



# Report on the Quality Assurance of the South African Comprehensive Assessment Institute (SACAI)



November  
**2025**



**National Senior  
Certificate Examination  
and Assessment**



Report on the Quality Assurance of  
the South African Comprehensive  
Assessment Institute (SACAI) November  
2025 National Senior Certificate (NSC)  
Examinations and Assessment

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## FOREWORD BY THE CHIEF EXECUTIVE OFFICER

The National Senior Certificate (NSC) examinations are a critical measure of the academic progress of learners in South Africa. As a gateway to further education, vocational training, and employment opportunities, these examinations play a crucial role in shaping the future of young South Africans. Umalusi, as the regulatory body responsible for quality assurance in general and further education and training, is committed to upholding the integrity and credibility of the NSC examinations, including those administered by the South African Comprehensive Assessment Institute (SACAI).

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

Through rigorous moderation, verification of the marking standards, and strict oversight of the examination process, Umalusi ensured that each quality assurance process complied with safeguarding policies and assessment guidelines, safeguarding fairness for all candidates. Umalusi also audited two critical processes: the SACAI's State of Readiness (SOR) to conduct, administer, and manage the examinations, and the appointment of marking personnel. This audit confirmed SACAI's preparedness to execute the examinations in accordance with



regulations and that the appointed markers met the minimum requirements as outlined for the conduct, administration, and management of the NSC examinations. Following the completion of the marking process, Umalusi oversaw the standardisation of the results to ensure that candidates' results reflect their aptitude and competence. This process prevents any undue advantage or disadvantage caused by factors unrelated to candidates' subject knowledge, abilities, or aptitude, while ensuring consistency and comparability of results across examination cycles.

Overall, gradual improvements were noted during the November 2025 NSC examination and assessments across the quality assurance of assessment processes which SACAI is encouraged to sustain whilst at the same time continuing to strengthen.

Umalusi reviewed SACAI's report and supporting evidence on the conduct, administration, and management of the November 2025 NSC examinations submitted by SACAI. These reports were moderated at the standardisation meeting held on 20 December 2025 and at the approval meeting 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 irregularities reported that might have compromised the overall credibility and integrity of the November 2025 National Senior Certificate (NSC) examinations administered by the South African Comprehensive Assessment Institute (SACAI).

EXCO of Council approves the release of the SACAI November 2025 NSC examination results.

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

SACAI is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment Report.

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

Umalusi remains committed to safeguarding the quality, integrity, and credibility of the NSC examinations. Through ongoing research, benchmarking, and continuous system improvements, Umalusi will continue to work collaboratively with stakeholders and counterparts to ensure the comparability and robustness of assessment systems.

Finally, Umalusi extends its gratitude to all the stakeholders who contributed to maintaining the credibility of the November 2025 NSC examinations.

**Dr Mafu S Rakometsi**  
Chief Executive Officer



## EXECUTIVE SUMMARY

Umalusi, in terms of its mandate as set out in the General and Further Education and Training Quality Assurance (GENFETQA) Act 58 of 2001, as amended, is responsible for assuring the quality of assessment at exit points and for conducting external moderation of assessment for all public and accredited private assessment bodies. This mandate includes the external moderation of assessments, the standardisation of examination results, and the approval of the release of results based on compliance with established quality assurance requirements.

The South African Comprehensive Assessment Institute (SACAI) plays a critical role in safeguarding the quality, fairness, and credibility of the National Senior Certificate (NSC) examinations. This report presents the findings of the quality assurance processes conducted for the November 2025 SACAI NSC examinations.

This report aims to:

- evaluate the quality and standard of the 2025 SACAI NSC examinations;
- ensure adherence to assessment principles and regulatory requirements; and
- identify areas for improvement in examination and assessment processes.

The quality assurance processes undertaken included:

- Moderation of examination question papers (Chapter 1);
- Moderation of School-Based Assessment (SBA), Oral Assessment, and Practical Assessment Tasks (PAT) (Chapter 2);
- Monitoring of the state of readiness to conduct examinations (Chapter 3);
- Audit of appointed markers (Chapter 4);
- Monitoring of the writing and marking of examinations (Chapter 5);
- Marking guideline standardisation meetings and verification of marking (Chapter 6); and
- Standardisation and resulting (Chapter 7).

The chapter on question paper moderation presents detailed findings on the status of question papers submitted to Umalusi for external moderation during the initial submission stage. The November 2025 NSC question papers were approved following demonstrated adherence to the standards set by Umalusi.

Challenges identified during the first phase of moderation included low levels of compliance with technical requirements, weaknesses in text selection, the types and quality of questions, and concerns regarding the accuracy and reliability of marking guidelines. These challenges were addressed during the moderation process, and all question papers were subsequently approved once the required standards had been met.

School-Based Assessment, Practical Assessment Tasks, and Oral Assessment are compulsory components contributing to the awarding of the NSC certificate. The findings presented in this report provide a consolidated overview derived from two phases of moderation for each component.

Umalusi noted overall improvement in the marking of tasks and the use of rubrics. Acceptable improvements were observed in selected subjects, including Afrikaans First Additional Language and Accounting.

The State of Readiness (SoR) process is a critical quality assurance mechanism through which Umalusi verifies the preparedness of assessment bodies to conduct, administer,



and manage the NSC examinations. The process seeks to identify potential risks that may compromise the integrity and credibility of the examinations and to ensure compliance with established policies, regulations, protocols, and guidelines.

In preparation for the November 2025 NSC examinations, no risks were identified that could compromise the credibility or integrity of the examinations administered by SACAI. Notably, the full takeover of the audit of examination centres by SACAI staff in 2025 demonstrated a rigorous and committed approach to managing the audit process. Evidence indicated full compliance with Umalusi requirements, and acceptable standards were maintained across all quality indicators. These improvements reflect increased operational stability and should be sustained in future examination cycles.

The audit of appointed markers evaluated the extent to which SACAI implemented its marking policy and related regulatory requirements, including internal controls, processes, and guidelines governing marker appointment. The audit aimed to ensure that only suitably qualified, competent, and experienced personnel were appointed as markers.

Umalusi conducted a desktop audit of the evidence submitted by SACAI. The findings indicated broad compliance with Umalusi requirements relating to notional marking times, qualifications, subject specialisation, teaching experience, and marking experience. Any shortcomings identified during the audit were addressed prior to the commencement of the marking process.

Oversight monitoring of the conduct, administration, and management of the NSC examinations is intended to determine whether examinations are delivered in a credible manner and in compliance with regulatory requirements. While SACAI complied with most quality assurance indicators, areas requiring attention were identified, including:

- Inconsistencies in the execution of invigilator roles; and
- Inadequate storage facilities for safeguarding question papers.

Addressing these issues will enhance compliance and improve both operational and strategic effectiveness.

The quality assurance of marking encompasses two key processes: standardisation of marking guidelines and verification of marking. These processes ensure that marking is conducted fairly, consistently, and in accordance with approved guidelines and principles.

External moderators participated in marking guideline standardisation meetings for sampled subjects and approved the final marking guidelines. As in previous years, both marking and general principles were reviewed and disseminated to markers, contributing to improved efficiency and consistency.

The evidence indicates a gradual improvement in the quality and consistency of marking, as well as progress in strengthening SACAI's internal moderation practices. Nevertheless, areas of non-compliance requiring mitigation were addressed during the marking process. Overall, SACAI maintained an acceptable standard in the quality assurance of marking.

Standardisation is a critical quality assurance process that considers factors that may advantage or disadvantage cohorts on a subject-by-subject basis. Qualitative inputs from internal and external moderators, as well as post-examination analysis reports, inform standardisation decisions. Following standardisation, verification ensures that adjustments are correctly applied and that resulting files are accurate.



For the November 2025 NSC examinations, 24 subjects were presented for standardisation and statistical moderation. No risks were identified that could compromise the standardisation process or the final outcomes.

After considering the findings of the quality assurance reports, the Executive Committee (EXCO) of the Umalusi Council concluded that the November 2025 SACAI NSC examinations were conducted in accordance with applicable policies and regulations and were generally administered in a professional, fair, and reliable manner. No systemic irregularities were identified that could compromise the credibility or integrity of the examinations. Consequently, EXCO approved the release of the November 2025 SACAI NSC examination results.

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



## ACRONYMS AND ABBREVIATIONS

### Listed acronyms and abbreviations

<b>ASC</b>	Assessment Standards Committee
<b>AC</b>	Assessment Criteria
<b>ATP</b>	Annual Teaching Plan
<b>CAPS</b>	Curriculum Assessment Policy Statement
<b>CAT</b>	Common Assessment Task
<b>CAT</b>	Computer Applications Technology
<b>CEO</b>	Chief Executive Officer
<b>EGD</b>	Engineering Graphics and Design
<b>EXCO</b>	Executive Committee of Council
<b>FAL</b>	First Additional Language
<b>HL</b>	Home Language
<b>IT</b>	Information Technology
<b>NCS</b>	National Curriculum Statement
<b>PAT</b>	Practical Assessment Task
<b>POA</b>	Programme of Assessment
<b>SAG</b>	Subject Assessment Guideline
<b>SACAI</b>	South African Comprehensive Assessment Institute
<b>SER</b>	Self-Evaluation Report
<b>SBA</b>	School-Based Assessment
<b>SLA</b>	Service Level Agreement
<b>SOR</b>	State of Readiness
<b>Umalusi</b>	Council for Quality Assurance in General and Further Education and Training



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General and Further Education and Training

# CHAPTER 1

MODERATION OF  
QUESTION PAPERS





# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

The South African Comprehensive Assessment Institute (SACAI) is responsible for the development and internal moderation of National Senior Certificate (NSC) examination question papers and associated marking guidelines. It collaborates with Umalusi to ensure the maintenance of quality and consistency in national assessments. Umalusi conducts external moderation of question papers and their corresponding marking guidelines to ensure that they are fair, valid, and reliable. This process is essential for safeguarding the integrity of the education system and for maintaining the comparability of NSC examinations with other national and international assessments. In doing so, it supports the standardisation of outcomes and facilitates benchmarking across diverse contexts.

This chapter assesses the extent to which the SACAI November 2025 NSC examination question papers and marking guidelines met the established criteria during the first moderation cycle. If a question paper and its marking guideline did not meet the required standards at this stage, they were revised and resubmitted for further moderation until all criteria were met. All SACAI November 2025 NSC examination question papers were approved after subsequent moderation processes were completed.

## 1.2 Scope and Approach

For the November 2025 NSC examination cycle, SACAI submitted a total of 46 examination question papers, together with their corresponding marking guidelines, to Umalusi for external moderation. These submissions underwent a series of rigorous moderation stages, culminating in their approval and final proofreading. The external moderation process is guided by a comprehensive set of quality indicators, systematically organised into ten assessment criteria indicated in Table 1A.

It is important to note that this report focuses solely on the first moderation cycle of all question papers and their accompanying marking guidelines. Question papers that were conditionally or not approved during this stage were subsequently amended and resubmitted for further moderation. Following this iterative process, all question papers and their marking guidelines were ultimately approved for the November 2025 NSC examination.

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



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

Part A Moderation of question paper		Part B Moderation of marking guideline		Part C Overall impression and general remarks	
1	Technical details (12) <sup>o</sup>	8	Conformity with question paper (3) <sup>o</sup>	10	Overall impression (9) <sup>o</sup>
2	Internal moderation (3) <sup>o</sup>	9	Accuracy and reliability of marking guideline (10) <sup>o</sup>		
3	Content coverage (6) <sup>o</sup>				
4	Cognitive skills (13) <sup>o</sup>				
5	Text selection, types and quality of questions (21) <sup>o</sup>				
6	Language and bias (8) <sup>o</sup>				
7	Predictability (3) <sup>o</sup>				

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

Once the question papers and their corresponding marking guidelines have been evaluated against the criteria outlined in Table 1A, the moderation outcomes may fall into one of the following categories:

- Approved** – granted when both the paper and its marking guideline fully comply with all requirements.
- Conditionally approved (no resubmission required)** – applied when both meet the majority of the required standards.
- Conditionally approved (resubmission required)** – assigned when compliance with the criteria is limited, necessitating further moderation.
- Not approved** – reserved for cases where both the paper and its marking guideline show little or no adherence to the quality indicators.

Adherence to quality indicators enhances compliance with each criterion and reinforces the validity and reliability of assessment instruments. Conversely, any deviation increases non-compliance and compromises the integrity of the examination process. The extent to which a question paper and its marking guidelines reflect full, partial, limited, or no compliance ultimately determines their outcome in the external moderation process, thereby ensuring a consistent, fair, and transparent evaluation of the quality of NSC examination papers and marking guidelines.

### 1.3 Summary of Findings

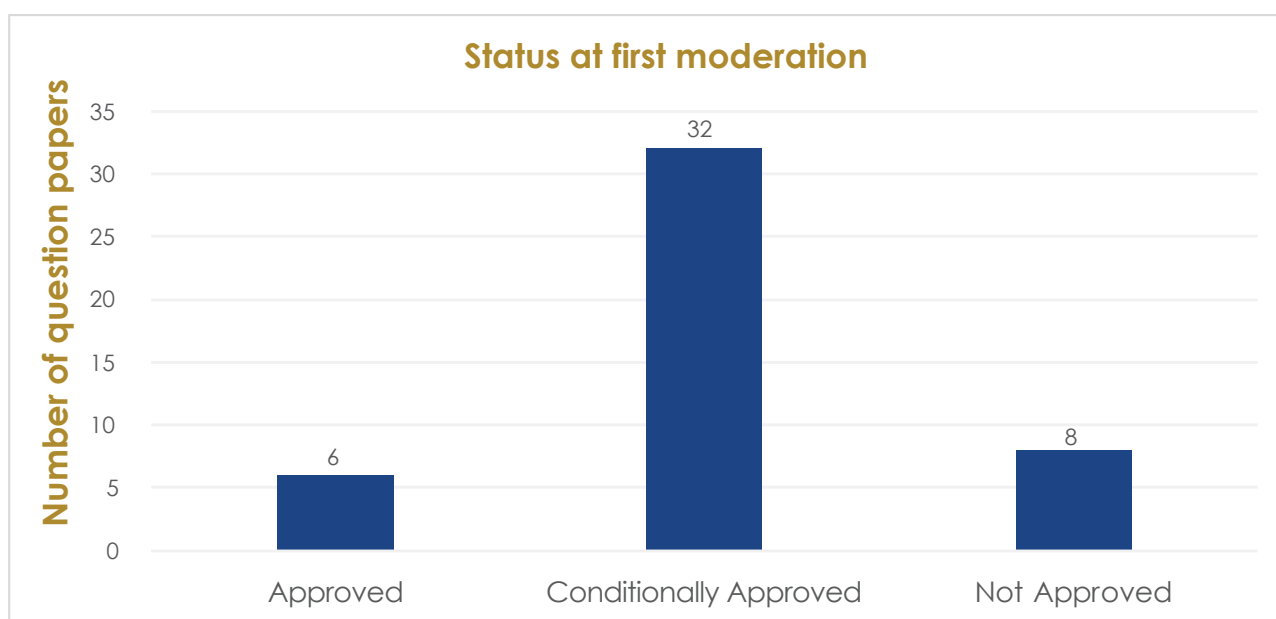
This section outlines the status of the question papers and their accompanying marking guidelines during the first moderation cycle. It further provides a comparative analysis of their status across the three most recent examination cycles. In addition, the section examines the performance of the question papers and marking guidelines against each of the established criteria.

### 1.3.1 Status of Question Papers Moderated

At every level of moderation, there are four indicators used to track the status of the question paper and its marking guideline. If a question paper and its marking guideline:

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

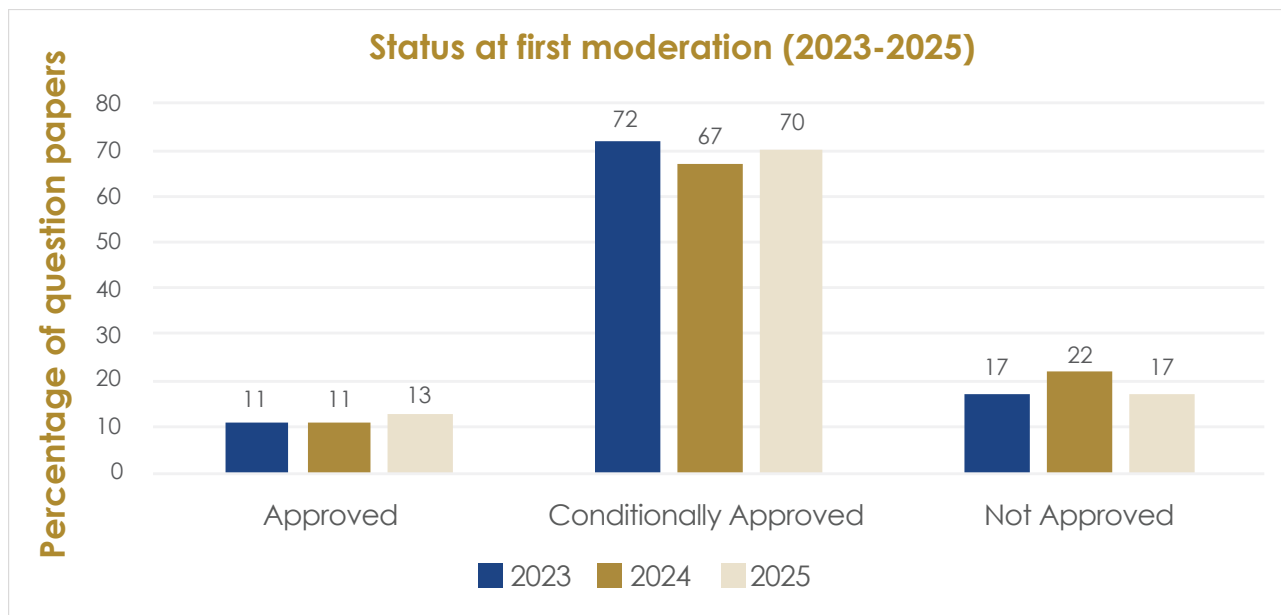
Figure 1A is a graphic representation of question papers and their marking guidelines at first moderation, indicating those that were approved (including those conditionally approved not to be submitted for second/subsequent moderation), conditionally approved (to be resubmitted for subsequent moderation),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



**Figure 1A: Status of question papers and their memoranda at first moderation**

At this cycle, only six were approved (including five conditionally approved not to be resubmitted for second/subsequent moderation), while 32 were conditionally approved to be resubmitted for second moderation, and eight were not approved. After a rigorous process of moderation and revision, all the 40 SACAI question papers and their marking guidelines were approved, as they ultimately met the required standards.

To show potential progress in levels of compliance, Figure 1B provides a visual comparison of the status of the question papers and their marking guidelines across the last three examination cycles. This data provides SACAI with a valuable means of assessing the extent to which the prescribed criteria for both question papers and marking guidelines were adhered to over the specified period.



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

Figure 1B shows that for the November 2025 examination, 13% of the question papers and their marking guidelines were approved at the first moderation an increase of two percentage points from the 11% recorded in both November 2023 and November 2024. Although the conditionally approved question papers and their marking guidelines were two percentage points lower than in November 2023, the increase of three percent from November 2024 resulted in the not approved question papers and their marking guidelines decreasing to 17%, which is five percentage points lower than in November 2024, but the same as in November 2023.

### 1.3.2 Compliance Level per Criterion

This section reports on the findings pertaining to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) as applied to each of the ten criteria outlined in Table 1A.

For this evaluation, a question paper and its marking guideline are considered 100% compliant when they adhere to all quality indicators within a given criterion. Where most quality indicators are met within a specific criterion, and the compliance level is between 60% and 99%, it is categorised as compliant in most respects.

A compliance level of between 30% and 59% is categorised as limited compliance, where most of the quality indicators in a criterion are not met. Non-compliance occurs when less than 30% of the quality indicators in a criterion are met.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No Compliance
Technical details	26	70	4	0
Internal moderation	70	15	11	4
Content coverage	59	39	2	0
Cognitive skills	52	41	7	0
Text selection, types and quality of questions	35	59	6	0
Language and bias	35	61	4	0
Predictability	79	13	4	4
Conformity with question paper	70	17	13	0
Accuracy and reliability of marking guideline	26	63	11	0
Overall impression	37	44	17	2

Table 1B shows the compliance levels for each of the moderation instrument's ten criteria used for the moderation of question papers and marking guidelines. The highest level of compliance in the November 2025 examination cycle was recorded for the criterion of predictability at 79%. Achieving full compliance in this area requires that no questions be repeated from previous papers.

The criteria of internal moderation and conformity with the question paper followed, each at 70%. These were succeeded by content coverage at 59% and cognitive skills at 52%.

The remaining five criteria reflected notably low levels of compliance, all below 50%. Most concerning among these were technical details and accuracy and reliability of the marking guidelines, which registered the lowest levels of compliance at just 26%.

### 1.3.3 Question Paper and Marking guidelines Moderation Criteria

This section first outlines the overall performance level for each criterion and then highlights the reasons for non-compliance. The section begins with technical details.

#### a) Technical details

Twenty-six percent of the question papers achieved compliance for this fundamental criterion, representing the lowest level of compliance. The remaining 74% failed to comply due to the following issues:

- i. Five question papers were submitted without backup question papers, analysis grid(s), marking guidelines, relevant answer sheets, and/or formula sheets/addenda.
- ii. Seven question papers did not display essential information such as subject name, time allocation, total marks and page numbers.
- iii. Eight question papers had instructions to candidates that were incomplete, unclear or ambiguous.
- iv. Ten question papers had layouts that were cluttered and not reader friendly.
- v. Ten question papers did not number all questions correctly.
- vi. Five question papers had pages that were not numbered correctly.
- vii. Four question papers had headers and footers that were inconsistent or did not follow the required format.



- viii. Ten question papers did not use appropriate fonts consistently throughout.
- ix. Nine question papers failed to clearly indicate the mark allocations which are critical for guiding candidate responses.
- x. Twenty-one question papers included drawings, illustrations, graphs or tables that were of poor quality, unclear, error-prone or not print-ready.
- xi. Two question papers did not adhere to the format requirements outlined in the assessment body's assessment frameworks.

b) Internal moderation

Seventy percent compliance was obtained for this criterion, while 30% of the question papers failed to comply due to the following:

- i. For five question papers, the assessment body did not submit a file containing the full history of the question paper's development, including all drafts, internal moderators' comments/reports and related documentation. It is imperative that these records accompany the question paper whenever it is submitted for external moderation.
- ii. In ten question papers, the quality, standard and relevance of the inputs made by the internal moderator(s) were found to be inappropriate.
- iii. There was insufficient evidence that the internal moderators' recommendations were implemented in six question papers.

c) Content coverage

This criterion obtained 59% compliance, with 41% of the question papers failing to comply due to the following:

- i. In four question papers, the analysis grids did not clearly show how each question was linked to a specific topic/skill.
- ii. For seven question papers, the prescribed skills, concepts, topics, and themes outlined in the assessment body's applicable assessment frameworks were not sufficiently covered.
- iii. Six question papers had questions that fell outside the broad scope of the assessment body's applicable assessment frameworks.
- iv. In three question papers, the skills, topics, themes and concepts were not effectively linked or integrated.
- v. One question paper did not reflect the latest developments in this subject.
- vi. In eight question papers, the content, including examples, text and illustrations was not suitable, appropriate, relevant or academically accurate.

d) Cognitive skills

Fifty-two percent of the question papers and their marking guidelines met this criterion, while remaining 48% failed to comply due to the following issues:

- i. In four question papers, the analysis grid was missing or unclear. This grid is essential for ensuring balanced alignment with the cognitive skills and for identifying any misclassification of questions.
- ii. Fifteen question papers did not have an appropriate distribution of cognitive levels. Deviating from the distribution norms prescribed in the policy documents may either advantage or disadvantage candidates.
- iii. Three question papers had choice questions that were not of equal levels of difficulty.
- iv. One question paper did not offer opportunities to assess candidates' ability to translate verbal information into symbolic forms.



- v. Three question papers did not offer opportunities to assess candidates' abilities to present arguments clearly.
  - vi. In nine question papers, the degree of difficulty was unnecessarily increased by the inclusion of irrelevant information.
  - vii. In nine question papers, there was no clear correlation between mark allocation, cognitive skills and time allocation.
- e) Text selection, types and quality of questions

Thirty-five percent of the question papers complied with this criterion, while the remaining 65% did not, due to the following issues:

- i. Four question papers included source material that was not of an appropriate length.
  - ii. In seven question papers, the source material was not functional, relevant or appropriate.
  - iii. In one question paper, the source material did not allow for the testing of appropriate skills, and in another, it did not generate questions across the cognitive levels.
  - iv. Three question papers had questions that were not relevant to the key concepts of the subject.
  - v. Nineteen question papers included questions that were not free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.
  - vi. Eleven question papers contained questions that did not include clear instructional keywords or verbs.
  - vii. Eight question papers had questions that did not provide sufficient information to elicit appropriate responses.
  - viii. Eleven question papers contained questions with factual errors or misleading information.
  - ix. In five question papers, references to prose texts, visuals, drawings, illustrations, examples, tables, and graphs were not relevant or correct.
  - x. Eight question papers included questions that suggested answers to other questions.
  - xi. Nine question papers included questions that overlapped with other questions.
  - xii. In two question papers, not all the multiple-choice options followed grammatically from the stem.
  - xiii. Six question papers contained multiple-choice options with logical cues that made one choice obvious.
  - xiv. In two question papers, multiple-choice options were not of approximately the same length, with the correct answer being longer, more specific, or more complete than the others.
  - xv. Three question papers included multiple-choice questions where the correct answer repeated a word or phrase from the stem.
  - xvi. Three question papers had multiple-choice questions with more than one correct answer.
- f) Language and bias

For this criterion, 35% of the question papers were compliant, while the remaining 65% were non-compliant due to the following:

- i. In four question papers, the subject terminology and data used were incorrect.
- ii. Seven question papers had language, register, and vocabulary that were not appropriate for Grade 12 learners.
- iii. Grammatical subtleties that could cause confusion were found in 14 question papers.



- iv. Twenty-one question papers used grammatically incorrect language.
- v. Six question papers contained unnecessarily complex syntax.
- vi. In two question papers, foreign names, terms and jargon were not fully explained or accompanied by a glossary.
- vii. Eight question papers showed evidence of bias related to culture, gender, language, politics, race, religion, stereotyping, province, region or other factors.

g) Predictability

At 79%, this criterion again had the highest level of compliance. The non-compliance of the other 21% was due to the following:

- i. In five question papers there were questions that could be easily anticipated or predicted.
- ii. Seven question papers had verbatim repetition (cut and paste) of questions from past question papers.
- iii. It was found that two question papers did not exhibit an appropriate level of innovation.

h) Conformity with question paper

A 70% compliance was achieved for this criterion, while 30% of the question papers failed to comply due to the following issues:

- i. Five question papers had marking guidelines that did not align with the questions in the question paper.
- ii. In seven question papers, the command words in the questions did not align with the marking guidelines.
- iii. In nine question papers, the marks for each question or sub-question in the marking guideline did not correspond with those in the question paper.

i) Accuracy and reliability of marking guidelines

Only 26% of the marking guidelines were accurate and reliable, representing the lowest level of compliance. As the accuracy and reliability of suggested responses in the marking guidelines are essential to the assessment, compliance with this criterion must be ensured. The remaining 74% of the marking guidelines were not compliant due to the following issues:

- i. Sixteen marking guidelines had answers that were not correct regarding the subject matter.
- ii. Twenty-three marking guidelines had typographical and/or language errors.
- iii. Nine marking guidelines were not well structured to facilitate consistent marking.
- iv. The mark allocation and distribution provided for each question was incomplete in nine marking guidelines.
- v. Four making guidelines did not promote a balanced distribution of marks in all the answers.
- vi. In two marking guidelines, the provision for a sufficient range of marks to identify low and high performers was compromised.
- vii. One marking guideline included negative marking, with not all the marks awarded positively.
- viii. The marking guidelines of nine question papers did not provide sufficient detail to ensure the reliability of the marking process.
- ix. In eight marking guidelines, no allowance was made for relevant and correct alternative responses.
- x. Three marking guidelines did not appropriately use rubrics where necessary.

j) Overall impression

Compliance with this criterion was only 37%, ranking it one of the three lowest levels of compliance. The remaining 63% of question papers did not comply, for the following reasons:

- i. Eight question papers were not aligned with the current policy/guideline documents of the assessment body.
- ii. Eighteen question papers were found not to be fair, valid or reliable.
- iii. Three question papers did not assess the objectives of the assessment body's policies or other applicable assessment frameworks.
- iv. Fifteen question papers were not of an appropriate standard.
- v. The standard of 11 question papers was not consistent with that of previous years.
- vi. Nineteen marking guidelines were found not to be fair, valid or reliable.
- vii. Thirteen marking guidelines were not of an appropriate standard.
- viii. The standard of nine marking guidelines was not consistent with that of previous years.
- ix. For one question paper, the required skills, knowledge, attitudes and/or values were not assessed.

### 1.3.4 Comparison of compliance per criterion and levels of moderation: November 2023, November 2024 and November 2025

Table 1C presents a comparison of compliance levels at first moderation across three examination cycles (November 2023, November 2024 and November 2025). The comparison is structured according to the sequential order of the criteria outlined in the external moderation tool.

**Table 1C: Comparison of compliance, per criterion, of question papers and their memoranda 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	26	22	26
Internal moderation	52	39	70
Content coverage	61	35	59
Cognitive skills	48	37	52
Text selection, types and quality of questions	20	30	35
Language and bias	26	37	35
Predictability	80	81	79
Conformity with question paper	30	41	70
Accuracy and reliability of marking guideline	9	26	26
Overall impression	24	26	37

When compared with the compliance levels in November 2024, seven of the 10 criteria in November 2025 reflected improvements. Three of the criteria, internal moderation, content coverage and conformity with the question paper, reflected significant gains of more than 20%, while cognitive skills and overall impression improved by more than 10%.



Internal moderation recorded the most significant improvement, increasing by 31% from 39% in November 2024 to 70% in November 2025. This was closely followed by conformity with the question paper, which increased by 29% from 41% to 70% over the same period.

The only criteria that declined between the November 2024 and November 2025 were language and basis and predictability, both decreasing by 2%.

Similarly, when compared with the November 2023 examination cycle, November 2025 reflected improvements in seven of the ten criteria, including a 40% increase in conformity with the question paper and an 18% increase in internal moderation compliance.

There was a slight decline of 1% in predictability and 2% in content coverage between November 2023 and November 2025.

Based on these findings, it is essential to highlight areas of non-compliance, namely technical details, text selection, types and quality of questions, language and bias, accuracy and reliability of marking guidelines, and overall impression. These areas require targeted interventions to ensure that future question papers and marking guidelines meet the rigorous standards expected of the National Senior Certificate.

## 1.4 Areas of Improvement

Umalusi noted improvements in seven of the ten criteria for the November 2025 examination cycle. Internal moderation, content coverage, and conformity with the question paper showed significant improvements of over 20%, while cognitive skills and overall impression improved by more than 10%.

## 1.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Persistently low compliance levels in technical details (26%), text selection, types, and quality of questions (35%), language and bias (35%), accuracy and reliability of marking guideline (26%), and overall impression (37%); and
- b. Persistent inconsistency across successive examination cycles, raising concerns about sustainability and quality assurance in the development of both question papers and marking guidelines.

## 1.6 Directives for Compliance and Improvement

The SACAI must design, implement and share with Umalusi, a comprehensive training programme for examination panels, to strengthen capacity and ensure consistent compliance with all the requirements pertaining to the development of question papers and marking guidelines, as well as adherence to the full set of criteria applicable during external moderation.



## 1.7 Conclusion

This chapter has presented the outcomes of the initial moderation of 46 SACAI NSC examination question papers and their corresponding marking guidelines for the November 2025 session. Each question paper underwent a structured process comprising multiple stages of external moderation, followed by approval and proofreading prior to finalisation. The analysis employed both quantitative and qualitative approaches to evaluate compliance and identify areas requiring improvement. Particular attention was directed toward deficiencies, with the objective of generating actionable recommendations to inform SACAI's enhancement of its first submissions. By delineating these areas, the chapter contributes to the advancement of quality assurance practices in the development of examination instruments, thereby reinforcing alignment with established external moderation standards.

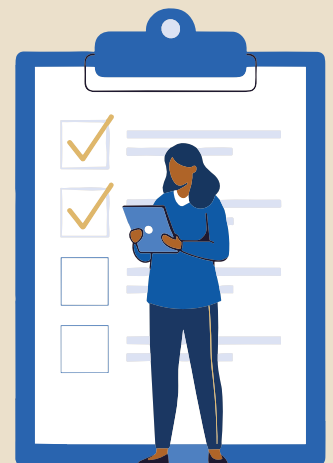
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Council for Quality Assurance in  
General and Further Education and Training

## CHAPTER 2

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





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

### 2.1 Introduction

School-Based Assessment (SBA), Practical Assessment Tasks (PAT), and oral assessments provide learners with alternative modalities for demonstrating subject-specific competences. These assessments function as complementary mechanisms intended to evaluate skills that are not measurable through conventional examinations.

Umalusi undertakes the moderation of these assessment forms to ensure consistency, comparability, and adherence to established quality standards. This moderation process is conducted to confirm that internal moderation practices for SBA, PAT, and oral assessments for the November 2025 National Senior Certificate (NSC) examinations align with the Subject Assessment Guidelines (SAG) and comply with the regulatory policies of the South African Comprehensive Assessment Institute (SACAI).

Phase 1 of the moderation process took place online from 30 to 31 July 2025, followed by Phase 2, which was also conducted online from 30 to 31 October 2025.

### 2.2 Scope and Approach

#### a. School Based Assessment (SBA)

Umalusi implemented a two-phase desktop moderation process. In Phases 1 and 2, a sample comprising eight subjects was drawn from 48 SACAI schools or centres. Phase 2 involved a subsequent review of the same subjects across 48 different SACAI schools or centres, as specified in Annexure 2A.

#### b. Practical Assessment Tasks (PAT)

The moderation of Practical Assessment Tasks (PAT) was executed in two structured desktop phases. In each phase, Umalusi selected two subjects for a detailed review. Phase 1 encompassed Computer Applications Technology and Engineering Graphics and Design, while Phase 2 focused on Computer Applications Technology and Consumer Studies. The specific list of subjects in each phase is outlined in Annexure 2B.

#### c. Oral Assessment

Umalusi selected two languages for the purposes of oral assessment moderation:

English Home Language (HL) and Afrikaans First Additional Language (FAL). A total of six schools or centres were sampled for each language, as specified in Annexure 2C. Moderation of both subjects was conducted during Phase 1 and Phase 2 of the desktop moderation process.

- **Section A** focused on the quality assurance of systems to monitor the implementation and moderation of SBA, PAT, and Oral assessment by the assessment body.
- **Section B** evaluated teacher and learner files against eight specific criteria.
- **Section C** examined learner files, assessing evidence based on three criteria.



Table 2A below describes the criteria used to evaluate the teachers' 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 teachers' and learners' files	Section C Verification of evidence in the learners' files
Protocol/Policy/Guidelines for the implementation and moderation of SBA	Technical aspects	Learners' performance
	Assessment tasks	Quality of marking
Measures/ intervention strategies to support the implementation and moderation of SBA	Technical layout of assessment tasks	Internal Moderation
	Effectiveness of questioning	
Verification and capturing of SBA marks and management of irregularities	Question types	
Feedback to teachers	Source/stimulus material	
Identified challenges	Marking guidelines and rubrics	
	Internal moderation	

## 2.3 Summary of Findings

This section presents a consolidated overview of the findings derived from the two phases of SBA moderation across eight sampled content subjects, PAT moderation for three practical subjects, and oral assessment moderation for two language subjects.

### 2.3.1 Section A: Quality Assurance of Systems to Monitor the Implementation and Moderation of SBA

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

SACAI has established an SBA policy along with detailed moderation and monitoring plans to guide the implementation of SBA. SACAI requires all schools/centres to implement this policy consistently across all subjects. To support SBA implementation in schools/centres, SACAI has the management and monitoring plans in place. Furthermore, SACAI strictly adheres to its moderation and monitoring plans for SBA, PAT, and oral assessment tasks each term.

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

SACAI conducts online cluster workshops for schools/centres as one of the strategies to support the implementation and moderation of SBA.

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

SACAI has very sound and proper systems in place to verify and capture SBA marks for all candidates registered to write the NSC examination. SACAI requires schools/centres to appoint an Internal Assessment Integrity Committee (IAIC). This committee deals with the assessment irregularities at a school level including SBA irregularities. SACAI collaborates with this committee in dealing with all assessment irregularities.

d. Feedback to teachers

SACAI conducts dedicated feedback sessions aimed at interpreting and discussing the outcomes of moderation reports with schools and learning centres. These sessions are held once every term and are designed to provide comprehensive insights into the moderation process and its outcomes.

e. Identified challenges

No challenges were identified during the moderation process of SBA, PAT, and oral assessments for the November 2025 NSC examinations.

### 2.3.2 Section B: Moderation of Teachers' and Learners' Files

a. Technical aspects

To achieve full compliance with this criterion, teachers' and learners' files should be systematically curated and maintained in an orderly manner, incorporating all essential documentation. This includes annual teaching plans, assessment programmes, individual tasks, marking instruments, marksheets, and moderation reports across all levels (school/centre to national).

During Phase 2, Umalusi found that all six schools/centres in Geography and Mathematics adhered to the technical aspects criteria in all respects. While out of the six sampled schools/centres, five in Life Orientation, Life Sciences, History and Physical Sciences, four in Business Studies, and three in Accounting adhered to the technical aspects of the criteria in most respects. The files were well-organised, easier to work with, and contained all the documents as per the Subject Assessment Guideline's (SAG) requirements.

However, it was also discovered that the remaining schools/centres in each subject demonstrated the same challenges that were mentioned in Phase 1, where some documents were not submitted in Accounting, such as policy documents, Annual Teaching Plans(ATP), learners' scripts for the Case Study, Preliminary Examinations in the teacher's file, and learner's files without an index.

While there was an improvement noted in Geography Phase 2 moderation as compared to Phase 1 where most of the documents were missing in learners'and teachers' files, only one school did not include the maps used in the Preliminary Examination. The same was noted in Business Studies where only one centre did not include the Project question paper among the documents submitted.

In addition, consistency in the organisation of files was noted in Life Sciences' files, as it was in Phase 1, the teacher file in one centre did not contain all the necessary documentation, except assessment tasks and marking tools. In History, the non-inclusion of the required assessment documents in both the teacher and learner files was still an issue in Phase 2.

In Afrikaans First Additional Language, technical details showed improvement as compared to Phase 1, as most documentation submitted was well prepared and well organised. Three of the six sampled schools/centres had good and properly uploaded teacher files. However, during Phase 2, one centre did not upload the combined oral mark sheet for the whole class as per the requirements. Three schools/centres had assessment task instructions written in English, this was highly unacceptable, as instructions needed to be in Afrikaans First Additional Language.



Although English Home Language complied in most respects with these criteria in Phase 1, varying levels of file organisation and compliance were observed in the management of teachers' and learners' files in Phase 2. Five schools/centres presented structurally, well-organized teachers' and learners' files, although each school/centre showed various inconsistencies within each file. The most salient inconsistencies were the correct naming of folders, incomplete submission of teacher tasks, and a lack of alignment between the task type provided in the files and the marksheet. In addition, these five schools did not submit all the relevant documents outlined by SACAI as requirements for submission.

During Phase 2, the teacher files were well-arranged and neatly organised in five schools/centres sampled for Computer Applications Technology and in all six schools/centres sampled for Consumer Studies. However, two schools/centres in Computer Applications Technology had no teacher guide, assessment instructions, or management plans in their teacher files, whereas all six schools/centres sampled for Consumer Studies had no PAT management plans.

Marksheets were included by all schools/centres in Computer Applications Technology. However, Umalusi discovered that three schools/centres included final PAT marks, instead of per phase as required; not all the learners had PAT marks. There was no evidence of marks awarded to three learners' Phase 2 PAT, and PAT marks were transferred incorrectly. In contrast, electronic marksheets that were accurately filled in with all the learners' scores for the PAT were submitted by all six centres/schools sampled in Consumer Studies.

All six centres/schools had the programme of assessment (POA) in their files for the six SBA, two oral, and two PAT subjects sampled in Phase 2. However, one centre each in Business Studies and History, did not submit their programmes of assessments. It was also noted that five school/centres in English Home Language did not submit the programme of assessment.

In addition, the programme of assessment of one centre in Accounting was not as per the requirements, as it was done per term, whereas it was supposed to be a single document that includes all six formal assessment tasks for the year. Furthermore, the four centres' programme of assessment was not informative as they lacked important details such as the topics on which each assessment task would be based. This was still the case in Phase 2. In Geography and Mathematics, dates on which each assessment task would be administered were not included.

#### b. Assessment tasks

The content topics across subjects were covered appropriately as prescribed in the SAG, with most schools/centres providing evidence through the assessment tasks administered that included term 3 topics. However, in some subjects there were challenges regarding the content coverage.

During Phase 2 moderation, the assessment tasks for Accounting, History, Life Orientation, Life Sciences, and Physical Sciences, covered the content topics prescribed in the ATP and SAG. The topics, weighting, and spread of content in all assessment tasks were appropriate for the grade and aligned with the ATP and SAG documents.

There was no improvement in Geography and Mathematics where there were inconsistencies in content coverage during Phase 1, which persisted into Phase 2. In Term 3, one centre in each subject, assessed Term 2 topics instead of Term 3 topics, as outlined in the assessment body's ATP. This limited learners' opportunities to demonstrate their understanding of Term 3 topics prior to writing the Preliminary Examinations.



In addition, the Business Studies Projects from two schools/centres did not align with the topics outlined on page 21 of the SAG. They addressed only one topic, which restricted the scope and reduced learners' exposure to the assessment of various Term 3 topics as prescribed in the ATP and SAG.

In Afrikaans First Additional Language, the assessment tasks aligned with SAG's requirements in Phases 1 and 2. A variety of topics and the appropriate duration of each task were provided. While in English Home Language, only one centre prepared tasks that were well aligned with curriculum requirements and reflected an understanding of the progression of listening and speaking skills.

It was also noted that in English Home Language, two centres submitted tasks on "Unprepared Reading" instead of a "Prepared Speech," disregarding the updated oral policy outlined in the SAG, a trend that persisted from Phase 1. Furthermore, three schools/centres did not submit the required speech topics as stipulated by SAG.

In Computer Applications Technology and Consumer Studies, evidence indicated that teachers assessed all phases of the PAT during Phases 1 and 2. However, not all learners completed all the phases as per the PAT requirements in Computer Applications Technology.

#### c. Technical layout of assessment tasks

In all sampled subjects, most of the assessment tasks adhered to this criterion. Mostly their tasks were correctly numbered, clearly laid out, and easy to read. Furthermore, instructions to learners were clear, and the cover page included the required information, including marks and time allocation. Nevertheless, Umalusi observed a few challenges in various subjects sampled.

In Phase 2, four out of the six sampled schools/centres for Life Orientation encountered several challenges with the project. Firstly, the project duration was marked as "open" rather than specifying the exact time allocation, which gave learners excessive time and potentially compromised the fairness, validity, and reliability of the task. Secondly, the project design did not align with the SAG guidelines, limiting learners' opportunities to develop the intended skills. Thirdly, the project lacked direct questions for learners, requiring them to infer instructions from the marking rubric. Lastly, the interview questions provided did not effectively help learners to elicit the necessary information.

In Accounting, three centres did not indicate the time allocation for the case study to check if learners would be able to finish the task within the prescribed time. One centre allocated too much time (two weeks) for a 50-mark task that more resembled a test and could be finished within a day. In addition, a learner from one centre was not provided with answer books for the trial examination, instead, blank pages from a normal exercise book were used. This was not acceptable, as some information was already provided in the answer book, and that learner was disadvantaged, as they had to write out all the information, even the provided information, thereby wasting time needed to finish the paper.

During Phase 2, In Geography, two schools/centres used other assessment bodies' tasks without changing the front cover, and the general instructions to candidates were not outlined in Task 5. In addition, the use of unfamiliar action verbs not used in final exams, an incomplete title, and incorrect labelling of diagrams were noted, and it might have confused learners.

In Physical Sciences, the challenge was mainly with the alignment of text in the assessment task and the tool for the practical assessment task. While in History, the assessment tasks across



the schools/centres demonstrated clear alignment with SAG requirements, with questions that were purposeful and designed to test a range of cognitive levels.

Umalusi observed notable improvements in the assessment questions for seven of the eight sampled SBA subjects during Phase 2. These questions promoted problem-solving, critical thinking, and reasoning skills. They were structured with scaffolding, progressing from simpler to more complex questions, which likely assisted learners to feel more comfortable. However, in Mathematics, the sampled control tests lacked clear Level 3 (non-routine procedures) and Level 4 (problem-solving) questions. Additionally, some Level 2 questions were incorrectly classified at a higher level than appropriate.

Many of the assessment tasks in Phase 2 exhibited a degree of innovation. However, this was not evident in Accounting, Life Sciences, and Mathematics. In Accounting, the case studies administered across four schools or centres closely mirrored traditional tests and were reproduced verbatim from previous examination question papers. Consequently, these tasks failed to assess the competencies prescribed in the SAG. Similarly, in Life Sciences, there was clear evidence that questions from past examination question papers had been incorporated into the Preliminary Examinations question papers that were set by SACAI.

In Mathematics, none of the tasks contained original or unique questions, instead they relied entirely on previously used examination question papers. This practice was deemed unacceptable as the verbatim reuse of prior examination questions compromises the fairness, validity, and reliability of the assessment process because, learners may gain access to marking guidelines, enabling them to achieve inflated scores that do not accurately reflect their actual performance.

In Afrikaans First Additional Language, all the tasks were issued with adequate guidance in a written form, accompanied by an assessment rubric and marking tools in Phase 2. The question types for each of the assessment tasks were varied and pitched at the correct level of the grade. Adherence to subject requirements was observed in the Prepared Speech, Prepared Reading, and Listening tasks of five schools/centres, while the remaining centre presented an incomplete task.

In English Home Language, the technical layout of the oral assessment tasks at three schools/centres reflected several shortcomings during Phase 2, as compared to Phase 1, where the layout was well structured for all the schools/centres. The task's instructions were vague, lacking in detail, and incomplete. The question types failed to reflect sufficient cognitive range or progression in degree of difficulty, and these shortcomings compromised the clarity, standardisation, and overall reliability of the oral assessment process.

In contrast, the technical layout of the oral assessment tasks of the remaining schools centres reflected a clear understanding of SAG requirements and sound assessment design principles. The effectiveness of questioning and question types was good as their questions covered a range of cognitive levels, levels of difficulty, and listening and speaking skills. Furthermore, the questions for the Unprepared Speech and Prepared Speeches in all six schools/centres provided opportunities for candidates to respond using different perspectives and encouraged them to respond in creative ways.

The quality of the phases correlated with the mark allocation given in the rubric in all six schools/centres sampled in Computer Applications Technology and Consumer Studies. Moreover, the assessments conducted by the teachers in both subjects during Phases 1 and 2 were fair, reliable, and consistent in all the centres sampled. It matched the curriculum and learning outcomes of the assessment task.



#### d. Effectiveness of questioning

Educators use Barrett's and Bloom's taxonomies to evaluate learning across multiple cognitive levels. These frameworks help to structure assessment tasks in a manner that will gradually develop critical thinking, moving from basic recall to advanced problem-solving. Consequently, every formal assessment task should include analysis grids that reflect a balanced distribution of cognitive and difficulty levels.

There was significant improvement during Phase 2 in the application of analysis grids, which generally reflected an appropriate distribution of cognitive levels and degrees of difficulty across assessment tasks across different subjects.

In Life Orientation and History, all six sampled schools/centres demonstrated full compliance with SAG requirements in this regard. Similarly, Accounting and Physical Sciences presented complete analysis grids aligned with Bloom's Taxonomy for the Preliminary Examinations.

Despite these improvements, notable gaps were identified. In Accounting Case Studies, three schools/centres did not provide analysis grids, while the remaining three submitted incomplete grids which reflected cognitive levels only, without indicating difficulty levels. A similar issue was observed in Physical Sciences, where six analysis grids were incomplete for the same reason.

In Geography, only two of the six sampled schools/centres attached analysis grids for only Task 5 (Mapwork). In Business Studies there were no analysis grids for any Term 3 tasks across all sampled schools/centres. In Mathematics, three schools/centres failed to include grids for the control test, and Afrikaans First Additional Language lacked grids for assessment Task 1 (Prepared Speech). Furthermore, one centre did not set tasks in accordance with SAG requirements.

For English Home Language, non-adherence to the policy regarding the framing of questions based on Barrett's Taxonomy of Reading Comprehension was evident. This omission limited opportunities for learners to develop reasoning, critical thinking, and language proficiency.

#### e. Question types

All schools and centres sampled during Phase 2 demonstrated full compliance with policy requirements across the eight SBA subjects. SBA was implemented in accordance with prescribed standards. Each subject administered the required tasks per term as outlined in its programme of assessment. The assessment tasks were appropriate and aligned with the required content, apart from Geography and Mathematics, which assessed term 2 topics instead of Term 3 topics. All tasks were accurately converted to the prescribed weightings in accordance with SAG. Notwithstanding this compliance, subjects involving oral components and practical assessment tasks presented notable challenges.

In Afrikaans First Additional Language, the main challenge was that the assessment task at one centre did not meet the required cognitive levels, as it consisted mostly of Level 1 and 2 questions. Additionally, while SACAI allocated marks for oral assessment tasks according to the SAG the corresponding weightings were not provided.

In English Home Language, only one centre fully complied with policy regarding the four oral tasks. Other schools/centres faced several issues, including assessing only one prepared speech without adhering to the prescribed mark allocation, lack of evidence for Task 4 and Task 9, submission of tasks on Unprepared Reading instead of a Prepared Speech, and submission of evidence for Task 4 as both Unprepared Reading and Unprepared Speech instead of the required Prepared Speech and Unprepared Speech. These discrepancies affected the fairness and validity of the final marks.



In Computer Applications Technology and Consumer Studies, all schools and centres implemented the prescribed PAT for 2025 as provided by the assessment body. Additionally, learners in all schools and centres received the PAT Guideline document. However, in the six sampled schools/centres for Computer Applications Technology, not all learners submitted a declaration of authenticity. Similarly, in Consumer Studies, only one of the six sampled schools/centres provided learners' declarations of authenticity. Furthermore, in Computer Applications Technology, a comment regarding the use of Artificial Intelligence (AI) in PAT was noted at one centre.

f. Source/stimulus material

The source and stimulus materials used across subjects were generally appropriate and aligned with Grade 12 standards, although some inconsistencies were observed in certain subjects.

In Accounting, Afrikaans FAL, Computer Applications Technology, Engineering Graphics and Design, and Life Sciences, the source materials were well-structured, subject-specific, and free of errors, addressing a broad spectrum of cognitive levels. In Business Studies, materials generally met the required standards, however, assignments focused more on knowledge recall than on fostering higher-order thinking skills.

English HL tasks demonstrated effective use of source-based prompts, with most schools selecting diverse and relevant topics. In contrast, Geography displayed challenges, including mislabelled or incomplete sources, unacknowledged use of past examination papers, and weak integration of diagrams into questioning.

History made effective use of both primary and secondary sources, including visual and written materials, although the depth of learner engagement varied. In Life Orientation, higher-order verbs were often misapplied and responses were limited, which diminished the effectiveness of the source material. Mathematics generally included accurate and relevant diagrams, tables, and graphs; however, internally set tasks frequently omitted the required formula sheet, while Physical Sciences relied predominantly on diagrams, which were clear and appropriate in most schools.

Although the quality of the source material was generally commendable, concerns were noted across all sampled subjects regarding integration, referencing, and the depth of engagement.

g. Marking guidelines and rubrics

During Phase 2 moderation, the marking tools for the assessment tasks were fully compliant in terms of accuracy, neatness, relevance, task appropriateness, mark allocation, and mark distribution across all seven moderated subjects. However, in Business Studies, the marking guidelines for the project of the two schools/centres did not cater for the range of responses learners might have researched from various sources. While in Mathematics, the third-term task (Test) marking guideline at one centre was handwritten, containing only ticks without any mark justification, making it difficult for markers and moderators to apply the criteria consistently, accurately, and fairly.

In History, rubrics were effectively used to ensure fair, consistent, and curriculum-aligned evaluation of learners' work. These rubrics were well-structured and appropriately applied, ensuring that assessments were rigorous, transparent, and aligned with the SAG requirements.

In Afrikaans First Additional Language, the assessment tools and rubrics employed were neither user-friendly nor met acceptable quality standards. While, in English Home Language,

all six schools/centres submitted rubrics that were well-structured and adhered to the SACAI examination guidelines for both Unprepared and Prepared Speeches. Nevertheless, only two schools/centres provided comprehensive and detailed marking guidelines for Listening Comprehension. The guidelines submitted by four other schools/centres were limited in scope and lacked provision for alternative responses.

The PAT marking guidelines were consistently applied across all centres for the assessment and marking during Phase 2 in Computer Applications Technology and Consumer Studies. These guidelines were clearly articulated in the PAT document and aligned with the prescribed standards, ensuring accurate implementation and an effective moderation process of the PAT.

#### h. Internal moderation

The moderation reports in teacher files reflected that pre- and post-moderation processes were conducted for Accounting, Geography, History, Life Orientation, Life Sciences, and Mathematics during Phases 1 and 2. Conversely, there was no evidence of pre-moderation for Physical Sciences across all six sampled schools/centres.

Furthermore, in five of the six sampled schools/centres, there was no evidence of either pre- or post-moderation for Business Studies. This represented a regression in Business Studies compared to Phase 1, where all moderated centres had documented reports for both pre- and post-moderation.

There was no progress in the moderation reports for Accounting during Phase 2, as they remained the same as those in Phase 1. The main issue persisted: pre-moderation reports were presented as checklists without constructive comments. This was still evident in Phase 2 for school-set tasks in five schools/centres for Accounting and Geography, six for Afrikaans First Additional Language, Life Orientation, and Physical Sciences, and one for Business Studies.

However, the pre-moderation reports for Mathematics and Life Sciences were detailed and constructive. In the case of Computer Applications Technology and Consumer Studies, evidence of external moderation by the assessment body was provided, confirming that the PAT had been reviewed and validated according to official standards.

In Geography, one centre, ambiguity existed regarding whether the assessment task was intended for Grade 12 Task 5, as the accompanying comment referenced Grade 11, the layout was of a good standard, and all the questions were relevant and Grade 11 based.

In Life Orientation, one centre submitted incomplete moderation reports, where the task name was omitted, and the moderator not identified. Furthermore, the internal moderator performed only partial moderation on learners' scripts from two schools/centres, reviewing exclusively Section C. While in Life Sciences, adjusted moderated marks allocated by the SACAI moderator were not reflected on the marksheets for six moderated schools/centres.

Umalusi discovered that in Mathematics, during Phase 2 moderation the moderators approved tasks that did not have sufficient higher-order questions and allowed topics from terms 1 and 2 to be tested at the expense of topics taught in term 3. In addition, it was extremely concerning that the Preliminary Examination Paper 2 had many errors in the question paper after being subjected to national moderation and proofreading. These errors impacted 13 marks in the paper, which was approximately 8.7%. Similar challenges were noted with the same paper in Phase 1. Therefore, this showed that the level of moderation of the national question papers especially Mathematics Paper 2 was not up to standard.



In English Home Language, the internal moderation process was not recognised as an integral part of the assessment process for the schools/centres sampled. This contradicts Phase 1, where there were rigorous moderation practices and feedback to all centres. One centre was an exception as it had designed a template with set criteria for the internal moderation of the tasks, and the internal moderator provided constructive comments for developmental purposes on quality indicators not meeting the required standard. One school showed absolutely no evidence of any form of moderation, whilst the other provided superficial evidence that the Prepared Speech underwent moderation, although the moderation was limited to the correction of the duration of this task. However, the adjustment was not implemented by the teacher, resulting in speeches that remained considerably shorter than the required length. The remaining schools/centres showed scanty internal moderation of all tasks.

Nonetheless, improvement was noted in Accounting and Life Sciences in Phase 2. In Accounting, the moderation tools used included the challenges, recommendations, and areas of best practice as recommended during phase 1. There was also moderation conducted by the SACAI moderator in all six centres sampled, and the reports provided were informative and developmental. In addition, the SACAI moderator also moderated the trial examination, and the inputs to the report showed insights, and the history of the papers was evident in the file provided.

In Life Sciences, thorough internal moderation reports with relevant feedback to the teacher were evident and indicated moderation of each task at the school/centre level. Inputs from internal moderation were positive, fair, and supportive to the teacher. Suggestions made by internal moderators were valid and relevant.

### **2.3.3 Section C: Verification of Evidence in the Learners' Files**

#### **a. Learners' performance**

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

In Accounting and Mathematics, learners performed excellently in a non-test task as compared to performance in the Preliminary Examinations, and this was still the case in Phase 1. All the learners sampled from the six centres for Accounting passed the case study as compared to performance in the Preliminary Examinations. The difference between the two tasks was too high, therefore, this raised questions on the quality, administration, and supervision of these non-test tasks.

In Mathematics, learners performed poorly to moderately in the examinations and well in the term 3 Test. Learners largely perform better in internally set Tests than the externally set examinations.

In Physical Sciences, learners were performing well in five of the six centres sampled, except one centre where performance was poor. In all six schools/centres in Business Studies, very few learners struggled to respond adequately to higher-order questions. They also could not obtain marks for Insight demanding questions, which is the layout and analysis of the essay. In Life Sciences, learners responded well to all demands of the assessment tasks.

In Geography, sampled learners did not encounter challenges in task 5 (Mapwork), and this was backed up by the learners of one school/centre who scored full marks in contextual questions in this task. However, performance was not satisfactory in Task 6 as they struggled to apply and analyse content accurately and to respond to questions of a high-order cognitive level.



In four of the six sampled schools/centres in Life Orientation, learners performed well in all assessment tasks administered in Term 3, except at one school where learners performed poorly in the Life Orientation Common Assessment Task. In addition, there was bunching of marks in the Physical Education Task (PET), which showed less distinction between the marks that learners obtained.

In History, most learners performed poorly in most of the assessment tasks, however they were able to deal with questions where they were expected to merely recall facts and describe events without deeper engagement. They were unable to deal with questions where analysis application is required. Learners struggled significantly, revealing a gap between teaching intentions and learner outcomes.

Even at Level 3, where evaluation and synthesis should demonstrate mature historical reasoning, many learners attempt to construct arguments but do so superficially, often presenting perspectives in an oversimplified manner.

In Afrikaans First Additional Language, the learners' written responses met the expectations and demands of the assessment tasks. Learners were well taught and adequately prepared, and their performance was good, and will most probably be higher than what will happen in the NSC examinations.

In English Home Language, it was clear that learners were able to interpret the assessment tasks as intended, and most candidates could provide appropriate responses aligned to the requirements of the task. In both Phase 1 and 2, proficient candidates demonstrated a skilful understanding of the content and skills being assessed, weak learners struggled with the demands of the English Home Language skills being assessed at home language proficiency level. Some learners failed to apply additional resources and aids to enhance the quality of their presentations of Prepared Speeches, while others made a concerted effort in their presentations and demonstrated good speaking skills in the assessment of the oral tasks.

In Computer Applications Technology and Consumer Studies, learners performed exceptionally well and their marks for PAT in all six schools/centres sample. However, in Computer Applications Technology, thirteen learners had a mark of zero in one school/centre. In addition, three learners in one school/centre and five in another had zero marks for PAT. No motivation or documentation was provided by the schools/centres for the above cases. In Consumer Studies, there were no learners with zero marks for all phases.

#### b. Quality of marking

In all the SBA, PAT, and Oral assessment subjects sampled in Phase 2, the quality of marking indicated various ways in which marking was applied by schools/centres in terms of adherence to the marking guidelines and principles, consistency in marking, and effective application of the marking rubrics.

There was no improvement shown during Phase 2 moderation in Accounting, as teachers still had challenges in marking, as indicated during Phase 1 where teachers in five of the six centres moderated had challenges with marking of all tasks, however, internal moderation conducted by both the school/centre and moderator ensured that the learners got the marks they deserved.

Teachers did not follow the marking principles and guidelines on the cover page of the marking guideline and on each question in the papers. Difficulties with the allocation of part/method marks led to learners being unfairly disadvantaged, even when they correctly



transferred incorrect amounts. In addition, they marked wrong answers right, especially on theory responses that need to be read, and lastly, they did not check all options/alternatives in the marking guidelines and end up disadvantaging learners who used different options.

Inconsistencies in marking were observed in Business Studies, Geography, History, Life Orientation, and Mathematics. In Business Studies, the quality of marking in five of the six sampled schools/centres was good. There was adherence to marking guidelines, even though there were a few cases where split ticks were not applied as required, and inconsistent marking was observed in essays for the Introduction and Conclusion.

However, the quality of marking in the remaining centre was concerning as there were huge differences in marks between the teacher and the school moderator, which showed that the teacher had challenges with the marking. There was non-adherence to marking guidelines and principles. Part marks were not awarded for vague answers, and full marks were awarded to answers that were too general and out of context. This inflated learners' marks in the scripts not sampled for moderation, which negatively affect final SBA marks.

In Geography, there was general adherence to the marking guidelines used for marking learners' tasks. However, inconsistency in marking was observed in three of the six schools/centres sampled, where two marks were allocated instead of one mark as per the marking guidelines, and learners' responses were not read to the end, and prevented learners from being awarded the full marks. In History, the discrepancies between teacher marking and internal moderation in two schools/centres highlighted weaknesses in the marking process.

Quality marking was observed at two of the six sampled schools/centres in Life Orientation. However, inconsistencies were also noted in the remaining four schools/centres, where ticks were hanging in open spaces and not matching the marks awarded. The marker and moderator did not adhere to the marking guideline as they used double ticks, whereas the marking guideline recommend a single tick. This resulted in some learners getting more marks than the correct responses given.

In Mathematics, the quality of marking was not up to the required standard in three of the six centres sampled. Teachers could not consistently mark and apply the marking guidelines fairly. However, in Life Sciences and Physical Sciences, marking adhered to the marking guidelines in all six schools/centres sampled, and moderators did a good job during moderation.

In Afrikaans First Additional Language, the marking in the task for listening skills was of a good standard, and the mark allocations met the prescribed standards. The Prepared Speeches and the Unprepared Speeches were assessed with a rubric, and three schools/centres used rubrics that were not simplified and standardised as per the requirements.

In English Home Language, marking was mostly consistent across the schools/centres for all learners, as the marking guidelines and rubrics served as effective instruments of evaluation. However, there were instances where marks were noticeably inflated in four of the six schools/centres sampled. It was observed that the inflated marks were predominantly allocated to high-proficiency learners. While these learners demonstrated commendable speaking skills, the marks awarded appeared disproportionately high. Furthermore, the most significant inconsistencies were evident in one school/centre as the marks allocated for one task were ambiguous, thus impacting the validity of the results.

In Computer Applications Technology, marking was fair and reliable in four of the six schools/centres sampled. The two remaining schools/centres had a considerable amount of deviation from SACAI moderation. In Consumer Studies, all six schools/centres' rubrics were completed accurately, and the totals were correctly transferred to the record sheet.



### c. Internal moderation

The effectiveness of internal moderation successfully managed to identify marking inconsistencies in certain subjects, while the inadequate quality of moderation was also evident at a school/centre level across various tasks. Umalusi noted that moderation by SACAI on learner assessment tasks was evident in ten of the twelve subjects sampled in Phase 2, as compared to Phase 1, where it was evident in only four of the twelve subjects that were sampled. The moderation was of a very good standard in ensuring that learners were marked fairly and received the marks they deserved. However, in History, most concerning was the absence of SACAI moderation, which compromised the overall quality of SBA, as the lack of oversight at higher levels weakened the reliability of the process.

Umalusi noted that school-level moderation in many cases was a compliance exercise, and moderators' moderation mirrored marking thereby following the red pen and overlooking the mistakes made by the marker in six schools/centres of Life Orientation, and this was still the case in Phases 1 and 2 of History, Life Sciences, and Mathematics. However, the quality of moderation of the remaining schools/centres in History, Life Sciences, and Mathematics was acceptable, as the moderators demonstrated clear knowledge of the subject content and independent marking, and marks were changed according to changes effected during internal moderation. There was no shadow marking detected in Accounting, Business Studies, Geography, and Physical Sciences, which was an improvement when compared to Phase 1, where shadow marking was prevalent in Accounting and Business Studies.

In Accounting, internal moderation was conducted in all the centres, as evidenced by the remarking on learners' scripts and the moderation reports that were provided. It was evident from the learner's script that errors in marking were picked up and rectified by the moderator. The post-moderation reports of four centres presented general comments where the inputs were not specific to the challenges identified.

In Business Studies and Geography, internal moderators showed competence in the subject, as the differences between marks were below five marks in Business Studies, and Umalusi calculated the same marks as the internal moderators on sampled learners' scripts in Geography. In addition, evidence of feedback to learners was provided in these two subjects, where detailed item-by-item feedback to learners, or correct responses on learners' scripts, was provided to assist learners in realising their mistakes and improving their performance in future assessments.

In one of the six schools/centres sampled in History, internal moderation lacked understanding of the expected standards, where the moderator awarded level 8 for an essay, demonstrating misapplication of the rubric, which compromised fairness and accuracy in learner evaluation. One case showed a huge variation between marks awarded by the teacher and the moderator, pointing to serious misalignment and a lack of consistency in applying the rubric criteria.

In Physical Sciences, marking discrepancies were identified during internal moderation, and original marks and moderated marks were tabulated. In addition, the moderation tool used by individual centres was too scanty and did not provide enough information about all the components of moderation, and the feedback provided was poor.

In Afrikaans First Additional Language, school moderation was done, and moderation reports were available in five of the six schools/centres sampled. However, there was no constructive feedback to the teacher or the learners. While in English Home Language, evidence in the form of the moderator's ticks and marks on learners' assessment tasks indicated that internal moderation was conducted in four of the six schools sampled.



However, there were no moderation reports or any form of qualitative feedback to learners, except in one centre where learners were provided with qualitative feedback.

In Computer Applications Technology and Consumer Studies, all schools were moderated by SACAI. It was clear in both subjects that the SACAI moderator differed with the marks allocated by the teacher in certain instances, however, the deviations were not more than ten marks. All six sampled schools/centres in Computer Applications Technology and Consumer Studies provided feedback on the learners' rubrics which detailed scoring and comments for each phase.

## 2.4 Areas of Improvement

Umalusi noted the following areas of improvement:

- a. In Afrikaans First Additional Language, technical details showed improvement compared to the previous year, as most documentation submitted was well prepared;
- b. Improvement was shown in the marking and moderation of assessment tasks in Afrikaans First Additional Language, and some schools used learner and teacher-friendly rubrics as recommended;
- c. All schools sampled submitted their portfolio of evidence electronically in English Home Language; and
- d. Improvement was shown in the moderation of assessment tasks and using improved moderation tools as recommended during Phase 1 in Accounting.

## 2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Non-adherence to CAPS and assessment guidelines in the development of assessment tasks, particularly regarding compliance with technical requirements for teacher and learner file composition, cognitive level distribution, task types, technical layout, and content coverage in subjects such as Business Studies, Geography, Mathematics, Accounting, Life Orientation, and English HL;
- b. Poor quality of assessment tasks (Accounting, Life Sciences, Mathematics);
- c. Poorly designed rubrics (Afrikaans FAL);
- d. Poor quality of marking (Accounting, Business Studies, Geography, History, Life Orientation and Mathematics); and
- e. Poor quality of internal moderation (Accounting, Business Studies, Geography, Physical Sciences and English HL).

## 2.6 Directives for Compliance and Improvement

SACAI must:

- a. Strengthen moderation practices by incorporating learner and teacher file audits, and provide standardised templates to ensure consistency and compliance with technical requirements for file composition;
- b. Provide refresher workshops on CAPS and assessment guideline requirements;
- c. Capacitate teachers on setting original, high-quality tasks aligned with appropriate taxonomies;
- d. Provide rubric design templates and exemplars for oral tasks; and
- e. Provide training on effective marking and moderation practices.



## 2.7 Conclusion

Umalusi commends SACAI for its initiative in appointing its own moderators to oversee the moderation of Preliminary Examination question papers, ensuring that these papers met the required standards of quality. The moderators also undertook the moderation of learners' scripts to verify that marks were allocated fairly and accurately, thereby ensuring that learners received the marks they merited. Their performance in this regard was commendable across many sampled subjects.

However, the directives for compliance and improvement outlined above must be fully implemented to ensure adherence to assessment policies and guidelines for SBA, PAT, and Oral assessment moderation.

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# CHAPTER 3

MONITORING THE STATE  
OF READINESS TO  
CONDUCT EXAMINATIONS



## CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

### 3.1 Introduction

The State of Readiness (SOR) 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 not only safeguard the integrity of the examinations but also 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 South African Comprehensive Assessment Institute's (SACAI) administration of the November 2024 examinations. In addition, the process evaluates the SACAI'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 SACAI'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 SACAI'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 best practice and, areas of non-compliance, while issuing directives for compliance and improvement. These directives require the SACAI to develop detailed mitigating strategies to address identified shortcomings, thereby guaranteeing 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 probability, 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 bring 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) Self-evaluation report

The SACAI conducted and submitted the self-evaluation report on its SOR in line with Umalusi 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 for 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 SACAI'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 the quality assurance of the examination and assessment process by the assessment body

A clear organogram was presented. Evidence suggests that the SACAI has enough resources to conduct examination. All duties were carried out in line with the job descriptions. Refurbishment of the infrastructure was approved for operations.

- b) Registration of candidates and centres

- i. Candidates' registration

The registration of candidates has been finalised and the SACAI registration profile revealed that 6420 candidates registered for 2025 NSC examinations compared to 6175 registered candidates for 2024 NSC examinations. Umalusi noted that 17 immigrant candidates were registered. Five hundred and nineteen accommodations and/concessions for 2025 NSC examination were approved compared to 341 for 2024 NSC examinations.

Historical trends: Registration of candidates	
Period	Total Registered
November 2025	6420
November 2024	6175
November 2023	5889

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 SACAI. Evidence further indicates that SACAI 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	519	341	369

Based on the verified evidence for 2025, Umalusi was satisfied that SACAI granted approval to all eligible candidates whose applications met the prescribed requirements.

ii. Registration of examination centres

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.

For 2025, a total of 84 examination centres were established. The table below presents the centre registration trends reported by the SACAI over a three-year period.

REGISTRATION AND ESTABLISHMENT OF EXAMINATION CENTRES			
Period	November 2025	November 2024	November 2023
Number of established examination centres	84	84	103

Each centre was risk-profiled according to the risk levels: high, moderate and low. The SACAI classified examination centres according to risk, based on the previous irregularities, fraudulent activities and the appointment of the new Chief invigilators.

iii. Marking centres

SACAI established one marking centre, which was the SACAI Head Office for the marking for the November 2025 examination. The staggered marking will start on 31 October 2025 - 5 December 2025.

Umalusi was satisfied with the state of readiness of the established marking centre. The identified centre had previously been used during the most recent marking activities for the June 2025 NSC examinations and 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)

SBA policies and moderation plans have been established to support the effective implementation of SBA. As part of its support strategy, workshops were conducted for selected subjects to strengthen the implementation and moderation processes. SACAI sets the common June and September examinations in selected subjects in order to establish the required standard of assessment tasks and monitored examination centres for glaring areas of non-compliance.

d) Printing, packing and distribution

SACAI has finalised the comprehensive printing plan for November 2025 examination, including the printing of answer books. The evaluation of the printing precinct confirmed that the SACAI has a stringent measure which meet the norms and standards prescribed for the security of printers. The following was observed:

- Twenty- four hours armed security and camera surveillance;
- Fitted alarm system;
- Steel and security gates; and
- Biometric verification for access.



i. Printing

All printing work was done in a controlled environment which complied fully to the service level agreement (SLA) between SACAI and service provider. All members of staff dealing with the exam papers has been vetted. Question papers are sealed inside the tamper-proof satchels kept in the double locking storage room after printing.

The printing area was secured through adequate measures, including 24-hour armed response, surveillance cameras, and a continuous monitoring system, the functionality of which was confirmed in the security control room.

ii. Packing

Umalusi noted that the SACAI has improved the labelling of the packed question papers. Each crate is clearly labelled to indicate the province, centre name, and number of crates in the consignment, corresponding to the week of writing.

The packing of question papers by group and week ensured that no two different question papers for the same subject were contained in the same crate or dispatched with the same consignment. Combination lock codes are issued one week before the commencement of the examinations.

Umalusi expressed satisfaction with the stringent security measures planned for implementation during the packaging process, aimed at preventing any tampering with the question papers.

iii. Distribution

A clear and detailed management plan outlining the management of the distribution of question papers was verified. Distribution of examination materials would be done in the same order as printing to ensure the security and integrity of the examination material.

The examination material will be distributed from the SACAI offices. Security standards are well documented in the SLA with the courier service. All measures for distribution of the examination consignment are set and will be closely monitored.

e) Monitoring of examinations

A comprehensive plan for the training of chief invigilators and invigilators was in place. The detailed plan outlines the weekly modularised training sessions to be conducted leading to the start of examinations. Monitors were appointed to oversee the established examination centres across all nine provinces, with the aim of achieving 100% monitoring coverage. However, Umalusi noted that only ten private monitors were appointed to form part of SACAI monitoring team.

All high risk examination centres to be monitored through the SACAI protocols.

f) Marker audit and appointments

The selection and appointment of markers was concluded on 31 July 2025, and the marker reserve were also appointed. All subjects have sufficient markers including the Chief Marker and Internal Moderator.

Overall, SACAI 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

The mark capturing system used by SACAI was compliant with the requirements of Umalusi. A double entry -system was the official marks capture system. Umalusi was satisfied with all the improvements SACAI has in place which ensured the June 2025 standardisation data's approval.

Based on the status report from the SACAI's June 2025 examination processes and the demonstrated system efficiencies, Umalusi expressed confidence that the same level of rigour would be maintained during the November 2025 process of capturing candidates' marks.

h) Management of examination irregularities

SACAI demonstrated its improved management of the conduct and administration to deliver examination free from irregularities. A fully functional SACAI Examination Irregularities Committee was constituted.

System for capacitating invigilators and monitors on what constitute examinations irregularities was one of the new strategies that the SACAI has put in place to manage irregularities. The SACAI will implement the consequence management measures for invigilators found to be in contravention of their contracts and also increased the number of designated centres under its direct management. All candidates signed the declaration of integrity for examination conduct.

### **3.3.2 Areas with Potential Risks to Compromise the Credibility of the Examinations**

For 2025, SACAI was able to strengthen the examination system such that there were no findings to suggest areas with potential risks. Its proactive strategies to mitigate risk was noted and accepted by Umalusi.

## **3.4 Areas of Improvement**

The labelling of the packed question papers was improved, including the audit of examination centres on their state of readiness undertaken by SACAI staff were the highlights of significant improvement.

## **3.5 Areas of Non-Compliance**

There were no areas on non-compliance identified.

## **3.6 Directives for Compliance and Improvement**

There were no directives for compliance issued.

## **3.7 Conclusion**

Umalusi conducted a rigorous validation and verification of the entire examination value chain to determine the SACAI's examination system's readiness for the November 2025 NSC examinations. It can be concluded that, based on the findings, SACAI was able to demonstrate its full complied with all the requirements prescribed by Umalusi for the state of readiness, and reassuring to conduct, administer and manage a credible November 2025 NSC examinations.

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# CHAPTER 4

AUDIT OF  
APPOINTED MARKERS



## CHAPTER 4 AUDIT OF APPOINTED MARKERS

### 4.1 Introduction

The audit of appointed markers process measures evaluates the extent to which assessment bodies' internal controls, processes, guidelines, and policies for the appointment of markers for the National Senior Certificate (NSC) examinations are adhered to and comply with the marking policy and other regulatory measures as determined by the assessment body. This audit process was aimed at ensuring that only the personnel with the requisite qualifications, skills, competence, and experience are appointed as markers for the November 2025 NSC examinations at the South African Comprehensive Assessment Institute (SACAI).

This chapter provides a report on the audit of appointed markers conducted by Umalusi from 4 to 5 September 2025, using a desktop methodology.

### 4.2 Scope and Approach

Umalusi audited the appointments of the markers, chief markers, and internal moderators. The exclusion from this process of deputy chief markers and senior markers was based on the following reasons:

- a. SACAI does not appoint deputy chief markers due to low enrolments; and
- b. Although SACAI appoints senior markers, this occurs only at the start of the marking period. Senior markers are appointed during the marking guideline standardisation meetings. The appointment of senior markers by SACAI is determined by their performance in marking the training and authorisation scripts.

Umalusi sampled 15 subjects (Annexure 4A) for the audit of appointed markers. The evidence submitted by SACAI for this audit comprised:

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

The criteria outlined in Table 4A were applied to assess the electronically submitted evidence for this year's 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
Deputy Chief Markers	Teaching experience
Chief Markers (examiners)	Marking experience
Internal moderators	



## 4.3 Summary of Findings

### 4.3.1 Compliance to Notional Marking Times

#### a) Markers

Umalusi considered the notional marking times provided by SACAI, the number of scripts per paper, and the marking days allocated for each subject to determine whether the appointed markers were sufficient.

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.

SACAI appointed a sufficient number of markers based on the notional marking time, total scripts, and the allocated marking period. Consequently, full compliance with the criteria was achieved across all sampled subjects in this regard.

#### b) Chief markers and internal moderators

According to SACAI's marking policy, examiners and internal moderators of specific NSC question papers serve as the chief markers and internal moderators during marking. Where this arrangement is not feasible, the examiner and moderator must attend a marking standardisation meeting and lead the marking guideline discussions before their responsibilities as chief markers or moderators are transferred to substitutes appointed by SACAI.

In all verified subjects, examiners and internal moderators were appointed as chief markers and internal moderators, respectively, for marking. During the audit process, the following was noted:

In English First Additional Language, only one chief marker was appointed for both Paper 1 and Paper 3, and one was appointed for Paper 2.

For History, SACAI appointed one chief marker for both Paper 1 and Paper 2 and one internal moderator for both papers. To this end, SACAI complied with its policy requirements.

### 4.3.2 Qualifications and Subject Specialisation

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

#### a) Markers

Based on the spreadsheets submitted to Umalusi, all appointed markers held the appropriate qualifications and subject specialisations, satisfying the requirements for marking at Grade 12 level. The following should be noted:

In History Paper 1 and Paper 2, upon verifying the transcripts, one marker was qualified for Arts and Culture as a specific subject and not History.

b) Chief markers and internal moderators

SACAI appointed chief markers and internal moderators who were suitably qualified, possessing the necessary subject expertise and academic credentials. Their qualifications included the relevant subject at second or third-year level, and/or an equivalent post-matric qualification deemed appropriate. Therefore, SACAI complied fully with its policy requirements in this regard.

### 4.3.3 Teaching Experience

a) Markers

The SACAI's marking policy requires applicants to have four to five years of teaching experience in the Further Education and Training (FET) phase for the relevant subjects, as well as at least two years of Grade 12 teaching experience in the subject applied for within the previous three years, regardless of the assessment body. The appointed markers met these criteria, having accumulated more than three years of teaching experience and between two and five years specifically in the subject for which they were appointed.

Additionally, all appointed markers were actively teaching the subjects for which they were appointed at Grade 12 level during the current academic year at centres or schools registered to administer the NSC examinations under SACAI, the Independent Examinations Body (IEB), and or the Department of Basic Education (DBE).

b) Chief markers and internal moderators

The SACAI's marking policy does not specify a specific number of years of teaching experience required for the appointment of chief markers and internal moderators. However, the policy stipulates that examiners and internal moderators of specific NSC question papers are appointed as chief markers and internal moderators for marking, respectively. Umalusi confirmed that the appointed chief markers and internal moderators possessed substantial teaching experience in their respective subjects, acquired through work with SACAI, the DBE, and/or IEB. In addition, they served as examiners and internal moderators for the subjects they were appointed to mark. SACAI fully complied with its policy requirements in this regard.

### 4.3.4. Marking Experience

a) Markers

According to SACAI's marking policy, prior marking experience is considered advantageous for the applicants. However, individuals with limited or no experience in marking NSC examination scripts may still be appointed on a probationary basis for one marking session. The policy further stipulates that no more than 10% of the appointed markers may be novices. To a greater extent, SACAI adhered to the policy requirements in this regard because the appointed markers had marking experience in the subjects and papers they applied to mark. Novice markers were also appointed, with experience ranging from none to less than three years. However, the following should be noted:

In Consumer Studies, Umalusi found that the proportion of novice markers exceeded the policy requirement, constituting 20% of the appointed markers, because two of the ten sampled markers met the required marking experience. Whilst eight markers had no marking experience and were identified as novice markers.

b) Chief markers and internal moderators

The SACAI's revised marking policy no longer specifies a minimum number of years of marking experience for the appointment of chief markers or internal moderators. Instead, it requires that the examiner and moderator of each NSC question paper assume the roles of



chief marker and internal moderator during the marking process. All individuals appointed to these roles complied with this policy, therefore they were the designated examiners and moderators for the papers, and they were responsible for overseeing.

#### **4.4 Areas of Improvement**

No areas for improvement were identified.

#### **4.5 Areas of Non-Compliance**

Umalusi noted the following areas of non-compliance:

- a. The proportion of novice markers appointed in Consumer Studies exceeded the policy limit, accounting for more than 10% of the total markers; and
- b. Appointment of a marker who did not hold a qualification that included the relevant subject at second- or third-year level for History Paper 1 and Paper 2.

#### **4.6 Directives for Compliance and Improvement**

SACAI must:

- a. Ensure compliance with its policy by appointing the required quota of novice markers across all subjects; and
- b. Appoint markers who hold qualifications that include the relevant subjects at the required level in all subjects.

#### **4.7 Conclusion**

Overall, SACAI complied with its marking policy by ensuring that markers across all the levels possessed the relevant qualifications, subject specialisation at appropriate levels, and the requisite teaching and marking experience. However, SACAI is required to address the areas of non-compliance identified, which have resulted in directives being issued to strengthen compliance and improve future process.

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# CHAPTER 5

MONITORING OF THE  
WRITING AND MARKING  
OF EXAMINATIONS





# CHAPTER 5 MONITORING OF THE WRITING AND MARKING OF EXAMINATIONS

## 5.1 Introduction

An oversight monitoring of the National Senior Certificate (NSC) examinations is conducted to determine whether the conduct, administration and management of exit-point examinations comply with the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate (NSC) Examination. Verifying adherence to these regulations is essential in determining whether the examinations were administered credibly.

Umalusi carried out its oversight monitoring responsibility at a sample of examination centres established by the South African Comprehensive Assessment (SACAI).

For the November 2025 NSC examinations, SACAI administered these examination sessions from 15 October 2025 to 26 November 2025. A staggered marking approach comprising subject groupings per marking period was adopted. This process commenced on 15 November 2025 and concluded on 4 December 2025.

This chapter summarises the findings, highlights areas of improvement and non-compliance, and issues directives for compliance and improvement. SACAI is required to submit an improvement plan to Umalusi addressing these directives.

## 5.2 Scope and Approach

SACAI established 83 examination centres and one marking centre, consistent with previous NSC examinations. Umalusi monitored 50 of the examination centres and the single marking centre established for this cycle.

Data was collected using a mixed-methods approach, which included among other, interviews with chief invigilators, evidence-based analysis of examination documents, and observations conducted during onsite monitoring at the centres.

Annexure 5A and Annexure 5B provide the details relating to the monitored examination and marking centres, including those implicated in areas of non-compliance.

## 5.3 Summary of Findings

Notably, the summary of findings is presented in two sections: Monitoring of the writing of the examinations (Part A), and Monitoring of the marking of the examinations (Part B).

The findings are consolidated based on the monitoring criteria outlined in the monitoring instruments. The data and conclusions are limited to the sample of 50 monitored examination centres and one established marking centre.

Furthermore, these findings are subject to the availability of evidence and data collected at the examination centres and the monitored marking centre at the time of Umalusi's visit.

## SECTION A: Monitoring of the Writing of Examinations

### 5.3.1 General Administration

#### a) Management of examination question papers

The examination question papers were delivered to the examination centres in accordance with the SACAI delivery schedule, using SACAI's contracted courier service. Chief invigilators received the weekly consignments and verified the correctness of the question papers delivered. All centres ensured that the question papers were securely stored in the supplied containers, which were sealed. Verified delivery notes were available as supporting evidence at 49 examination centres; however, one centre did not provide the required evidence.

#### b) Appointment records of invigilators

The invigilators' appointment records were verified across all monitored examination centres. Evidence was sufficient to confirm compliance with required records in 49 examination centres. At one centre, however, some invigilators did not make their appointment letters available for verification by Umalusi. All chief invigilators were appointed in writing and their appointment letters made available.

The chief invigilators and invigilators were trained for the current examination cycle, except in one centre where evidence of invigilators' training records was unavailable for verification.

#### c) Management of invigilators' attendance

Forty-nine of fifty monitored examination centres had sufficient numbers of invigilators and the 1:30 invigilator-to-candidate ratio was adhered to. Evidence indicated that invigilation was well managed, and attendance registers were duly signed, except at one examination centre where the attendance register was unavailable. Relief timetables were available across most centres as required; however, in six examination centres, it was observed that relief invigilator timetables had not been developed and were therefore unavailable.

Despite the reported instances of non-compliance, the evidence provided was sufficient to conclude that the overall level of compliance was acceptable.

#### d) Management of examination documents

While ten (10) of the examination centres were unable to file all required examination documents, the remaining 40 examination centres-maintained examination files that contained all necessary examination-related information. Umalusi was satisfied that these centres demonstrated full adherence to regulations governing the management and handling of examination documents.

### 5.3.2 Credibility of the Writing of the Examination

This section critically assesses compliance with the regulations governing 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

Forty-Seven (47) of the monitored examination centres complied with the criterion relating to the security and supply of the question papers. These centres demonstrated that:

- Examination material was stored in a safe environment.
- A strong room or safe was available for secure storage.
- Question papers were sealed prior to their distribution in the examination room.

Umalusi noted that in three monitored centres, strong rooms or safes were unavailable.

Despite the instances of non-compliance in three centres, there were clear pockets of full compliance across the remaining 47 examination centres.

b) Admission of candidates to the examination room

The admission of candidates into the examination rooms revealed a mixed set of findings:

- i. Procedures for the admission of candidates were correctly followed in 48 examination centres;
- ii. Candidates were admitted 30 minutes before the commencement of the examination;
- iii. Invigilators verified the admission letters and/or Identity documents upon entry into the examination rooms; and
- iv. Candidates were admitted and seated according to the seating plan.

However, one examination centre did not have a seating plan, and at another examination centre, candidates were not admitted 30 minutes before the commencement of the examination.

c) Conduciveness of the examination room

The examination rooms across all the examination centres were generally conducive to writing, with sufficient amenities available. All registered candidates were accommodated. A distance of one metre between the candidates was observed. The furniture was adequate and the rooms had proper lighting, clean running water, and sufficient toilet facilities which were sufficient.

However, at one examination centre, during the writing of Information Technology Paper 1, the furniture was unsuitable due to instability. The required spacing between candidates was not adhered to, creating a risk that candidates could view one another's work. In addition, no backup power supply was available in the event of a power failure.

d) Administration of the writing session

The administration of the writing session was properly managed in 48 monitored examination centres. Clocks and other time-displaying devices were available and visible to all candidates. Information boards were displayed, and examination rooms were free from any material, writing or drawing that could assist candidates. All candidates who wrote were registered.

Invigilators ensured that all candidates did not carry cell phones or any unauthorised material/equipment. Calculators where applicable were checked for compliance. Necessary procedures were followed for those candidates granted special concessions for different examination accommodations.

It was noted, however, that in two examination centres, calculators were not checked for compliance.

Overall, the writing sessions were administered in accordance with the required standard procedures.

e) Compliance with examination procedures

Evidence demonstrated pockets of compliance across 40 examination centres. These centres complied with the following examination procedures:

- i. The assessment body audited the centres on their state of readiness;
- ii. Candidates were issued official answer books, and the correctness of information; on the cover page was verified;
- iii. Question papers were opened in front of the candidates and distributed on time;
- iv. Ten minutes of regulated reading time was provided; and
- v. Examination started and ended on time. Invigilators remained vigilant and no candidates left the examination room without an escort or during the last 15 minutes of the session.

However, 10 examination centres did not comply with all examination procedures as highlighted above.

f) Handling of answer scripts

The collection and counting of the answer scripts were well managed in all examination centres. Invigilators collected scripts either when candidates finished writing or at the end of the examination session. Scripts were counted and securely packed according to the sequence reflected on the mark sheets. The number of scripts corresponded with the number of candidates present. Only authorised personnel were permitted in the packing rooms.

Importantly, scripts were sealed in the presence of Umalusi before being stored and locked in the secure room.

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

Umalusi raised a concern about the furniture used during the writing of Information Technology. The furniture did not meet the required standard, and its positioning created a risk of candidates viewing each other's work.

## **SECTION B: Monitoring of the Marking of the Examination**

The findings in this section are derived from the monitoring of the marking centres to determine their readiness to manage the marking processes.

### **5.3.3 Planning and Preparations**

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 provides the foundation for a reliable and successful marking process as presented below.

a) Appointment of marking personnel

The list of appointed marking personnel was available and verified. It was confirmed that the list corresponded with the approved markers.

No evidence of a shortage of markers was identified during the monitored sessions.

b) Availability of marking management plans

The marking centre presented a detailed management plan outlining all the marking activities to be undertaken for the full duration of the marking cycle. The schedule for regular triangulation meetings was also clearly indicated. Marking personnel reported to the marking centre in accordance with the staggered marking plan designed to coordinate the six planned marking sessions.

c) Availability of scripts and marking guidelines

Scripts were couriered by a private company to the SACAI Head Office marking centre prior to the commencement of marking. SACAI prepared all the scripts for the marking prior to the arrival of the markers. Marking guidelines were provided timeously by SACAI.

d) Storage and safekeeping of scripts

A spacious and secure control room, with security guards and surveillance cameras, was used for the safekeeping of the scripts. All scripts were in labelled boxes placed inside the crates.

The security measures were found acceptable to Umalusi.

e) Management and control of scripts

Clearly documented script control procedures were in place, outlining the flow of scripts from receipt to distribution to marking rooms, and their subsequent return for archiving. Scripts were scanned upon arrival at, and dispatch from, the marking centre. It was reported that some scripts from one examination centre could not be scanned. The markers, senior markers and assistant markers were responsible for controlling and tallying the scripts.

### 5.3.4 Resources (Physical and Human)

a) Suitability of the infrastructure and equipment to facilitate marking

The infrastructure at the marking centre was suitable for marking activities. Large tables and chairs were provided, and all communication facilities were available. The control room was sufficiently spacious to accommodate all subjects being marked.

b) Capacity and availability of marking personnel

All appointed markers were present at the marking centre. A staggered approach was used to source additional markers from the Department of Basic Education (DBE), ensuring adequate capacity throughout the marking period.

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



The marking centre was peaceful, secure, and conducive to marking. All allocated subjects were accommodated within the available space. The marking centre did not provide overnight accommodation for marking personnel.

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

SACAI made provisions to cater meals to marking personnel at the marking centre. The menu catered to different dietary requirements, ensuring that all marking personnel were accommodated.

e) Compliance with occupational health and safety requirements

The marking venue complied with the minimum Occupational Health and Safety (OHS) requirements. Adequate water, sanitation facilities, electricity and fire extinguishers were available. SACAI's measures ensured a safe physical environment for all marking personnel and supported their overall well-being.

### 5.3.5 Provision of Security Measures

a) Access control into the marking centre

Security guards from a private security company together with biometric access controls, were in place to regulate entry into the marking centre. All authorised personnel were required to sign the access register and produce identification before entry was granted.

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

The scripts were scanned before being moved out of the control room under the supervision of the security personnel. Script controllers maintained accurate records of all scripts allocated to individual markers, ensuring full accountability throughout the marking process.

### 5.3.6 Training of Marking Personnel

a) Quality and standard training sessions across subjects

The training of the marking personnel was conducted virtually via MS Teams: however, some trainees experienced technical challenges during the sessions. Despite this, all marking positions were filled, and all required training, including subject-specific and procedural training, was completed prior to the commencement of the marking activities across the subjects.

b) Adherence to norm time

The daily norm time was set from 07h00 to 19h00. SACAI ensured adherence to this prescribed schedule. Biometric systems were used for clocking in and out of the marking centre, thereby ensuring accurate attendance records.

### 5.3.7 Management and Handling of Detected Irregularities

Marking personnel received training in the identification and handling of irregularities. The marking centre has its own Irregularity Committee (IC), which is responsible for investigating any irregularities detected. The internal moderators liaise with the centre manager whenever an irregularity occurs. All irregularities including lost scripts that cannot be accounted for were reported to SACAI's Irregularity Committee.



## 5.4 Areas of Improvement

The monitoring of writing and the marking of the November 2025 NSC examinations met all expected standards, with no areas for improvement identified.

## 5.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Inconsistencies in the execution of roles by invigilators; and
- b. A lack of proper storage facilities to safeguard the question papers as outlined under 5.3.2 was identified at three centres.

## 5.6 Directives for Compliance and Improvement

SACAI must ensure that:

- a. Invigilators are regularly evaluated to enhance and maintain high performance standards; and
- b. There is a standard security protocol for examination centres to implement and ensure that all centres be equipped with strong rooms, safes, or lockable cabinets for the secure storage of examination consignments upon receipt.

## 5.7 Conclusion

The findings reveal that the conduct, administration, and management of the November 2025 NSC examinations were managed in a manner that demonstrated SACAI's accepted level of compliance with the regulations governing the conduct, administration and management of the NSC examinations. SACAI also satisfied the key indicators for monitoring the writing and marking phases of the examinations as prescribed by Umalusi. However, SACAI is required to address the directives issued for compliance and improvement in areas where non-compliance was identified.

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# CHAPTER 6

MARKING GUIDELINE  
DISCUSSIONS AND  
VERIFICATION OF MARKING





# CHAPTER 6 MARKING GUIDELINE DISCUSSIONS AND VERIFICATION OF MARKING

## 6.1 Introduction

Umalusi plays a critical role in safeguarding the integrity and credibility of the National Senior Certificate (NSC) marking process across all assessment bodies. Through two key quality assurance activities, marking guideline standardisation and the verification of marking, Umalusi ensures that marking is fair, valid, and reliable.

For the November 2025 South African Comprehensive Assessment Institute (SACAI) NSC examinations, Umalusi actively participated in standardisation meetings and conducted verification of marking to confirm full compliance with approved protocols. The verification process focused on ensuring strict adherence to Umalusi-approved marking guidelines, identifying and addressing any deviations, validating the accuracy of mark allocations and calculations, and confirming that internal moderation was consistently applied.

This chapter provides an account of these compliance-driven processes, underscoring Umalusi's commitment to maintaining high standards of quality and fairness in the marking of NSC examinations.

## 6.2 Scope and Approach

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

### 6.2.1 Marking Guideline Standardisation Meetings

Umalusi participated in online and onsite marking guideline standardisation meetings of 15 subjects, comprising 30 question papers, held on staggered dates for each subject and question paper.

Table 6A presents the 15 subjects comprising 30 question papers selected for the marking guideline standardisation meetings.

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

Subjects			
1	Accounting Paper 1 and Paper 2	9	Information Technology Paper 1 and Paper 2
2	Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3	10	Life Sciences Paper 1 and Paper 2
3	Business Studies Paper 1 and Paper 2	11	Mathematics Paper 1 and Paper 2
4	Computer Applications Technology Paper 1 and Paper 2	12	Mathematical Literacy Paper 1 and Paper 2
5	Consumer Studies Paper 1	13	Physical Sciences Paper 1 and Paper 2
6	English First Additional Language Paper 1, Paper 2 and Paper 3	14	Tourism Paper 1
7	English Home Language Paper 1, Paper 2 and Paper 3	15	Visual Arts Paper 1 and Paper 2
8	Hospitality Studies Paper 1	16	

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

**Table 6B: Criteria for the marking guideline standardisation process**

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

Part A focused on the pre-marking guideline standardisation meetings conducted by the examining panels for each question paper. It assessed the level of preparedness of the senior marking personnel. 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 15 subjects, covering 30 question papers referenced in Table 6A for verification of marking.

Umalusi applied the criteria in Table 6C to analyse and evaluate the marking of the sampled subjects.

**Table 6C: Umalusi criteria for verification of marking**

Criterion 1 Policy matters	Criterion 2 Adherence to the marking guideline (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 identified during the marking guidelines standardisation 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 Process

- a) Preparatory work
  - i. Pre-marking guideline standardisation meetings

The SACAI chief markers and internal moderators held pre-marking guideline standardisation meetings to prepare for the formal marking guideline standardisation meetings. These meetings took place between 31 October and 28 November 2025 on staggered dates for each subject. While most meetings were conducted online, meetings for six subjects were held onsite at the SACAI marking venue.



Participants included chief markers, internal moderators, Umalusi external moderators and verifiers, with SACAI and Umalusi staff present for oversight. As per SACAI requirements, each participant was expected to have marked five dummy scripts prior to the meetings.

ii. Preparation by senior marking personnel

The pre-marking of five dummy scripts per question paper prepared senior marking personnel for the marking guideline standardisation meetings. These scripts were utilised for both the training and the authorisation of senior markers and markers. During the meetings, consensus was reached among senior marking panels on incorporation of relevant responses into the marking guidelines for 30 question papers across 15 subjects, thereby upholding fairness, validity, and reliability in the marking process.

However, a deviation from the prescribed marking of five dummy scripts per question paper was noted in English First Additional Language (FAL) Paper 2, where the chief marker and internal moderator, each pre-marked three dummy scripts.

Umalusi external moderators and verifiers, together with SACAI staff member who attended the marking standardisation meetings, expressed satisfaction with the level of preparedness demonstrated by SACAI's senior marking personnel. The agreed marking guidelines were formally signed off by Umalusi.

b) Marking guideline standardisation meetings

i. Processes and procedures

SACAI held 30 marking guideline standardisation meetings, with Umalusi participating in 15 of these meetings for the sampled subjects. All the meetings were effectively managed by SACAI's chief markers and internal moderators.

There was strong organisational, logistical, technological, and administrative support provided by SACAI officials. The marking venues were clean, well-lit, and ventilated. The administrative forms were distributed and completed on time; copies of marking guidelines, electronic marksheets, and related documents were made available promptly. In addition, SACAI shared the online link with Umalusi in good time to facilitate the marking guideline standardisation discussions.

ii. Mediation of the marking guidelines

The marking guidelines utilised during the marking guideline standardisation meetings for the verified subjects represented the final versions approved by Umalusi. The chief markers facilitated the discussions by going through the entire marking guidelines for each subject in detail. Both the chief markers and internal moderators provided inputs and clarified the interpretation of problematic questions. Tolerance ranges were allocated to all questions to account for varying levels of difficulty.

Umalusi endorsed the inclusion of all valid alternative responses to ensure accuracy, fairness, and consistency in marking. Importantly, the addition of these responses did not alter the cognitive demand of the question papers.



c) Training and quality of the final marking guidelines

i. Training of markers

During the marking guideline standardisation meetings for the selected subjects, senior marking personnel prepared sample scripts to support the training of markers. The training ensured that markers were fully equipped to apply the approved marking guidelines consistently.

The markers marked the prepared five dummy scripts, as training scripts. The outcomes from the marking of the training scripts were used to allocate markers to specific questions, ensuring that allocations were based on demonstrated accuracy and consistency. Potential marking errors were identified, and the senior marking personnel discussed strategies to provide clarity during training and prevent mistakes. As in previous years, both marking principles and general principles were reviewed and distributed to all markers. This approach enhanced both efficiency and uniformity in the marking process.

ii. Quality of the final marking guidelines

The final marking guidelines for the verified subjects were clear, well organised, and sufficiently detailed to support a reliable marking process. They included explicit marking instructions to enable consistent and standardised marking across the 15 subjects and 30 question papers sampled.

### 6.3.2 Verification of Marking

a) Policy matters

i. Statistics

This quality indicator determines whether sufficient marking personnel was appointed to mark the available scripts across all question papers.

Adequate marking personnel was appointed for all question papers. The 1:5 ratio of senior markers to markers was maintained for all subjects, except for English Home Language Paper 2, where three senior markers supervised six markers each, and one senior marker supervised seven markers. Despite this deviation, the process remained effective, consistent, and ensured robust quality control. No challenges were reported for any question papers where the stipulated ratio could not be maintained.

Umalusi highlighted a concern that 50% of the markers appointed for Afrikaans FAL Paper 1 were novice markers. Similarly, 20% of the markers appointed for Afrikaans FAL Paper 3 were also novices. While the Performance Administrative Measures prescribes that 15% of markers per question paper should be novices, SACAI does not specify a threshold for the appointment of novice markers in its marking policy.

For Computer Applications Technology (CAT), SACAI appointed senior markers for the first time in 2025, responding to the directives issued in 2023 and 2024. Senior markers supervised small groups of three to four markers, ensuring effective moderation and improving quality control.



One of the four appointed Hospitality Studies markers, who was a novice, initially had difficulty interpreting the marking guideline. As a result, the chief marker arranged additional training and for intense supervision. The marker subsequently showed improvement. Umalusi appreciated the intervention by the chief marker in this regard.

ii. Official appointment of markers

SACAI issued electronic appointment letters to all appointed markers, signed by the Head of Examination and Quality Assurance on 29 September 2025. The letters provided an option for either full-day or half-day marking sessions.

b) Adherence to the marking guidelines

i. Application of the approved marking guidelines

In all the verified subjects, markers used the marking guidelines approved during the marking guideline standardisation meetings. The awarding of marks was generally consistent and largely aligned with the approved marking guidelines. The chief markers, internal moderators, and senior markers closely monitored the process to ensure fairness and accuracy. Marking was conducted transparently and systematically.

For Computer Applications Technology Paper 1, Umalusi verified on the markers' computer screens, that all marking personnel used the approved marking guideline and the correct electronic marksheet. For Information Technology Paper 1, the marking guideline was presented as an Excel spreadsheet checklist, which every marker used. This checklist incorporated the marking guideline, and the process was closely monitored by the chief markers, internal moderators, and senior markers.

Overall, the approved marking guidelines were adhered to for the verified subjects, except for Business Studies Paper 2. In this subject, markers awarded "double ticks" at the end of candidates' responses instead of allocating part marks as prescribed in the marking guidelines. The external moderator addressed this discrepancy with the chief marker and required that it be corrected, including on scripts that had already been marked.

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

Amendments and additions were made to the marking guidelines for Life Sciences Papers 1 and 2. The changes, including handwritten explanations, notes, and adjustments, appeared on the marking guidelines of the internal moderator and chief marker. The final signed-off marking guidelines incorporated all approved changes. For English Home Language Paper 1, amendments included adjustments to language use, acceptance of alternative phrases, marking directives, and vocabulary enhancements to allow for allocation of part marks. All additions were discussed and approved by Umalusi.

In Tourism, amendments were necessary due to an Afrikaans translation issue in the question paper. The terms "Bank Buying Rate" and "Bank Selling Rate" were both translated as "Geldeenheid" in the Afrikaans version. Although an erratum was issued and distributed to all centres, the Afrikaans marking guideline was further adjusted to allow candidates to use either bank rate. This adjustment ensured fairness for Afrikaans candidates and was approved by the external moderator.



- c) Quality and standard of marking and internal moderation
  - i. Quality and standard of marking

This quality indicator investigates the quality and standard of marking during the marking process. The marking personnel adhered to the marking guidelines approved at the marking standardisation meetings for all the question papers that were verified. During the initial days of marking, there were inconsistencies in the marking. They were addressed through discussions of the marking guidelines and retraining of markers where necessary.

The electronic marksheets for CAT Paper 1 were uploaded by the chief marker on the SACAI marking system, and all markers accessed and downloaded them from a central point. This ensured that everyone worked from the same approved version of the marking guideline, maintaining consistency and accuracy across all scripts.

Marking errors were detected in Business Studies Paper 1 Question 2.6, where the external moderator identified the challenge of lenient marking in the marking of the introduction and conclusion. A mark was incorrectly awarded for the response "buying shares" instead of "issuing shares." The chief marker and internal moderator provided clarity to markers and clear instructions regarding the marking and the awarding of marks for the introduction and conclusion.

In Business Studies Paper 2, marking errors were identified in Questions 1.2.4 and 2.2 where wrong answers were marked correct versus Question 2.3.2, where a correct answer was marked wrong.

There was also non-adherence to the marking guideline, e.g., Question 3.7, Question 4.3, and Question 4.8, allocated 'double ticks' at the end of the candidate's response instead of applying 'part marks' as instructed on the marking guideline.

For English Home Language Paper 2, marking errors were picked up due to missed correct responses. The chief marker and internal moderator addressed the issue with the markers, and improvements were reported. Despite many novice markers being appointed for the marking of Afrikaans FAL Papers, marking was consistent.

In Physical Sciences Paper 1, Umalusi observed that a marker responsible for Question 10 (Photoelectric Effect) used very small marking ticks which were mistaken for non-ticks. These ticks were, at most, overlooked by examination assistants when calculating totals. The same marker made errors when adding final marks. This was raised with the chief marker and the internal moderator, who confirmed that they had identified similar issues. The chief marker and internal moderator intervened by ensuring that every script marked by the marker in question, was subjected to moderation by either of them to minimise potential marking errors. As marking progressed, ongoing monitoring indicated that the marker's accuracy slightly improved. Except for the one issue reported, marks were allocated in accordance with the marking guideline, which clearly outlined the breakdown, distribution, and allocation of marks for each question. The marking criteria, together with the underlining of key words in explanatory-type questions, contributed significantly to maintaining consistency and accuracy in the marking process.



## ii. Internal moderation of marking

SACAI appointed enough marking personnel to conduct internal moderation. The quality of internal moderation was of an acceptable standard. There was evidence of internal moderation by senior markers, chief markers and internal moderators. They conducted specific question moderation and full script moderation, respectively. At most, mark deviations were within the tolerance range across most of the question papers. Internal moderation was effectively distributed across the scripts to ensure broad coverage and enhance the reliability of the marking process.

In Life Sciences, Umalusi observed that internal moderation was thorough for both papers. In Paper 1, mark adjustments were minimal and remain within the tolerance range. For Paper 2, full-script moderation was conducted at the commencement of the marking process. As marking progressed, moderation shifted to focus on one or two questions per script in order to increase the number of scripts reviewed.

For Accounting Paper 1, mark deviations were generally within the established tolerance range, except in one script where the deviation exceeded the tolerance threshold. This deviation originated from Question 1. The chief marker subsequently engaged the responsible markers to emphasise the need for greater vigilance. Overall, the internal moderation process was conducted thoroughly.

## iii. Addition and transfer of marks

The total marks on the scripts were checked against the corresponding examination numbers on the marksheet in this quality indicator. The calculation of marks and the capturing of marks on the mark sheet were, for most subjects, accurate. The following was, however, observed:

- The recording of marks on one of the English HL Paper 1 script exceeded the total marks of the question. Mark discrepancies were also picked in Paper 2. The errors picked up were due to missed correct responses. The chief marker and internal moderator addressed the issue with the markers, to ensure accuracy and all the marked scripts were double checked.
- The addition of marks was generally accurate for Life Sciences Paper 2 and Afrikaans FAL Paper 1.
- In English FAL Paper 1, moderators identified and corrected errors in calculations and additions. Other discrepancies of between one or two marks were detected and corrected by the internal moderator. Markers were alerted to the errors and encouraged to thoroughly check when adding and transferring marks.

## d) Candidates' performance

In verifying 30 question papers across 15 subjects, Umalusi observed variations in candidate's performance. This analysis was conducted on a sample of candidates and not the entire cohort. The summary is indicated below:

**Accounting:** Candidates performance was satisfactory, overall. However, most struggled in Paper 1, where the performance was notably poor in Question 1.2 (10 marks) on 'Calculation of Depreciation and Profit/Loss on Sale of Fixed Assets'. In Question 4 'Audit Reports and Corporate Governance' (5 marks), weaker candidates struggled to identify the types of independent auditors' reports.



In Paper 2, the below-average candidates showed weaknesses with calculations involving percentages; either increases or decreases or working backwards for amounts before the increase/decrease. Some of these are basic Grade 9 calculations. This exposed their lack of understanding of the logic, purpose and procedure of reconciliations and their inability to interpret errors and omissions identified.

**Afrikaans FAL:** Although candidates generally performed well, they experienced a challenge with the higher cognitive level questions (Paper 1). They also struggled in Question 4 (10 marks) on critical language usage and performed the worst in Question 5 (20 marks), struggling with Afrikaans terminology for language aspects. In Paper 2, most candidates lacked basic knowledge of genres. In Paper 3, candidates had poor Afrikaans FAL vocabulary.

**Business Studies:** Overall, candidates performed well. Poor performance was observed in Paper 1, Question 2 and Question 5. These questions tested 'Business Environment' (40 marks). Candidates also performed poorly in Question 3.6.2 (4 marks) and 4.9 (4 marks) on 'Quality of Performance'; they made only general statements on product quality, rather than addressing the specific questions posed.

In Paper 2, candidates performed poorly in Question 5.5 (8 marks). They confused 'COIDA' as an Act taught under legislation in Paper 1 with 'Compensation Fund/COIDA' as a type of compulsory insurance. In Questions 6.3.1/2/3 (12 marks) and 6.4.1/2/3, many candidates struggled and confused 'Unethical Business Practices' with 'Unprofessional Behaviour' and forfeited marks (12 marks).

**Computer Applications Technology:** The performance of candidates was generally fair. In Paper 1, many candidates struggled with higher-order spreadsheet, database, and hypertext markup language (HTML) tasks due to limited exposure to complex, scenario-based activities and insufficient practical reinforcement. Questions 4 (20 marks), 5 (35 marks), and 7 (15 marks) revealed candidates' weaknesses in responding to higher-order questions requiring logic, reasoning, and application of theory.

In Paper 2, poor performance was noted in Question 4.3, Question 4.5.2, Question 4.6, Question 5.5.2, Question 6.1.1, Question 7.2, Question 8.3.4 (17 marks) and Questions 10.5 to 10.9 (9 marks), which required deeper understanding and application of concepts such as cloud computing, central processing unit (CPU) performance, search operators, cybersecurity threats, and assistive technologies. Candidates confused similar Information and communication technology (ICT) terms and struggled to interpret multi-layered instructions, reflecting weak conceptual and interpretive skills. Overall, the problematic questions in both question papers were those that tested higher-order cognitive demand, underscoring the need for a greater emphasis on applied learning, conceptual reinforcement, and exposure to integrated ICT scenarios.

**Consumer Studies:** Generally, candidates' performance was fair. They struggled with higher-order questions, in the main. In Question 6.10 (8 marks), candidates had to apply knowledge of the socio-economic context on how small business entrepreneurs can positively influence the South African economy. Most candidates struggled to provide relevant and practical suggestions. In Question 5.5 (4 marks), most candidates struggled to apply their knowledge to a real-life scenario. Responses lacked depth in critical thinking and analysis. Candidates demonstrated limited understanding of consumer rights and responsibilities in an online context. They also struggled to transfer classroom knowledge to real-world situations. Question 3.1.2 (5 marks) was also poorly answered; candidates struggled with the guidelines for an energy-restricted diet to help an obese person lose weight.



**English First Additional Language:** Candidates generally performed well. They, however, struggled in Paper 1, Question 5.1 (4 marks), requiring basic language structures. In Paper 2, the overall performance of candidates was notably weak in the Poetry section, consisting of Question 8 (25 marks) and Question 9 (25 marks). Umalusi noted that candidates found the poem “Inversnaid” particularly challenging, especially in the open-ended portions of the questions. Candidates performed better in Paper 3.

**English Home Language:** Even though the overall candidate's performance was good, in Paper 1, the overall results indicated a lack of sufficient knowledge skills in English at the Home Language level. While many were able to engage adequately with questions that assessed lower-order cognitive skills, they struggled to think critically, form sound judgements, and provide motivated, substantiated responses. Candidates also fared poorly in Question 3 (10 marks), focusing on cartoon reasoning when compared to those who assessed advertising.

In Paper 2, the poor-performing candidates demonstrated limited knowledge of the texts and presented a single idea for most questions, e.g., the main idea of the play. Many candidates lacked in-depth critical knowledge, and they could not substantiate their claims with evidence from the text. The overall performance of candidates was notably weak in the Poetry section, along with Question 8, the novel (25 marks), and Question 9 (25 marks). In Paper 3, for most candidates' the performance in transactional writing remained poor (25 marks).

**Hospitality Studies:** The question on costing in Question 3.5.1 (3 marks) and Question 3.5.2 (3 marks) were the worst answered questions. Questions 4.3.1 - 4.3.4 (5 marks) on choux, were poorly answered. Candidates could not explain what profiteroles were, and the most suitable time to fill them. They also could not describe the term ‘Mille Feuilles’ in Question 4.6 (3 marks). Candidates also struggled with the question on preservation in Question 4.2 (4 marks), with only a handful being able to identify the preservation methods and explain each.

**Information Technology:** Overall, candidates performed poorly in both papers. They lacked basic knowledge and competencies. In Paper 1 Question 4 (31 marks) on ‘Problem Solving Programming’, candidates had lower performance, especially with complex algorithms and problem-solving tasks.

In Paper 2, Question 5 (20 marks), candidates struggled with Delphi Object-Oriented Programming (OOP) knowledge and code debugging.

**Life Sciences:** Candidates performance varied. In Paper 1, the lowest-performing question was Question 2.1 (10 marks), which focused on ‘Homeostatic Control of Carbon Dioxide’ in the blood. This question required a solid understanding of homeostatic processes in the human body, yet many candidates struggled to grasp how different mechanisms interact, particularly in relation to negative feedback. Candidates also encountered difficulties with Question 3.4 (9 marks), which tested candidates' ability to identify sections of the human brain and connect these structures to the functions of the nervous system.

In Paper 2, Question 1.2 (9 marks) ‘Biological Terminology’ posed challenges as well, despite it being a recall-based question. Question 2.2 (10 marks): which was an extract of two species of bats referring to speciation, candidates struggled to link the visible differences to speciation. Question 3.1 (12 marks) was a diagram representing a cell during meiosis. For this question, candidates could not effectively differentiate between concepts and terminology, e.g., cell, gene, allele, gamete and chromosome.



**Mathematical Literacy:** Candidates generally performed fairly. Paper 1, Question 2 was the worst-performed question. Candidates could not differentiate between threshold and rebate in Question 2.1.1 (5 marks) and had poor knowledge of the current unemployment insurance fund ceiling in Question 2.1.2 (3 marks). Others could not use the correct values when calculating in Question 2.1.4 (3 marks). Several candidates were unable to identify the correct tax bracket in 2.1.5 (15 marks)-Annexure A, while some failed to calculate 'Interquartile Range' in Question 2.2.2 and Question 2.2.4 (5 marks). In Question 3.3.2 (4 marks), some candidates were unable to use ratios to calculate the number of albums each artist sold and to identify the number of days in a week in 3.3.3 (4 marks).

In Paper 2, Question 3.1.1 (4 marks), some candidates failed to calculate the total height of the table, including the wheels as well as the actual distance using strip charts in Question 3.3.3 (2 marks).

**Mathematics:** Overall, candidates demonstrated a fair level of performance. In Paper 1, Question 9 (13 marks) on 'Probability' was challenging to most candidates. This question included substantial items pitched at cognitive level 4, assessing problem-solving and non-routine application. Candidates struggled with interpretation and higher-order reasoning questions.

In Paper 2, Question 3 on Analytical Geometry, difficulty arose from two question items, one at cognitive level 3 and the other at level 4, accounting for 15 marks of the entire question. The very low averages in Trigonometry (26 marks) in Question 5 and Question 7, non-routine applications, such as solving trigonometric equations with identities, compound-angle reasoning, and accurate spatial setup of triangles, were stumbling blocks. Euclidean Geometry in Question 9 required structured reasoning and precise theorem application, incomplete chains of logic and weak justification severely impacted marks (11 marks). Question 10 (Euclidean Geometry) was classified as very difficult for the entire cohort (12 marks). This question included substantial items pitched at cognitive level 4, assessing problem-solving and non-routine application. The extremely low average suggested that candidates struggled with interpretation and higher-order reasoning.

**Physical Sciences:** Most candidates showed a reasonable standard of performance. In Paper 1 Question 1.6 and 1.7 (4 marks), candidates struggled to interpret the velocity-time graphs for four cars and to calculate charge  $q$  in terms of the bigger charge  $Q$  to create a system of three charges in equilibrium. As well in Question 1.8 (2 marks), candidates could not calculate the cost of electricity. Question 2 (Newton's Laws) was poorly answered. They demonstrated poor subject knowledge and application of forces and components of forces, a lack of understanding of the difference between free-body diagrams and force diagrams and a lack of trigonometry skills (19 marks).

When relating multiple objects' acceleration and tension/applied forces, candidates struggled to assign the positive and negative direction, as well as maintaining these signs when substituting values into formulae. Candidates could not show understanding that the forces in equilibrium equal  $F_{\text{net}} = 0 \text{ N}$ . They could not work with components/forces in the same plane ( $x$  or  $y$ ) when needed. Question 4 'Momentum and Impulse' - Candidates lacked good graphing skills and thus struggled to identify possible mistakes visible on a given graph (8 marks). They had poor Mathematical abilities/knowledge to manipulate various equations and obtain the needed link between these equations. This was a question with a Level 4 focus, and candidates found the question difficult. In Question 8 'Electric circuits' (23 marks), candidates struggled to identify the series inside the parallel (combination circuit), and conversion from  $W$  to  $kW$  was poorly done or not done at all in the calculation of cost.



In Paper 2, Question 6.2, 'Chemical Equilibrium', candidates struggled to explain the reaction that takes place when the temperature decreases, i.e., 'Exothermic'. In Question 7.1 'Acids and Bases', candidates struggled with basic subject knowledge, the use of pH to identify  $\text{H}_3\text{PO}_4$  as a strong acid, and mathematical challenges with . In this question, many candidates failed to recognise that 'NaOH' was present to an excess and therefore were unable to calculate the number of excess moles. Errors in unit conversion were also common. In Question 8, 'Electrochemistry: Galvanic Cell' (15 marks), candidates had difficulty using the reduction table correctly. In Question 9, 'Electrochemistry: Electrolytic Cell' (8 marks), many candidates demonstrated a limited understanding of ion movement in a solution and struggled with the interpretation of the question and basic terminology.

**Tourism:** Candidates performed well, overall. Question 5 (15 marks) was poorly performed by most candidates; they lacked knowledge of the World Heritage Sites. As well, candidates could not link the heritage sites to icons. In Question 6 (5 marks), candidates struggled with the identification and naming of Travel Markets.

**Visual Arts:** Candidates' performance varied from strong to weak. In Paper 1, they struggled in Question 7.2 (12 marks) 'Gender Issues'. Question 2.2 (10 marks) was a recall question, but many candidates struggled to answer it.

Several candidates submitted incorrect themes that did not align with the theme set in 2025. In questions related to 'Artwork,' candidates displayed limited technical skill and use of supporting materials and references in their responses. The performance pattern suggested that while a few candidates demonstrated a sound understanding of the content, the majority exhibited gaps in their knowledge and skills.

In most of the subjects, candidates were clustered at lower levels of the distribution of performance. External moderators mentioned some of the reasons for the poor performance of candidates in the verified subjects. Possible reasons for candidates' unsatisfactory performance post verification included:

- Candidates' failure to use the excel spreadsheet and their inability to interpret multi-step, higher-order questions (CAT Paper 1).
- Poor knowledge of the prescribed network (English Home/FAL Paper 2).
- Poor subject content knowledge (Business Studies, English Home/FAL Paper 2 and Physical Sciences and Visual Arts).
- Poor use of art theory terminology (Visual Arts).

## 6.4 Areas of Improvement

Umalusi noted the following area of improvement:

- a. The appointment of senior markers for all question papers across subjects; and
- b. Adherence to the 1:5 ratio of senior markers to markers across question papers and subjects, except for only one subject.

## 6.5 Areas of Non-Compliance

Umalusi identified the following areas of non-compliance:

- a. Subjects such as Business Studies, English FAL Paper 2, and Physical Sciences Paper 1 showed weaknesses in maintaining consistent and reliable marking standards during assessment; and
- b. Nonadherence to the 1:5 ratio of senior markers to markers (English Home Language Paper 1 and Paper 2).



## 6.6 Directives for Compliance and Improvement

SACAI must ensure that:

- a. Training of the marking personnel is intensified, with a focus on accurate and consistent marking and calculations; and
- b. Full compliance with the SACAI marking policy is maintained in all respects.

## 6.7 Conclusion

Overall, Umalusi's monitoring of marking guideline standardisation and verification across the fifteen sampled subjects demonstrated significant improvements in the quality and consistency of marking. Strengthening of marking guidelines and processes was evident in all verified subjects, with SACAI showing notable progress in enhancing its internal moderation practices.

Although a few challenges were identified during the marking process, these were minimal and did not materially affect candidates' overall performance. SACAI is commended for effectively responding to Umalusi's previous directives, particularly in appointing senior markers across subjects and maintaining the 1:5 senior marker-to-marker ratio. These improvements demonstrate SACAI's commitment to continuous enhancement and the effective implementation of its marking processes. At the same time, SACAI must address all directives issued to uphold the integrity of marking.

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# CHAPTER 7

STANDARDISATION  
AND RESULTING





## CHAPTER 7 STANDARDISATION AND RESULTING

### 7.1 Introduction

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

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

### 7.2 Scope and Approach

Umalusi quality assured the results of 24 NSC subjects for the November 2025 examinations, administered by the SACAI, through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, conducted dry run testing, and processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered 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 for the November 2025 examinations. Once this process was completed, in accordance with policy requirements, the SACAI submitted the norms to Umalusi for verification and approval. Analysis of the norms' datasets showed no subject with an outlier year for the NSC examinations.



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

In preparation for the November 2025 standardisation processes, Umalusi and the SACAI initiated a verification process through dry run testing. This testing aimed to ensure the alignment and readiness of the mainframe system for processing data in the November 2025 examinations. The dry run testing focused on ensuring that:

- 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 repeater candidate.

### 7.3.3 Capturing of Marks

Umalusi conducted a monitoring visit to the SACAI offices in Garsfontein, Pretoria, on 04 December 2025, to oversee the mark-capturing process for the November 2025 NSC examinations. During this session, Umalusi assessed the authenticity of marksheets, verified the functionality of the capturing system, and evaluated the accuracy of the mark-capturing process.

SACAI maintained high standards of data integrity by ensuring all marksheets were signed by authorised personnel to confirm the authenticity of the recorded marks. To minimise errors, the capturing process utilised a double-entry system, which was also applied to any mark changes. These amendments required formal written requests and substantiated motivations addressed to the Chief Executive Officer (CEO) of SACAI for approval. Furthermore, SACAI's approach to verifying absenteeism was noted as a "good practice" model; the process involved a secondary cross-check of registers against captured statistics to ensure every recorded absence was supported by evidence and properly filed for audit purposes.

Umalusi reviewed documents related to the capturing process, employment procedures for data capturers, and activities ensuring error-free and credible examination mark capturing. The capturing and verification of marks adhered to SACAI's management plan and guidelines. Additionally, the process conformed to policy and procedural standards. The capturing manager provided necessary appointment letters, information on managing the capturing centre, and securing examination materials. Confidentiality protocols were in place, including temporary staff signing the declaration forms before the capturing process. Access to the computer system was strictly controlled and limited to authorised users with a valid username and password. Only designated personnel have access to the system. SACAI appointed two temporary staff as data capturers. Permanent and temporary staff assisted with the manual checking of scripts before capturing and the checking out of scripts after capturing. SACAI submitted insufficient formal evidence of training for the capturing personnel. Despite this, the overall management of the center and the securing of examination materials remained consistent with credible assessment practices.

All personnel involved in the capturing process were required to sign the attendance register upon arrival and departure each day. The venue was monitored by appointed security personnel. Surveillance cameras were operational to ensure continuous monitoring of activities within the premises. The capturing room remained securely locked during sessions, with access strictly controlled and limited to authorised personnel only. Entry into the capturing venue was permitted solely to individuals listed as approved capturers and capturing assistants, identified by their ID numbers and official appointment letters, thereby safeguarding the integrity and security of the examination data.

In summary, the capturing of marks for the November 2025 NSC examination was found to be accurate. The administration and control of the mark-capturing process is of an acceptable standard. Therefore, it can be concluded that the SACAI November 2025 capturing of the mark process was consistent and reliable.

### 7.3.4 Electronic Datasets and Standardisation Booklets

The SACAI 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.

### 7.3.5 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NSC examinations on 20 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 guiding norms and pairs analysis. All evidence was reviewed in accordance with the established standardisation principles. The adjustment decisions for the November 2025 NSC standardisation are presented in Table 7A below:

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

Description	Total
Number of subjects presented	<b>24</b>
Raw marks	09
Adjusted (mainly upwards)	12
Adjusted (downwards)	03
Unstandardised	00
<b>Number of subjects standardised</b>	<b>24</b>

Once the ASC was satisfied with the reliability of the information provided, 24 subjects were standardised. For the November 2025 NSC examinations, the ASC accepted the raw marks for nine of the 24 subjects. The marks for 12 subjects were adjusted upwards, while the remaining three subjects were adjusted downwards. The SACAI was commended for the excellent administration of the November 2025 NSC examinations.

### 7.3.6 Post-Standardisation

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



## 7.4 Areas of Improvement

No areas of improvement were identified.

## 7.5 Areas of Non-Compliance

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

## 7.6 Directives for Compliance and Improvement

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

## 7.7 Conclusion

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

## ANNEXURES

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

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



No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
20.	Engineering Graphics and Design Paper 1	M <sup>2</sup>	N <sup>3</sup>	A	A	A	M <sup>1</sup>	L <sup>2</sup>	A	A	M <sup>2</sup>	3
21.	Engineering Graphics and Design Paper 2	M <sup>2</sup>	N <sup>3</sup>	M <sup>1</sup>	L <sup>3</sup>	A	M <sup>1</sup>	L <sup>2</sup>	A	A	M <sup>2</sup>	3
22.	English FAL Paper 1	A	A	A	A	M <sup>2</sup>	A	A	A	A	A	3
23.	English FAL Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	A	A	3
24.	English FAL Paper 3	A	A	A	A	M <sup>2</sup>	A	A	A	A	A	3
25.	English HL Paper 1	M <sup>5</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	M <sup>4</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>2</sup>	L <sup>7</sup>	3
26.	English HL Paper 2	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	L <sup>6</sup>	3
27.	English HL Paper 3	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	L <sup>5</sup>	3
28.	Geography Paper 1	M <sup>3</sup>	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>5</sup>	M <sup>1</sup>	A	L <sup>2</sup>	M <sup>3</sup>	M <sup>4</sup>	3
29.	Geography Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	4
30.	History Paper 1	A	M <sup>1</sup>	A	A	M <sup>3</sup>	A	A	L <sup>1</sup>	L <sup>2</sup>	M <sup>3</sup>	3
31.	History Paper 2	A	L <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	L <sup>2</sup>	M <sup>3</sup>	3
32.	Hospitality Studies	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>2</sup>	A	M <sup>1</sup>	L <sup>2</sup>	A	A	3
33.	Information Technology Paper 1	M <sup>2</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	A	A	A	M <sup>1</sup>	3
34.	Information Technology Paper 2	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	A	A	M <sup>1</sup>	A	2
35.	Life Orientation	M <sup>2</sup>	L <sup>1</sup>	L <sup>3</sup>	L <sup>4</sup>	L <sup>7</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>4</sup>	M <sup>2</sup>	4
36.	Life Sciences Paper 1	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	3
37.	Life Sciences Paper 2	M <sup>1</sup>	A	A	A	A	A	A	A	M <sup>1</sup>	A	3
38.	Mathematical Literacy Paper 1	M <sup>4</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>5</sup>	L <sup>4</sup>	A	A	M <sup>2</sup>	N <sup>6</sup>	4
39.	Mathematical Literacy Paper 2	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	A	A	M <sup>1</sup>	M <sup>1</sup>	3
40.	Mathematics Paper 1	A	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>2</sup>	3
41.	Mathematics Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	L <sup>4</sup>	3
42.	Physical Sciences Paper 1	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>1</sup>	L <sup>7</sup>	4



No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT FIRST MODERATION										General Remarks
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
43.	Physical Sciences Paper 2	M <sup>5</sup>	A	M <sup>2</sup>	L <sup>3</sup>	M <sup>2</sup>	A	N <sup>3</sup>	M <sup>1</sup>	M <sup>3</sup>	L <sup>7</sup>	4
44.	Tourism	M <sup>3</sup>	A	A	A	M <sup>4</sup>	M <sup>2</sup>	A	A	A	A	2
45.	Visual Arts Paper 1 Theory	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>2</sup>	L <sup>5</sup>	L <sup>4</sup>	A	L <sup>2</sup>	L <sup>5</sup>	L <sup>4</sup>	4
46.	Visual Arts Paper 2	M <sup>2</sup>	A	A	A	A	M <sup>1</sup>	A	A	M <sup>1</sup>	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<sup>x</sup>, L<sup>x</sup>, N<sup>x</sup>: 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 in the November 2025 examination cycle.

### PART A: MODERATION OF QUESTION PAPERS

#### CRITERION 1: TECHNICAL CRITERIA

Quality indicators	Question papers not compliant
1.1 The question paper is complete with its backup question paper, analysis grid(s), marking guidelines, relevant answer sheets, and formula sheets/addenda.	1. Dramatic Arts 2. Engineering Graphics and Design Paper 1 3. Engineering Graphics and Design Paper 2 4. English Home Language (HL) Paper 1 5. English HL Paper 2
1.2 All relevant details, such as subject name, time allocation, total number of marks, number of pages, and instructions to candidates, are included on the question paper.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 3 3. Dramatic Arts 4. Economics P1 5. English First Additional Language (FAL) Paper 2 6. Hospitality Studies
1.3 The instructions to candidates are complete, clear and unambiguous.	1. Afrikaans HL Paper 3 2. Agricultural Sciences Paper 1 3. English FAL Paper 2 4. Geography Paper 1 5. Life Orientation 6. Mathematical Literacy Paper 1
1.4 The layout of the question paper is uncluttered and reader friendly.	1. Afrikaans HL Paper 2 2. Afrikaans HL Paper 3 3. Computer Applications Technology Paper 1 4. Economics Paper 2 5. English HL Paper 1 6. English HL Paper 2 7. Information Technology Paper 1 8. Physical Sciences Paper 2 9. Visual Arts Paper 1 10. Visual Arts Paper 2
1.5 The questions are numbered correctly.	1. Accounting Paper 1 2. Accounting Paper 2 3. Afrikaans FAL Paper 3 4. Afrikaans HL Paper 3 5. Consumer Studies 6. Geography Paper 2 7. Life Sciences Paper 1 8. Mathematical Literacy Paper 1 9. Mathematics Paper 2 10. Physical Sciences Paper 2



Quality indicators	Question papers not compliant
1.6 The pages are numbered correctly.	1. Afrikaans HL Paper 3 2. Computer Applications Technology Paper 1 3. Computer Applications Technology Paper 2 4. Dramatic Arts
1.7 The headers and footers on each page are consistent and follow the required format.	1. Afrikaans HL Paper 3 2. Dramatic Arts 3. English HL Paper 1 4. Visual Arts Paper 2
1.8 Appropriate fonts are used consistently throughout the question paper.	1. Afrikaans HL Paper 3 2. Agricultural Sciences Paper 1 3. Computer Applications Technology Paper 1 4. Computer Applications Technology Paper 2 5. Consumer Studies 6. Life Orientation 7. Mathematical Literacy Paper 1 8. Physical Sciences Paper 2 9. Tourism 10. Visual Arts Paper 1
1.9 Mark allocations are clearly indicated.	1. Accounting Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Computer Applications Technology Paper 2 5. Consumer Studies 6. Geography Paper 1 7. Mathematics Paper 2 8. Physical Sciences Paper 2 9. Tourism
1.10 The question paper can be completed in the allocated time.	None
1.11 The quality of drawings, illustrations, graphs, tables, etc. is appropriate, clear, error free and print ready.	1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Afrikaans HL Paper 3 5. Agricultural Sciences Paper 1 6. Consumer Studies 7. Dramatic Arts 8. Economics Paper 1 9. Engineering Graphics and Design Paper 1 10. Engineering Graphics and Design Paper 2 11. English HL Paper 1 12. English HL Paper 3 13. Geography Paper 1 14. Geography Paper 2 15. Information Technology Paper 1 16. Life Sciences Paper 1 17. Life Sciences Paper 2 18. Mathematical Literacy Paper 1 19. Physical Sciences Paper 1 20. Physical Sciences Paper 2 21. Tourism



Quality indicators	Question papers not compliant
1.12 The question paper adheres to the format requirements outlined in the SAG and other assessment frameworks.	1. English HL Paper 1 2. English HL Paper 3

### CRITERION 2: INTERNAL MODERATION

Quality indicators	Question papers not compliant
2.1 The assessment body submitted a file containing the full history of the question paper's development, including all drafts, internal moderators' comments/reports, etc. (All of these must accompany the question paper whenever it is submitted to the external moderator(s)).	1. Computer Applications Technology Paper 1 2. Computer Applications Technology Paper 2 3. Economics Paper 1 4. Engineering Graphics and Design Paper 1 5. Engineering Graphics and Design Paper 2
2.2 The quality, standard, and relevance of the inputs made by the Internal Moderator(s) are appropriate.	1. Agricultural Sciences Paper 1 2. Consumer Studies 3. Engineering Graphics and Design Paper 1 4. Engineering Graphics and Design Paper 2 5. English HL Paper 1 6. English HL Paper 2 7. History Paper 2 8. Life Orientation 9. Mathematical Literacy Paper 1 10. Physical Sciences Paper 1
2.3 There is evidence that the Internal Moderators' recommendations have been implemented.	1. Agricultural Sciences Paper 1 2. Economics Paper 1 3. Engineering Graphics and Design Paper 1 4. Engineering Graphics and Design Paper 2 5. History Paper 1 6. History Paper 2

### CRITERION 3: CONTENT COVERAGE

Quality indicators	Question papers not compliant
3.1 The analysis grid clearly shows how each question is linked to a specific topic/skill.	1. Economics Paper 1 2. Engineering Graphics and Design Paper 2 3. Information Technology Paper 2 4. Mathematical Literacy Paper 2
3.2 The question paper sufficiently covers the skills, concepts, topics, and themes as prescribed in the CAPS, and/or SAG, and/or other applicable assessment frameworks.	1. Geography Paper 1 2. Geography Paper 2 3. Life Orientation 4. Mathematical Literacy Paper 1 5. Mathematical Literacy Paper 2 6. Mathematics Paper 2 7. Physical Sciences Paper 2
3.3 The questions fall within the broad scope of the CAPS, and/or SAG, and/or other applicable assessment frameworks.	1. Afrikaans HL Paper 1 2. Consumer Studies 3. English HL Paper 1 4. Mathematical Literacy Paper 1 5. Physical Sciences Paper 1 6. Physical Sciences Paper 2



Quality indicators	Question papers not compliant
3.4 The skills, topics, themes and concepts are effectively linked and integrated.	1. English FAL Paper 2 2. Geography Paper 1 3. Life Orientation
3.5 The questions reflect latest developments in this subject.	1. Visual Arts Paper 1
3.6 The content, including examples, text and illustrations, in the question paper is suitable, appropriate, relevant and academically accurate.	1. Agricultural Sciences Paper 1 2. Consumer Studies 3. English HL Paper 1 4. English HL Paper 3 5. Life Orientation 6. Life Sciences Paper 1 7. Physical Sciences Paper 1 8. Visual Arts Paper 1

**CRITERION 4: COGNITIVE SKILLS**

Quality indicators	Question papers not compliant
4.1 The analysis grid clearly identifies the cognitive skill associated with each question/sub-question.	1. Agricultural Sciences Paper 1 2. Economics Paper 1 3. Engineering Graphics and Design Paper 2 4. English HL Paper 1
4.2 There is an appropriate distribution of cognitive levels, whether based on Bloom's Taxonomy or any other applicable taxonomy.	1. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Agricultural Sciences Paper 1 4. Consumer Studies 5. Engineering Graphics and Design Paper 2 6. English FAL Paper 2 7. English HL Paper 1 8. English HL Paper 2 9. Life Orientation 10. Life Sciences Paper 1 11. Mathematical Literacy Paper 1 12. Mathematical Literacy Paper 2 13. Mathematics Paper 1 14. Mathematics Paper 2 15. Physical Sciences Paper 2
4.3 Choice questions are of an equal level of difficulty.	1. Agricultural Sciences Paper 1 2. Life Orientation 3. Life Sciences Paper 1
4.4 The question paper offers opportunities to assess candidates' abilities to:	
4.4.1 reason;	None
4.4.2 communicate;	None
4.4.3 translate verbal to symbolic forms;	1. Mathematics Paper 2
4.4.4 convert visual evidence into written responses;	None
4.4.5 compare and contrast;	None
4.4.6 identify causal relationships;	None
4.4.7 present arguments clearly; and	1. Agricultural Sciences Paper 1 2. Life Orientation 3. Mathematics Paper 2
4.4.8 provide creative responses.	None



Quality indicators	Question papers not compliant
4.5 The degree of difficulty is not unnecessarily increased by the inclusion of irrelevant information.	1. Consumer Studies 2. Hospitality Studies 3. Information Technology Paper 1 4. Information Technology Paper 2 5. Mathematical Literacy Paper 1 6. Physical Sciences Paper 1 7. Physical Sciences Paper 2 8. Visual Arts Paper 1
4.6 There is a clear correlation between mark allocation, cognitive skills and time allocation.	1. Agricultural Sciences Paper 1 2. Engineering Graphics and Design Paper 2 3. English HL Paper 1 4. English HL Paper 2 5. Geography Paper 1 6. Hospitality Studies 7. Life Orientation 8. Physical Sciences Paper 2 9. Visual Arts Paper 1

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

Quality indicators	Question papers not compliant
<b>5.1 Types of questions</b>	
5.1.1 The question paper includes a variety of question types, such as multiple-choice, paragraph-based responses, data/source-based responses, essays, real-life scenarios and problem-solving questions as stipulated in the SAG/Examination Guidelines.	None
<b>5.2 The selection of source material (i.e. prose, text, visuals, drawings, illustrations, examples, tables, graphs, data files)</b>	
5.2.1 is subject-specific.	None
5.2.2 is of an appropriate length.	1. Afrikaans FAL Paper 1 2. Life Orientation 3. Life Sciences Paper 1 4. Visual Arts Paper 1
5.2.3 is functional, relevant and appropriate.	1. Consumer Studies 2. English HL Paper 1 3. English HL Paper 3 4. Geography Paper 1 5. Life Orientation 6. Mathematical Literacy Paper 1 7. Visual Arts Paper 1
5.2.4 allows for the testing of appropriate skills.	1. English HL Paper 1
5.2.5 generates questions across the cognitive levels.	1. English HL Paper 1
<b>5.3 Quality of questions</b>	
5.3.1 The questions are relevant to the key concepts of the subject.	1. History Paper 1 2. History Paper 2 3. Mathematical Literacy Paper 1



Quality indicators	Question papers not compliant
5.3.2 The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 1</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Agricultural Sciences Paper 1</li> <li>4. Computer Applications Technology Paper 2</li> <li>5. Consumer Studies</li> <li>6. Economics Paper 1</li> <li>7. English FAL Paper 3</li> <li>8. English HL Paper 2</li> <li>9. Geography Paper 1</li> <li>10. History Paper 1</li> <li>11. Information Technology Paper 1</li> <li>12. Information Technology Paper 2</li> <li>13. Life Orientation</li> <li>14. Life Sciences Paper 1</li> <li>15. Mathematical Literacy Paper 1</li> <li>16. Mathematics Paper 1</li> <li>17. Physical Sciences Paper 1</li> <li>18. Visual Arts Paper 1</li> </ol>
5.3.3 The questions include clear instructional keywords/verbs.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 2</li> <li>2. Agricultural Sciences Paper 1</li> <li>3. Consumer Studies</li> <li>4. Economics P1</li> <li>4. English FAL Paper 1</li> <li>6. English FAL Paper 2</li> <li>7. Information Technology Paper 2</li> <li>8. Life Sciences Paper 1</li> <li>9. Mathematical Literacy Paper 1</li> <li>10. Tourism</li> <li>11. Visual Arts Paper 1</li> </ol>
5.3.4 The questions provide sufficient information to elicit appropriate responses.	<ol style="list-style-type: none"> <li>1. Computer Applications Technology Paper 2</li> <li>2. Economics P1</li> <li>3. Information Technology Paper 1</li> <li>4. Mathematical Literacy Paper 1</li> <li>5. Mathematical Literacy Paper 2</li> <li>6. Physical Sciences Paper 1</li> <li>7. Tourism</li> <li>8. Visual Arts Paper 1</li> </ol>
5.3.5 The questions contain no factual errors or misleading information.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 2</li> <li>2. Consumer Studies</li> <li>3. Economics P1</li> <li>4. English HL Paper 2</li> <li>5. Geography Paper 1</li> <li>6. History Paper 1</li> <li>7. History Paper 2</li> <li>8. Mathematics Paper 2</li> <li>9. Physical Sciences Paper 2</li> <li>10. Tourism</li> </ol>
5.3.6 The questions are not formulated with double negatives or unnecessary negative terms.	None
5.3.7 References in the questions to prose texts, visuals, drawings, illustrations, examples, tables, and graphs, are relevant and correct.	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 2</li> <li>2. Consumer Studies</li> <li>3. English FAL Paper 1</li> <li>4. Geography Paper 1</li> <li>5. Tourism</li> </ol>



Quality indicators	Question papers not compliant
5.3.8 No question suggests the answer to another question.	1. Afrikaans HL Paper 2 2. Agricultural Sciences Paper 1 3. Computer Applications Technology Paper 1 4. Computer Applications Technology Paper 2 5. Geography Paper 2 6. Life Orientation 7. Mathematics Paper 1 8. Physical Sciences Paper 2
5.3.9 No question overlaps with another question.	1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 2 3. Computer Applications Technology Paper 1 4. Computer Applications Technology Paper 2 5. Consumer Studies 6. English First Additional Language Paper 3 7. English HL Paper 1 8. English HL Paper 2 9. Life Orientation
<b>5.4 Multiple-choice questions (where applicable)</b>	
5.4.1 The options follow grammatically from the stem.	1. Agricultural Sciences Paper 1 2. Consumer Studies
5.4.2 The options are free from logical cues that make any one choice obvious.	1. Afrikaans FAL Paper 2 2. Agricultural Sciences Paper 1 3. Consumer Studies 4. Economics Paper 1 5. Hospitality Studies 6. Life Orientation
5.4.3 The options avoid 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.	1. Consumer Studies 2. Hospitality Studies
5.4.5 The correct answer does not repeat a word or phrase from the stem.	1. Consumer Studies 2. Economics Paper 1 3. Life Orientation
5.4.6 The options include only one correct answer.	1. Afrikaans FAL Paper 2 2. Consumer Studies 3. Geography Paper 1

#### CRITERION 6: LANGUAGE AND BIAS

Quality indicators	Question papers not compliant
6.1 Subject terminology and data are used correctly.	1. Afrikaans FAL Paper 2 2. Consumer Studies 3. Mathematical Literacy Paper 1 4. Mathematics Paper 2
6.2 The language, register, and vocabulary level are appropriate for Grade 12 learners.	1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Consumer Studies 4. Mathematical Literacy Paper 1 5. Tourism 6. Visual Arts Paper 1



Quality indicators	Question papers not compliant
6.3 There are no grammatical subtleties that could cause confusion.	1. Accounting Paper 1 2. Accounting Paper 2 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Agricultural Sciences Paper 1 7. Computer Applications Technology Paper 2 8. Economics Paper 1 9. English FAL Paper 2 10. Geography Paper 1 11. Information Technology Paper 1 12. Information Technology Paper 2 13. Mathematical Literacy Paper 1
6.4 The language used in the question paper is grammatically correct.	1. Accounting Paper 1 2. Accounting Paper 2 3. Afrikaans FAL Paper 2 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 1 6. Afrikaans HL Paper 2 7. Agricultural Sciences Paper 1 8. Business Studies Paper 2 9. Computer Applications Technology Paper 2 10. Consumer Studies 11. Economics Paper 1 12. Engineering Graphics and Design Paper 1 13. Engineering Graphics and Design Paper 2 14. English HL Paper 3 15. Information Technology Paper 1 16. Life Orientation 17. Mathematical Literacy Paper 1 18. Physical Sciences Paper 1 19. Visual Arts Paper 2
6.5 The questions do not contain unnecessarily complex syntax.	1. Accounting Paper 1 2. Afrikaans FAL Paper 2 3. Information Technology Paper 1 4. Information Technology Paper 2 5. Mathematics Paper 1 6. Visual Arts Paper 1
6.6 Foreign names, terms and jargon are explained or explained by a glossary.	1. Agricultural Management Practices 2. Visual Arts Paper 1
6.7 There is no evidence of bias in the question paper regarding culture, gender, language, politics, race, religion, stereotyping, province, region, or any other factor.	1. Computer Applications Technology Paper 1 2. Computer Applications Technology Paper 2 3. English HL Paper 1 4. English HL Paper 2 5. History Paper 2 6. Life Orientation 7. Tourism 8. Visual Arts Paper 1
6.8 The questions allow for adaptations and modifications to assess students with special needs, promoting inclusivity.	None



### CRITERION 7: PREDICTABILITY

Quality indicators	Question papers not compliant
7.1 The questions are designed in a way that they cannot be easily anticipated or predicted.	1. Dramatic Arts 2. Engineering Graphics and Design Paper 1 3. Engineering Graphics and Design Paper 2 4. Hospitality Studies 5. Physical Sciences Paper 2
7.2 There is no verbatim repetition ("cut and paste") of questions from past question papers.	1. Agricultural Sciences Paper 1 2. Business Studies Paper 1 3. Consumer Studies 4. Engineering Graphics and Design Paper 1 5. Engineering Graphics and Design Paper 2 6. English HL Paper 1 7. Physical Sciences Paper 2
7.3 The question paper exhibits an appropriate level of innovation.	1. Business Studies Paper 1 2. Physical Sciences Paper 2

## PART B: MODERATION OF MARKING GUIDELINE

### CRITERION 8: CONFORMITY WITH QUESTION PAPER

Quality indicators	Question papers not compliant
8.1 The marking guideline aligns with the questions in the question paper.	1. Agricultural Sciences Paper 1 2. Geography Paper 2 3. Hospitality Studies 4. Physical Sciences Paper 1 5. Physical Sciences Paper 2
8.2 The marking guideline aligns with the command words in the questions.	1. Agricultural Sciences Paper 1 2. Computer Applications Technology Paper 1 3. Consumer Studies 4. Economics Paper 1 5. Geography Paper 1 6. Life Orientation 7. Visual Arts Paper 1
8.3 The marks for each (sub-) question in the marking guideline correspond with those in the question paper.	1. Consumer Studies 2. Economics P1 3. English FAL Paper 2 4. Geography Paper 1 5. History Paper 1 6. Hospitality Studies 7. Life Sciences Paper 1 8. Physical Sciences Paper 1 9. Visual Arts Paper 1

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

Quality indicators	Question papers not compliant
<p>9.1 The answers in the marking guideline are correct regarding the subject matter.</p>	<ol style="list-style-type: none"> <li>1. Accounting Paper 2</li> <li>2. Afrikaans FAL Paper 1</li> <li>3. Agricultural Sciences Paper 1</li> <li>4. Consumer Studies</li> <li>5. Economics Paper 1</li> <li>6. Geography Paper 1</li> <li>7. Geography Paper 2</li> <li>8. History Paper 1</li> <li>9. History Paper 2</li> <li>10. Life Sciences Paper 1</li> <li>11. Life Sciences Paper 2</li> <li>12. Mathematical Literacy Paper 1</li> <li>13. Mathematical Literacy Paper 2</li> <li>14. Mathematics Paper 1</li> <li>15. Physical Sciences Paper 2</li> </ol>
<p>9.2 The marking guideline is free from typographical and language errors.</p>	<ol style="list-style-type: none"> <li>1. Accounting Paper 2</li> <li>2. Afrikaans FAL Paper 2</li> <li>3. Afrikaans FAL Paper 3</li> <li>4. Afrikaans HL Paper 1</li> <li>5. Afrikaans HL Paper 2</li> <li>6. Afrikaans HL Paper 3</li> <li>7. Agricultural Sciences Paper 1</li> <li>8. Business Studies Paper 2</li> <li>9. Computer Applications Technology Paper 1</li> <li>10. Consumer Studies</li> <li>11. Economics Paper 1</li> <li>12. English HL Paper 1</li> <li>13. English HL Paper 2</li> <li>14. English HL Paper 3</li> <li>15. History Paper 1</li> <li>16. History Paper 2</li> <li>17. Life Orientation</li> <li>18. Mathematics Paper 1</li> <li>19. Physical Sciences Paper 2</li> <li>20. Visual Arts Paper 1</li> <li>21. Visual Arts Paper 2</li> </ol>
<p>9.3 The marking guideline is well-structured and facilitates the marking process.</p>	<ol style="list-style-type: none"> <li>1. Afrikaans FAL Paper 3</li> <li>2. Agricultural Sciences Paper 1</li> <li>3. Economics Paper 1</li> <li>4. Economics Paper 2</li> <li>5. English HL Paper 2</li> <li>6. English HL Paper 3</li> <li>7. Life Orientation</li> <li>8. Visual Arts Paper 1</li> </ol>
<p>9.4 The marking guideline is complete, with mark allocation and distribution provided for each question.</p>	<ol style="list-style-type: none"> <li>1. Accounting Paper 1</li> <li>2. Computer Applications Technology Paper 1</li> <li>3. Computer Applications Technology Paper 2</li> <li>4. Economics P1</li> <li>5. Geography Paper 1</li> <li>6. Information Technology Paper 2</li> <li>7. Physical Sciences Paper 1</li> <li>8. Visual Arts Paper 1</li> </ol>



Quality indicators	Question papers not compliant
9.5 The marking guideline promotes a balanced distribution of marks in an answer.	1. Geography Paper 1 2. Mathematics Paper 1 3. Physical Sciences Paper 2 4. Visual Arts Paper 1
9.6 The marking guideline provides a sufficient range of marks to ensure the ability to discriminate between low and high performers is not compromised.	1. Computer Applications Technology Paper 2 2. Life Orientation
9.7 The marking guideline awards marks positively with no negative marking.	1. Afrikaans FAL Paper 3
9.8 The marking guideline provides sufficient detail to ensure the reliability of the marking process.	1. Accounting Paper 1 2. Afrikaans FAL Paper 2 3. Agricultural Sciences Paper 1 4. Business Studies Paper 1 5. Economics Paper 1 6. Economics Paper 2 7. English HL Paper 2 8. Visual Arts Paper 1
9.9 The marking guideline allows for relevant and correct alternative responses.	1. Afrikaans FAL Paper 2 2. Computer Applications Technology Paper 2 3. Consumer Studies 4. Economics P1 5. English HL Paper 1 6. Life Orientation 7. Mathematical Literacy Paper 1
9.10 The marking guideline appropriately uses rubrics where necessary.	1. Agricultural Management Practices 2. Agricultural Sciences Paper 1 3. Engineering Graphics and Design Paper 2

## PART C: OVERALL IMPRESSION AND GENERAL REMARKS

### CRITERION 10: OVERALL IMPRESSION

Quality indicators	Question papers not compliant
10.1 The question paper aligns with the current policy/guideline documents.	1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 3 3. Economics Paper 1 4. English HL Paper 1 5. Life Sciences Paper 1 6. Mathematical Literacy Paper 1 7. Mathematics Paper 2 8. Physical Sciences Paper 1



Quality indicators	Question papers not compliant
10.2 The question paper is fair, valid and reliable.	1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Afrikaans HL Paper 3 5. Consumer Studies 6. Economics Paper 1 7. English HL Paper 1 8. English HL Paper 2 9. English HL Paper 3 10. Geography Paper 1 11. History Paper 1 12. History Paper 2 13. Information Technology Paper 1 14. Life Sciences Paper 1 15. Mathematical Literacy Paper 1 16. Physical Sciences Paper 1 17. Physical Sciences Paper 2 18. Visual Arts Paper 1
10.3 The question paper as a whole assesses the objectives of the CAPS, SAG, and/other applicable assessment frameworks.	1. Mathematical Literacy Paper 1 2. Mathematics Paper 2 3. Physical Sciences Paper 2
10.4 The question paper is of the appropriate standard.	1. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Business Studies Paper 2 5. Economics Paper 1 6. English HL Paper 1 7. English HL Paper 2 8. Geography Paper 1 9. Geography Paper 2 10. Mathematical Literacy Paper 1 11. Mathematics Paper 1 12. Mathematics Paper 2 13. Physical Sciences Paper 1 14. Physical Sciences Paper 2 15. Visual Arts Paper 1
10.5 The standard of the question paper is consistent with previous years.	1. Agricultural Sciences Paper 1 2. Economics Paper 1 3. Engineering Graphics and Design Paper 1 4. Engineering Graphics and Design Paper 2 5. English HL Paper 1 6. English HL Paper 2 7. English HL Paper 3 8. Mathematical Literacy Paper 1 9. Mathematics Paper 2 10. Physical Sciences Paper 1 11. Physical Sciences Paper 2



Quality indicators	Question papers not compliant
10.6 The marking guideline is fair, valid and reliable.	1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Afrikaans HL Paper 3 5. Agricultural Science P1 6. Consumer Studies 7. Economics Paper 1 8. Economics Paper 2 9. English HL Paper 1 10. English HL Paper 2 11. English HL Paper 3 12. Geography Paper 1 13. History Paper 1 14. History Paper 2 15. Life Sciences Paper 1 16. Mathematics Paper 1 17. Physical Sciences Paper 1 18. Physical Sciences Paper 2 19. Visual Arts Paper 1
10.7 The marking guideline is of the appropriate standard.	1. Afrikaans FAL Paper 2 2. Business Studies Paper 2 3. Economics P1 4. English HL Paper 1 5. English HL Paper 2 6. English HL Paper 3 7. Geography Paper 1 8. Geography Paper 2 9. History Paper 1 10. History Paper 2 11. Physical Sciences Paper 1 12. Physical Sciences Paper 2 13. Visual Arts Paper 1
10.8 The standard of the marking guideline is consistent previous years.	1. Economics Paper 1 2. Engineering Graphics and Design Paper 1 3. Engineering Graphics and Design Paper 2 4. English HL Paper 1 5. English HL Paper 2 6. English HL Paper 3 7. Mathematical Literacy Paper 2 8. Physical Sciences Paper 1 9. Physical Sciences Paper 2
10.9 Skills, knowledge, attitudes and values are assessed.	1. Mathematical Literacy Paper 1

## Annexure 2A: Subjects and schools/centres sampled for SBA moderation for the November 2025 NSC examination

No.	Subject	PHASE 1		PHASE 2	Modality
		School		School	
1.	Accounting	<ul style="list-style-type: none"> <li>Advanced College Brooklyn</li> <li>Campus of Things</li> <li>Loerie Land Independent</li> <li>Mindscape Education (Pty) Ltd</li> <li>UCT Online High School</li> <li>Bet-El Christelike Akademie</li> </ul>	<ul style="list-style-type: none"> <li>Aspiration Academic</li> <li>Campus of things</li> <li>Gen Z Cyber Academy</li> <li>Leories Akademie</li> <li>Moore House Academy</li> <li>Optimi Impaq</li> </ul>		Desktop evaluation
2.	Business Studies	<ul style="list-style-type: none"> <li>Cadmus Academy</li> <li>3D Christian Academy</li> <li>Free Minds Academy</li> <li>UCT Online High School</li> <li>Oxbridge Academy</li> <li>Aspiration Academy</li> </ul>	<ul style="list-style-type: none"> <li>3D Academy</li> <li>All Children Can Learn</li> <li>Cadmus Academy</li> <li>Elroi Academy</li> <li>Free Minds Academy</li> <li>Zerowa Christian Academy</li> </ul>		Desktop evaluation
3.	Geography	<ul style="list-style-type: none"> <li>Advanced College SA</li> <li>All Children Can Learn</li> <li>BenHale Academy</li> <li>Entheos Christian School</li> <li>Gen Z Cyber Academy</li> <li>Qurtuba Online Academy</li> </ul>	<ul style="list-style-type: none"> <li>GenZ Cyber Academy</li> <li>National Institute of Distance Online Learning</li> <li>Purpose College</li> <li>Saving Grace Education</li> <li>Study Xpress</li> <li>UCT Online Schools</li> </ul>		Desktop evaluation
4.	History	<ul style="list-style-type: none"> <li>Hyperion Distance Learning</li> <li>Loeries Akademie</li> <li>Mindscape Education (Pty) Ltd</li> <li>Platinum College of Progress</li> <li>Teneo Education</li> <li>Elroi Academy</li> </ul>	<ul style="list-style-type: none"> <li>BenHale Academy</li> <li>Free Minds Academy</li> <li>Leories Akademie</li> <li>Saving Grace Education</li> <li>Teneo Education</li> <li>Swales Online Academy</li> </ul>		Desktop evaluation
5.	Life Orientation	<ul style="list-style-type: none"> <li>Syllabis Learning</li> <li>Think Digital Academy</li> <li>Volkskool Orania</li> <li>School of Transformation</li> <li>Edu-Clinic Learning Centre</li> <li>Moore House Academy</li> </ul>	<ul style="list-style-type: none"> <li>Edu-Clinic Learning Centre</li> <li>Moore House Academy</li> <li>School of Transformation</li> <li>Syllabis Learning</li> <li>Think Digital Academy</li> <li>Volkskool Orania</li> </ul>		Desktop evaluation
6.	Life Sciences	<ul style="list-style-type: none"> <li>Think Digital Academy</li> <li>Tomorrow's People College</li> <li>UCT Online High School</li> <li>Wingu Academy</li> <li>Zwartkop Christian School</li> <li>Graceland Combined</li> </ul>	<ul style="list-style-type: none"> <li>College Brooklyn</li> <li>Boutique Schoolz</li> <li>Cambrilearn</li> <li>Platinum College</li> <li>Saving Grace Education</li> <li>Wingu Academy</li> </ul>		Desktop evaluation



7.	Mathematics	<ul style="list-style-type: none"> <li>• 3D Christian Academy</li> <li>• Optimi Impaq</li> <li>• Auxilio Distance Education</li> <li>• My Tutor and Teaching Centre</li> <li>• Study Express Academy</li> <li>• Zwartkop Christian Academy</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Christian Academy</li> <li>• Auxilio Distance Education</li> <li>• National Institute of Distance Online Learning</li> <li>• Optimi Impaq</li> <li>• Teneo Education</li> <li>• Platinum College of Progress</li> </ul>	Desktop evaluation
8.	Physical Sciences	<ul style="list-style-type: none"> <li>• National Institute of Distance Online Learning</li> <li>• Oxbridge Academy</li> <li>• Saving Grace Education</li> <li>• Rutega Learning Hubs</li> <li>• UCT Online High School</li> <li>• Qurtuba Online Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Bet-El Christelike Akademie</li> <li>• Loerieland Independent</li> <li>• National Institute of Distance Online Learning</li> <li>• Rutega Learning Hubs</li> <li>• Qurtuba Online Academy</li> <li>• UCT Online</li> </ul>	Desktop evaluation

### Annexure 2B: Subjects and schools/centres sampled for PAT moderation for the November 2025 NSC examination

No.	Subject	PHASE 1	PHASE 2	Modality
		School	School	
1.	Computer Applications Technology	<ul style="list-style-type: none"> <li>• Advanced College Thabazimbi</li> <li>• Bet El Christelike Akademie</li> <li>• School of Transformation</li> <li>• Think Digital Academy</li> <li>• UCT Online High School</li> <li>• Qurtuba Online</li> </ul>	<ul style="list-style-type: none"> <li>• Cedarwood School</li> <li>• Edu Clinic Learning Centre</li> <li>• Elroi Academy</li> <li>• GenZ Cyber Academy</li> <li>• Qurtuba Online Academy</li> <li>• Think Digital Academy</li> </ul>	Desktop evaluation
2.	Engineering Graphics and Design	<ul style="list-style-type: none"> <li>• 3D Christian Academy</li> <li>• Qurtuba Online Academy</li> <li>• School of Transformation</li> <li>• Swales Online Academy</li> <li>• Teneo Education</li> <li>• UCT Online High School</li> </ul>		Desktop evaluation
3.	Consumer Studies		<ul style="list-style-type: none"> <li>• Edu-Clinic Learning Centre</li> <li>• Moore House Academy</li> <li>• School of Transformation</li> <li>• Syllabis Learning</li> <li>• Think Digital Academy</li> <li>• Volkskool Orania</li> </ul>	Desktop evaluation

## Annexure 2C: Subjects and schools/centres sampled for oral assessment moderation for the November 2025 NSC examination

No.	Subject	PHASE 1	PHASE 2	Modality
		School	School	
1.	Afrikaans First Additional Language (FAL)	<ul style="list-style-type: none"> <li>• Entheos Christian School</li> <li>• Moore House Academy</li> <li>• Study Xpress</li> <li>• UCT Online High School</li> <li>• Zwartkop Christian School</li> <li>• Odyssey Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Moore House Academy</li> <li>• Free Minds Academy</li> <li>• Think Digital Academy</li> <li>• Wingu Academy</li> <li>• UCT Online</li> <li>• Zwartkop Christian School</li> <li>• Advanced College Brooklyn</li> </ul>	Desktop evaluation
2.	English Home Language (HL)	<ul style="list-style-type: none"> <li>• 3D Christian Academy</li> <li>• Auxilio Learning Academy</li> <li>• Edu-Clinic Learning Centre</li> <li>• Swales Online Academy</li> <li>• Tomorrow's People College</li> <li>• UCT Online High School</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced College Brooklyn</li> <li>• School of transformation</li> <li>• Optimi Impaq</li> <li>• Saving Grace Education</li> <li>• Swales (Campus of Things)</li> <li>• Tomorrow's People College</li> </ul>	Desktop evaluation

## Annexure 4A: Subjects selected for the audit of appointed markers

No	Subjects	Paper Levels
1	Afrikaans Home Language	Paper 1, Paper 2 and Paper 3
2	Agricultural Management Practices	Only paper
3	Consumer Studies	Only paper
4	Dramatic Arts	Only paper
5	Engineering Graphics and Design	Paper 1 and Paper 2
6	English First Additional Language	Paper 1, Paper 2 and Paper 3
7	English Home Language	Paper 1, Paper 2 and Paper 3
8	History	Paper 1 and Paper 2
9	Hospitality Studies	Only paper
10	Information Technology	Paper 1 and Paper 2
11	Mathematical Literacy	Paper 1 and Paper 2
12	Mathematics	Paper 1 and Paper 2
13	Physical Sciences	Paper 1 and Paper 2
14	Religion Studies	Paper 1 and Paper 2
15	Tourism	Only paper



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

No.	Date	Province	Centre	Subject Written
1	14 October 2025	Eastern Cape	SACAI Newton Par	Computer Applications Technology Paper 1
2	14 October 2025	Gauteng	SACAI Boksburg	Computer Applications Technology Paper 1
3	14 October 2025	Gauteng	SACAI Centurion	Computer Applications Technology Paper 1
4	14 October 2025	Kwa-Zulu Natal	SACAI Ladysmith	Computer Applications Technology Paper 1
5	14 October 2025	Mpumalanga	SACAI Witbank	Computer Applications Technology Paper 1
6	14 October 2025	Western Cape	SACAI Brackenfell	Computer Applications Technology Paper 1
7	15 October 2025	North West	SACAI Zeerust	Information Technology Paper 1
8	15 October 2025	Western Cape	SACAI Rondebosch	Information Technology Paper 1
9	17 October 2025	Eastern Cape	SACAI East London	English Home language Paper 3
10	17 October 2025	Gauteng	SACAI Alberton	English Home Language Paper 3
11	17 October 2025	Kwa-Zulu Natal	SACAI Richards Bay	English Home Language Paper 3
12	17 October 2025	Western Cape	SACAI Parow	English Home Language Paper 3
13	21 October 2025	Kwa-Zulu Natal	SACAI Durban Morningside	English Home Language Paper 2
14	22 October 2025	Limpopo	SACAI Tzaneen	Afrikaans Home Language Paper 1
15	23 October 2025	Free State	SACAI Bloemfontein	Mathematical Literacy Paper 1
16	23 October 2025	Gauteng	SACAI Florida	Mathematical Literacy Paper 1
17	23 October 2025	Limpopo	SACAI Bela-Bela	Mathematical Literacy Paper 1
18	23 October 2025	North West	SACAI Rustenburg	Mathematical Literacy Paper 1
19	23 October 2025	Western Cape	SACAI Velddrif	Mathematical Literacy Paper 1
20	24 October 2025	Free State	SACAI Welkom	Mathematics Paper 1
21	24 October 2025	Gauteng	SACAI Ormonde	Mathematics Paper 1
22	24 October 2025	Northern Cape	SACAI New Park	Mathematics Paper 1
23	24 October 2025	North West	SACAI Potchefstroom	Mathematics Paper 1
24	27 October 2025	Eastern Cape	Be-el Christelike Akademie	Mathematics Paper 2
25	27 October 2025	Western Cape	SACAI George	Mathematics Paper 2
26	28 October 2025	Gauteng	SACAI Midrand	Mathematics Literacy Paper 2
27	28 October 2025	Kwa-Zulu Natal	SACAI Pietermaritzburg	Mathematical Literacy Paper 2



No.	Date	Province	Centre	Subject Written
28	28 October 2025	Western Cape	Table view Bay	Mathematical Literacy Paper 2
29	29 October 2025	Gauteng	SACAI Honeydew	Afrikaans First Additional Language Paper 1
30	30 October 2025	Gauteng	Kharios Private School	English First Additional Language Paper 3
31	30 October 2025	Northern Cape	Volkskool Orania	English First Additional Language Paper 2
32	31 October 2025	Limpopo	Graceland Combined School	Physical Sciences Paper 1
33	03 November 2025	Limpopo	SACAI Polokwane	Economics Paper 1
34	04 November 2025	Eastern Cape	SACAI Jeffreys Bay	Business Studies Paper 1
35	04 November 2025	Gauteng	School of Transformation	Business Studies Paper 1
36	04 November 2025	Kwa-Zulu Natal	SACAI Durban	Business Studies Paper 1
37	07 November 2025	Kwa-Zulu Natal	SACAI Port Edward	Geography Paper 1
38	07 November 2025	Western Cape	SACAI Kenwyn	Geography Paper 1
39	10 November 2025	Gauteng	Benhale Academy	Business Studies Paper 2
40	10 November 2025	Mpumalanga	Purpose College	Business Studies Paper 2
41	10 November 2025	Western Cape	SACAI Stellenbosch	Business Studies Paper 2
42	11 November 2025	Gauteng	SACAI Brooklyn	Accounting Paper 1
43	11 November 2025	Mpumalanga	SACAI Lydenburg	Accounting Paper 1
44	12 November 2025	North West	Study Xpress	History Paper 1
45	14 November 2025	Free State	SACAI Bethlehem	Life Sciences Paper 1
46	14 November 2025	Gauteng	SACAI Glenvista	Life Sciences Paper 1
47	14 November 2025	Kwa-Zulu Natal	SACAI Amanzimtoti	Life Sciences Paper 1
48	17 November 2025	Mpumalanga	SACAI Nelspruit	Life Sciences Paper 2
49	18 November 2025	Gauteng	SACAI Meyerton	Tourism
50	19 November 2025	Gauteng	SACAI George	Geography Paper 2
NO.	Province	Centre	Date	Marked Subject
1	Gauteng	SACAI	19 November 2025	Group one allocated Subjects



## Annexure 5B: Examination centres found non-compliant during the monitoring of the writing of the SACAI November 2025 NSC examination

Criteria	Nature of non-compliance	Centre implicated
Appointment records of invigilators.	Not all the invigilators were appointed in writing.	SACAI Honeydew
	Not all invigilators were trained for the current examination.	
Management of Invigilators	Relief invigilator timetable was not available.	SACAI Florida SACAI Midrand SACAI New Park School of Transformation
	Invigilators' attendance register was not available.	SACAI Honeydew
Examination documents management	Relief timetable was not in the file.	SACAI Ormonde SACAI Florida School of Transformation Bet-ell Christelike Akademie SACAI Richards Bay SACAI Midrand
	Absence of monitoring reports by Assessment body monitors in the file.	SACAI Durban SACAI Polokwane
	Signed invigilators attendance register was not in the file.	SACAI Honeydew
	Not all appointment letters for invigilators were available in the file.	
	Examination timetable was not in the file.	SACAI Polokwane
	Attendance records of monitors were not in the file.	Rustenburg
	Evidence of monitoring reports compiled by the assessment body monitors was not available on file.	SACAI Honeydew SACAI Durban Morningside SACAI Tzaneen SACAI Bela-Bela SACAI New Park SACAI Rustenburg SACAI East Rand SACAI Glenvista SACAI Amanzimtoti
Management of examination question paper	Signed dispatch document was not available.	SACAI Glenvista
Admission of candidates to the examination venue	Seating plans were not available for the subject written at the centre.	SACAI New Park
Credibility of writing examination	Strong room/Safe was not available for safe keeping of examination material.	SACAI Florida SACAI Honeydew SACAI Polokwane

Criteria	Nature of non-compliance	Centre implicated
Conduciveness of Examination venue	Unsuitable furniture was used in the writing of Information Technology. Candidates were able to view other candidates' work.	SACAI Rondebosch
	Standby generator was not available.	
Administration of the writing session	Candidates were not admitted 30 minutes before the start of writing.	SACAI Amanzimtoti
	Calculators were not checked for compliance.	SACAI Midrand SACAI George SACAI New Park
	Seating plan was not available.	SACAI New Park
Compliance with the examination procedures Compliance with the examination procedures	Candidates writing Computer Applications Technology did not sign in/log in using individual passwords.	SACAI Centurion SACAI Witbank
	Invigilators did not verify the information on the cover page.	SACAI Midrand SACAI Rondebosch
	Question paper was not checked for technical accuracy with students.	
	Candidates were not given 10 minutes reading time.	SACAI Rondebosch
	Candidates were given 15 minutes reading time instead of 10 minutes.	SACAI Zeerust
	Examination rules were not read to the candidates.	SACAI Zeerust SACAI Glenvista
Monitoring by assessment body	No evidence of monitoring by assessment body monitors.	SACAI Port Edward SACAI Amanzimtoti Bel-et Christian School SACAI Durban Morning Side SACAI Tzaneen SACAI Bela-Bela SACAI New Park SACAI Rustenburg SACAI Potchefstroom SACAI Velddrif SACAI Durban SACAI Volks Orania SACAI Rondebosch
	Assessment body monitors did not leave monitoring reports.	SACAI Florida SACAI Honeydew SACAI Polokwane

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

**Telephone:** +27 12 349 1510

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

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



Umalusi\_RSA



@UmalusiSA

