted on the IEB's SoR in August 2025, Umalusi identified the following key findings:

i. Printing

The printing of all examination materials was outsourced to private printers under a signed contract, which was verified during the site inspection. Full compliance with prescribed norms and standards for printing, security, and occupational health and safety, including controlled access at entry points, was achieved. Adequate security measures were implemented throughout the printing area, including 24-hour armed security response, surveillance cameras and a continuous monitoring system, the functionality of which was verified in the security control room.

The Service Level Agreement (SLA) between the IEB and the service provider outlined key security protocols, norm times for printing consignments, and clearly specified access control measures during the printing of question papers. A draft plan for proofreading question papers was put in place and all other related plans relevant for printing and dispatch of materials were presented during the audit.

ii. Packaging

Proofreading and packing protocols were in place to ensure accuracy and security of examination materials. The management plan for printing, packaging and distribution of question papers was presented to Umalusi as an integrated plan, and all documents were verified, confirming that the IEB met the acceptable standards outlined for these activities.

A clear and detailed deployment plan for IEB staff assigned to monitor the packaging process was in place. The packing of question papers was tracked using barcodes and labels, which facilitated verification that each question paper was packed in the correct bag. The continued use of the smart-locking systems remained a key security measure invested in by the IEB to safeguard the printed question papers in preparation for distribution.

Umalusi was satisfied with the stringent security measures outlined for implementation during the packaging process, which aimed to prevent any tampering with the question papers.

iii. Distribution

Measures for the distribution of the question papers were well-documented, made available and verified. The entire value chain was assessed and found to be enhanced through a tracking system installed in vehicles used for delivering question paper consignments to examination centres across the nine provinces. A detailed distribution plan was in place and ready for implementation. This verified plan was designed to align with the adopted weekly schedule for the delivery and collection of the question papers and scripts.

Additionally, a verified procedure for the storage of delivered consignments was in place, standardising the management of the consignments both before and after the administration of examinations.

Overall, Umalusi was satisfied with the measures outlined for managing question papers across all stages, including development, printing, packaging, distribution, and storage.

e) Monitoring of examinations

Systems for the conduct, administration, and management of examination writing were clearly articulated in the IEB procedural documents.

- i. Clear protocols for managing consignments prior to the commencement of examinations were communicated to chief invigilators across the established examination centres. The protocols were mediated during the planned forums and the training sessions.
- ii. The examination centres were profiled and categorised according to the risk levels, and this process was verified. In line with the IEB procedures and directives, all newly registered schools writing for the first time, as well as venues used by online providers, were classified as high-risk. A monitoring strategy for these was outlined.
- iii. Training plans and manuals for chief invigilators and invigilators were verified, and all planned training sessions were successfully conducted. Certificates of attendance, copies of which were submitted to Umalusi as evidence, confirmed compliance.
- iv. Ten external monitors were appointed and trained. As per the plan, these monitors will oversee high-risk centres and other examination centres earmarked for physical monitoring visits. Additionally, the IEB officials will conduct physical monitoring of the administration of the writing in selected examination centres across the nine provinces.
- v. All examination centres will be monitored using audio-visual systems, with a targeted coverage of 100 %.

The IEB has invested extensively in this technology to maintain the integrity and credibility of the examinations. The system enables remote monitoring of every session while examinations are in progress.

Overall, the IEB provided all the required evidence timeously. This evidence met the acceptable standards set for this key indicator. Umalusi further acknowledged the sustainability of the audio-visual monitoring system, a well-maintained examination enhancement to examination security.

f) Marker audit and appointments

Clear systems for the quality assurance of marking were well-documented and verified by Umalusi.

- i. Policy and related guidelines governing the recruitment and selection of marking personnel were in place, providing clear criteria for the panels involved in the selection process.
- ii. The management plans outlining the processes for recruitment, selection, appointment, and training of marking personnel were readily available. The selection and appointment process was completed, and appointment letters were issued; and
- iii. Plans for the marking guideline meetings were in place, and the IEB provided a comprehensive account of the entire process flow and related activities designed to ensure consistency and fairness in marking.

Overall, the IEB demonstrated its commitment to upholding high marking standards through the evidence presented to Umalusi. This undertaking was found to be satisfactory and acceptable.

g) Systems for capturing of examination and assessment marks

A detailed management plan for the capturing of candidates' marks was in place and presented during the verification and validation process with Umalusi. At the time of the verification audit, all necessary preparations for mark capturing were fully underway.

As part of its verification process, Umalusi conducted a dry run of the IEB's resulting system to assess its SoR. The IEB successfully submitted all standardisation information in the prescribed format, demonstrating its capacity to manage the upcoming examinations.

Based on the status report from the IEB's June 2025 examination processes and the demonstrated system efficiencies, Umalusi is confident that the same level of rigour will be applied during the November 2025 capturing of candidates' marks.

It was further noted that data capturers are drawn from a pool of experienced professionals, enhancing accuracy and reliability in the mark-capturing process.

h) Management of examination irregularities

In line with Regulation 45 (4) of the Regulations pertaining to the conduct, administration, and management of the NSC examinations, the IEB established a functional Examination Irregularities Committee.

The IEB implemented appropriate procedures as contemplated in Annexure M of the regulations, to manage irregularities related to the conduct, administration and management of both internal assessment and external components of the NSC examinations.

A further enhancement to maintaining the credibility of November 2025 NSC examinations, candidates were, for the first time, required to sign the pledge as part of the examination integrity measures.

These enhancements strengthen the credibility of this flagship qualification, and Umalusi commends IEB for introducing additional measures aimed at safeguarding the credibility and integrity of the NSC examination.

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

A verification audit of the IEB's SoR was conducted and the evidence submitted confirmed the level of preparedness and the proactive strategies implemented to mitigate potential risks.

3.4 Areas of Improvement

The following areas of improvement were identified:

- a. Tracking of the printing and packing of question papers using codes and labels to verify each paper is placed in the correct bag;
- b. Deployment of staff as resident monitors to the printing precinct to monitor the packaging of the question papers;
- c. Introduction of the barcoding on question papers to match the corresponding packaging bags;
- d. Scanning of the scripts at all levels of the value chain; and
- e. Signing of the pledge by candidates.

3.5 Areas of Non-Compliance

There were no areas of non-compliance identified.

3.6 Directives for Compliance and Improvement

No directive for compliance and improvement was issued.

3.7 Conclusion

In fulfilment of its statutory mandate, Umalusi conducted a rigorous validation and verification of the entire examination value chain to determine the IEB's state of readiness for the November 2025 NSC examinations. The findings confirmed that the IEB fully complied with all the requirements prescribed by Umalusi for the state of readiness, thereby ensuring the credibility and integrity of the November 2025 NSC examinations.

CHAPTER 4

AUDIT OF APPOINTED MARKERS



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Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi conducts an audit of appointed markers to confirm that those selected for the November 2025 National Senior Certificate (NSC) examinations, possess the required qualifications, competencies, and experience. To verify this, Umalusi reviewed the Independent Examinations Board's (IEB) internal controls, processes, guidelines, policies, and other regulatory measures, using them as the framework for evaluating compliance.

This chapter outlines Umalusi's audit findings on the markers appointed by IEB for the November 2025 NSC examinations.

4.2 Scope and Approach

For the audit of appointed markers, Umalusi reviewed a sample of eleven subjects as shown in Annexure 4A. The desktop audit took place on 2 and 3 September 2025.

The evidence submitted for the audit comprised the following:

- a. The IEB's requirements and criteria for appointing markers across the various marking positions and at all levels;
- b. The circulars and advertisements used in the recruitment of markers, together with the marker application form(s);
- c. A database containing all appointed markers for each subject;
- d. Lists of all the appointed, reserve, and novice markers for each subject; and
- e. Minutes of the meetings conducted during the selection process.

Umalusi used the criteria outlined in Table 4A to evaluate electronic files submitted by IEB for the audit of appointed markers.

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

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

4.3 Summary of Findings

4.3.1 Compliance with Notional Marking Time

a) Markers

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

For this year's audit process, Umalusi compared the number of appointed markers with the number of scripts per question paper, the duration (in hours) of a working day, and the number of days allocated for marking across each sampled subject.

IEB appointed an adequate number of markers in proportion to the notional marking time, the total number of scripts, and the marking period allocated. Therefore, there was full compliance with the criteria in most of the sampled subjects.

However, in Mathematical Literacy (Paper 1 and Paper 2), the ratio of markers to candidates was inadequate and did not adhere to the IEB's requirement for completing the marking of scripts within the prescribed six-day period. IEB required 105 markers to mark 7,437 scripts for each paper in six days. However, only 80 markers were appointed for Paper 1 and 69 for Paper 2.

b) Senior markers

The IEB employs a standard ratio of 1:7 when appointing senior markers to markers as a criterion for selecting senior markers. However, the criteria allow variations depending on the nature of the subject or the complexity of the questions marked. In most audited subjects, this ratio was maintained. In the IsiXhosa First Additional Language (Paper 1 and Paper 2), the ratios were 1:9 and 1:8, respectively. In these instances, the ratio exceeded the policy stipulations.

c) Chief markers and internal moderators

The established norm for appointing examiners and internal moderators stipulates that each subject must have one examiner and one internal moderator. For subjects comprising two papers, the IEB appoints an examiner (chief marker) for each paper and a single internal moderator to oversee both papers. To this end, this criterion was consistently met across all audited subjects.

4.3.2 Qualifications and Subject Specialisation

The IEB's policy on the appointment of marking personnel stipulates that candidates must possess specific academic qualifications to be eligible for marking. To qualify for appointment as a marker or senior marker, a candidate must hold an academic qualification that includes the subject to be marked, at a minimum first-year level within a completed degree or diploma. Furthermore, IEB considers evidence of subject proficiency demonstrated through additional courses when appointing markers in accordance with the IEB's policy requirements. This ensures full compliance with the stipulated qualification criteria for marking personnel.

a) Markers

Upon review of the submitted academic transcripts, Umalusi confirmed that all the appointed markers in the audited sample possessed the necessary teaching qualifications.

b) Senior markers

The IEB's criteria for the appointment of senior markers stipulate that to be appointed as a senior marker, the applicant must hold an academic qualification that includes the relevant subject at a minimum of first-year level, a related subject, or provide evidence of proficiency through additional courses of study.

After reviewing the transcripts of all recommended senior markers in the sampled subjects, it was evident that the IEB fully complied with its policy requirements, as all appointed senior markers possessed the appropriate and required qualifications.

c) Chief markers and internal moderators

To qualify for appointment as an internal moderator or chief marker, IEB requires candidates to hold a recognised degree or diploma and/or tertiary training in the subject for which they apply. In addition, prior experience as an examiner is mandatory for appointment as an internal moderator, while experience as a senior marker in the subject is required for appointment as an examiner.

In the sampled subjects audited, all appointed internal moderators and examiners met these requirements for qualification and subject specialisation. The IEB demonstrated full compliance with its criteria.

4.3.3 Teaching Experience

The IEB's criteria for the appointment of marking personnel stipulate that candidates must be teaching the subject they wish to mark at the Grade 12 level in an educational institution registered with IEB, to conduct Grade 12 examinations.

a) Markers

All appointed markers had experience teaching the subjects they applied to mark at Grade 12 level. All appointed markers possessed a minimum of two years' teaching experience at Grade 12 level in schools registered with the IEB. Therefore, IEB complied fully with its policy requirements in this regard.

b) Senior markers

The IEB policy on appointing marking personnel requires that applicants for senior marker roles must currently teach the subject they intend to mark at Grade 12 level in an institution registered with the IEB for Grade 12 examinations. Additionally, they must have prior experience in marking the specific subject papers for which they are applying. The policy also stipulates that preference is given to candidates with recent marking experience.

All appointed senior markers possessed relevant teaching and marking experience in the subjects they were assigned to mark, with teaching experience ranging from two years to over ten years. They were also teaching the subjects at Grade 12 level in educational institutions registered with the IEB to conduct Grade 12 examinations. The IEB therefore fully complied with its policy requirements in this regard.

c) Chief markers and internal moderators

The IEB's marking policy stipulates that all applicants seeking appointment as internal moderators or examiners must be teaching the subject at Grade 12 level in an IEB-registered school. Furthermore, to be appointed as an internal moderator, the applicant must have previously served as an examiner for the subject applied for, while to qualify as an examiner, the applicant must have previously served as a senior marker and worked at a school registered with the IEB.

All appointed examiners and internal moderators had extensive teaching experience in both public and IEB schools, ranging from eight to over twenty years. IEB appointed suitably qualified examiners and internal moderators who met the required criteria in the subjects audited.

4.3.4 Marking Experience

a) Markers

The IEB's policy on the appointment of marking personnel does not specify a minimum level of marking experience for applicants seeking appointment as markers. However, IEB considers feedback from examiners on a marker's performance during the previous marking sessions when making recommendations for appointments. In addition, to familiarise teachers with IEB standards and expectations, teachers from institutions administering the IEB examinations for the first time are also considered for appointment. The policy further stipulates that no more than 33% of markers may be inexperienced, and ideally, no less than 20% should be new markers.

To build capacity and expand its pool of potential markers across various subjects and question papers, IEB appointed novice markers, alongside those with one or two years of marking experience. IEB complied with its policy requirements regarding the recommended markers across most of the sampled subjects. However, IEB appointed a high percentage of novice markers exceeding the stipulated quota of 33%, in Accounting Paper 1 and Paper 2, Computer Applications Technology (Theory), Economics (Theory), English Home Language Paper 1 and Paper 2 and Life Sciences Paper 1 and Paper 2.

b) Senior markers

To qualify for appointment as a senior marker, an applicant must have marked the subject at Grade 12 level in an IEB institution, preferably at the last marking session. All recommended senior markers had more than three years of marking experience in their subjects. Therefore, IEB fully complied with the requirements set out in its policy for the appointment of markers in this regard.

c) Chief markers and internal moderators

The IEB's policy for appointing marking personnel states that applicants seeking appointment as examiners or internal moderators are expected to have prior IEB marking experience in the specific subjects for which they apply. In exceptional cases, IEB may recognise related marking experience in other subjects or relevant experience gained within the IEB. When appointing candidates at this level, IEB may also consider subject marking experience acquired from other recognised assessment bodies. Appointment as an internal moderator requires previous experience as an examiner, while appointment as an examiner requires prior experience as a senior marker within the IEB system.

All internal moderators and examiners in the sampled subjects had the required experience as examiners and senior markers, respectively, within the IEB. This demonstrated the IEB's full compliance with its policy requirements for the appointment of chief markers and internal moderators.

4.3.5 Enhancements to Criteria for the Appointment of Markers

The IEB appoints markers and senior markers based on their performance in previous marking sessions. Candidates who performed strongly, as reflected in reports of chief markers and internal moderators, were given priority for reappointment.

4.4 Areas of Improvement

There were no areas of improvement noted.

4.5 Areas of Non-Compliance

Umalusi noted that the IEB:

- a. Appointed a high percentage of novice markers (exceeding the stipulated quota of 33%) in Accounting Paper 1 and Paper 2, Computer Applications Technology (Theory), Economics, English Home Language Paper 1 and Paper 2 and Life Sciences Paper 1 and Paper 2.
- b. Appointed an insufficient number of markers for Mathematical Literacy Paper 1 and Paper 2

4.6 Directives for Compliance and Improvement

The IEB must:

- a. Appoint the required quota of novice markers across all subjects.
- b. Appoint adequate number of markers in proportion to the notional marking time, the total number of scripts, and the marking period allocated for each subject.

4.7 Conclusion

The audit of appointed markers confirmed that IEB largely complied with its requirements for appointing markers, senior markers, examiners, and internal moderators for the November 2025 examinations. This high-level of compliance demonstrates the IEB's commitment to upholding high standards in its appointment processes. However, the directives for compliance and improvement outlined above must be implemented in full to ensure adherence to assessment policies and guidelines for the appointment of markers.

CHAPTER 5

MONITORING THE WRITING AND MARKING OF THE EXAMINATIONS



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REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

CHAPTER 5: MONITORING THE WRITING AND MARKING OF THE EXAMINATIONS

5.1 Introduction

Oversight monitoring of the National examinations is conducted to determine whether the conduct, administration, and management of examinations at the exit point comply with the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate (NSC). Verifying adherence to these regulations is key to determining whether the examinations were delivered credibly.

Umalusi carried out oversight monitoring of a sample of the examination centres established by the Independent Examinations Board (IEB).

The examinations were administered from 17 October 2025 and concluded on 27 November 2025. The monitoring of the marking of scripts was successful, and the marking activities commenced on 5 December 2025 and concluded on 10 December 2025.

This chapter summarises the findings, highlights areas of improvement, areas of non-compliance and directives for compliance and improvement, for which the IEB must present an improvement plan to Umalusi.

Additionally, the findings are presented in two sections: Section A, monitoring the writing of the examinations, and Section B, monitoring the marking of examinations.

5.2 Scope and Approach

The monitoring exercise covered a sample of 30 examination centres nationally, including all four established marking centres.

Data was collected through observations, interviews, and evidence-based verification of the documents made available during the physical monitoring visits at the pre-sampled centres. The following annexures, Annexure 5A, Annexure 5B and Annexure 5C provide the detailed information on the monitored centres, including centres implicated in areas of non-compliance.

5.3 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 30 monitored examination centres and four marking centres established by the IEB.

Notably, these findings are subject to the availability of evidence presented at the examination centres and the monitored marking centre during an Umalusi visit.

SECTION A: Monitoring the Writing of the Examination

5.3.1 General Administration

a) Management of examination question papers

Across all monitored examination centres, the procedures for managing examination question papers were consistently well-executed by the IEB. Centres reported the timely delivery of question papers via courier services, confirming that the deliveries were in accordance with the IEB schedule.

Stringent security measures were implemented, most notably the use of electronically sealed bags featuring a “smart lock system.” This system was controlled remotely and allows an authorised chief invigilator to open the bag only within a 45-minute window period prescribed by the IEB before the start of an examination session.

The findings revealed that the receipt of weekly consignments of question papers underwent controls by chief invigilators and subsequently, consignments were stored in secure facilities, ensuring the integrity of the materials prior to the administration of the examination. However, at one examination centre, question papers were collected by the school driver without an authorisation letter issued.

b) Appointment records of invigilators

While the overall invigilation of examination sessions was largely compliant, gaps were identified in the formal appointment and training of chief invigilators and invigilators. These areas of non-compliance undermine procedural consistency and require attention. Specific issues included:

- At two centres, it was found that invigilators performed the duties of a chief invigilator without proper authorisation documentation.
- At two centres, were appointed invigilators, who were teachers at the school, who did not provide a signed letter for their invigilation duties.

c) Management of invigilators' attendance

The monitored centres demonstrated full compliance with the criteria for managing invigilator attendance and scheduling. Attendance registers were available and consistently signed at all selected centres by invigilators. Only one isolated instance of non-compliance was noted, where a relief timetable for invigilation had not been prepared.

Furthermore, the regulatory invigilator-to-candidate ratios were consistently maintained at all centres. Overall, the evidence provided was sufficient to conclude that the required level of compliance was achieved.

d) Management of examination documents

The management of critical examination documents demonstrated a high level of compliance. The appropriateness of examination documents was consistently verified across centres from the available centre-based examination files, and all files were up to date with November 2025 examination-related documentation, which was necessary for the conduct, administration and management of the examinations.

The effectiveness of document management was a positive indicator in the conduct, administration, and management of examinations at the centre level during Umalusi's monitoring. Umalusi was satisfied that the centres were demonstrating strong adherence to regulations in handling examination documents.

5.3.2 Credibility of the Writing of the Examination

This section critically assesses compliance with the Regulations pertaining to the conduct, administration and management of the NSC examinations. The subsection evaluates the integrity of the processes observed from the secure storage of examination papers to the final packaging of answer scripts.

a) Security and supply of question papers

The IEB implemented robust security measures to protect the integrity of examinations. Central to this framework is the use of black plastic bags fitted with tracking devices and a centralised "smart lock system," which was complemented by best practices observed at high-performing centres, including a timed lock mechanism. This multi-layered approach exemplifies a thorough commitment to security.

All examination materials were securely stored in restricted-access strong rooms, protected further by surveillance cameras and alarm systems. All monitored centres demonstrated full compliance with on-site storage and handling requirements.

For practical examinations in Computer Applications Technology (CAT) and Information Technology (IT), centres consistently adhered to regulations mandating pre-examination checks of hardware and software, alongside the deactivation of network communications to prevent unauthorised access.

Again, full compliance with the required standard was demonstrated and achieved.

b) Admission of candidates in the examination room

The admission of candidates into the examination venue showed notable areas of non-compliance across several centres, with specific shortcomings identified as follows:

- i) **Timely Admission:** At three centres, candidates were not admitted to the examination room at least 30 minutes before the scheduled commencement time, contrary to regulations. As a result, invigilators failed to read the compulsory examination rules to the candidates prior to the start of the session;
- ii) **Verification of Identity:** At seven centres, invigilators did not verify candidates' admission letters or identity documents, constituting a critical oversight in ensuring that only registered candidates were permitted to sit for the examinations;
- iii) **Equipment Checks:** At one centre, invigilators neglected to check candidates' calculators for compliance with examination regulations; and
- iv) **Seating Arrangements:** At one monitored centre, desks were not numbered, which resulted in candidates being seated incorrectly according to the official seating plan.

c) Conduciveness of the examination venue

All monitored centres provided examination environments that met the required standards for conducive writing conditions. Evidence of compliance regarding adequate space

between candidates to prevent distractions and ensure comfort was noted. Centres were equipped with appropriate and stable furniture, sufficient lighting, and clean accessible ablution facilities to support candidates' needs. Noise levels were consistently maintained at low levels, creating a quiet environment conducive to concentration and focus throughout the examination sessions.

These conditions are aligned with the acceptable standards for examination requirements, contributing to a fair and distraction-free examination process.

d) Administration of the writing session

The administration of the examination session by invigilators was effectively managed across the monitored centres. There was consistent evidence of visible clocks and clearly written information boards displaying relevant examination details present in all but one centre. Examination rooms were free of any unauthorised materials that could advantage candidates, ensuring fairness.

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

e) Compliance with examination procedures

While examination procedures were generally implemented, several procedural shortcomings were identified that require attention to ensure uniform application across all centres:

- i) Verification of candidate information: At one examination centre, invigilators failed to verify the correctness of the candidate information on the covers of the answer books;
- ii) Question paper accuracy: At one centre, the technical accuracy of question papers (e.g., checking for missing pages or printing errors) was not verified with candidates;
- iii) Reading time and rules: At one examination centre, the regulated ten-minute reading time was not provided due to the late distribution of question papers. Furthermore, the invigilator failed to read the official examination rules to the candidates before the session commenced;
- iv) Security protocols: A further security breach was observed at one examination centre where a candidate was permitted to leave the examination room temporarily without an escort. Although the candidate's exit and re-entry were recorded, the absence of an escort represented a deviation from established protocol; and
- v) Invigilator vigilance: At one examination centre, the invigilator was preoccupied with other tasks and failed to remain vigilant, mobile and actively engaged throughout the invigilation session.

f) Handling of answer scripts

The process of collecting, packaging, and securing candidate answer scripts after the conclusion of the examination was managed with meticulous care and ensuring a high degree of compliance at all monitored centres. The scripts were consistently collected from candidates, counted against the attendance register, and packed in numerical sequence. Additionally, scripts were then sealed in official IEB satchels except for one examination centre, which placed the scripts directly into the black electronic IEB bag. These bags were stored securely in the strong room for courier collection. The use of a Tracking Application provided a robust chain of custody from the centres to the IEB.

SECTION B: Monitoring of the Marking of Examinations

The findings in this section are derived from the monitoring of the marking centres to determine their readiness to manage the marking processes. This activity took place at the four established IEB marking centres, namely:

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

5.3.3 Planning and Preparation

Meticulous planning and preparation are essential to ensure that all logistical, security, and personnel requirements are addressed prior to the commencement of marking. This proactive approach laid the foundation for a reliable and successful outcome as presented below.

a) Appointment of marking personnel

At all four monitored marking centres, complete lists of all appointed marking personnel were available and verified by Umalusi. The IEB demonstrated robust contingency planning, with pre-approved waiting lists in place to seamlessly manage any potential absences.

b) Availability of marking management plans

All centres had a comprehensive marking management plan, also referred to as an operational plan, readily accessible to all relevant personnel. The availability and accessibility of these detailed plans demonstrate a proactive approach to managing operations effectively. The marking centre management teams were present and reported for duty in accordance with these plans, ensuring clear leadership and direction from the onset. The availability and quality of these plans successfully addressed the November 2024 directives for compliance and improvement issued by Umalusi.

c) Availability of scripts and marking guidelines

Procedures were in place to ensure that marking guidelines and/or memoranda were provided to chief markers and internal moderators timeously. This allowed senior marking teams sufficient time to familiarise themselves with the instruments and prepare for standardisation meetings before the main marking session commenced. These documents were used effectively during marker training and standardisation meetings to ensure a common understanding and application of the assessment criteria.

d) Storage and safekeeping of scripts

A secure process was implemented for delivering scripts to the marking centres. Rigorous security measures were in place to safeguard the storage of scripts once received. Each venue was equipped with robust physical security features, including burglar bars and alarm systems, complemented by continuous 24-hour Closed-Circuit Television (CCTV) surveillance. In addition, dedicated security patrols were deployed to ensure the integrity of the materials was maintained both during and after marking hours.

e) Management and control of scripts

Scripts were securely transported from the IEB offices by the materials handling team. Upon their arrival, the centre manager and examination assistants conducted a verification process. All markers were required to sign for the scripts allocated to them, and a final reconciliation was undertaken upon the return of the marked scripts.

An advanced tracking system was employed involving scanning the scripts upon arrival, prior to distribution to marking venues, and again upon their return after marking, before being transported for data capture. This digital tracking system ensures a secure, continuous and unbroken chain of safekeeping.

5.3.4 Resources (Physical and Human)

The quality and reliability of marking are directly influenced by the resources provided. This section assesses the adequacy of the physical infrastructure and human resources deployed by the IEB.

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

All four established marking centres were highly suitable for marking. The centres were appropriately selected, located in tranquil and well-kept surroundings. All marking venues and rooms complied with all minimum Occupational Health and Safety requirements, ensuring a safe, secure, and conducive environment for all activities. The rooms also provided adequate space, proper lighting, ventilation, and appropriate furniture. Additionally, essential communication facilities, such as Wi-Fi and photocopiers, were also readily available to the marking centre management team to ensure operational efficiency.

b) Capacity and availability of marking personnel

Marking centre management teams reported for duty as scheduled, providing effective leadership and coordination from the outset. Although some appointed markers did not arrive, the centres demonstrated resilience by utilising audited waiting lists to source immediate replacements. This proactive approach ensured that full marking capacity was consistently maintained throughout the session whenever required.

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

The marking centres provided a professional and conducive environment for the task. The marking rooms were clean, spacious, and well-lit.

For markers travelling from other provinces, the IEB arranged flights and accommodation. Daily transport to and from the hotel and marking centre was provided, ensuring their well-being and punctual attendance.

d) Provision for markers' wellness (e.g., Quality of food)

Reputable service providers were contracted to provide healthy meals and water during breaks to all marking personnel. This attention to marker wellness contributes significantly to maintaining morale and focus on the purpose.

e) Compliance with occupational, health and safety requirements

All monitored marking venues were found to be compliant with minimum Occupational Health and Safety (OHS) requirements, including the provision of adequate water, sanitation facilities, electricity and fire extinguishers.

These measures ensured a safe physical environment for all marking personnel. The deployment of adequate resources established a conducive professional marking environment.

5.3.5 Provision of Security Measures

a) Access control into the marking centre

Access to all marking centres was strictly controlled through multiple layers of security. Security personnel stationed at the main gate recorded the details of all individuals entering the premises. Appointed markers were issued with individualised QR-coded access cards that were scanned on arrival and departure from the marking centres.

b) Movement of scripts within the centre

The movement of scripts within the marking centres followed secure and documented procedures. Senior markers were responsible for allocating scripts to individual markers, who were required to sign for every batch issued. A thorough reconciliation of all scripts was performed daily before the conclusion of each marking session to ensure comprehensive accountability. Senior markers and examiners collaborated effectively to supervise the distribution and collection of script batches, with markers required to sign for each batch they received. This daily reconciliation process was instrumental in ensuring that all scripts were accurately tracked and accounted for.

Following this, the marked scripts were securely packaged and organised for transportation to the data capturing venue, thereby facilitating a smooth transition and preserving the integrity of the examination process.

5.3.6 Training of Marking Personnel

a) Quality and standard of training sessions across subjects

The IEB employs a tiered training approach to ensure readiness at all levels. Chief Markers, Senior Markers, and Internal Moderators met a day in advance, allowing them to prepare thoroughly for the training of their respective teams.

Standardised training for all markers was conducted on the first day of marking at all centres. Training sessions were reported to be highly effective and were led by assessment specialists, examiners, and internal moderators. A key quality control procedure was that markers could only commence live marking after the chief marker or internal moderator had confirmed that their marking met the required standard, as demonstrated during the standardisation process.

b) Adherence to norm-time

All monitored marking centres adhered to the established marking centre norm times for daily work. Typical marking hours were from 07:30 to 17:00 or 07:00 to 16:00, ensuring a structured and disciplined working day. All marking personnel complied with this schedule.

5.3.7 Management and Handling of Detected Irregularities

A clear and consistent procedure for handling suspected irregularities was in place and was communicated to all markers during their training. The IEB has established a formal process for this purpose, which is communicated to all markers during training.

The procedure unfolds in the following sequence:

- i. A marker detects a potential irregularity and immediately reports it to the chief marker.
- ii. The chief marker, in conjunction with a subject specialist, assesses the evidence. If the concern is warranted, they complete an official irregularity form.
- iii. The issue is escalated to the centre manager, who records the case in the official irregularity register.
- iv. The matter is then formally referred to the central IEB Irregularities Committee for a full investigation.
- v. All confirmed cases of irregularities, along with the Committee's recommended sanctions, are presented to Umalusi for final consideration and approval.

At the time of the monitoring visits, no irregularities had been recorded in the record books for the current examination cycle.

5.4 Areas of Improvement

The directives issued for November 2024 NSC examinations regarding the enhancement of the marking management plan had been fully and effectively implemented. This was clearly evidenced by the comprehensive and high-quality operational plans that were available and in use at all monitored marking centres.

5.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- a. The authorisation letter that delegates authority to collect the examination question papers was lacking in four examination centres.
- b. At four centres, appointments of delegated examination responsibilities were not formally documented for the current examinations, limiting transparency and traceability of assigned duties.
- c. Inconsistencies were noted concerning compliance with invigilators' roles and responsibilities in the conduct, administration, and management of examinations.

5.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. An appointment letter for the delegation of examination responsibilities must be developed, signed and made available for verification; and
- b. Reinforce invigilator training and accountability to enhance compliance.

5.7 Conclusion

The findings revealed the existence of stringent examination systems and a strong institutional commitment to procedural integrity. Notably, during the writing phase of examinations, full compliance was observed across key monitoring indicators, complemented by a professionally executed marking phase. All processes and procedures reviewed were found to be fully compliant with established protocols and national standards, demonstrating a commendable level of operational excellence.

Nonetheless, it is essential to underscore that the instances of non-compliance identified, together with the recurring shortcomings in invigilation practices relating to roles and responsibilities, remain areas requiring sustainable corrective measures.

Accordingly, the directives for improvement and compliance must be implemented to strengthen overall adherence and safeguard the credibility and integrity of the National Senior Certificate examinations.

CHAPTER 6

MARKING
GUIDELINE
STANDARISATION
MEETINGS AND
VERIFICATION OF
MARKING



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Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

CHAPTER 6: MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi participates in the quality assurance of marking processes for the marking of National Senior Certificate (NSC) examination scripts. The purpose of this involvement is to ensure that the marking of candidates' scripts as well as the marks awarded, is fair, valid and reliable. The quality assurance processes include two key activities: marking guideline standardisation and verification of marking.

The marking guideline standardisation meetings are conducted before the marking of candidates' scripts. The marking guideline standardisation meetings aim to finalise and standardise the final marking guidelines, while accommodating alternative responses agreed upon after senior marking personnel have marked the dummy scripts.

The verification of marking commences immediately after the finalisation of the marking guidelines. This process entails verifying both the marked and moderated scripts to ensure consistency and accuracy.

This chapter reports on these two processes as applied to the November 2025 Independent Examinations Board (IEB) NSC examinations.

6.2 Scope and Approach

The IEB hosted the marking guideline standardisation meetings on 4 December 2025. Umalusi participated in these sessions for ten sampled subjects (Table 6A), comprising 18 question papers selected for the verification of marking.

6.2.1 Marking Guideline Standardisation

Table 6A lists the subjects/question papers sampled for the marking guideline standardisation.

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

Subjects			
1.	Accounting Paper 1 and Paper 2	6.	Geography Paper 1 and Paper 2
2.	Afrikaans First Additional Language Paper 1 and Paper 2	7.	IsiXhosa First Additional Language Paper 1 and Paper 2
3.	Computer Applications Technology Paper 1 and Paper 2	8.	Mathematical Literacy Paper 1 and Paper 2
4.	English Home Language Paper 1 and Paper 2	9.	Tourism Paper 1
5.	French Second Additional Language 1 and Paper 2	10.	Virtual Arts Paper 1

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

Table 6B: Criteria for the marking guideline standardisation

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

Part A focused on the pre-marking guideline standardisation meetings conducted by the examination panels for each question paper. It assessed the level of preparedness of the chief examiners and internal moderators as participants in these discussions. Part B reports on the processes, procedures and the mediation of the marking guidelines during the marking guideline standardisation meetings. Part C examines the quality of the training of markers and the final marking guidelines.

6.2.2 Verification of Marking

Umalusi sampled ten subjects comprising 18 question papers, as listed in Table 6A, for verification of marking. Umalusi applied the criteria in Table 6C to analyse and evaluate the standard and quality of marking and internal moderation.

Table 6C: Umalusi criteria for verification of marking

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

6.3 Summary of Findings

This section of the chapter reports on the findings that arose from the marking guideline standardisation meetings and the verification of marking elicited from the criteria and quality indicators outlined in Table 6B and Table 6C.

6.3.1 Marking Guideline Standardisation

a) Preparatory Work

- i. Pre-marking guideline standardisation meeting

The IEB does not conduct formally planned pre-marking guideline standardisation meetings for senior marking personnel. Instead, senior marking personnel make independent arrangements with external moderators prior to the official marking

guideline standardisation meetings. Additionally, the number of dummy scripts varies across subjects. The chief examiner and the internal moderator for English Home Language marked the six dummy scripts, which was the highest number of marked dummy scripts and then select three for training purposes.

ii. Preparation by senior marking personnel

In preparation for the marking guideline standardisation meetings with external moderators, the chief examiners and internal moderators for selected subjects marked between two and six dummy scripts. They also considered possible additional responses to facilitate consistent and accurate marking.

b) Marking Guideline Standardisation Meetings

i. Processes and procedures

The 18 marking guideline standardisation meetings, in which Umalusi's external moderators participated, were chaired by the internal moderators or chief examiners. All organisational and logistical arrangements were successfully managed, including providing suitable venues with the required furniture, preparing copies of question papers with their marking guidelines and related documents, and ensuring that the necessary technology and administrative support were in place.

ii. Mediation of the marking guidelines

Notably, 100% of the question papers complied with this criterion. All the sampled question papers for the verified subjects demonstrated that rigorous discussions of all questions resulted in the identification of alternative responses. These discussions, led by the chief examiners, clarified possible responses to strengthen the markers' ability to assess interpretive questions consistently. This ensured that candidates were fairly awarded the marks they deserved. The alternate responses did not compromise the cognitive demands or levels of difficulty of the question papers and were approved by external moderators. The nature of the Visual Arts Paper 1 allowed for a wide range of open-ended responses as candidates selected which artists to discuss, naturally leading to varied interpretations. Markers were required to assess responses with openness and objectivity, which was closely monitored and supported through guidance.

The marking guidelines used during the marking guideline standardisation meetings for all verified subjects were identical to the final versions approved by Umalusi.

c) Training and Quality of the Final Marking Guidelines

i. Training of markers

Arrangements to use between two and six dummy scripts for marker training were made for all verified subjects. Senior marking personnel identified deviations from acceptable alternative responses, while rigorous and ongoing marker training ensured that markers were well prepared to apply the approved marking guidelines consistently. This contributed to a reduction in marking variations over time. A collaborative review by the chief examiners and internal moderators addressed

potential inconsistencies and substandard marking practices, ultimately confirming that the marking guidelines were accurate, fair, and consistent, and provided a strong foundation for a marking process with integrity.

ii. Quality of the final marking guidelines

The final marking guidelines in all question papers were clear, unambiguous and reliable and included specific instructions, ensuring consistency and reliability in marking.

6.3.2 Verification of Marking

a) Policy Matters

i. Statistics

This quality indicator assessed whether the number of appointed marking personnel was sufficient to mark the available scripts across subjects and question papers. The IEB stipulates a 1:7 ratio of senior marker to markers, although the policy allows for adjustments based on the nature of the question paper and at the discretion of the IEB. Compliance was achieved across sampled subjects.

ii. Official appointment of markers

The IEB appointed chief examiners, internal moderators, senior markers, and markers for the sampled subjects and ensured that each received electronic confirmation of their appointment. Prior to their arrival at marking centres, all marking personnel were issued name tags with Quick Response (QR) codes, prepared by the IEB.

b) Adherence to the Marking Guidelines

This criterion aimed to determine whether the marking guidelines used by the marking personnel at the marking centres were the same as those approved by Umalusi during the marking guideline standardisation meetings. It also examined whether any additions or changes were made after approval, whether appropriate protocols were followed to implement such changes, and whether the approved marking guidelines were adhered to during the marking process.

i. Application of the approved marking guidelines

All the IEB marking personnel at the marking centres used the Umalusi-approved marking guidelines during the marking standardisation meetings. The moderation by chief examiners, internal moderators and senior markers, ensured that the approved marking guidelines were adhered to.

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

Across the verified subjects, additions to the marking guidelines were minimal, and were discussed with external moderators and duly approved, ensuring full compliance with this criterion.

Umalusi noted that the practical nature of Computer Applications Technology Paper 1 often requires candidates to present solutions in creative ways, and the marking guideline made provisions for this. Additions to the electronic marking guideline were intended to clarify the marking process and provide further guidance to markers, thereby promoting consistency and standardisation. For Paper 2, additional alternative responses emerged, and markers were advised when such responses could be accepted. Acceptable answers were reinforced throughout the process. Given the technological nature of the subject, further correct answers were identified during the marking. Markers were required to align each response with the concept indicated in the relevant bullet on the marking guideline. These adjustments helped clarify the expected answers and enhanced the integrity of the marking process.

c) Quality and Standard of Marking and Internal Moderation

i. Quality and standard of marking

This quality indicator evaluates the standard and consistency of marking during the marking process.

Overall, there was general consistency across the verified question papers, as the markers adhered to the approved marking guidelines. Umalusi noted minor discrepancies in Geography Paper 1 and Paper 2, where the markers were uncertain about the awarding of half marks. Similarly, in Computer Applications Technology Paper 1 and Paper 2, slight marking variations occurred at the start of marking while markers were familiarising themselves with the marking guidelines. These differences decreased as verification progressed. Further discussions were held with the markers regarding the awarding of half marks, and the chief examiners and internal moderators acted swiftly whenever marking discrepancies were identified.

Significant variances were also observed in a few IsiXhosa FAL Paper 2 scripts where differences in the interpretation of the marking guideline and subjective judgment affected scoring, particularly in Question 9, where candidates were awarded full marks (4/4) for theme, planning, and format despite omitting key information. The chief examiners and internal moderators engaged with markers on the awarding of marks, and all identified discrepancies were rectified.

ii. Internal moderation of marking

Internal moderation was carried out at all levels for subjects Umalusi verified. In most cases, the process was consistent and effective and fully complied with the criteria for quality of internal moderation. Internal moderation was conducted regularly across different questions throughout the marking process. Any discrepancies identified were promptly addressed, and feedback was provided to the relevant markers. Only a few errors were noted during external moderation, which indicated that internal moderation was largely effective.

The chief examiner and the internal moderator conducted full script moderation for English Home Language on the initial two days, which allowed for the identification of anomalies at an earlier stage. Thereafter as the marking progressed, they moderated per questions which seemed to be poorly marked by markers and further discussions were held.

Although internal moderation in Mathematics Paper 2 was conducted on different questions across various scripts, there was a commendable spread of candidates marks in the questions selected for moderation. This was achieved through the involvement of multiple internal moderators at different levels, which contributed to the reliability and fairness of the overall internal moderation process. There was evidence of whole script moderation by the chief examiners and internal moderators in Geography Paper 2, IsiXhosa FAL Paper 1 and Paper 2 and Tourism Paper 1. In other verified subjects, internal moderation was limited to selected questions. This targeted approach allowed for focused quality assurance on a specific area but may have limited oversight across the full range of questions in some scripts. None of the scripts moderated by the external moderator had significant changes made to marks allocated by the senior marker and internal moderator.

iii. Addition and transfer of marks

Umalusi verified the accuracy of mark addition, total calculations, and the transfer of marks from each script to the marksheet. Most verified subjects complied with this criterion. However, miscalculations of totals were noted in Afrikaans First Additional Language Paper 1 and Paper 2. In contrast, Computer Applications Technology Paper 1 employed an electronic marking guideline that automatically totalled marks and transferred them to a spreadsheet, eliminating the possibility of errors. Minor calculation errors were identified in Visual Arts Paper 1, but all scripts were recalculated by examination assistants.

d) Candidates' Performance

Candidates' performance observed during the verification of marking varied across question papers and subjects. Based on the verified sample, the following was noted:

- i) **Accounting:** Candidates generally performed well in both papers. In Paper 1, although candidate performance was satisfactory, most struggled with Question 2 (59 marks) on 'Company Financial Statements' particularly with the trading deficit, the loan and interest calculations and the debtors control figure.

In Paper 2, Question 2 on 'Company Analysis' posed challenges to many candidates, as they failed to recognise that the difference between current ratio and acid test ratio is an indication of stock levels. There was also persistent confusion between return on shareholders' equity and return on total capital employed (40 marks).

- ii) **Afrikaans First Additional Language:** Candidates generally performed well. Candidates' poor performance in Paper 1 was in Question 8 on 'Syntax' (12 marks). In Paper 2, the poor performance was in Question 2 on 'Donker Web' (15 marks).
- iii) **Computer Applications Technology:** Candidates generally performed well. However, Paper 1, Questions 4 (14 marks) and 6 (20 marks) showed the lowest performance, confirming that candidates find the spreadsheet questions the most difficult as compared to word processing.

In Paper 2, the worst performing question remains Question 7 on 'Solution Development' (13 marks).

- iv) **English Home Language:** In Paper 1, Question 1.3 (4 marks), most candidates had difficulty, as they were unable to express their responses clearly and accurately. In Questions 1.1, 1.5, and 1.8, candidates struggled with concepts such as attitude, intention, tone, and diction. Even when these concepts were correctly identified, candidates often failed to provide adequate commentary or critical discussion. This was particularly evident among candidates who had difficulty grasping the nuances of the home language. In Question 1.8 (4 marks), many candidates also struggled to respond appropriately to the instructional keyword “critically discuss”. Responses often consisted of simple explanations rather than critical engagement with the question and its specific demands. As this was a 4-mark question, it required an intertextual understanding and a well-considered response.

In Paper 2, ‘Essay Writing’ (30 marks), many candidates struggled to select relevant examples that effectively supported their viewpoints and link them to the given topic. Several candidates merely repeated events, sometimes making only weak connections to the topic. In some instances, candidates addressed only one aspect of the topic. It was evident that a few candidates had neither thoroughly read nor adequately studied the plays, as their responses were generalised and based on superficial knowledge of the texts. The choice to focus on minor characters also did not enhance the overall quality of the essays.

- v) **French Second Additional Language:** Candidates generally performed well. In Paper 1, candidates found the interpretive Question 8 (18 marks) and Question 9 (15 marks) in the literature section to be the hardest for the candidates.
- vi) **Geography:** Candidates generally performed well. Challenges were observed in Paper 1, where a few candidates had difficulty with the definition of concepts and the interpretation of the graph.
- vii) **IsiXhosa First Additional Language:** Candidates generally performed well. Challenges were observed in Paper 1, the cohort displayed a gap in understanding language usage, as reflected by low scores in Question 4 (4 marks) and Question 8 (3 marks).
- viii) **Mathematics:** Candidates’ performance was varied. In Paper 1, Question 8 (3 marks) proved particularly challenging for lower-performing candidates, as it required advanced reasoning and strategic competence. The question presented a convergent geometric series as a function, demanding connections and higher-order thinking. In Paper 2, Question 14 on Euclidean Geometry and Measurement (11 marks) was classified as very difficult for the entire cohort.
- ix) **Tourism:** Candidates generally performed well. Most candidates performed poorly in Question 5 – Essay question (30 marks). Most were found to have poor essay writing skills.
- x) **Visual Arts:** Candidates generally performed well. However, many struggled with Question 1 on ‘Visual Literacy’ (15 marks). Difficulties included applying the elements of art and discussing their function or effect. Candidates also provided vague responses to the concept of “Art versus Craft”.

6.4 Areas of Improvement

Umalusi observed an increase in the marking of dummy scripts in preparation for the marking guideline standardisation meetings, compared to the November 2024 NSC examination cycle. During this examination period the chief examiners and internal moderators for three sampled subjects did not mark any dummy scripts in preparation for meetings. During the November 2025 NSC examination cycle, the chief examiners and internal moderators attended marking guideline standardisation meetings having prepared adequately, with each having marked between two and six dummy scripts.

6.5 Areas of Non-Compliance

Umalusi noted substandard marking of IsiXhosa FAL Paper 2.

6.6 Directives for Compliance and Improvement

The IEB must intensify and strengthen training related to the marking of IsiXhosa FAL Paper 2.

6.7 Conclusion

The IEB is commended for its effective management and administration of the November 2025 NSC marking guideline standardisation meetings, as well as the marking of candidates' scripts. The comprehensive training provided to markers ensured that they were well prepared, complied with the approved marking guidelines, and applied these consistently, thereby promoting fairness, reliability, and validity in the marks awarded to candidates. Umalusi further noted the increased use of dummy scripts prior to the marking guideline standardisation meetings, as well as during the training of marking personnel. The IEB is required to take note of the identified areas of non-compliance.

CHAPTER 7

STANDARDISATION AND RESULTING



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REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD
NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

CHAPTER 7: STANDARDISATION AND RESULTING

7.1 Introduction

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

In broad terms, standardisation encompasses the verification of subject structures, monitoring the capturing of marks, conducting dry run testing for system alignment, developing and verifying norms, and reviewing standardisation booklets in preparation for standardisation meetings. Decisions made during standardisation are based on relevant 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.

7.2 Scope and Approach

Umalusi quality assured the results of 58 NSC subjects for the November 2025 examinations, administered by the IEB, through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, conducted dry run testing, and processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered both quantitative data and qualitative inputs to 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.

7.3 Summary of Findings

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

7.3.1 Development of Norms

The norms for the NSC examinations were developed based on the previous five examination sittings of the November 2025 examinations. Once this process was completed, in accordance with policy requirements, the IEB submitted the norms to Umalusi for verification and approval. Analysis of the norms' datasets showed one subject with an outlier year for the NSC examinations, presented in Table 7A below.

Table 7A: A subject with an outlier year for the November 2025 NSC examinations

Level	Code	Subject	Outlier year
NQF 4	15361024	Nautical Science	202211

7.3.2 Dry Runs and Verification of the NSC System

In preparation for the November 2025 standardisation processes, Umalusi and the IEB initiated a verification process employing 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:

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

7.3.3 Electronic Datasets and Standardisation Booklets

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

7.3.4 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NSC examinations on 19 December 2025. 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 established 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 7B below:

Table 7B: List of standardisation decisions for the November 2025 NSC examinations

Description	Total
Number of subjects presented	58
Raw marks	47
Adjusted (mainly upwards)	07
Adjusted (downwards)	04
Unstandardised	00
Number of subjects standardised	58

Once the ASC was satisfied with the reliability of the information provided, 58 subjects were standardised. For the November 2025 NSC examinations, the ASC accepted the raw marks for 47 of the 58 subjects. The marks for 07 subjects were adjusted upwards, while the remaining 04 subjects were adjusted downwards. The IEB was commended for the excellent administration of the November 2025 NSC examinations.

7.3.5 Post-Standardisation

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

7.4 Areas of Improvement

None.

7.5 Areas of Non-Compliance

None.

7.6 Directives for Compliance and Improvement

None.

7.7 Conclusion

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

ANNEXURES



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NOVEMBER 2025 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

ANNEXURES

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

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
1.	Accounting Paper 1	A	A	A	A	A	A	A	A	M ¹	A	3
2.	Accounting Paper 2	A	A	A	L ⁶	M ¹	A	M ¹	A	M ¹	L ⁴	3
3.	Afrikaans First Additional Language (FAL) Paper 1	M ¹	A	A	A	M ²	M ⁴	A	M ¹	M ³	M ⁴	3
4.	Afrikaans FAL Paper 2	M ¹	A	A	M ²	M ⁵	A	A	M ¹	M ²	A	3
5.	Afrikaans Home Language (HL) Paper 1	A	A	A	A	M ²	M ³	A	A	M ¹	M ⁴	3
6.	Afrikaans HL Paper 2	M ¹	A	A	A	A	M ³	A	A	M ¹	M ⁴	3
7.	Agricultural Management Practices	A	A	A	A	A	M ¹	A	A	M ¹	M ²	2
8.	Agricultural Sciences	M ¹	M ¹	A	A	A	M ¹	A	A	A	A	2
9.	Arabic Second Additional Language (SAL) Paper 1	M ¹	A	A	A	M ²	A	A	M ¹	A	A	4
10.	Arabic SAL Paper 2	A	A	A	A	A	M ¹	A	A	A	A	3
11.	Business Studies	M ³	M ¹	M ¹	A	M ⁶	M ¹	A	M ¹	M ²	M ²	3
12.	Computer Applications Technology Paper 1	M ¹	A	A	M ¹	M ²	M ¹	A	A	M ¹	A	3
13.	Computer Applications Technology Paper 2	A	A	A	A	M ²	M ¹	A	A	A	A	3
14.	Consumer Studies	A	A	A	L ³	M ³	A	M ¹	A	A	M ²	3
15.	Dance Studies	M ⁵	A	A	M ¹	M ¹	M ²	A	M ¹	A	A	3
16.	Design	A	A	A	M ¹	M ²	M ¹	A	A	M ¹	A	2
17.	Dramatic Arts	M ³	A	A	A	L ³	M ¹	A	A	L ³	A	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
18.	Economics	M ²	M ¹	A	M ²	M ⁴	A	A	M ¹	M ⁴	M ⁵	3
19.	Engineering Graphics and Design Paper 1	M ³	M ¹	M ¹	L ³	A	M ²	M ¹	M ¹	L ⁴	L ⁶	4
20.	Engineering Graphics and Design Paper 2	M ¹	M ¹	M ²	A	A	M ¹	L ²	M ¹	M ²	M ²	3
21.	English FAL Paper 1	M ²	A	M ¹	M ²	M ¹	M ¹	A	M ¹	M ¹	M ²	3
22.	English FAL Paper 2	M ¹	A	A	A	M ¹	M ¹	A	A	M ¹	A	3
23.	English HL Paper 1	A	A	A	A	M ⁴	A	A	M ¹	M ⁴	L ⁶	2
24.	English HL Paper 2	A	A	A	A	A	A	A	A	A	M ³	3
25.	French SAL Paper 1	M ¹	A	A	M ²	M ¹	M ¹	A	A	M ¹	M ³	4
26.	French SAL Paper 2	M ¹	A	A	A	A	M ¹	A	A	A	A	2
27.	Geography Paper 1	M ²	M ¹	L ⁴	M ³	L ⁷	A	A	A	L ⁵	L ⁸	3
28.	Geography Paper 2	M ²	A	A	A	M ²	A	A	A	M ¹	M ¹	2
29.	German SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
30.	German SAL Paper 2	A	A	A	A	A	M ¹	A	A	A	A	3
31.	Hindi FAL Paper 1	A	A	A	A	A	M ²	A	A	A	A	3
32.	Hindi FAL Paper 2	M ¹	A	A	A	M ¹	M ¹	A	A	A	A	3
33.	Hindi FAL Paper 3	A	A	A	A	A	M ¹	A	A	A	A	2
34.	Hindi SAL Paper 1	A	A	A	A	A	M ¹	A	A	A	A	2
35.	Hindi SAL Paper 2	A	A	A	A	M ¹	A	A	M ¹	A	A	3
36.	History Paper 1	A	A	A	A	A	A	A	A	A	A	1
37.	History Paper 2	M ¹	A	A	M ¹	M ¹	A	A	A	M ¹	M ¹	3
38.	Hospitality Studies	A	A	A	A	M ³	A	A	A	M ¹	A	2
39.	Information Technology Paper 1	M ²	A	M ¹	A	A	M ¹	A	A	A	A	2

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
40.	Information Technology Paper 2	L ⁸	M ¹	L ³	M ¹	M ⁵	M ³	A	L ²	L ⁶	L ⁴	4
41.	IsiXhosa FAL Paper 1	M ¹	A	A	A	M ¹	M ²	M ¹	A	M ²	A	3
42.	IsiXhosa FAL Paper 2	M ²	A	A	M ¹	M ⁷	A	A	L ²	L ⁸	L ⁵	3
43.	IsiZulu FAL Paper 1	A	M ¹	A	M ¹	M ¹	M ¹	A	M ¹	M ⁴	M ²	3
44.	IsiZulu FAL Paper 2	A	A	A	A	M ¹	M ¹	A	A	M ¹	M ³	3
45.	IsiZulu HL Paper 1	M ¹	M ¹	A	M ¹	M ²	A	A	M ¹	M ⁴	L ⁶	3
46.	IsiZulu HL Paper 2	M ¹	A	A	A	M ²	A	A	M ¹	M ⁴	L ⁶	3
47.	Italian SAL Paper 1	M ³	A	A	A	M ⁵	L ⁴	A	M ¹	M ²	A	2
48.	Italian SAL Paper 2	M ²	A	A	M ¹	M ²	M ¹	A	A	M ¹	A	2
49.	Life Sciences Paper 1	M ²	A	M ¹	M ¹	M ¹	A	A	M ¹	M ¹	L ⁵	3
50.	Life Sciences Paper 2	M ³	A	A	M ¹	M ³	M ¹	A	M ¹	M ³	M ³	3
51.	Mandarin SAL Paper 1	M ²	M ¹	A	A	M ³	A	A	A	M ¹	M ¹	3
52.	Mandarin SAL Paper 2	M ¹	A	A	A	A	A	A	A	A	A	3
53.	Maritime Economics	M ¹	A	A	A	M ¹	M ¹	A	A	M ¹	A	2
54.	Marine Sciences Paper 1	M ³	M ¹	A	M ¹	M ³	A	A	A	M ¹	A	2
55.	Marine Sciences Paper 2	A	A	M ³	M ⁶	M ¹	A	A	M ¹	L ⁴	L ⁴	3
56.	Mathematical Literacy Paper 1	M ⁴	M ¹	L ³	M ³	L ⁸	M ³	A	A	M ¹	L ⁸	4
57.	Mathematical Literacy Paper 2	A	A	L ³	A	M ⁶	A	A	A	A	A	3
58.	Mathematics Paper 1	M ¹	A	A	A	A	A	A	A	A	A	2
59.	Mathematics Paper 2	A	A	A	A	A	A	A	A	M ¹	A	2
60.	Music Paper 1	M ⁴	A	A	A	M ⁴	M ¹	A	M ¹	M ⁴	A	3
61.	Music Paper 2	M ⁴	M ¹	L ⁴	M ²	L ⁶	M ¹	M ¹	A	M ²	L ⁷	4

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
62.	Nautical Science Paper 1	M ¹	A	M ²	M ¹	M ³	M ¹	A	M ¹	A	A	3
63.	Nautical Science Paper 2	A	A	A	M ¹	M ¹	A	A	M ¹	A	A	2
64.	Physical Sciences Paper 1	A	A	A	M ¹	M ¹	A	L ²	M ¹	L ⁵	L ⁶	4
65.	Physical Sciences Paper 2	M ³	M ¹	A	M ²	M ³	M ²	A	A	A	A	3
66.	Portuguese SAL Paper 1	M ¹	A	A	A	M ¹	A	A	A	A	A	2
67.	Portuguese SAL Paper 2	M ¹	A	A	A	A	A	A	A	A	A	3
68.	Sepedi FAL Paper 1	M ¹	M ¹	N ⁵	N ⁵	L ⁸	M ¹	N ³	A	A	N ⁹	4
69.	Sepedi FAL Paper 2	A	M ¹	L ⁴	M ¹	M ¹	A	N ³	A	A	L ⁶	4
70.	Sepedi HL Paper 1	M ²	A	L ⁵	M ³	M ²	M ¹	A	A	M ²	M ⁷	3
71.	Sepedi HL Paper 2	M ³	A	A	A	M ¹	M ¹	A	A	M ²	M ⁶	3
72.	Sesotho FAL Paper 1	M ²	M ¹	A	M ⁴	M ⁶	M ¹	M ¹	L ²	L ⁶	M ³	3
73.	Sesotho FAL Paper 2	L ³	L ¹	L ¹	L ³	L ⁹	L ²	L ²	L ²	L ⁶	L ⁶	3
74.	Sesotho HL Paper 1	M ³	M ¹	L ⁵	N ³	M ⁵	M ¹	M ¹	M ¹	L ⁵	N ⁸	4
75.	Sesotho HL Paper 2	M ²	M ¹	M ³	M ²	A	A	A	A	A	M ⁴	3
76.	Setswana FAL Paper 1	A	M ¹	A	A	A	M ²	A	A	M ¹	M ³	3
77.	Setswana FAL Paper 2	M ¹	A	M ²	M ³	M ¹	A	L ²	M ¹	M ¹	L ⁷	2
78.	SiSwati FAL Paper 1	A	A	M ¹	A	M ⁴	A	A	A	M ³	M ¹	3
79.	SiSwati FAL Paper 2	M ²	A	A	A	M ⁵	M ¹	A	A	M ¹	M ²	3
80.	Spanish SAL Paper 1	M ¹	A	A	A	A	A	A	A	M ¹	A	2
81.	Spanish SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
82.	Tamil SAL Paper 1	M ¹	A	A	M ¹	M ¹	M ¹	A	A	M ¹	M ²	3

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
83.	Tamil SAL Paper 2	M ¹	A	A	M ¹	M ¹	M ¹	A	A	M ²	M ¹	3
84.	Tourism	M ¹	A	M ¹	A	M ²	L ²	A	M ¹	M ³	A	3
85.	Urdu SAL Paper 1	M ²	A	A	A	A	M ¹	A	A	M ¹	A	3
86.	Urdu SAL Paper 2	M ³	A	A	A	M ¹	M ¹	A	A	A	A	3
87.	Visual Arts Paper 1	M ⁴	A	A	A	M ²	M ²	A	A	A	A	3
88.	Xitsonga FAL Paper 1	M ³	A	M ¹	A	M ¹	A	A	M ¹	M ²	A	3
89.	Xitsonga FAL Paper 2	M ¹	A	A	A	A	A	A	A	A	A	3

KEY:

CRITERIA FOR MODERATION

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

COMPLIANCE

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

M_x, L_x, N_x: x = number of quality indicators not complied with

GENERAL REMARKS

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

Annexure 1B: List of question papers and marking guidelines that were not compliant with some quality indicators at first moderation

PART A: MODERATION OF QUESTION PAPERS

CRITERION 1: TECHNICAL CRITERIA

Quality indicators	Question papers not compliant
<p>1.1 The question paper is complete with its backup question paper, analysis grid(s), marking guidelines, relevant answer sheets, and formula sheets/addenda.</p>	<ol style="list-style-type: none"> 1. Afrikaans First Additional Language (FAL) Paper 2 2. Agricultural Sciences Paper 1 3. Dance Studies 4. Dramatic Arts 5. French Second Additional Language (SAL) Paper 1 6. IsiXhosa FAL Paper 2 7. IsiZulu Home Language (HL) Paper 1 8. IsiZulu HL Paper 2 9. Information Technology Paper 1 10. Information Technology Paper 2 11. Life Sciences Paper 1 12. Marine Sciences Paper 1 13. Maritime Economics 14. Music Paper 2 15. Nautical Science Paper 1 16. Physical Science Paper 2 17. Portuguese SAL Paper 2 18. Sepedi FAL Paper 1 19. Sepedi HL Paper 1 20. Sesotho HL Paper 1 21. Sesotho HL Paper 2 22. Tamil SAL Paper 1 23. Tamil SAL Paper 2 24. Urdu SAL Paper 1 25. Urdu SAL Paper 2 26. Visual Arts
<p>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.</p>	<ol style="list-style-type: none"> 1. Marine Sciences Paper 1 2. Sepedi HL Paper 1 3. Sepedi HL Paper 2

Quality indicators	Question papers not compliant
1.3 The instructions to candidates are clear and unambiguous.	<ol style="list-style-type: none"> 1. Business Studies 2. Computer Applications Technology (CAT) Paper 1 3. Dance Studies 4. Design 5. Dramatic Arts 6. Engineering Graphics and Design (EGD) Paper 1 7. EGD Paper 2 8. English FAL Paper 1 9. English FAL Paper 2 10. Geography Paper 2 11. IsiXhosa FAL Paper 2 12. Information Technology Paper 1 13. Information Technology Paper 2 14. Italian SAL Paper 1 15. Italian SAL Paper 2 16. Life Sciences Paper 2 17. Music Paper 1 18. Physical Science Paper 2 19. Sesotho FAL Paper 1 20. Sesotho FAL Paper 2 21. Siswati FAL Paper 2 22. Spanish SAL Paper 1 23. Visual Arts 24. Xitsonga FAL Paper 1
1.4 The layout of the paper is uncluttered and reader friendly.	<ol style="list-style-type: none"> 1. Business Studies 2. Dance Studies 3. Economics 4. EGD Paper 1 5. Information Technology Paper 2 6. Italian SAL Paper 1 7. Italian SAL Paper 2 8. Mandarin SAL Paper 1 9. Mathematics Literacy Paper 1 10. Music Paper 2 11. Xitsonga FAL Paper 1
1.5 The questions are correctly numbered.	<ol style="list-style-type: none"> 1. Hindi FAL Paper 2 2. History Paper 2 3. IsiXhosa FAL Paper 1 4. Information Technology Paper 2 5. Italian SAL Paper 1 6. Sepedi HL Paper 2 7. Xitsonga FAL Paper 2
1.6 The pages are correctly numbered.	1. Xitsonga FAL Paper 1
1.7 The headers and footers on each page are consistent and adhere to the required format.	None

Quality indicators	Question papers not compliant
1.8 Appropriate fonts are used throughout the paper.	<ol style="list-style-type: none"> 1. Afrikaans HL Paper 2 2. Information Technology Paper 2 3. Life Sciences Paper 2 4. Mandarin SAL Paper 1 5. Marine Sciences Paper 1 6. Mathematics Literacy Paper 1 7. Music Paper 1 8. Urdu SAL Paper 1 9. Urdu SAL Paper 2
1.9 Mark allocations are clearly indicated.	<ol style="list-style-type: none"> 1. Business Studies 2. Dance Studies 3. English FAL P1 4. Information Technology Paper 2 5. Music Paper 1 6. Physical Science Paper 2
1.10 The question paper can be completed in the time allocated.	<ol style="list-style-type: none"> 1. Life Sciences Paper 1 2. Sesotho FAL Paper 1 3. Sesotho FAL Paper 2 4. Setswana FAL Paper 2
1.11 The quality of drawings, illustrations, graphs, tables, etc. is appropriate, clear, error free and print ready.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Arabic SAL Paper 1 3. Dance Studies 4. Economics 5. EGD Paper 1 6. French SAL Paper 2 7. Geography Paper 1 8. Geography Paper 2 9. Information Technology Paper 2 10. Life Sciences Paper 2 11. Mathematics Literacy Paper 1 12. Music Paper 1 13. Music Paper 2 14. Portuguese SAL Paper 1 15. Sesotho HL Paper 1 16. Siswati FAL Paper 2 17. Tourism 18. Urdu SAL Paper 2 19. Visual Arts
1.12 The question paper adheres to the format requirements in the Subject Assessment Guideline (SAG) and other assessment frameworks.	<ol style="list-style-type: none"> 1. Geography Paper 1 2. Information Technology Paper 2 3. Mathematics Literacy Paper 1 4. Music Paper 2 5. Sepedi HL Paper 2 6. Sesotho FAL Paper 2 7. Sesotho HL Paper 1 8. Sesotho HL Paper 2

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 is given to the external moderator(s)).	<ol style="list-style-type: none"> 1. Agricultural Sciences Paper 1 2. Music Paper 2
2.2 The quality, standard and relevance of the inputs from the internal moderator are appropriate.	<ol style="list-style-type: none"> 1. Business Studies 2. Economics 3. EGD Paper 1 4. EGD Paper 2 5. Geography Paper 1 6. isiZulu FAL Paper 1 7. isiZulu HL Paper 1 8. Information Technology Paper 2 9. Mathematics Literacy Paper 1 10. Physical Sciences Paper 2 11. Sepedi FAL Paper 1 12. Sepedi FAL Paper 2 13. Sesotho FAL Paper 1 14. Sesotho FAL Paper 2 15. Sesotho HL Paper 1 16. Sesotho HL Paper 2 17. Setswana FAL Paper 1
2.3 There is evidence that the internal moderator's recommendations have been addressed.	<ol style="list-style-type: none"> 1. Mandarin SAL Paper 1 2. Marine Sciences Paper 1

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"> 1. Business Studies 2. Sepedi HL Paper 1 3. Visual Arts 4. Xitsonga FAL Paper 1
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"> 1. EGD Paper 1 2. Geography Paper 1 3. Information Technology Paper 2 4. Life Sciences Paper 1 5. Marine Sciences Paper 1 6. Mathematics Literacy Paper 1 7. Mathematical Literacy Paper 2 8. Music Paper 2 9. Sepedi FAL Paper 1 10. Sepedi FAL Paper 2 11. Sepedi HL Paper 1 12. Sesotho HL Paper 1 13. Sesotho HL Paper 2 14. Setswana FAL Paper 2

Quality indicators	Question papers not compliant
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"> 1. English FAL P1 2. Geography Paper 1 3. Mathematical Literacy Paper 1 4. Music Paper 2 5. Sepedi FAL Paper 1 6. Sepedi FAL Paper 2 7. Sepedi HL Paper 1 8. Sesotho HL Paper 1 9. Sesotho HL Paper 2
3.4 The skills/topics/themes and concepts are appropriately linked and integrated.	<ol style="list-style-type: none"> 1. Geography Paper 1 2. Information Technology Paper 2 3. Marine Sciences Paper 2 4. Mathematics Literacy Paper 2 5. Sepedi FAL Paper 1 6. Sepedi FAL Paper 2 7. Sepedi HL Paper 1 8. Sesotho FAL Paper 2 9. Sesotho HL Paper 1
3.5 The questions are representative of the latest developments in this subject.	<ol style="list-style-type: none"> 1. EGD Paper 2 2. Marine Sciences Paper 2 3. Music Paper 2 4. Nautical Science Paper 1 5. Sepedi FAL Paper 1 6. Sepedi FAL Paper 2 7. Sepedi HL Paper 1 8. Sesotho HL Paper 1 9. Sesotho HL Paper 2 10. Setswana FAL Paper 2
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"> 1. EGD Paper 2 2. Geography Paper 1 3. Information Technology Paper 2 4. Mathematics Literacy Paper 1 5. Music Paper 2 6. Sepedi FAL Paper 1 7. Sesotho HL Paper 1 8. Siswati FAL Paper 1 9. Tourism

CRITERION 4: COGNITIVE SKILLS

Quality indicators	Question papers not compliant
4.1 The analysis grid clearly shows the cognitive level of each question/sub-question.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. Design 3. English FAL P1 4. Marine Sciences Paper 2 5. Mathematics Literacy Paper 1 6. Sepedi HL Paper 1 7. Sepedi FAL Paper 1 8. Sesotho FAL Paper 1
4.2 There is an appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other relevant taxonomy that may have been used).	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Afrikaans FAL Paper 2 3. Consumer Studies 4. Dance Studies 5. Economics 6. EGD Paper 1 7. English FAL P1 8. French SAL Paper 1 9. Geography Paper 1 10. isiZulu FAL Paper 1 11. isiZulu HL Paper 1 12. Information Technology Paper 2 13. Life Sciences Paper 1 14. Marine Sciences Paper 2 15. Music Paper 2 16. Physical Sciences Paper 1 17. Sepedi FAL Paper 1 18. Sepedi FAL Paper 2 19. Sepedi HL Paper 1 20. Sesotho FAL Paper 1 21. Sesotho HL Paper 1 22. Tamil SAL Paper 1 23. Tamil SAL Paper 2
4.3 Choice of questions are of an equal level of difficulty.	<ol style="list-style-type: none"> 1. EGD Paper 1 2. Italian SAL Paper 2 3. Sesotho HL Paper 2 4. Setswana FAL Paper 2
4.4 The question paper provides opportunities to assess the candidates	
4.4.1 reason	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Sepedi FAL Paper 1
4.4.2 communicate	None
4.4.3 translate verbal to symbolic forms	None
4.4.4 convert visual evidence into written responses;	None
4.4.5 compare and contrast	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Sepedi HL Paper 1 3. Setswana FAL Paper 2
4.4.6 identify causal relationships	1. Marine Sciences Paper 2

Quality indicators	Question papers not compliant
4.4.7 present arguments clearly and	<ol style="list-style-type: none"> Accounting Paper 2 Consumer Studies Marine Sciences Paper 2 Sepedi FAL Paper 1 Sesotho FAL Paper 2 Sesotho HL Paper 1 Sesotho HL Paper 2 Setswana FAL Paper 2
4.4.8 provide creative responses	<ol style="list-style-type: none"> Accounting Paper 2 Sepedi FAL Paper 1
4.5 The degree of difficulty is not unintentionally increased by the inclusion of irrelevant information.	<ol style="list-style-type: none"> Geography Paper 1 Life Sciences Paper 2 Marine Sciences Paper 1 Marine Sciences Paper 2 Mathematics Literacy Paper 1 Music Paper 2 Nautical Science Paper 1 Nautical Science Paper 2 Physical Sciences Paper 2 Sesotho FAL Paper 1 Sesotho FAL Paper 2
4.6 There is a correlation between mark allocation, cognitive level, degree of difficulty and time allocation.	<ol style="list-style-type: none"> Accounting Paper 2 CAT Paper 1 Economics EGD Paper 1 French SAL Paper 1 Geography Paper 1 IsiXhosa FAL Paper 2 Mathematics Literacy Paper 1 Sepedi FAL Paper 1 Sesotho FAL Paper 1 Sesotho FAL Paper 2 Sesotho HL Paper 1

CRITERION 5: TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS

Quality indicators	Question papers not compliant
5.1 The question paper includes questions of various types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions.	<ol style="list-style-type: none"> Consumer Studies Music Paper 2 Sepedi HL Paper 2 Setswana FAL Paper 2 Siswati FAL Paper 1 Siswati FAL Paper 2
Selection of texts (prose, visual, graphs, tables, etc.)	
The source material (i.e. prose text, visual, drawing, illustration, example, table, graph):	
5.2.1 is subject specific;	<ol style="list-style-type: none"> Mathematics Literacy Paper 1 Mathematics Literacy Paper 2

Quality indicators	Question papers not compliant
5.2.2 is of an appropriate length;	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. English HL Paper 1 3. Geography Paper 1 4. Italian SAL Paper 1 5. Music Paper 1 6. Sesotho FAL Paper 1 7. Sesotho FAL Paper 2 8. Sesotho HL Paper 1 9. Siswati FAL Paper 1
5.2.3 Is functional, relevant and appropriate;	<ol style="list-style-type: none"> 1. Arabic SAL Paper 1 2. Geography Paper 1 3. Information Technology Paper 2 4. Mathematics Literacy Paper 1 5. Mathematics Literacy Paper 2 6. Music Paper 2 7. Sepedi FAL Paper 1 8. Siswati FAL Paper 2
5.2.4 allows for the testing of skills; and	<ol style="list-style-type: none"> 1. Music Paper 2 2. Sepedi FAL Paper 1 3. Sesotho FAL Paper 1 4. Sesotho FAL Paper 2 5. Sesotho HL Paper 1
5.2.5 generates questions across the cognitive levels.	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Consumer Studies 3. Music Paper 2 4. Sepedi FAL Paper 1 5. Sesotho FAL Paper 1
Quality of questions	
5.3.1 The questions relate to what is pertinent in the subject.	<ol style="list-style-type: none"> 1. Sepedi FAL Paper 2 2. Geography Paper 1 3. IsiXhosa FAL Paper 2 4. Mathematics Literacy Paper 1 5. Mathematics Literacy Paper 2 6. Nautical Science Paper 1 7. Nautical Science Paper 2 8. Sepedi FAL Paper 1 9. Sesotho FAL Paper 2 10. Sesotho HL Paper 1

Quality indicators	Question papers not compliant
<p>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.</p>	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Arabic SAL Paper 1 5. Business Studies 6. CAT Paper 1 7. CAT Paper 2 8. Design 9. Dramatic Arts 10. Economics 11. English HL Paper 1 12. Geography Paper 1 13. Hindi FAL Paper 2 14. Hindi SAL Paper 2 15. IsiXhosa FAL Paper 2 16. IsiZulu FAL Paper 2 17. IsiZulu HL Paper 1 18. IsiZulu HL Paper 2 19. Information Technology Paper 2 20. Italian SAL Paper 2 21. Life Sciences Paper 2 22. Marine Sciences Paper 1 23. Mathematics Literacy Paper 1 24. Music Paper 1 25. Physical Sciences Paper 2 26. Sepedi FAL Paper 1 27. Sesotho HL Paper 1 28. Siswati FAL Paper 2 29. Tamil SAL Paper 1 30. Urdu SAL Paper 2

Quality indicators	Question papers not compliant
5.3.3 The questions provide clear instructional key words/verbs.	<ol style="list-style-type: none"> 1. Business Studies 2. CAT Paper 1 3. Consumer Studies 4. Dance 5. Economics 6. English FAL Paper 1 7. English FAL Paper 2 8. Information Technology Paper 2 9. IsiXhosa FAL Paper 1 10. IsiXhosa FAL Paper 2 11. Life Sciences Paper 1 12. Mathematics Literacy Paper 1 13. Mathematics Literacy Paper 2 14. Physical Sciences Paper 2 15. Sepedi HL Paper 1 16. Sesotho FAL Paper 1 17. Sesotho HL Paper 1 18. Siswati FAL Paper 1 19. Siswati FAL Paper 2 20. Visual Arts 21. Xitsonga FAL Paper 1
5.3.4 The questions contain sufficient information to elicit appropriate responses.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Business Studies 3. English HL Paper 1 4. Geography Paper 1 5. IsiXhosa FAL Paper 2 6. IsiZulu HL Paper 1 7. IsiZulu HL Paper 2 8. Italian SAL Paper 1 9. Italian SAL Paper 2 10. Mandarin SAL Paper 1 11. Mathematics Literacy Paper 1 12. Music Paper 1 13. Nautical Science Paper 1 14. Sesotho FAL Paper 2 15. Siswati FAL Paper 1 16. Tamil SAL Paper 2 17. Tourism

Quality indicators	Question papers not compliant
5.3.5 There are no factual errors or misleading information in the questions.	<ol style="list-style-type: none"> 1. Business Studies 2. Design 3. Dramatic Arts 4. Economics 5. English HL Paper 1 6. Geography Paper 1 7. Geography Paper 2 8. isiXhosa FAL Paper 2 9. isiZulu FAL Paper 1 10. Information Technology Paper 2 11. Life Sciences Paper 2 12. Mandarin SAL Paper 1 13. Maritime Economics 14. Mathematics Literacy Paper 1 15. Music Paper 1 16. Music Paper 2 17. Nautical Science Paper 1 18. Portuguese SAL Paper 1 19. Sesotho FAL Paper 2
5.3.6 There are no double negatives in the questions/ the questions are not formulated in unnecessarily negative terms.	<ol style="list-style-type: none"> 1. Sesotho FAL Paper 1 2. Sesotho FAL Paper 2 3. Siswati FAL Paper 2
5.3.7 References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs, are relevant and correct.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. Economics 3. Geography Paper 1 4. Information Technology Paper 2 5. Life Sciences Paper 2 6. Marine Sciences Paper 1 7. Marine Sciences Paper 2 8. Mathematics Literacy Paper 2 9. Music Paper 2 10. Sepedi FAL Paper 1 11. Sepedi HL Paper 1 12. Sesotho FAL Paper 1 13. Sesotho FAL Paper 2
5.3.8 One question does not suggest the answer to another question.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Business Studies 4. Dramatic Arts 5. Hospitality Studies 6. isiXhosa FAL Paper 2 7. Marine Sciences Paper 1 8. Mathematics Literacy Paper 1 9. Physical Sciences Paper 2 10. Sesotho FAL Paper 2

Quality indicators	Question papers not compliant
5.3.9 One question does not overlap with another question.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. CAT Paper 2 3. isiXhosa FAL Paper 2 4. Italian SAL Paper 1 5. Sesotho FAL Paper 2 6. Tourism
Multiple-choice questions (where applicable)	
5.4.1 The options follow grammatically from the stem.	None
5.4.2 The options are free from logical cues that make one of the options an obvious choice.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. French SAL Paper 1 3. Geography Paper 2 4. Italian SAL Paper 1 5. Mandarin SAL Paper 1 6. Sepedi FAL Paper 1
5.4.3 The options are free from such absolute terms such as “always” or “never”.	None
5.4.4 All the options are of approximately the same length, with the correct answer not being longer, more specific or more complete than other options.	<ol style="list-style-type: none"> 1. Hospitality Studies 2. Italian SAL Paper 1 3. Sepedi FAL Paper 1
5.4.5 A word or phrase in the stem is not repeated in the correct answer.	<ol style="list-style-type: none"> 1. Business Studies 2. Hospitality Studies
5.4.6 The correct answer does not include elements in common with other options.	<ol style="list-style-type: none"> 1. Physical Sciences Paper 1

CRITERION 6: LANGUAGE AND BIAS

Quality indicators	Question papers not compliant
6.1 Subject terminology/data are used correctly.	<ol style="list-style-type: none"> 1. Dramatic Arts 2. Information Technology Paper 2 3. Italian SAL Paper 1 4. Mathematics Literacy Paper 1
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"> 1. Afrikaans FAL Paper 1 2. Italian SAL Paper 1

Quality indicators	Question papers not compliant
<p>6.3 There are no subtleties in the grammar that might create confusion.</p>	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Agricultural Sciences Paper 1 5. Business Studies 6. EGD Paper 1 7. English FAL P1 8. English FAL Paper 2 9. Hindi FAL Paper 1 10. Hindi FAL Paper 2 11. Information Technology Paper 2 12. Life Sciences Paper 2 13. Maritime Economics 14. Mathematics Literacy Paper 1 15. Music Paper 1 16. Physical Sciences Paper 2 17. Sesotho FAL Paper 2 18. Sesotho HL Paper 1 19. Setswana FAL Paper 1 20. Siswati FAL Paper 2 21. Tamil SAL Paper 1 22. Tamil SAL Paper 2 23. Tourism 24. Visual Arts

Quality indicators	Question papers not compliant
6.4 The language used in the question paper is grammatically correct.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Agricultural Management Practice 5. Arabic SAL Paper 2 6. CAT Paper 1 7. Design 8. EGD Paper 1 9. EGD Paper 2 10. German SAL Paper 2 11. Hindi FAL Paper 1 12. Hindi SAL Paper 1 13. isiXhosa FAL Paper 1 14. isiZulu FAL Paper 1 15. isiZulu FAL Paper 2 16. Information Technology Paper 1 17. Information Technology Paper 2 18. Italian SAL Paper 1 19. Italian SAL Paper 2 20. Mathematics Literacy Paper 1 21. Nautical Science Paper 1 22. Sesotho FAL Paper 1 23. Sesotho FAL Paper 2 24. Setswana FAL Paper 1 25. Urdu SAL Paper 1 26. Urdu SAL Paper 2
6.5 The questions do not contain overly complicated syntax.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Dance Studies 5. French SAL Paper 1 6. isiXhosa FAL Paper 1 7. Italian SAL Paper 1 8. Physical Sciences Paper 2 9. Tourism 10. Visual Arts
6.6 Foreign names, terms, and jargon are accompanied by a glossary.	None
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"> 1. CAT Paper 2 2. Dance Studies 3. Music Paper 2 4. Sepedi FAL Paper 1 5. Sepedi HL Paper 1 6. Sepedi HL Paper 2
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 identified or predicted.	<ol style="list-style-type: none"> 1. Consumer Studies 2. Sepedi FAL Paper 2 3. EGD Paper 2 4. Physical Sciences Paper 1 5. Sepedi FAL Paper 1 6. Sesotho FAL Paper 2 7. Setswana FAL Paper 2
7.2 There is no verbatim repetition ("cut and paste") of questions from the previous three years' question papers.	<ol style="list-style-type: none"> 1. Sepedi FAL Paper 1 2. Sepedi FAL Paper 2 3. EGD Paper 2 4. isiXhosa FAL Paper 1
7.3 The paper contains an appropriate degree of innovation.	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Sepedi FAL Paper 2 3. EGD Paper 1 4. Music Paper 2 5. Physical Sciences Paper 1 6. Sepedi FAL Paper 1 7. Sesotho FAL Paper 1 8. Sesotho FAL Paper 2 9. Sesotho HL Paper 1 10. Setswana FAL Paper 2

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"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Business Studies 4. EGD Paper 1 5. English HL Paper 1 6. Hindi SAL Paper 2 7. IsiXhosa FAL Paper 2 8. IsiZulu FAL Paper 1 9. Information Technology Paper 2 10. Life Sciences Paper 2 11. Marine Sciences Paper 2 12. Nautical Science Paper 2 13. Physical Sciences Paper 1 14. Sesotho FAL Paper 1 15. Sesotho FAL Paper 2 16. Xitsonga FAL Paper 1

Quality indicators	Question papers not compliant
8.2 The memo/marking guideline matches the command words in the questions.	<ol style="list-style-type: none"> 1. Dance Studies 2. Economics 3. isiXhosa FAL Paper 2 4. isiZulu HL Paper 1 5. isiZulu HL Paper 2 6. Life Sciences Paper 1 7. Nautical Science Paper 1 8. Sesotho FAL Paper 1 9. Sesotho FAL Paper 2 10. Sesotho HL Paper 1 11. Setswana FAL Paper 2
8.3 The marks for each (sub-) question shown in the memo/marking guideline correspond with those shown in the question paper.	<ol style="list-style-type: none"> 1. Arabic SAL Paper 1 2. EGD Paper 2 3. English FAL P1 4. Information Technology Paper 2 5. Italian SAL Paper 1 6. Music Paper 1 7. Tourism

CRITERION 9: ACCURACY AND RELIABILITY OF MARKING GUIDELINE

Quality indicators	Question papers not compliant
9.1 The answers in the marking guideline are all correct in terms of the subject matter.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Business Studies 4. Dramatic Arts 5. English HL Paper 1 6. Geography Paper 1 7. Geography Paper 2 8. isiXhosa FAL Paper 2 9. isiZulu FAL Paper 1 10. isiZulu HL Paper 1 11. isiZulu HL Paper 2 12. Information Technology Paper 2 13. Italian SAL Paper 1 14. Life Sciences Paper 1 15. Life Sciences Paper 2 16. Mandarin SAL Paper 1 17. Marine Sciences Paper 2 18. Maritime Economics 19. Mathematics Literacy Paper 1 20. Music Paper 1 21. Music Paper 2 22. Physical Sciences Paper 1 23. Sepedi HL Paper 1 24. Sepedi HL Paper 2 25. Sesotho FAL Paper 1 26. Tamil SAL Paper 1 27. Tourism

Quality indicators	Question papers not compliant
<p>9.2 The marking guideline does not contain typographical errors or errors in language.</p>	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Accounting Paper 2 3. Afrikaans FAL Paper 1 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Agricultural Management Practice 7. Design 8. Dramatic Arts 9. English FAL Paper 1 10. English HL Paper 1 11. Geography Paper 1 12. IsiXhosa FAL Paper 1 13. IsiXhosa FAL Paper 2 14. isiZulu FAL Paper 1 15. isiZulu FAL Paper 2 16. isiZulu HL Paper 1 17. isiZulu HL Paper 2 18. Information Technology Paper 2 19. Italian SAL Paper 2 20. Life Sciences Paper 2 21. Marine Sciences Paper 1 22. Marine Sciences Paper 2 23. Mathematics Paper 2 24. Music Paper 1 25. Music Paper 2 26. Physical Sciences Paper 1 27. Sepedi HL Paper 1 28. Sepedi HL Paper 2 29. Sesotho FAL Paper 1 30. Sesotho FAL Paper 2 31. Sesotho HL Paper 1 32. Setswana FAL Paper 1 33. Siswati FAL Paper 1 34. Siswati FAL Paper 2 35. Spanish SAL Paper 1 36. Tamil SAL Paper 2 37. Tourism 38. Urdu SAL Paper 1 39. Xitsonga FAL Paper 1

Quality indicators	Question papers not compliant
9.3 The marking guideline is clearly laid out and facilitates marking.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. CAT Paper 1 3. Dramatic Arts 4. Economics 5. EGD Paper 1 6. EGD Paper 2 7. English HL Paper 1 8. Geography Paper 1 9. isiXhosa FAL Paper 1 10. isiXhosa FAL Paper 2 11. isiZulu FAL Paper 1 12. isiZulu HL Paper 1 13. isiZulu HL Paper 2 14. Information Technology Paper 2 15. Marine Sciences Paper 2 16. Physical Sciences Paper 1 17. Sesotho FAL Paper 1 18. Sesotho FAL Paper 2 19. Sesotho HL Paper 1 20. Setswana FAL Paper 2 21. Tamil SAL Paper 2 22. Xitsonga FAL Paper 1
9.4 The marking guideline is complete, showing mark allocation and mark distribution in each of the questions.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. Business Studies 3. Economics 4. Life Sciences Paper 2 5. Marine Sciences Paper 2 6. Tourism
9.5 The marking guideline encourages an appropriate spread of marks in an answer.	<ol style="list-style-type: none"> 1. Economics 2. EGD Paper 1 3. isiXhosa FAL Paper 2 4. Information Technology Paper 2 5. Italian SAL Paper 1 6. Sesotho FAL Paper 2
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"> 1. EGD Paper 1 2. French SAL Paper 1 3. isiXhosa FAL Paper 2 4. Sesotho FAL Paper 1 5. Sesotho HL Paper 1
9.7 The marking guideline awards marks positively/ there is no negative marking.	<ol style="list-style-type: none"> 1. Hospitality Studies 2. isiXhosa FAL Paper 2 3. Sesotho FAL Paper 2

Quality indicators	Question papers not compliant
9.8 The marking guideline provides enough detail to ensure the reliability of marking.	<ol style="list-style-type: none"> 1. Economics 2. EGD Paper 1 3. EGD Paper 2 4. English FAL Paper 2 5. English HL Paper 1 6. Geography Paper 1 7. isiXhosa FAL Paper 2 8. isiZulu HL Paper 1 9. isiZulu HL Paper 2 10. Information Technology Paper 2 11. Music Paper 1 12. Physical Sciences Paper 1 13. Sesotho FAL Paper 1 14. Sesotho FAL Paper 2 15. Sesotho HL Paper 1 16. Siswati FAL Paper 1
9.9 The marking guideline makes allowance for relevant/correct alternative responses.	<ol style="list-style-type: none"> 1. Geography Paper 1 2. isiZulu FAL Paper 1 3. Information Technology Paper 2 4. Music Paper 1 5. Physical Sciences Paper 1 6. Sesotho HL Paper 1 7. Siswati FAL Paper 1 8. Xitsonga FAL Paper 1
9.10 The marking guideline uses rubrics where appropriate.	<ol style="list-style-type: none"> 1. isiXhosa FAL Paper 2 2. Sesotho FAL Paper 1 3. Sesotho FAL Paper 2

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"> 1. Sepedi FAL Paper 2 2. EGD Paper 1 3. Geography Paper 1 4. Life Sciences Paper 1 5. Mathematics Literacy Paper 1 6. Music Paper 2 7. Sepedi FAL Paper 1 8. Sesotho HL Paper 1 9. Sesotho HL Paper 2 10. Setswana FAL Paper 2

Quality indicators	Question papers not compliant
10.2 The question paper is fair, valid and reliable	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Agricultural Management Practice 6. Business Studies 7. Consumer Studies 8. Economics 9. EGD Paper 1 10. EGD Paper 2 11. English HL Paper 1 12. English HL Paper 2 13. French SAL Paper 1 14. Geography Paper 1 15. isiXhosa FAL Paper 2 16. isiZulu FAL Paper 1 17. isiZulu HL Paper 1 18. isiZulu HL Paper 2 19. Information Technology Paper 2 20. Life Sciences Paper 2 21. Marine Sciences Paper 2 22. Mathematics Literacy Paper 1 23. Music Paper 2 24. Physical Sciences Paper 1 25. Sepedi FAL Paper 1 26. Sepedi FAL Paper 2 27. Sepedi HL Paper 1 28. Sepedi HL Paper 2 29. Sesotho FAL Paper 1 30. Sesotho FAL Paper 2 31. Sesotho HL Paper 1 32. Sesotho HL Paper 2 33. Setswana FAL Paper 1 34. Setswana FAL Paper 2 35. Siswati FAL Paper 2 36. Tamil SAL Paper 1 37. Tamil SAL Paper 2 38. Xitsonga FAL Paper 1

Quality indicators	Question papers not compliant
<p>10.3 The entire question paper comprehensively assesses the objectives of the CAPS and/or SAG and/or other applicable assessment frameworks.</p>	<ol style="list-style-type: none"> 1. EGD Paper 1 2. Geography Paper 1 3. Life Sciences Paper 1 4. Marine Sciences Paper 2 5. Mathematics Literacy Paper 1 6. Music Paper 2 7. Sepedi FAL Paper 1 8. Sepedi FAL Paper 2 9. Sepedi HL Paper 1 10. Sesotho HL Paper 1 11. Setswana FAL Paper 2
<p>10.4 The question paper is of the appropriate standard.</p>	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Economics 7. EGD Paper 1 8. English FAL P1 9. English HL Paper 1 10. English HL Paper 2 11. French SAL Paper 1 12. Geography Paper 1 13. IsiXhosa FAL Paper 2 14. IsiZulu FAL Paper 1 15. IsiZulu FAL Paper 2 16. IsiZulu HL Paper 1 17. IsiZulu HL Paper 2 18. Information Technology Paper 2 19. Life Sciences Paper 1 20. Marine Sciences Paper 2 21. Mathematics Literacy Paper 1 22. Music Paper 2 23. Physical Sciences Paper 1 24. Sepedi FAL Paper 1 25. Sepedi FAL Paper 2 26. Sepedi HL Paper 1 27. Sepedi HL Paper 2 28. Sesotho FAL Paper 2 29. Sesotho HL Paper 1 30. Sesotho HL Paper 2 31. Setswana FAL Paper 1 32. Xitsonga FAL Paper 1

Quality indicators	Question papers not compliant
10.5 The standard of the question paper compares favourably to previous years.	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Economics 4. English HL Paper 1 5. English HL Paper 2 6. Geography Paper 1 7. IsiZulu HL Paper 1 8. IsiZulu HL Paper 2 9. Life Sciences Paper 1 10. Mandarin SAL Paper 1 11. Mathematics Literacy Paper 1 12. Music Paper 2 13. Physical Sciences Paper 1 14. Sepedi FAL Paper 1 15. Sepedi FAL Paper 2 16. Sepedi HL Paper 1 17. Sepedi HL Paper 2 18. Sesotho FAL Paper 2 19. Sesotho HL Paper 1 20. Sesotho HL Paper 2

Quality indicators	Question papers not compliant
10.6 The marking guideline is fair, valid and reliable.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Agricultural Management Practice 5. Business Studies 6. Economics 7. EGD Paper 1 8. EGD Paper 2 9. English FAL Paper 1 10. English HL Paper 1 11. Geography Paper 1 12. Geography Paper 2 13. isiXhosa FAL Paper 2 14. isiZulu FAL Paper 2 15. isiZulu HL Paper 1 16. isiZulu HL Paper 2 17. Information Technology Paper 2 18. Life Sciences Paper 2 19. Marine Sciences Paper 2 20. Mathematics Literacy Paper 1 21. Music Paper 2 22. Physical Sciences Paper 1 23. Sepedi FAL Paper 1 24. Sepedi HL Paper 1 25. Sepedi HL Paper 2 26. Sesotho FAL Paper 1 27. Sesotho FAL Paper 2 28. Sesotho HL Paper 1 29. Setswana FAL Paper 2 30. Siswati FAL Paper 1 31. Siswati FAL Paper 2 32. Tamil SAL Paper 1 33. Xitsonga FAL Paper 1

Quality indicators	Question papers not compliant
10.7 The marking guideline is of the appropriate standard.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Economics 5. EGD Paper 1 6. English HL Paper 1 7. French SAL Paper 1 8. Geography Paper 1 9. IsiXhosa FAL Paper 2 10. IsiZulu FAL Paper 2 11. isiZulu HL Paper 1 12. isiZulu HL Paper 2 13. Information Technology Paper 2 14. Life Sciences Paper 2 15. Mathematics Literacy Paper 1 16. Physical Sciences Paper 1 17. Sepedi FAL Paper 1 18. Sepedi HL Paper 1 19. Sepedi HL Paper 2 20. Sesotho FAL Paper 1 21. Sesotho FAL Paper 2 22. Sesotho HL Paper 1 23. Setswana FAL Paper 2 24. Xitsonga FAL Paper 1
10.8 The standard of the marking guideline compares favourably with previous years.	<ol style="list-style-type: none"> 1. English HL Paper 1 2. Geography Paper 1 3. IsiXhosa FAL Paper 2 4. IsiZulu HL Paper 1 5. IsiZulu HL Paper 2 6. Life Sciences Paper 1 7. Mathematics Literacy Paper 1 8. Physical Sciences Paper 1 9. Sepedi FAL Paper 1 10. Sepedi HL Paper 1 11. Sepedi HL Paper 2 12. Sesotho FAL Paper 2 13. Sesotho HL Paper 1 14. Setswana FAL Paper 2
10.9 Skills, knowledge, attitudes and values are assessed.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Music Paper 2 3. Sepedi FAL Paper 1 4. Sepedi FAL Paper 2 5. Setswana FAL Paper 2

Annexure 2A: List of subjects and schools sampled for IEB SBA moderation for the November 2025 NSC examinations

No.	Subject	School
1.	Accounting	<ul style="list-style-type: none"> Blue Hills College Curro Midrand, Sagewood La Salle College Mindscape Education (Pty) Ltd Pinnacle College Copperleaf Reddford House The Hills
2.	Geography	<ul style="list-style-type: none"> Assumption Convent School Curro Private School, Hermanus Durban Girls' College Future Nation Schools Fleurhof Pinnacle College Founders Hill Richards Bay Christian School
3.	History	<ul style="list-style-type: none"> Abbotts College Centurion Ashton International College, Ballito Hatfield Christian School - Online Centre Praxis Education (Pty) Ltd Sandton Combined School St Mary's DSG, Pretoria
4.	Hospitality Studies	<ul style="list-style-type: none"> Curro Private School, Nelspruit Curro Serengeti Combined School Maragon Mooikloof Private School Mindscape Education (Pty) Ltd The Kings School, Robin Hills Waterberg Academy
5.	Life Orientation	<ul style="list-style-type: none"> Abbotts College; JHB South Abbotts College; Pretoria East Bridge House Centennial Schools Domino Servite School Grantleigh
6.	Mathematics	<ul style="list-style-type: none"> Brainline Montana Broadacres Academy High School Diocesan School for Girls Education Incorporated International School of South Africa Mos-Wereldwyd Aanlyn-Tuisskool
7.	Marine Sciences	<ul style="list-style-type: none"> Abbotts College, Rondebosch Curro Hillcrest High School Reddam House College, Constantia Southern Cross Schools St Dominic's Priory School Thomas More College

No.	Subject	School
8.	Tourism	<ul style="list-style-type: none"> • Abbots College Centurion • Curro Private School; Century City • Get Ahead College • Heronbridge College • Pinnacle College Kyalami • Waterstone College

Annexure 2B: List of subjects and schools sampled for IEB PAT moderation for the November 2025 NSC examinations

No.	Subject	School
1.	Information Technology	<ul style="list-style-type: none"> • Curro Langebaan Independent School • Curro Somerset West • Grantleigh • Maritzburg Christian School • St Dunstan's College • Steyn City School
2.	Dance Studies	<ul style="list-style-type: none"> • Ashton International College, Ballito • Crawford College, La Lucia • Grace Trinity School for Girls • Reddam House Umhlanga • Selly Park Secondary School • The Waldorf School at Rosemary Hill

Annexure 2C: List of subjects and schools sampled for IEB oral assessment moderation for the November 2025 NSC examinations

No.	Subject	School
1.	Afrikaans HL	<ul style="list-style-type: none"> • Curro Independent School, Mossel Bay • Eduplex • Futurum Akademie • Midstream College • Sonneveld Akademie • Teneo Education
2.	Sesotho FAL	<ul style="list-style-type: none"> • Curro Bloemfontein • Curro Online School • Kingsmead College • Roedean School (SA) • Sacred Heart College • St Dominic's College, Welkom

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

1.	Afrikaans First Additional Language Paper 1 and Paper 2
2.	Accounting Paper 1 and Paper 2
3.	Computer Applications Technology Theory
4.	Economics Theory
5.	Engineering Graphics and Design
6.	English Home Language Paper 1 and Paper 2
7.	Geography Paper 1 and Paper 2
8.	IsiXhosa First Additional Language Paper 1 and Paper 2
9.	Life Sciences Paper 1 and Paper 2
10.	Mathematical Literacy Paper 1 and Paper 2
11.	Physical Sciences Paper 1 and Paper 2

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

NO.	PROVINCE	EXAM CENTRE	DATE VISITED	SUBJECT WRITTEN
1.	Eastern Cape	Curro Westbrook Independent School	17/10/2025	Computer Applications Technology Paper 1
2.	Eastern Cape	Diocesan School for Girls	23/10/2025	Dramatic Arts
3.	Eastern Cape	Get Ahead College	03/11/2025	Mathematical Literacy Paper 1 Physical Sciences Paper 1
4.	Eastern Cape	IEB Designated Centre - Eastern Cape	18/11/2025	Consumer Studies
5.	Free State	St Andrew's School, Welkom	22/10/2025	History Paper 1
6.	Free State	St Dominic's College - Welkom	28/10/2025	Afrikaans Home / First Additional Language Paper 1
7.	Gauteng	Doxa Deo Edendale School	17/10/2025	Computer Applications Technology Paper 1
8.	Gauteng	Broadacres Academy High School	03/11/2025	Mathematical Literacy Paper 1 Physical Sciences Paper 1
9.	Gauteng	Centennial Schools	05/11/2025	History Paper 2
10.	Gauteng	Beweging vir Christelik Volkseie Onderwijs	06/11/2025	English Home / First Additional Language Paper 1
11.	Gauteng	The Bridge School Lonehill	07/11/2025	Business Studies
12.	Gauteng	The High School at Rosemary Hill (division of The Waldorf School)	10/11/2025	Mathematics Paper 2
13.	Gauteng	Star College Pretoria	17/11/2025	Mathematical Literacy Paper 2 Physical Sciences Paper 2

NO.	PROVINCE	EXAM CENTRE	DATE VISITED	SUBJECT WRITTEN
14.	KwaZulu-Natal	Creston College	28/10/2025	Afrikaans Home Language and First Additional Language P1 and Zulu First Additional Language P1
15.	KwaZulu-Natal	St Patrick's College, Kokstad	03/11/2025	Mathematical Literacy Paper 1 Physical Sciences Paper 1
16.	KwaZulu-Natal	The Wykeham Collegiate	05/11/2025	History Paper 2
17.	KwaZulu-Natal	Treverton College	07/11/2025	Business Studies
18.	KwaZulu-Natal	Grantleigh Schools	10/11/2025	Mathematics Paper 2
19.	KwaZulu-Natal	Curro Heritage House	17/11/2025	Mathematical Literacy Paper 2 Physical Sciences Paper 2
20.	Limpopo	Jabez Christian Academy	17/10/2025	Computer Applications Technology Paper 1
21.	Limpopo	Mokopane English Combined School	27/10/2025	Mathematics Paper 1
22.	Limpopo	Mitchell House	24/11/2025	Accounting Paper 2
23.	Mpumalanga	Curro Bankenveld	14/11/2025	Consumer Studies
24.	Mpumalanga	Uplands College	17/10/2025	Mathematical Literacy Paper 2 Physical Sciences Paper 2
25.	Mpumalanga	St Thomas Aquinas Combined School	24/11/2025	Accounting Paper 1
26.	North West	International School of South Africa	07/11/2025	Business Studies
27.	North West	Lebone II College of The Royal Bafokeng	12/11/2025	Geography Paper 2
28.	North West	Pecanwood College	17/11/2025	Mathematical Literacy Paper 2 Physical Sciences Paper 2
29.	Western Cape	Teneo Education - Online School	03/11/2025	Mathematical Literacy Paper 1 Physical Sciences Paper 1
30.	Western Cape	St Cyprian's School	12/11/2025	Geography Paper 1
NO.	Gauteng	MARKING CENTRES	DATE VISITED	SUBJECT MARKED
1.	Johannesburg	Crawford International College	5 /12/2025	All allocated per marking centre
2.		SAHETI School		
3.		St Benedict's College		
4.		St Stithians College		

Annexure 5B: List of examination centres implicated in non-compliance areas.

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRE IMPLICATED
Management of examination question papers	The delegation to collect examination question papers was not accompanied by the required authorisation letter.	<ul style="list-style-type: none"> The Wykeham Collegiate
Appointment of chief invigilators and invigilators training	Appointments for the delegated examination responsibilities are not formally documented in writing for the current examination.	<ul style="list-style-type: none"> IEB Designated Centre - Eastern Cape St Cyprian's School Doxa Deo Edendale School Pecanwood College
CRITERIA	NATURE OF NON-COMPLIANCE	CENTRE IMPLICATED
Management of invigilators' attendance	There was a failure to prepare and implement both the invigilation and relief timetables.	<ul style="list-style-type: none"> St Cyprian's School
Admission of Candidates to the examination venue	At three examination centres, candidates were not admitted into the examination room by invigilators 30 minutes before the scheduled start time.	<ul style="list-style-type: none"> The High School at Rosemary Hill The Wykeham Collegiate St Cyprian's School
	Failure to verify candidate identity documents and admission letters upon entry to the examination venue.	<ul style="list-style-type: none"> Curro Westbrook Independent School St Patrick's College, Kokstad The Wykeham Collegiate Jabez Christian Academy Curro Bankenveld International School of South Africa St Cyprian's School
	No seating plan available at one centre.	<ul style="list-style-type: none"> The High School at Rosemary Hill
Compliance with examination procedures	Failure to read the complete examination rules to candidates and distribute question papers on time in one centre.	<ul style="list-style-type: none"> The High School at Rosemary Hill
	Invigilators did not check the question paper for technical accuracy with the candidates before the examination began.	<ul style="list-style-type: none"> The Wykeham Collegiate
	Invigilators did not verify the information on the cover page of the answer book.	<ul style="list-style-type: none"> The Wykeham Collegiate The High School at Rosemary Hill
	An invigilator was not actively invigilating and was engaged in other activities.	<ul style="list-style-type: none"> Teneo Education-Online School
	A candidate was permitted to leave the examination room temporarily without an escort.	<ul style="list-style-type: none"> Broadacres Academy High School

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRE IMPLICATED
Management of examination question papers	The delegation to collect examination question papers was not accompanied by the required authorisation letter.	<ul style="list-style-type: none"> The Wykeham Collegiate
Handling of answer scripts	No official satchel was available to indicate the number of scripts packaged on the wrapper or for packaging purposes.	<ul style="list-style-type: none"> Mokopane English Combined School The High School at Rosemary Hill

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