



**Quality Assurance of the 2017
National Senior Certificate (NSC)
Examinations and Assessment of the
Department of Basic Education (DBE)**

QUALITY ASSURANCE OF THE 2017
NATIONAL SENIOR CERTIFICATE (NSC)
EXAMINATIONS AND ASSESSMENT OF THE
DEPARTMENT OF BASIC EDUCATION (DBE)

December 2017

PUBLISHED BY:



37 General Van Ryneveld Street, Persekor Technopark, Pretoria
Telephone: +27 12 349 1510 **Fax:** +27 12 349 1511 **Email:** info@umalusi.org.za

COPYRIGHT 2017
UMALUSI COUNCIL FOR QUALITY ASSURANCE
IN GENERAL AND FURTHER EDUCATION AND TRAINING.

ALL RIGHTS RESERVED.

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

TABLE OF CONTENTS

FOREWORD	iv
EXECUTIVE SUMMARY	v
ACRONYMS AND ABBREVIATIONS	viii
LIST OF TABLES AND FIGURES	ix
CHAPTER 1 MODERATION OF QUESTION PAPERS	1
1.1 Introduction	1
1.2 Scope and Approach.....	1
1.3 Summary of Findings	2
1.4 Areas of Good Practice	13
1.5 Areas of Non-compliance	14
1.6 Directives for Compliance and Improvement	14
1.7 Conclusion.....	14
CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT	15
2.1 Introduction	15
2.2 Scope and Approach.....	15
2.3 Summary of Findings	16
2.4 Areas of Good Practice.....	23
2.5 Areas of Non-compliance	23
2.6 Directives for Compliance and Improvement	24
2.7 Conclusion.....	24
CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS	25
3.1 Introduction	25
3.2 Scope and Approach.....	25
3.3 Summary of Findings	26
3.4 Areas of Good Practice.....	33
3.5 Areas of Non-compliance	33
3.6 Directives for Compliance and Improvement	33
3.7 Conclusion.....	34
CHAPTER 4 SELECTION, APPOINTMENT AND TRAINING OF MARKERS	35
4.1 Introduction	35
4.2 Scope and Approach.....	35
4.3 Summary of Findings	37
4.4 Areas of Good Practice.....	41
4.5 Areas of Non-compliance	42
4.6 Directives for Compliance and Improvement	42
4.7 Conclusion.....	42

CHAPTER 5 MONITORING OF WRITING	43
5.1 Introduction	43
5.2 Scope and Approach.....	43
5.3 Summary of Findings	43
5.4 Areas of Good Practice.....	47
5.5 Areas of Non-compliance	48
5.6 Directives for Compliance and Improvement	48
5.7 Conclusion.....	48
CHAPTER 6 MARKING GUIDELINE DISCUSSIONS	49
6.1 Introduction	49
6.2 Scope and Approach	49
6.3 Summary of Findings	50
6.4 Areas of Good Practice	54
6.5 Areas of Non-compliance	54
6.6 Directives for Compliance and Improvement	55
6.7 Conclusion	55
CHAPTER 7 MONITORING OF MARKING.....	56
7.1 Introduction.....	56
7.2 Scope and Approach.....	56
7.3 Summary of Findings	57
7.4 Areas of Good Practice.....	63
7.5 Areas of Non-compliance	64
7.6 Directives for Compliance and Improvement	64
7.7 Conclusion.....	64
CHAPTER 8 VERIFICATION OF MARKING	65
8.1 Introduction.....	65
8.2 Scope and Approach.....	65
8.3 Summary of Findings	66
8.4 Areas of Good Practice.....	71
8.5 Areas of Non-compliance	71
8.6 Directives for Compliance and Improvement	71
8.7 Conclusion.....	71
CHAPTER 9 STANDARDISATION AND RESULTS	72
9.1 Introduction	72
9.2 Scope and Approach.....	72
9.3 Summary of Findings	72
9.4 Areas of Good Practice.....	75
9.5 Areas of Non-compliance	75
9.6 Directives for Compliance and Improvement	75
9.7 Conclusion.....	76

CHAPTER 10 CERTIFICATION	77
10.1 Introduction	77
10.2 Scope and Approach	77
10.3 Summary of Findings	77
10.4 Areas of Good Practice	88
10.5 Areas of Non-compliance	88
10.6 Directives for Compliance and Improvement	89
10.7 Conclusion	89
ANNEXURES	90
Annexure 5A: Examination centres monitored by Umalusi for the writing of examinations	90
Annexure 5B: Summarised Areas of Concern per implicated centre – Writing Phase	96
Annexure 7A: Summarised Areas of Concern – Marking Phase	99

FOREWORD

As the Chief Executive Officer of Umalusi, the Council for Quality Assurance in General and Further Education and Training, it gives me great pleasure to present the consolidated report on the quality assurance of the 2017 exit examinations.

Umalusi takes pride in the great strides that have been made in the quality assurance of the assessments and examinations in this sector in the past few years.

By virtue of its founding Act, the General and Further Education and Training Quality Assurance Act of 2001 (as amended in 2008), Umalusi undertakes to quality assure these national qualifications and does so through a rigorous process of reporting on each of the assessment processes and procedures. Umalusi judges the quality and standard of examinations by determining the level of adherence to policy in implementing examination processes; the cognitive challenge of examination question papers; the appropriateness and weighting of content in question papers in relation to the stipulations as outlined in the Curriculum and Assessment Policy Statement (CAPS); the quality of presentation of examination question papers; the efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct of examinations; and the quality of marking, as well as the quality and standard of internal quality assurance processes within the assessment body.

The quality assurance activities engaged in during 2017 mirrored those of the past years to a large extent. However, the process was streamlined and improved and certain new activities were included. The following are the quality assurance measures that were engaged in during 2017:

- Moderation of question papers;
- Monitoring of the assessment bodies' state of readiness to conduct, administer and manage the examinations;
- Moderation of assessments that were conducted at the sites of learning;
- Verification of marking; and
- Standardisation of results.


Umalusi has established a set of compliance criteria for each of these processes. These are subject to constant review and refinement to ensure they remain aligned with current trends in assessment and examinations.

There has been significant improvement in the administration of the exit examinations over the past few years and there is ample evidence to confirm that the assessment bodies continue to strive to improve systems, processes and procedures relating to the examinations. However, despite these improvement initiatives, there are critical aspects that require attention in the coming year.

Umalusi will continue to ensure that the quality, integrity and credibility of the exit examinations of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) are maintained and continue in its endeavour towards an assessment system that is internationally comparable.

Based on the results of the reports received from Umalusi's team of external moderators and monitors, as well as the deliberations and conclusions of its Assessment Standards Committee, the Executive Committee of Umalusi's Council concluded that the quality assurance processes undertaken for these examinations were, generally, conducted in a professional, fair and reliable manner; and that the results can be regarded as credible.

Umalusi would like to take this opportunity to thank all stakeholders for their cooperation and the support provided in each of the quality assurance processes undertaken to ensure the credibility of



Dr Mafu S Rakometsi
29 December 2017

EXECUTIVE SUMMARY

As mandated by the General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), Umalusi conducted quality assurance processes on all assessment practices for the Department of Basic Education (DBE) and its provincial education departments (PEDs), for the National Senior Certificate (NSC) examinations. Quality assurance processes were conducted in the following areas:

- Moderation of question papers (Chapter 1);
- Moderation of school-based assessment (SBA) (Chapter 2);
- Monitoring the state of readiness to conduct the NSC examinations (Chapter 3);
- Selection, appointment and training of markers (Chapter 4);
- Monitoring of writing the November 2017 NSC examinations (Chapter 5);
- Marking guideline discussions (Chapter 6);
- Monitoring of marking (Chapter 7);
- Verification of marking (Chapter 8);
- Standardisation and results (Chapter 9);
- Certification (Chapter 10).

Umalusi Council uses the findings from the various quality assurance processes outlined in this report to decide whether the NSC results for the DBE should be accepted and ratified or not.

In preparation for the November 2017 NSC examinations, Umalusi moderated and approved 127 DBE NSC question papers and their marking guidelines, between February and August 2017. This number included back-up question papers for Computer Applications Technology Paper 1 and Information Technology Paper 1, to be used should a need to replace the approved question paper arise. At first moderation, only 17.5% of the question papers were approved, with most being approved at second moderation (80.1%). The percentage of question papers approved at second submission improved from 68% in 2016 to 80% in 2017. It was pleasing to note that only 2.4% of the question papers were approved at third, compared to 8.3% in 2016. It was also pleasing that there were no question papers requiring approval at fourth and fifth for the November 2017 NSC examinations, as was the case for the November 2016 examinations. The percentage of question papers approved at first submission declined from 22% in 2016 to 17.5% in 2017.

Each of the 11 South African official languages is examined at three levels, namely Home Language (HL), First Additional Language (FAL) and Second Additional Language (SAL). Three question papers were set at each of the HL and FAL levels, while only two question papers were set for the SAL levels. Thus, a total of 88 question papers were set for every examination sitting covering all the official languages.

The marking guidelines for the question papers were developed and moderated concurrently to ensure that provision was made for alternative answers and that all questions were answerable. Marking guideline discussion meetings were held for each question paper before marking commenced to standardise marking across the provinces. Generally, all the quality assurance processes—setting of question papers, development of marking guidelines and standardisation of marking guidelines through the discussion meetings—were successful.

Moderation of SBA forms a critical part of Umalusi's quality assurance strategy. In 2017, Umalusi selected schools and subjects that were sampled by the DBE for SBA moderation. The moderation process was conducted in two phases: Phase 1 moderation, conducted during July and August; and Phase 2, conducted in October 2017. The DBE sample, comprised of gateway subjects, involved schools with both excellent records regarding the quality of internal assessment and schools whose SBA marks were rejected in the previous year owing to their unreliability. The results showed that, in various subjects, poor conduct and management of SBA continued to persist in some of the sampled schools. Poorly performed or a lack of internal moderation of assessment tasks—both before and after tasks were administered—and the inability of some teachers to set quality tasks, were flagged as the main reasons for poor implementation of SBA.

Teachers used questions, verbatim, from previous NSC question papers to develop assessment tasks. This was once again highlighted as an area of concern. The practice is problematic because candidates have easy access to the question papers and their marking guidelines since these are in the public domain on the DBE website. Although some moderated tasks were of a good standard, in various provinces and schools there remained subjects that presented tasks of poor quality. The problematic tasks were comprised mainly of lower order questions and questions that failed to address cognitive demands as prescribed in the Curriculum and Assessment Policy Statement (CAPS). Umalusi therefore continues to call for a strategy to conduct workshops for teachers to develop skills in setting quality assessment tasks for use as SBA tools, to ensure the reliability of learner results.

In 2017, Umalusi conducted independent verification audits to establish the state of readiness across the nine PEDs, without shadowing the DBE as was previously the practice. The 2017 process was carried out through rigorous focus group discussions and uncompromised evidence-based verification audits after the DBE support visits to the different PEDs.

The state of readiness findings revealed that the registration of immigrant candidates remained a challenge: it was observed that affected candidates in eight provinces encountered problems in finalising their immigration status. The exception was the Western Cape, where the process had been finalised. In addition, provinces did not have a clear system in place to track candidates who had opted for multiple examination opportunity dispensations. Furthermore, the following were also raised as concerns: manual packaging of question papers in North West; lack of surveillance systems in the printing areas in some provinces; and poor functionality, or absence, of District Assessment Irregularities Committees (DAIC) and School Assessment Irregularities Committees (SAIC) in some PEDs.

Monitoring the marker selection process is critical to ensure that only qualifying and deserving markers are appointed to mark candidates' scripts for the NSC examinations. This is necessary to confirm that the results of candidate performance across the provinces are credible, valid and reliable. In 2017, Umalusi audited marker appointments in various subject samples across the PEDs. A great improvement was noted in all provinces' managing of the recruitment process of markers. An innovative online system used in the application process, such as that used in Mpumalanga, was highly commendable. Additionally, all provinces except Limpopo had enhanced the criteria for marker appointment in accordance with Personnel Administrative Measures (PAM), to ensure that only quality markers were appointed to mark NSC scripts. However, challenges such as poor record-keeping of applicants and the appointment of non-qualifying markers in some subjects remained a challenge in some provinces, such as Limpopo, North West and KwaZulu-Natal. Furthermore, provinces such as KwaZulu-Natal, Limpopo and Free State did not use the outcomes of marker performance when considering markers for re-appointment.

The marker training conducted by the DBE during marking guideline discussions was rigorous and very effective. Almost all the senior marking personnel for all question papers cascaded training efficiently to their markers at provincial level. This added noticeable value to the quality of marking in the various subjects across all provinces. Dummy scripts were used in training in all subjects, as required by the DBE. Insistence on attaining tolerance ranges, established per subject, per paper during the marking guideline discussions, were observed during marker training across the provinces. The DBE used these tolerance ranges to authorise senior marking personnel during marking guideline discussions. Training of markers in all provinces was found to have been conducted effectively.

The November 2017 NSC examinations were administered by 8 861 examination centres. Umalusi audited a sample of 100 examination centres nationally in 2017; and monitored the writing phase of the November 2017 NSC examination in 232 centres nationally.

Evidence of monitoring by the assessment body was available in most centres monitored by Umalusi. It was observed that most centres were properly managed. The appointment and training of chief invigilators and invigilators was completed well ahead of the examination. All the centres monitored maintained an examination file that contained all required documentation.

Umalusi conducted on-site verification of marking for 34 subjects in the November 2017 NSC examinations. The sample included all gateway subjects, 11 official languages at HL level and ten subjects with a practical component. Verification of marking was done on-site for all the subjects,

including those that were centrally marked at the DBE. Thus verification of marking in all the sampled subjects took place as marking progressed; consequently Umalusi moderators added value to the marking process as their input was used to refine and improve the marking.

In general, the verification of marking reports indicated that there was strict adherence to the marking guidelines across subjects and no unauthorised changes were made to the marking guidelines. Any changes made followed the required protocol and were communicated in good time to the provinces to ensure that no candidates were unfairly advantaged or disadvantaged. A few incidents of poor marking were reported in some subjects across provinces. However, the discrepancies picked up were insignificant and did not compromise the credibility of the November 2017 NSC examinations.

In the main, the quality assurance reports received by Umalusi on the various quality assurance processes conducted during the November 2017 NSC examinations indicated that the examinations were conducted in a credible manner; however, there were areas of concern that must be attended to by the DBE.

ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GDE	Gauteng Department of Education
HL	Home Language
KZN	KwaZulu-Natal
NSC	National Senior Certificate
NQF	National Qualifications Framework
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
PED	Provincial Education Department
PEIC	Provincial Examination Irregularities Committees
QI	Quality Indicator
QAA	Quality Assurance of Assessment
SAIC	School Assessment Irregularities Committee
SAL	Second Additional Language
SBA	School-Based Assessment
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training
WCED	Western Cape Education Department

LIST OF TABLES AND FIGURES

Table 1A	Criteria used for moderation of question papers and marking guidelines
Figure 1A	Status of question papers after the first moderation
Figure 1B	Number of question papers approved at each moderation level
Table 1B	Comparison of the levels of moderation required in 2015 and 2016
Figure 1C	Percentage overall compliance of question papers and marking guidelines during first moderation
Table 1C	Comparison of the compliance of question papers at the first moderation in 2016 and 2017
Table 1D	Percentage compliance of question papers and marking guidelines according to different criteria during first moderation
Table 1E	Comparison of the compliance per criterion of question papers and marking guidelines at first moderation in 2016 and 2017
Table 2A	List of subjects verified in July and October per province
Table 2B	Criteria used for the moderation of school-based assessment
Table 3A	Number of registered candidates
Figure 3A	Comparison of full time candidates between 2016 and 2017
Figure 3B	Comparison of part time candidates between 2016 and 2017
Table 3B	Number of centres registered
Table 3C	Risk profile of centres
Table 3D	Number of monitors per province
Table 3E	Number of marking personnel
Table 3F	Duration of 2017 NSC marking
Table 3G	Capturing details
Table 4A	Subjects audited for selection and appointment of markers
Table 4B	Criteria used for the audit of the selection and appointment of markers
Table 5A	Number of centres monitored per province
Table 5B	Level of compliance in relation to criteria
Table 6A	Criteria used in the marking guideline discussion meetings
Table 7A	Marking centres monitored by Umalusi
Table 7B	Level of compliance in relation to criteria
Table 8A	List of subjects verified and number of provinces monitored
Table 8B	Criteria used for verification of marking
Figure 8A	Variation in the number of question papers satisfying the criteria
Table 9A	List of the standardisation decisions for the NSC
Table 10A	Certificates issued during the period 1 December 2016 to 30 November 2017 for all provinces and national Department of Basic Education
Figure 10A	Total number of certificates printed by the national Department of Basic Education from 01 December 2016 to 30 November 2017

- Figure 10B Total number of certificates printed by Eastern Cape province from 01 December 2016 to 30 November 2017
- Figure 10C Total number of certificates printed by Free State province from 01 December 2016 to 30 November 2017
- Figure 10D Total number of certificates printed by Gauteng province from 01 December 2016 to 30 November 2017
- Figure 10E Total number of certificates printed by KwaZulu-Natal from 01 December 2016 to 30 November 2017
- Figure 10F Total number of certificates printed by Limpopo province from 01 December 2016 to 30 November 2017
- Figure 10G Total number of certificates printed by Mpumalanga province from 01 December 2016 to 30 November 2017
- Figure 10H Total number of certificates printed by Northern Cape province from 01 December 2016 to 30 November 2017
- Figure 10I Total number of certificates printed by North West province from 01 December 2016 to 30 November 2017
- Figure 10J Total number of certificates printed by Western Cape province from 01 December 2016 to 30 November 2017
- Figure 10K National Department of Basic Education and nine provinces

CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

The setting of question papers for the National Senior Certificate (NSC) examinations is the responsibility of the assessment body. Umalusi conducts moderation of the question papers to ensure that they are of the required standard and that they compare fairly well with those used in the past examinations unless there has been changes to the structure of the curriculum and/or content of a subject. The moderation process is aimed at achieving a point where the question papers are fair, valid and reliable. This moderation process is guided by the Curriculum and Assessment Policy Statement (CAPS) and other related documents such as examination guidelines.

This chapter reports on the moderation of the Department of Basic Education (DBE) NSC November 2017 examination question papers and their marking guidelines. The DBE examination question papers and their marking guidelines are set nationally and distributed to the nine provincial education departments (PED) for printing and administering. The marking guidelines are revised, with Umalusi moderators, after the question papers are written and before marking commences.

Included below is a description of the instrument used by Umalusi to determine the quality of the examination question papers submitted by DBE for approval. The findings of analyses of the question paper moderation reports are summarised, areas of good practice and non-compliance noted and directives for compliance and improvement issued.

1.2 Scope and Approach

Umalusi moderated and approved 127 DBE NSC November 2017 question papers and their marking guidelines between February and August 2017. Included were back-up question papers for Computer Applications Technology Paper 1 and Information Technology Paper 1, to be used should a need to replace the approved question paper arise.

The 127 question papers excluded siSwati Second Additional Language (SAL) Paper 2; Tshivenda SAL Paper 1 and Paper 2; and Xitsonga SAL Paper 1 and Paper 2. While these five question papers were approved by Umalusi for use in November 2016, they were not used at that time. As they were included in the Umalusi Quality Assurance of Assessment (QAA) report for November 2016, they have been excluded from discussion below.

Moderation of question papers and their marking guidelines was done using the 2017 Umalusi instrument for the moderation of NSC question papers. This consists of 12 criteria for moderating both the question paper and marking guideline. Eleven of these criteria are divided into a variable number of quality indicators (Table 1A).

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 remarks
1. Technical aspects (14) ^a	8. Development (3) ^a	11. General impression (6) ^a
2. Internal moderation (4) ^a	9. Conformity with question paper (3) ^a	12. General remarks
3. Content coverage (5) ^a	10. Accuracy and reliability of memo/marketing guideline (12) ^a	
4. Text selection, types & quality of questions (22) ^a		
5. Cognitive skills (5) ^a		
6. Language bias (8) ^a		
7. Predictability (3) ^a		

^a Quality indicators

The question papers and their marking guidelines are expected to be perfect, or near perfect, following internal moderation within the DBE structures, before being subjected to moderation using the Umalusi instrument. A question paper and marking guideline that does not comply sufficiently for approval by Umalusi must be moderated more than once. In this report only the first moderation reports were analysed to establish the levels of compliance, or lack thereof, according to the Umalusi instrument. All concerns detected during first moderation were satisfactorily addressed during subsequent moderations to secure final approval.

The main objective of moderation of the question papers and marking guidelines is to:

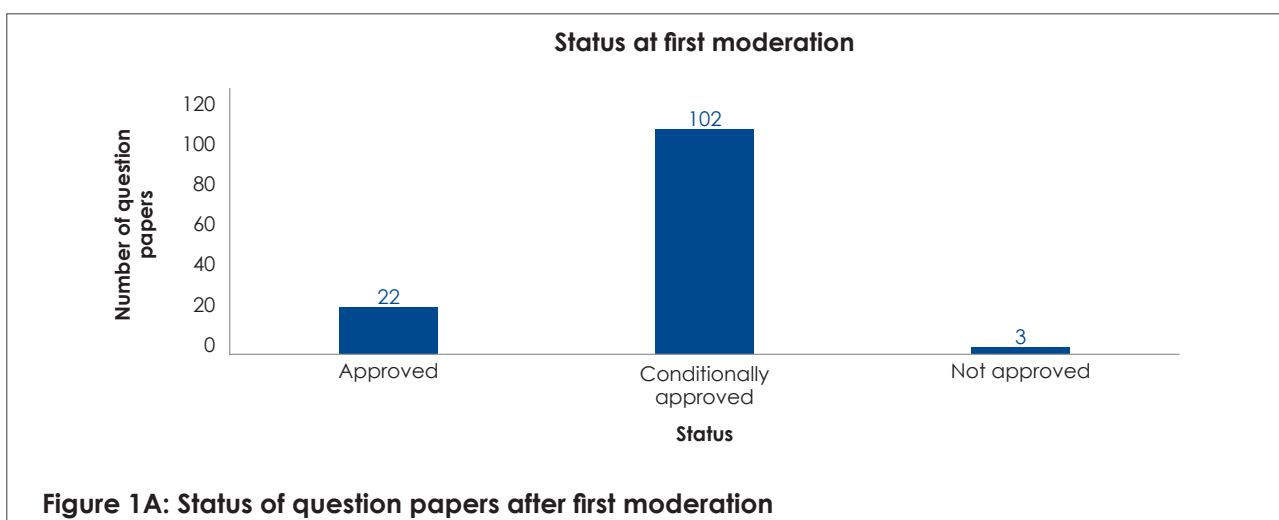
- a. Ensure and approve the appropriateness and standard of each question paper and its marking guideline.

1.3 Summary of Findings

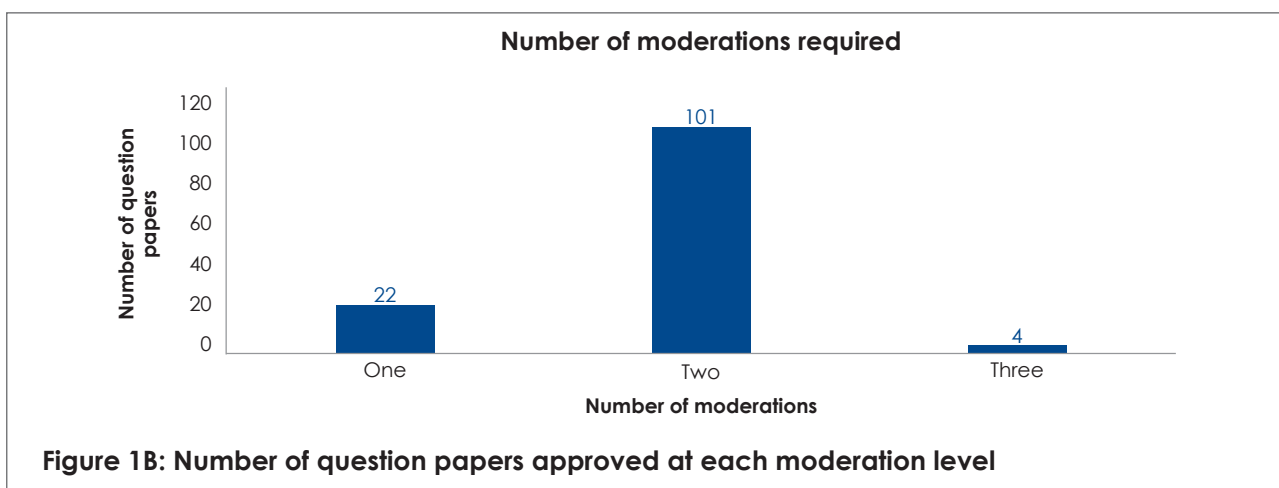
The findings summarised below show the levels of moderation required to secure approval of the question papers and their marking guidelines; overall compliance; and levels of compliance, per criterion, of the question papers and their marking guidelines at first moderation.

1.3.1 Levels of moderation

While it is desirable that all question papers be approved by Umalusi at first moderation, this was achieved for only 22 of the question papers (Figure 1A). Most were conditionally approved. Three (Mathematical Literacy Paper 1 and Paper 2 and Setswana HL Paper 1) were not approved and were required to be resubmitted for further moderation.



Most question papers required two moderations. Only four question papers (Life Sciences Paper 1 and Paper 2; Mathematical Literacy Paper 1 and Paper 2) required three moderations (Figure 1B). Mathematical Literacy Paper 2 was not approved at either the first or second moderations.



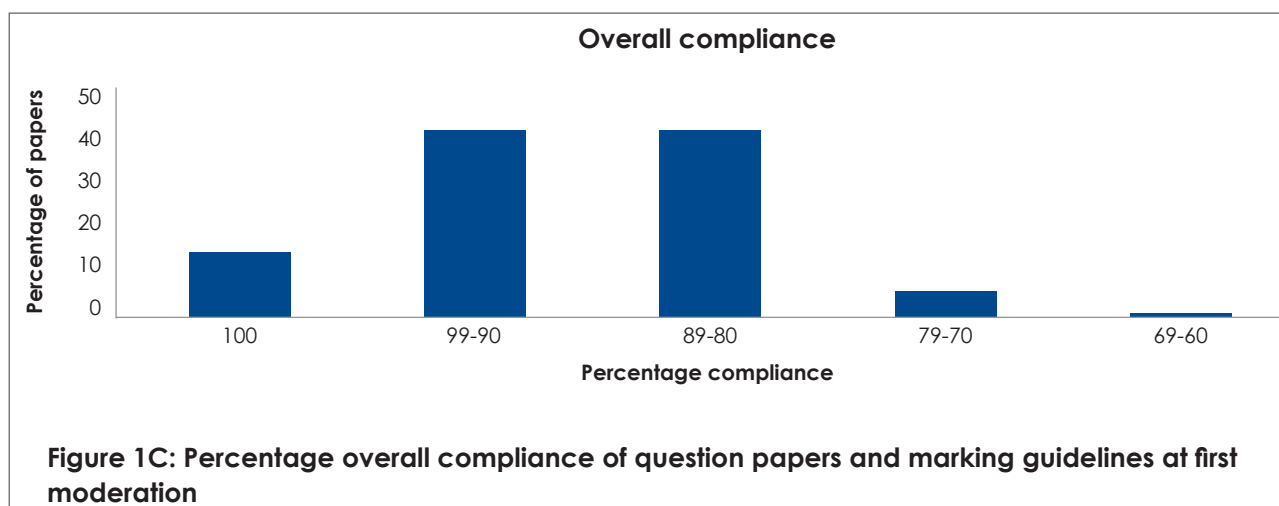
Although fewer question papers than in 2016 required only one moderation (17.5% compared to 22.6%), fewer required three moderations and none required four moderations in 2017 (Table 1B).

Table 1B: Comparison of the levels of moderation required in 2016 and 2017

Number of moderations	November 2016 (% of papers)	November 2017 (% of papers)
One	22.6	17.3
Two	68.4	79.5
Three	8.3	3.2
Four	0.7	0

1.3.2 Overall compliance per question paper

An analysis of the moderation reports to assess the levels of overall compliance in the DBE question papers and their marking guidelines is shown in Figure 1C. The overall compliance levels were calculated by combining all the criteria considered (Figure 1D).



When all Umalusi criteria were considered, most question papers in the November 2017 NSC examinations were more than 80% compliant at first moderation. The nine question papers with less than 80% overall compliance were:

English HL Paper 1	English HL Paper 2	English HL Paper 3
IsiXhosa SAL Paper 1	Sesotho HL Paper 2	Setswana HL Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Tourism

A comparison between overall compliance in November 2016 and November 2017 shows an improvement. In 2017 more question papers (54%) were between 90% and 100% compliant compared to 2016 (40%); and fewer (7%) were less than 80% compliant than in 2016 (13%) (Table 1C).

Table 1C: Comparison of the overall compliance of question papers and marking guidelines at first moderation in November 2016 and November 2017

Compliance (%)	November 2016 (% of papers)	November 2017 (% of papers)
100	20	14
90-99	20	40
80-89	47	39
70-79	8	6
60-69	5	1

1.3.3 Compliance per criterion

Despite the relatively high levels of overall compliance indicated in Figure 1C, the levels of compliance according to the different criteria varied considerably at first moderation (Table 1D).

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

Criteria	Level of compliance per criterion (%)			
	All respect	Most respects	Limited respects	No compliance
Technical details	48	51	1	0
Internal moderation	75	24	1	0
Content coverage	86	14	0	0
Quality of questions	29	65	6	0
Cognitive skills	60	40	0	0
Language and bias	56	42	2	0
Predictability	87	12	0	1
Marking guidelines	37	60	3	0

In the November 2017 examinations the highest compliance was observed with respect to content coverage and predictability; the lowest for the quality of questions and the quality of the marking guidelines. Some examples of non-compliance are illustrated for each of the criteria below.

a. Technical aspects

Technical aspects had the third lowest percentage (48%) of question papers fully compliant at first moderation. One question paper, Setswana HL Paper 1, showed only limited compliance with this criterion.

Some examples of technical problems identified were:

- i. Sections of question paper/supporting documentation were reported missing in IsiXhosa HL Paper 3; Sepedi HL Paper 1 and Paper 2; Xitsonga FAL Paper 2).
- ii. Full history of the development and moderation of the question paper was not provided in Consumer Studies; Economics Paper 1 and Paper 2; English FAL Paper 3; Geography Paper 1 and Paper 2.
- iii. Relevant details such as time allocation, name of the subject, number of pages and instructions to candidates were missing in IsiXhosa HL Paper 1; Sesotho FAL Paper 3; and Sesotho SAL Paper 2.
- iv. Instructions to candidates were sometimes unclear or ambiguous in:

Afrikaans HL Paper 2	English FAL Paper 1	English FAL Paper 3	English SAL Paper 1
Geography Paper 2	Tourism	IsiXhosa FAL Paper 2	IsiZulu FAL Paper 1
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2	Sepedi SAL Paper 2	Visual Arts Paper 1
Mathematical Literacy Paper 1		Setswana HL Paper 1	IsiXhosa FAL Paper 1
Agricultural Sciences Paper 1		Agricultural Sciences Paper 2	
Information Technology Paper 1		Information Technology Paper 2	

v. The layout of the question papers cluttered/ not reader-friendly in:

Afrikaans HL Paper 2	Afrikaans HL Paper 3	Consumer Studies
Mathematical Literacy Paper 1		Physical Sciences Paper 2
Music Paper 1	Religion Studies Paper 1	Religion Studies Paper 2
Tourism	Visual Arts Paper 1	Visual Arts Paper 2

vi. Some questions were incorrectly numbered in the following question papers:

Agricultural Sciences Paper 1	Economics Paper 1	Sesotho FAL Paper 3
Setswana HL Paper 1	Tshivenda HL Paper 1	Xitsonga FAL Paper 2

vii. The following question papers had incorrect headers and footers:

Agricultural Technology	Electrical Technology	IsiZulu FAL Paper 2
Xitsonga HL Paper 1	Xitsonga HL Paper 3	Xitsonga FAL Paper 2

viii. Inappropriate use of fonts was noted in Afrikaans SAL Paper 1; Agricultural Technology; and Sesotho HL Paper 1.

ix. There were unclear mark allocations in Afrikaans HL Paper 1; Afrikaans SAL Paper 1; Sepedi HL Paper 2; and Xitsonga HL Paper 2.

x. Sections of the question paper were noted to be too long in Civil Technology.

xi. There were mismatches between mark allocation in the question paper and the marking guideline in:

Afrikaans SAL Paper 1	Consumer Studies	Hospitality Studies
Mathematical Literacy Paper 1	Sesotho FAL Paper 2	Sesotho SAL Paper 1

xii. There were inappropriate/ unclear/ not error-free/ not print-ready diagrams/ graphs/ tables, etc. in the following question papers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 3	Agricultural Technology
English FAL Paper 2	English FAL Paper 3	English HL Paper 1
Geography Paper 1	IsiXhosa FAL Paper 1	Music Paper 1
Physical Sciences Paper 1	Sepedi HL Paper 2	Sesotho HL Paper 2
Setswana HL Paper 1	Tourism; Visual Arts Paper 1	Tourism; Visual Arts Paper 2
Agricultural Management Practices		Mathematical Literacy Paper 1

xiii. A mismatch with the CAPS was noted in Sesotho HL Paper 1.

b. Internal moderation

Approximately 75% of the question papers for this examination session were compliant in all respects with internal moderation. One question paper, Setswana HL Paper 1, showed only limited compliance with this criterion.

Some concerns noted at first moderation were:

- i. In Consumer Studies and Xitsonga HL Paper 3 it was reported that the internal moderators' reports were missing or incomplete.
- ii. Incomplete evidence of internal moderation was noted in English HL Paper 2.
- iii. The quality, standard and relevance of input from the internal moderator were not always appropriate in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Business Studies	English HL Paper 1	English HL Paper 3
Mathematical Literacy Paper 1		Mathematical Literacy Paper 2
IsiZulu SAL Paper 1	Visual Arts Paper 1	Physical Sciences Paper 2
Setswana HL Paper 1	Setswana HL Paper 2	Setswana HL Paper 3
Sepedi FAL Paper 1	Sepedi FAL Paper 3	Sepedi HL Paper 1
Sepedi HL Paper 2	Sesotho HL Paper 1	Sesotho HL Paper 2
Sesotho SAL Paper 2	Agricultural Sciences Paper 1	Agricultural Sciences Paper 1

- iv. There was no evidence that all internal moderators' recommendations were addressed in the following question papers:

Agricultural Management Practices	Civil Technology	Visual Arts Paper 2
Sepedi SAL Paper 1	Sepedi SAL Paper 2	Setswana HL Paper 1

c. Content coverage

Eighty-six percent of the question papers were compliant with all aspects of content coverage. This high level of compliance could be attributed to the design of the CAPS and the examination guidelines, which explicate the specific content and the weightings of different components of the content to be examined for each subject.

The challenges identified at first moderation of these question papers included:

- i. Inadequate coverage of the topics as prescribed in the CAPS and examination guidelines in Consumer Studies; English HL Paper 2; and Tshivenda FAL Paper 1.
- ii. The following question papers included some questions that were not within the broad scope of the CAPS and examination guidelines:

Geography Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 1
IsiXhosa SAL Paper 1	Religion Studies Paper 2	Tshivenda FAL Paper 1
Mathematical Literacy Paper 2		

- iii. Some questions were identified as not being representative of the latest developments in the subject:

Mathematical Literacy Paper 1		Tourism
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 1

d. Quality of questions

The level of compliance with all the quality indicators associated with the quality of questions was 29% for these examination question papers. Sixty-five percent of the question papers were mostly compliant with this criterion. The following seven question papers showed limited compliance:

English FAL Paper 3	Mathematical Literacy Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	Setswana HL Paper 1	Tourism
		Tshivenda FAL Paper 3

The following are some of the specific areas that compromised compliance for this criterion, as identified at first moderation of the question papers:

- i. There was insufficient variety of question types (English SAL Paper 2).
- ii. Reduced opportunities for creative responses from candidates were noted in:

English FAL Paper 1	Sepedi FAL Paper 2	Sesotho HL Paper 1
Afrikaans FAL Paper 2	Tshivenda FAL P1	siSwati HL Paper 1
siSwati FAL Paper 1	siSwati FAL Paper 2	siSwati FAL Paper 3
siSwati HL Paper 2	siSwati HL Paper 3	siSwati SAL Paper 1

- iii. The use of source material in the following question papers was found to be problematic:

Afrikaans FAL Paper 2	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Tourism	Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
Civil Technology	Dramatic Arts	English FAL Paper 1
English FAL Paper 2	English HL Paper 1	English HL Paper 2
English HL Paper 3	IsiXhosa FAL Paper 1	IsiXhosa HL Paper 2
Life Sciences Paper 2	Music Paper 1	Sepedi HL Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2	Afrikaans SAL Paper 2
Tshivenda FAL Paper 1	Xitsonga HL Paper 1	Xitsonga HL Paper 2
Mathematical Literacy Paper 1		Mathematical Literacy Paper 2

- iv. The source materials of Mathematical Literacy Paper 2 and Tourism were not of appropriate length;
- v. Inappropriate language complexity for Grade 12 candidates was noted in the following question papers:

Afrikaans FAL Paper 2	English FAL Paper 1	English SAL Paper 1
isiZulu FAL Paper 1	isiZulu HL Paper 1	Tshivenda HL Paper 1
Mathematical Literacy Paper 1	Tourism	Tshivenda HL Paper 3

- vi. The source material did not allow for the testing of skills in IsiXhosa FAL Paper 1; Sesotho HL Paper 1; and Xitsonga FAL Paper 1.
- vii. The source material used did not generate questions across all cognitive levels in English FAL Paper 1 and English HL Paper 1).
- viii. Questions not related to what is pertinent in the subject were noted in Sesotho HL Paper 1 and Paper 2;
- ix. When the following question papers were submitted for first moderation, they included unclear questions:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 2	Dance Studies	English FAL Paper 2
English FAL Paper 3	English HL Paper 1	English HL Paper 2
English HL Paper 3	English SAL Paper 1	English SAL Paper 2
History Paper 2	IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 2	IsiZulu HL Paper 1	IsiZulu HL Paper 2
Life Sciences Paper 2	Music Paper 1	Music Paper 2
Physical Sciences Paper 2	Religion Studies Paper 1	Sepedi FAL Paper 1
Sepedi FAL Paper 3	Sesotho HL Paper 2	Setswana HL Paper 1
Tourism	Tshivenda FAL Paper 3	Tshivenda HL Paper 2
Tshivenda HL Paper 3	Visual Arts Paper 1	Visual Arts Paper 2
Computer Applications Technology Paper 1		Computer Applications Technology Paper 1 (back-up)
Information Technology Paper 1		Mathematical Literacy Paper 1
Information Technology Paper 1 (back-up)		

x. Questions that lacked instructional verbs were included in the following question papers:

Afrikaans SAL Paper 1	Computer Applications Technology Paper 2	Dance Studies	English FAL Paper 3
English HL Paper 1		English SAL Paper 2	IsiZulu FAL Paper 1
IsiXhosa SAL Paper 1	Music Paper 1	Tourism	Physical Sciences Paper 2
Sesotho HL Paper 2		Mathematical Literacy Paper 1	Tshivenda FAL Paper 3

xi. It was noted that there was insufficient information to elicit appropriate responses in the following question papers:

Afrikaans HL Paper 3	Afrikaans SAL Paper 1	Afrikaans SAL Paper 2
English FAL Paper 1	English FAL Paper 2	English HL Paper 2
English HL Paper 3	IsiXhosa SAL Paper 1	IsiZulu HL Paper 2
Life Sciences Paper 1	Life Sciences Paper 2	Music Paper 1
Sepedi FAL Paper 1	Sepedi FAL Paper 3	Sepedi HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho FAL Paper 3
Visual Arts Paper 1	Xitsonga FAL Paper 3	Xitsonga HL Paper 3

xii. The following question papers displayed factual errors in questions:

History Paper 1	IsiXhosa FAL Paper 1	IsiXhosa HL Paper 2
IsiZulu HL Paper 2	Sesotho HL Paper 1	Sesotho HL Paper 2
Mathematical Literacy Paper 1		Religion Studies Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Visual Arts Paper 1
Setswana HL Paper 1		Tourism

xiii. A negatively phrased question was found in English HL Paper 2.

xiv. Incorrect/irrelevant references in questions were made in the following question papers:

English FAL Paper 1	English HL Paper 2	English HL Paper 3
Geography Paper 1	IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2
Sepedi SAL Paper 1	Tshivenda FAL Paper 1	Setswana HL Paper 1
Sepedi SAL Paper 2	Tourism	Visual Arts Paper 1
Mathematical Literacy Paper 1		Geography Paper 1

xv. The following question papers included questions with options that contained clues to the choice of answer: Hospitality Studies; Music Paper 2; Sesotho FAL Paper 2; and Sesotho HL Paper 1.

xvi. Multiple choice options were noted as problematic in the following question papers:

Economics Paper 1	Economics Paper 2	English HL Paper 1
Geography Paper 2	Hospitality Studies	Tourism

e. Cognitive skills

During the first external moderation process, 60% of the question papers complied with all cognitive skills requirements stipulated in the CAPS for each subject. Question papers that did not comply with this criterion had challenges that included the following:

- i. The cognitive skills for each question/sub-question were not clear on the analysis grids of the following question papers: IsiXhosa HL Paper 3; IsiZulu FAL Paper 3; Tourism; and Xitsonga FAL Paper 2.
- ii. The following question papers included choice questions which differed in cognitive demand:

Afrikaans FAL Paper 2	Business Studies	Dance Studies
Dramatic Arts	Economics Paper 1	Economics Paper 2
English HI Paper 2	English HI Paper 3	Geography Paper 1
Music Paper 1	Sesotho HL Paper 2	

iii. There was inappropriate distribution of cognitive skills in the following question papers:

Agricultural Management Practices	Agricultural Sciences Paper 1	Tourism
Agricultural Sciences Paper 2	Civil Technology	Consumer Studies
English FAL Paper 1	English FAL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3	Geography Paper 1
Geography Paper 2	IsiXhosa HL Paper 1	IsiXhosa HL Paper 3
IsiZulu FAL Paper 3	Life Sciences Paper 1	Life Sciences Paper 2
Physical Sciences Paper 1	Sepedi FAL Paper 1	Sepedi FAL Paper 2
Sesotho FAL Paper 1	Sesotho HL Paper 2	Setswana HL Paper 1

- iv. In IsiXhosa SAL Paper 1, there were insufficient higher order skills questions.
- v. Irrelevant information that unintentionally increased difficulty was included in some questions in IsiXhosa FAL Paper 1 and Paper 2; IsiXhosa HL Paper 2; and Visual Arts Paper 1.

f. Language and bias

Approximately 56% of the question papers were fully compliant with the language and bias criterion. Two question papers, Setswana HL Paper 1 and Tourism, showed limited compliance.

The following were concerns identified at first moderation of the question papers:

i. Subject terminology/data were not used correctly in:

English SAL Paper 1	IsiXhosa SAL Paper 2	Visual Arts Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

ii. The language used in the following question papers was inappropriate for Grade 12 candidates:

English HL Paper 1	History Paper 1	History Paper 2
English FAL Paper 1	IsiZulu FAL Paper 1	IsiZulu SAL P2
Setswana HL Paper 1	Tourism	

iii. There were questions that contained overly complicated syntax in the following question papers:

Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Tourism
Computer Applications Technology Paper 1	Afrikaans HL Paper 3	
Computer Applications Technology Paper 2	Electrical Technology	
Computer Applications Technology Paper 1 back-up	English FAL Paper 1	
English FAL Paper 3	English HL Paper 2	Hospitality Studies
IsiXhosa FAL Paper 1	Life Sciences Paper 1	Life Sciences Paper 2
Mathematics Paper 2	Sepedi FAL Paper 2	Setswana HL Paper 1
Setswana HL Paper 2	Setswana HL Paper 3	

iv. The language used in the following question papers was grammatically incorrect:

Afrikaans FAL Paper 2	Agricultural Management Practices	
Afrikaans HL Paper 1	Agricultural Technology	IsiXhosa FAL Paper 1
Economics Paper 1	Economics Paper 2	Sepedi FAL Paper 2
Sepedi HL Paper 1	Sepedi HL Paper 3	Sepedi SAL Paper 1
Setswana HL Paper 1	Setswana HL Paper 3	Tourism
Information Technology Paper 1	Information Technology Paper 2	
Mathematical Literacy Paper 1	Physical Sciences Paper 2	

v. IsiXhosa FAL Paper 2, Mathematics Paper 1, Physical Sciences Paper 2 and Tourism had questions that contained overly complicated syntax.

vi. The glossary was missing and/or incomplete in the Geography Paper 1, Setswana HL Paper 1 and Visual Arts question papers.

vii. Various gender, language, cultural and regional biases were evident in the following question papers:

Dramatic Arts	English FAL Paper 3	English HL Paper 3
Mathematical Literacy Paper 1	Tshivenda HL Paper 2	
Mathematical Literacy Paper 2	Xitsonga FAL Paper 2	

viii. It was noted that it would be problematic to adapt and modify Afrikaans HL Paper 3, Afrikaans SAL Paper 1 and Tourism question papers to assess candidates with special needs (in the interests of inclusivity).

g. Predictability

Eighty-seven percent of the question papers were fully compliant with the predictability criterion. One question paper, IsiXhosa HL Paper 3, exhibited no compliance, since some sections contained questions that could be spotted and predicted.

Engineering Graphics, and Design Paper 1 and Paper 2, displayed creativity in their design.

The challenges in meeting this criterion that were identified during first moderation included:

- i. The nature of some of the questions in Electrical Technology, English HL Paper 3, Sesotho FAL Paper 3, Sesotho HL Paper 3 and Xitsonga HL Paper 3 made them potentially easy to spot or predict.
- ii. Recycled questions were noted in Electrical Technology, English HL Paper 1 and IsiXhosa FAL Paper 2.
- iii. There was limited innovation in Civil Technology and IsiXhosa HL Paper 3 questions.

Often question papers from the last three years were not included, which made it difficult to determine whether recycling of questions had occurred.

h. Marking guidelines

Thirty-seven percent of the marking guidelines were completely compliant with the expectations of this criterion at first moderation. Four questions papers (IsiXhosa FAL Paper 2; IsiXhosa HL Paper 2; IsiXhosa SAL Paper 1; and IsiZulu SAL Paper 1) were limited in their compliance with this criterion.

Examples of non-compliance with the marking guidelines were:

- i. Mismatches between the question papers and marking guidelines occurred in:

Consumer Studies	IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1	Sesotho FAL Paper 2
Setswana HL Paper 1	Tourism	

- ii. Assessment objectives of the curriculum of IsiXhosa FAL Paper 1 and Paper 2 were not reflected in correct proportions.
- iii. Elements of the subject matter were incorrect in:

Economics Paper 1	Electrical Technology	English SAL Paper 1
IsiXhosa SAL Paper 1	IsiZulu HL Paper 1	IsiZulu SAL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2	Religion Studies Paper 2
Sesotho FAL Paper 2	Setswana HL Paper 1	Xitsonga HL Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- iv. Typographical and language errors occurred in:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2	Civil Technology
English FAL Paper 3	English HL Paper 3	English SAL Paper 2
History Paper 2	IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2
IsiZulu SAL Paper 1	Agricultural Technology	Religion Studies Paper 1
Sepedi FAL Paper 1	Sepedi HL Paper 1	Sepedi HL Paper 3
Sepedi SAL Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 3
Setswana HL Paper 2	siSwati FAL Paper 1	siSwati FAL Paper 2

siSwati FAL Paper 3	siSwati HL Paper 2	siSwati HL Paper 3
siSwati SAL Paper 1	Agricultural Management Practices	
Visual Arts Paper 1	Information Technology Paper 2	
Agricultural Sciences Paper 1	Agricultural Sciences Paper 1	

v. The marking guidelines were not clearly laid out in:

Religion Studies Paper 1	Religion Studies Paper 2	Xitsonga HL Paper 3	Tourism
--------------------------	--------------------------	---------------------	---------

vi. The marking guidelines were not ready to facilitate marking of the following question papers:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Business Studies	Dance Studies
Economics Paper 1	Economics Paper 2	Geography Paper 1
Geography Paper 2	IsiXhosa FAL Paper 2	IsiXhosa HL Paper 2
IsiXhosa HL Paper 3	IsiXhosa SAL Paper 1	IsiZulu FAL Paper 3
IsiZulu HL Paper 1	IsiZulu HL Paper 2	IsiZulu SAL Paper 1
Sesotho FAL Paper 2	siSwati FAL Paper 1	siSwati FAL Paper 2
siSwati FAL Paper 3	siSwati HL Paper 2	Xitsonga FAL Paper 2
Xitsonga FAL Paper 3	Xitsonga HL Paper 2	

vii. Mark allocation and distribution within each of the questions was incomplete in:

Dramatic Arts	Geography Paper 1	Geography Paper 2	Sesotho SAL Paper 2
---------------	-------------------	-------------------	---------------------

viii. There were mismatches between mark allocation and question demand in Dance Studies; Dramatic Arts; and Mathematical Literacy Paper 1 and Paper 2.

ix. There was too small a range of marks to discriminate between low and high performers in IsiXhosa HL Paper 2.

x. Marks were not awarded consistently in IsiXhosa SAL Paper 1 and Tourism.

xi. Sufficient detail to ensure reliability of marking was not provided in:

Afrikaans HL Paper 3	Dance Studies	IsiXhosa FAL Paper 2
IsiXhosa HL Paper 2	IsiXhosa HL Paper 3	IsiZulu FAL Paper 3
IsiZulu HL Paper 2	IsiZulu SAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 2	Sesotho HL Paper 3	Sesotho SAL Paper 2
Visual Arts Paper 2		

xii. Provision was not made for relevant alternative answers in:

Civil Technology	Economics Paper 1	Economics Paper 2
English SAL Paper 1	IsiXhosa HL Paper 2	Sepedi FAL Paper 1
siSwati FAL Paper 1	siSwati FAL Paper 3	siSwati HL Paper 2
Physical Sciences Paper 1	siSwati SAL Paper 1	
Mathematical Literacy Paper 2	Tourism	

i. Comparison of compliance per criterion: 2016 and 2017

More question papers and marking guidelines were compliant with the following criteria in 2017 than in 2016: internal moderation; content coverage; cognitive skills; predictability; and quality of marking guidelines. Less compliance was noted with technical aspects, language and bias and text selection.

(Table 1D).

Table 1E: Comparison of compliance per criterion of question papers and marking guidelines at first moderation in 2016 and 2017

Criteria	November 2016 (% of papers)	November 2017 (% of papers)
Technical aspects	53	48
Internal moderation	64	75
Content coverage	81	86
Text selection	40	29
Cognitive skills	59	60
Language and bias	60	56
Predictability	86	87
Marking guidelines	35	37

1.4 Areas of Good Practice

The following areas of good practice were noted during moderation of the November 2017 NSC question papers and their marking guidelines:

- The DBE was commended for the improvement in the percentage of question papers approved at first and second moderation. Analysis of the question paper moderation reports showed that 97% of the November 2017 question papers met all external moderation criteria during first and second moderations, compared to 91% in 2016.
- Umalusi commended the DBE for achieving acceptable standards in the setting of the following 22 question papers, which were approved at first moderation:

Design Paper 1	Computer Applications Technology Paper 1	
Dramatic Arts	Computer Applications Technology Paper 1 back-up	
Engineering Design and Graphics Paper 1	Engineering Design and Graphics Paper 2	
Hospitality Studies	Information Technology Paper 1 back-up	
IsiNdebele FAL Paper 1	IsiNdebele FAL Paper 2	IsiNdebele FAL Paper 3
IsiNdebele HL Paper 1	IsiNdebele HL Paper 2	IsiNdebele HL Paper 3
IsiNdebele SAL Paper 1	IsiNdebele SAL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa SAL Paper 2	IsiZulu FAL Paper 2	IsiZulu SAL Paper 2
Mechanical Technology	Setswana FAL Paper 2	

1.5 Areas of Non-compliance

The following areas of non-compliance and concern were identified during moderation of the November 2017 NSC question papers and marking guidelines:

- a. The decrease in the levels of complete compliance, from 20% in 2016 to 14% in 2017 (Table 1C);
- b. The failure by both examiners and internal moderators to address recurrent non-compliance, which led to 3% of question papers requiring more than two moderations. The four question papers of concern were:

Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2

- c. Mathematical Literacy Paper 2 was not approved at both first and second moderations;
- d. There were low levels of compliance with the following criteria: technical aspects (48%), quality of questions (29%) and marking guidelines (37%). These criteria were highlighted as areas of concern in 2016;
- e. Inconsistencies remained in how examiners and internal moderators interpreted higher order cognitive skills and levels of difficulty. Both criteria contribute significantly to the standard of a question paper. This concern was also highlighted in 2016.

1.6 Directives for Compliance and Improvement

The following directives were issued to improve the setting of NSC question papers and to reduce the number of external moderations. The DBE is required to:

- a. Address the development of examining panels for Life Sciences Paper 1 and Paper 2; and Mathematical Literacy Paper 1 and Paper 2. These question papers repeatedly fail to adhere to the requirements for compliance. Consequently, more than two external moderations are required;
- b. Retrain examiners and internal moderators in the art of setting question papers, especially with respect to technical details, quality of questions and development of marking guidelines. These three criteria had the lowest levels of compliance at first moderation;
- c. Encourage examiners and internal moderators to produce compliant marking guidelines at the time the question paper is set rather than relying on post-examination refinement;
- d. Develop the ability of the examining panels to identify and set higher order questions, balance the distribution of cognitive levels within question papers and determine the difficulty of questions.

1.7 Conclusion

This chapter summarised the major findings from the analysis of the question paper moderation reports for the November 2017 NSC examinations. Umalusi reported satisfaction with the question papers that were finally approved, and this is commendable. However, the recurrence of non-compliance in certain question papers, which was reported in 2016, is of concern. This chapter has also highlighted directives for compliance which the DBE needs to address before the next moderation cycle to improve compliance levels and the quality of NSC question papers.

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT

2.1 Introduction

School-based assessment (SBA) is a component of the National Curriculum Statement. The SBA mark counts for 25% of the final examination mark in the National Senior Certificate (NSC) examinations for subjects without a practical assessment task (PAT); 50% for subjects with PAT; and 100% for Life Orientation administered by schools. Umalusi is responsible for judging the quality and standards of the SBA tasks and make pronouncements on their validity and credibility. To achieve this, Umalusi conducts moderation on a sample of the work used to generate the SBA marks. This process also assists Umalusi in ensuring the reliability and fairness of the SBA marks assigned to the various learners by schools, and approved by the provincial education departments (PEDs) and the Department of Basic Education (DBE).

In the spirit of the formative nature of SBA, Umalusi has provided detailed and constructive reports on the findings of each moderation exercise to the schools and PED. Where possible, Umalusi has discussed the reports with representatives from each PED to assist remediation and forward planning.

This chapter summarises the qualitative findings made by Umalusi after verifying samples of teacher and learner SBA files; identifies areas of good practice (compliance) and critical areas for improvement (non-compliance) in the implementation of SBA; and, lastly, provides directives for the DBE to improve SBA practices.

2.2 Scope and Approach

Each year Umalusi monitors the implementation of the DBE moderation processes through a robust and rigorous moderation and verification process. This is conducted using evidence from teacher and learner files in selected subjects in all nine provinces.

In 2017 Umalusi moderated SBA in two phases: Phase 1 in July and Phase 2 in October. The nine subjects selected included Life Orientation (Phase 1 only) and selected gateway subjects (Phases 1 and 2) (see Table 2A). During Phase 1, the SBA practices in eight PEDs were moderated, the exception being Mpumalanga. During Phase 2 all nine PEDs were moderated. The 151 schools sampled in Phase 1 and the 105 schools sampled in Phase 2 were selected from those that had been internally moderated by the DBE. The DBE selected two districts in each province: those with the highest number of rejected SBA records in the November 2016 NSC examinations. Schools selected offered at least eight of the ten gateway subjects. The same districts in the various provinces were selected for both Phase 1 and Phase 2 moderation.

Table 2A: List of subjects verified in July and October per province

Province	Phase 1	Phase 2
Eastern Cape	Economics Mathematics Physical Sciences	Accounting Business Studies
Free State	Geography Life Orientation Life Sciences	Economics History
Gauteng	Accounting History Life Orientation	Life Sciences Physical Sciences
KwaZulu-Natal	Accounting Mathematics Physical Sciences	Business Studies Physical Sciences

Province	Phase 1	Phase 2
Limpopo	Geography Life Orientation Mathematics	Economics Geography
Mpumalanga		Accounting
Northern Cape	Life Orientation Life Sciences Physical Sciences	Life Sciences Mathematics
North West	Business Studies Life Orientation Physical Sciences	Geography History
Western Cape	Business Studies History Life Orientation	Geography Physical Sciences

The instrument Umalusi used to moderate SBA consisted of three parts (Table 2B). The first part was concerned with moderation of the teacher files (eight criteria); the second part was used to record moderation of the learner files (three criteria); and the third section summarised the findings for each school moderated (three criteria).

Table 2B: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files	Part 3 Summaries
Technical aspects	Learners' performance	Areas of good practice
Content coverage	Quality of marking	Areas for improvement
Quality of assessment tasks	Internal Moderation	Recommendations
Cognitive demand and levels of difficulty		
Quality of marking tools		
Adherence to assessment policies and systemic assessment practices		
Internal moderation		
Overall impression		

2.3 Summary of Findings

The combined findings of the moderation of SBA for all the schools moderated for that specific moderation were combined into a consolidated report. All consolidated reports were made available to the PEDs. The findings of the analyses of 40 consolidated reports (23 from Phase 1 and 17 from Phase 2) are summarised in the sections below.

Different PEDs have different systems for managing their SBA processes and the SBA requirements for each subject are explicated in the Curriculum and Assessment Policy Statement (CAPS) and examination guidelines. For this reason the findings are presented per province.

As in previous years no consistent patterns or trends emerged within/between subjects, schools, districts or provinces from these analyses.

The Eastern Cape report was the only one to highlight overall excellence in the SBA practices of sample schools moderated in Mathematics. In Gauteng, Tshwane schools were commended for excellent quality of internal moderation in Life Orientation.

2.3.1 Eastern Cape

In the Eastern Cape, schools from two districts, Butterworth and King William's Town, were sampled.

Most schools used a PED revised work plan in Mathematics. In Economics, operational policy documents were incomplete, missing or outdated and some teacher and learner files lacked evidence of subject assessment planning for the year. Accounting teacher files did not have all the necessary documents. In Business Studies, incorrect information was noted in some policy documents.

Some common tasks were observed in Economics and Mathematics. However, there were too many cut-and-paste tasks from assessments used previously and old NSC examination question papers. Common Accounting tasks set by the PED and the preparatory examinations were of a good quality.

In Mathematics, content coverage was generally acceptable but the content weightings were not always clear because analysis grids were not provided. In some cases, investigations were not suited to the nature of an investigative task. With the exception of one of the June examinations, the content in Economics tasks was compromised because the current 2017 examination guideline was not used and there were no innovative or creative questions. Economics also had insufficient content coverage in the first and second terms. The Accounting case study was more like a test and was compromised by errors in the questions and marking guidelines. In Business Studies, where a choice of questions was offered the questions were not of equal difficulty.

There were mismatches in cognitive demand and levels of difficulty between tests and examinations as well as other tasks like the investigation, assignments and projects. Generally, few higher order skills were observed in Economics and Mathematics. The cognitive demands of some assessments in Accounting and Business Studies were not balanced; and no analysis grids were observed.

All levels of internal moderation—school, district and national—were observed in Mathematics. However, for Economics and Mathematics evidence of pre- and post-task moderation seemed to have been more about administrative compliance than embracing the formative nature of SBA. In Economics and Business Studies there were no comments for teachers or learners. Shadow marking was prevalent in Economics, Mathematics and Business Studies.

Umalusi considered invalid the SBA marks for Economics at the schools sampled.

2.3.2 Free State

Schools moderated in Free State in Phase 1 came from the Thabo Mofutsanyana and Motheo districts.

In Economics, none of the schools had the required operational policy documents and not all schools had access to, or used, the updated 2017 examination guideline. No school or subject assessment policies were observed in the teacher files for Geography. The Life Sciences assessment programme was often incomplete; and time allocated for the practical task and policy for the June examinations were not followed.

All Life Sciences tasks were set by the PED but current 2017 examination guidelines were not used. Too many tasks in Geography contained recycled questions from past NSC examinations and some lacked marking guidelines. While the content and spread was acceptable in Geography, the data-handling task was problematic as it was not cognitively balanced and was too similar to a test. Additionally, the map work task was used verbatim from a previous NSC question paper. Recycling of questions was also noted in Economics.

The Life Orientation written task and mid-year examinations contained insufficient higher order cognitive skills and tasks contained errors, as did the marking guidelines. The PED internal moderation processes did not detect these. However, these problems, which were identified by Umalusi, were detected by the DBE moderation processes as well. The physical education and training (PET) component of Life Orientation was not assessed according to CAPS requirements; and the marking guidelines to assess learners in this task were too generic and lacked the necessary detail. This led to very high marks obtained by learners. Umalusi recommended that the Life Orientation PET component be reassessed in some schools. Some Economics tasks tested too few higher order skills and used outdated sources.

Internal moderation at school level lacked depth and shadow marking was evident in learner files, with no feedback given to learners in Life Orientation, Geography and Life Sciences. Only two levels of internal moderation, at school and DBE, were noted in Life Sciences and in Geography. Evidence of pre- and post-task moderation was not always provided. The quality of internal moderation at all levels needs improvement in Life Orientation, Geography and Economics. Feedback to learners from both educators and moderators was lacking in Life Orientation and Life Sciences.

2.3.3 Gauteng

Schools sampled for SBA moderation in Gauteng came from two districts, Johannesburg South and Tshwane South.

Files were generally neat and well organised in Life Orientation and History. History files contained the required policy documents. The PED provided the annual assessment plan, but this was not CAPS-compliant in Life Orientation. In Accounting, the annual teaching and assessment plans were presented and followed in one district but not in the other, and there was no school or subject assessment policies in the teacher files in any of the schools moderated. Mark sheets were provided and accurate in History, but incomplete and, often, provided no evidence for the allocation of zero marks in Life Orientation and Life Sciences. In general, planning and implementation of assessment were considered to be of an acceptable standard in Life Sciences.

The content was fully covered in Accounting but the cognitive analysis grids were not provided in History and Life Sciences. In Life Orientation, the content of the PED-set written task was not always relevant, the mid-year examinations contained insufficient higher order cognitive skills tests, and flaws in the project task were detected by subject advisors.

History assessments set by schools and districts were deemed to be of an acceptable standard but were compromised by the recycling of questions. No evidence of pre-moderation was provided. Furthermore, learners were not given the criteria used for assessment in History. The quality of the Accounting written report and project task was considered to be poor and not at Grade 12 level; lacked real-life scenarios; and was not aligned with the latest subject developments. The relationship between practical work and laboratory work was a cause for concern in Physical Sciences. The cognitive demand for Accounting and Life Orientation tasks was not always balanced. In schools where teachers gave feedback to learners, this was sometimes limited to only the high performers in Life Sciences.

The technical quality of tasks in Physical Sciences in schools moderated was cause for concern. Errors were detected in the marking guidelines, which did not always facilitate marking, for Accounting, Life Orientation and Physical Sciences.

There was evidence of good moderation in Life Orientation. Internal moderation was acceptable in some schools. Where done, moderation was concerned with compliance rather than development and was generally weak, especially in History. There was evidence of some pre-moderation of tasks and some evidence of post-task internal moderation, but the different levels were not always clear in Accounting. In Accounting, History and Life Orientation there was little moderation of learner tasks and where moderation was done it indicated compliance only, with no feedback given to learners.

2.3.4 KwaZulu-Natal

The two districts sampled for SBA moderation in KwaZulu-Natal were Zululand and King Cetshwayo.

Generally, both the teacher and learner files were neat, well organised and, in Accounting and Mathematics, contained all relevant documents. Some teacher files lacked Term 3 work in Business Studies. There was evidence that some schools had a subject improvement plan in place but this was not consistently used in Business Studies.

Content was adequately covered in the Physical Sciences' tasks. In Accounting, the PED-set controlled test was incorrect, too long and too challenging. Both the topics and cognitive demand were not balanced according to CAPS and/or the new examination guidelines in Accounting and Mathematics. Analysis grids were not provided for either content or cognitive demand in Accounting and Physical Sciences.

The quality of the Accounting project task was good in some schools while in others it took the form of a test. In Physical Sciences the provincially set assessment tasks were generally good and complied with the CAPS requirements. However, the Physical Sciences practical tasks set by schools were problematic because they were biased towards theory and there was little evidence that learners actually did any practical work. In addition, these tasks had few higher cognitive demand questions; did not cover all the practical skills required by CAPS; and contained errors that were undetected because there was no internal moderation conducted. The design of the practical tasks resulted in a mismatch between the marks obtained by learners and the controlled test marks. The two Physical Sciences preparatory examinations were weighted too heavily towards the lower levels of cognitive demand. Some deviation from the CAPS SBA requirements was noted in Business Studies.

The Mathematics controlled test and June examinations were set by the PED, the investigation was set by the DBE and the assignment task and other tests were recycled, old NSC examinations. Errors were detected in some of these tasks and the analysis grids used, especially in common papers, were incorrect.

Poor marking of learners' work was detected in Physical Sciences and possible copying between learners was detected, which was not detected by the teachers. Deviations from the marking guidelines, inflated marking and incorrect calculations of learners' marks were noted in Business Studies. Teachers did not give adequate feedback to learners in Physical Sciences.

There was evidence of pre- and post-moderation in Business Studies. The quality of internal moderation of tasks needs to improve in Physical Science. Shadow marking was observed in learners' work in Mathematics, Accounting and Business Studies.

2.3.5 Limpopo

Schools from the Sekhukhune and Capricorn districts of Limpopo were sampled for SBA moderation.

Generally, files were well presented in Mathematics, Life Orientation and Geography, but sometimes incomplete in Geography. In all the schools, one Mathematics test and the June examination scripts were missing. The Geography teacher files contained 2016 tasks while others contained outdated policies. Mark sheets were manually generated, untidy, sometimes incorrect, lacked evidence of verification and not up-to-date in Geography. Evidence of raw marks versus recalculated marks was not clear in Economics.

Positive PED support was noted in Mathematics SBA practices. For example, subject assessment plans were provided by district/province and some schools included analysis of their marks in the teacher files.

Although the use of common tasks in Life Orientation in Term 1 and Term 2 was considered commendable, the quality of pre-moderation, the formulation of higher order questions, the marking of the tasks, and provincial, district and school moderation were cause for concern. It was suggested that control measures be intensified to ensure that common/standardised tasks and marking guidelines do not reach any learners prior to the administration of the task(s) in Mathematics. It was not always clear if school-based tasks were administered under supervised conditions in Geography. The possibility that some Life Orientation tasks were copied was raised. Umalusi requested that this be checked and required that some schools remark some tasks.

In all the sampled schools, Geography tasks were administered in line with the assessment programme outlined in the CAPS document. While all assessment tasks had marking guidelines, some question papers did not correlate with the annexure and marking guidelines. There was a discrepancy between marks obtained in the open book data-handling task with those of the March test in one of the districts. Not all the Geography research tasks were policy compliant. Analysis grids were sometimes missing from Geography teacher files. Some content not prescribed was assessed in a school-set task in Mathematics. The Economics assessment tasks did not comply with the cognitive demand requirements.

Although Mathematics tasks were of good standard, there were not enough non-routine questions, and cognitive grid analyses were not included by all schools moderated. In Life Orientation the written task focused mainly on lower order cognitive skills; and the June examination was a cut-and-paste from previous examinations.

While there was internal moderation in Geography, the different levels of moderation could not be established in the moderation tools and learners' scripts, owing to a lack of moderation reports. Incorrect marking guidelines resulted in inconsistencies in the marking processes. There was a lack of evidence of moderation of standardised tasks and tests and of rigorous school-level moderation in most schools, and moderation instruments were not CAPS-compliant, in Mathematics. Where moderation was observed it appeared to be a rubber-stamp exercise at all levels in Mathematics, or shadow marking in Geography. Pre-moderation of the tasks moderated, formulation of higher order questions, marking of the tasks and district and school moderation undermined the quality of some tasks in Life Orientation.

Inconsistency in marking in Mathematics and Economics and a lack of itemised and diagnostic analyses were noted, as well as a lack of feedback to learners in Mathematics. It was pleasing to note that corrections were made to marked tasks in Geography learner files.

2.3.6 Mpumalanga

SBA moderation in Mpumalanga was conducted during Phase 2 only. Accounting was the only subject moderated. The sampled schools came only from the Nkangala and Bohlabela districts.

There was an over-testing of some topics in some schools. The controlled Test 2 was set at an acceptable level in general across the schools moderated. Some schools included analysis grids, including item analysis, with the assessment tasks. Case study tasks in all schools moderated lacked real-life scenarios and did not sufficiently address higher order skills, especially problem-solving.

A moderation package that included the history of moderation of assessment tasks set at district and provincial level was submitted by the province. Internal moderation at provincial level was good and acceptable, and contained all necessary evidence as well as useful comments to the teachers. While there was evidence of pre-moderation of some tasks, the instruments used and reports were not always present.

Assessment tasks were marked correctly, with minor variations between moderators. No evidence could be found of learners having been provided with feedback after every assessment task in all moderated schools. Mark sheets and the conversion of marks were not always easy to follow.

2.3.7 Northern Cape

SBA moderation was conducted on a sample of schools from the districts of John Taolo Gaetsewe and Francis Baard.

The teacher files were well organised, especially for Life Sciences, and Life Orientation learner files were well presented.

The provincially set tasks and accompanying marking tools were of a good standard in Life Orientation and Physical Sciences. Some schools modified provincially set practical tasks adequately to suit their own needs in Physical Sciences. The common Mathematics preparatory examinations were set by the PED and moderated at national level by DBE. This ensured that the preparatory examinations were comparable to the NSC question papers set for year-end examinations.

An analysis grid was included for all the tasks in Life Orientation and good PET instructions and assessment criteria were evident.

Some teachers showed evidence of understanding how questions were cognitively graded for tests, but it was unclear whether the practical tasks were conducted as practical work as no practical skills grids or lists were provided in Phase 2 moderation. This was despite a request for this to be done during Phase 1 in Life Sciences. Furthermore, comparable tasks in Life Sciences did not always cover the same content and were not always of the same duration in all schools.

Not all tests and examinations had grids of the weightings of the different cognitive demand and knowledge areas in Physical Sciences and Life Sciences.

The marking of the tests was thorough and according to the marking guidelines in Life Sciences. In Life Orientation good quality marking by the teachers was noted, but group marking was a cause

for concern, as was the marking of assessment tasks on practical work in Physical Sciences. Poor marking, especially in Geometry, was noted in Mathematics.

A significant improvement in SBA moderation of Life Sciences was noted, there was evidence that all schools were able to pre-moderate some of their tasks and all schools sampled had evidence that learners' responses were moderated. In addition, some Life Sciences teachers retained their previously moderated drafts of the tasks within their files as evidence for moderation. However, the quality of pre-moderation of tasks needs to improve, especially with regard to how questions and tasks are set. The recycling of questions and inconsistencies in the duration of tasks and marks awarded were evident in Life Sciences.

The PED devised some good moderation templates to be used by the schools in Physical Sciences. Pre-moderation was needed to eliminate errors in tasks set by schools in Life Orientation and provincially set tasks in Physical Sciences. Face moderation was conducted for the PET component. Post-moderation analysis was done on moderated learner files in Life Orientation. School moderation took place but there was a lack of district and provincial moderation noted in Mathematics, where school moderation was focused on compliance only.

An absence of diagnostic analysis of learner performance and, therefore, a lack of valuable feedback to learners towards improvement, were noted in Life Sciences.

2.3.8 North West

The North West districts sampled for SBA moderation were Bojanala and Dr RS Mompoti.

All teacher and learner files were neat and included most of the relevant documentation in Economics, Geography, History and Physical Sciences. Business Studies learner files contained a Declaration of Authenticity. Most schools had satisfactorily completed mark sheets for History.

All schools had to be at the same level in curriculum coverage as tasks, set by the district, were common in Economics, History and Physical Sciences and prepared learners for the end-of-year examinations.

The quality of Geography tasks ranged from good to very good and efforts to link content with real-life scenarios were noted. However, the format, layout and quality of printing was in some instances found to be poor. One of the Physical Sciences experimental tasks was not CAPS-compliant and assessed too many lower order cognitive skills. This resulted in concerning discrepancies between the marks achieved by learners for the practical task and marks achieved in the controlled tests. In History, there was evidence of reliance on the use of previous NSC examinations for SBA tasks. The Physical Sciences June examination was of a good standard. In Business Studies there was no assessment of the oral component of the presentation task, as required by CAPS.

Analysis grids used in the setting of tests were not submitted by all schools for moderation in Physical Sciences. In Business Studies, choice questions in a test were not of comparable levels of difficulty, while the assignment lacked lower order, cognitive demand questions. The Geography research task was not a research task but rather more of a report or essay.

Some marking guidelines were not sufficiently detailed; consequently teachers experienced problems with assessing essays, marks were awarded on learners' scripts with no evidence as to how they were achieved and lenient marking led to inflated marks in Business Studies. Marking guidelines contained errors and, further, were not followed when awarding marks for learner responses in Physical Sciences. Marking of formal tests would have been improved had all teachers applied examination marking guideline principles consistently. In addition, the template given to learners in the Physical Sciences practical task was poorly constructed.

There was little or no evidence of feedback given to learners in Business Studies, History and Physical Sciences; and a copy of the marking guideline was given to Business Studies learners. No diagnostic analysis to understand learner performance was undertaken for formal tasks in Business Studies.

A moderation process was in place at various levels in the province and the appointment of district moderators played an important role in standardising the quality of moderation in Physical Sciences. Moderation at school level was a cause for concern. Checklists of compliance were noted in Physical Sciences educator files; and missing or incorrect assessments from Business Studies educator files had not been detected. A lack of pre-moderation was observed in Geography. Internal moderation of all tasks, including standardised tasks, was neglected at all levels in History; and deemed to be in need of improvement in Geography.

Marks were accurately transferred to SBA or the School Administration and Management System (SA-SAMS) spreadsheets in Business Studies and History. Physical Sciences teachers did not record both the raw and the converted marks of learners in their mark record sheets.

2.3.9 Western Cape

The schools moderated were drawn from the Metro Central and Metro South districts of the Western Cape.

The SBA process in the Western Cape PED was very well managed in History and Physical Sciences. Provincial support for Business Studies and History content delivery and assessment was valued.

The teacher and learner files were organised and managed very well, included the relevant documentation and demonstrated evidence of comparative learner performance in History. Some formal tasks were done for compliance, policy was not followed, questions were recycled and marking guidelines did not always correlate to the tasks in Life Orientation. However, there was good formulation of the PET task in some schools. The quality and assessment of the History research assignment was satisfactory at some schools, but learners struggled to state their viewpoint and develop a line of argument. However, learners at some schools were guided by excellent marking and excellent feedback from the teachers in History. Feedback to educators and learners was not observed in some schools in Geography.

Content coverage was fair in Business Studies, but teachers sometimes over-assessed certain topics at the cost of others in controlled tests. The provincially set assignment and presentation needed to enhance research skills, critical and creative thinking and reasoning abilities to improve the standard of these tasks in Business Studies. Not all Geography assignments covered the prescribed content.

The History assessment tasks adequately covered the content as prescribed in the policy documents and were generally representative of the latest developments in the teaching, learning and assessment of the subject. The content for Life Orientation Term 1 tasks was not adequately covered and some aspects of the content assessed were for Grades 10 and 11, rather than for Grade 12. The marking tools for the Geography research task needed to accommodate different research topics; while Physical Sciences marking skills needed attention.

The development and administering of the Physical Sciences practical task was of poor quality and a cause for concern.

Most History tasks were cognitively balanced, while Life Orientation tasks assessed too few higher order cognitive skills. Some questions in the Business Studies controlled test were recycled, which made options/choices between questions unequal. Some schools battled to get the cognitive demand levels of their tasks correct for Geography.

A regular moderation process was in place at all the schools, districts and province, but there was no evidence of DBE moderation for History. The pre-moderation of tasks, the moderation of common tasks and moderation at cluster/district and provincial levels was also a cause for concern in Geography and Physical Sciences. The pre- and post-moderation tools were used as checklists and did not address the need for teacher and learner growth and development, or adequately address the standard of remarking of scripts, during internal moderation of Business Studies. The Business Studies moderation tools lacked space for the name, capacity and signatures of internal moderators, which made it difficult to discern the levels of moderation.

School-based moderation in some schools was for compliance purposes only; district moderation was done in only one of the two districts; while provincial Life Orientation moderation was done in a convincing way. Pre-moderation of Life Orientation tasks at school and district level, especially

with regard to the formulation of higher order questions, and the marking of the tasks were cause for concern. Post-moderation reports should have been accompanied by an item and error analysis to strengthen intervention strategies, in Business Studies. Script moderation at school level was not sufficiently rigorous in History.

Markers did not always adhere to the marking guidelines, sometimes as a result of vagueness in the marking guidelines and misinterpretation of how higher cognitive skills should be assessed. In Business Studies, marking should have followed the protocols used for marking the final NSC examinations.

The PED produced a computerised mark sheet with the correct weightings for History, which was used in all schools.

2.4 Areas of Good Practice

Areas of good practice were recognised in almost all DBE SBA practices. However, there was no consistency in these, either within or between different subjects and the different PEDs. The following were highlighted:

- a. Many teacher and learner files were neat, tidy, dated, organised and indexed, which made moderation relatively straightforward;
- b. There was evidence of internal moderation at some level in many teacher and learner files;
- c. The use of common tasks promoted the equivalence of standards between schools;
- d. Some schools used post-task diagnostics analysis to identify teaching and learning problem areas;
- e. The Eastern Cape report highlighted excellence in SBA practice for Mathematics at Cathcart High School;
- f. An excellent quality of internal moderation of Life Orientation SBA was noted in Tshwane South, Gauteng.

2.5 Areas of Non-compliance

The lack of a common philosophical understanding of SBA has resulted in no single, unified approach to SBA across the provinces and SBA practices sometimes differ between subjects within a PED. This creates difficulties in generalising about the SBA practices of PEDs, or subjects. Unfortunately, some concerns from previous years have yet to be addressed, which makes it necessary for them to be repeated. In summary, the quality and standard of some SBA tasks was compromised by:

- a. Teachers who were not au fait with the specific requirements of the appropriate CAPS subject requirements and examination guidelines, or were using obsolete versions of policy documents;
- b. Teachers who were unaware of the nuances of what constitutes different kinds of tasks in some subjects (e.g. Economics, Geography, Mathematics, Life Orientation, Physical Sciences, Life Sciences);
- c. Common tasks created by the DBE or the PEDs impeded the expertise and growth of teachers and hindered capacity building;
- d. A lack of evidence that common tasks were administered under the same conditions in different schools/districts/provinces to ensure fairness to all learners;
- e. The use of recycled NSC question papers, exemplars and textbook questions without adjustment. This resulted in unoriginal assessment tasks that were more likely to be predictable. Over reliance on such practices curbs the professional development of teachers, especially with regard to their content and assessment knowledge;
- f. A lack of evidence that Life Sciences' and Physical Sciences' practical tasks actually required learners to do practical work;
- g. A lack of analysis grids in teacher files to indicate the spread and balance of the content and the cognitive skills and, where applicable, the practical skills required by each task. This omission could lead to assessments which do not meet the requisite spread of content, levels of cognitive demand and practical skills;

- h. The lack of diagnostic analysis of learner performance, which compromised the quality of the feedback that could have been given to learners;
- i. A lack of internal moderation at all levels of the assessment system, including the pre-moderation of common tasks, and/or the lack of evidence of moderation to verify the chain and consequences of moderation for both teachers and learners. This undermined the formative benefits of SBA for teachers and learners;
- j. Internal moderation that checked only for compliance and often simply endorsed teachers' practices without comment;
- k. Learner files without tasks, corrections and marking guidelines, which were lost opportunities for revision and learning;
- l. A dearth of Declaration of Authenticity forms in learner files. This promotes a lack of responsibility and accountability in learners; and
- m. Absent, non-standardised or incomplete mark sheets that were not compatible with the CAPS requirements of some subjects and which, sometimes, did not record both the raw and recalculated marks.

2.6 Directives for Compliance and Improvement

The following directives for compliance were issued:

- a. The DBE should revisit the formative nature of SBA;
- b. The DBE should consider developing a generic/standardised framework for developing and internally moderating SBA practices. This could make it easier for different levels of moderation to complement each other and for SBA practices within a subject to be directly compared between provinces;
- c. Teachers need to be acquainted with the specific policy requirements of their subjects, including what constitutes different kinds of tasks, especially when the policy changes;
- d. The use of common tasks and recycled, unchanged questions should be done responsibly;
- e. All tasks should be accompanied by an analysis of content, cognitive demand and practical skills (where appropriate), as well as a diagnostic analysis of learner performance;
- f. Learner files should include tasks, corrections, marking guidelines and a signed Declaration of Authenticity form;
- g. The DBE is required to ensure that standardised mark sheets, compatible with the CAPS requirements, are used.

2.7 Conclusion

This chapter has highlighted the findings of Umalusi on the November 2017 moderation of a selection of DBE teachers' and learners' SBA files in all provinces across a range of subjects. Generally, compliance in DBE SBA practices was found to be variable, which compromised the comparability of SBA marks within subjects and between provinces. Some SBA practices were found to be of acceptable standard, while others were not. Schools where problems have been identified require the support of, and monitoring by, their PEDs and the DBE to improve their SBA practices. The quality of the SBA tasks of all schools can be improved if the DBE takes cognisance of these recommendations.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS

3.1 Introduction

Umalusi is mandated to undertake the monitoring of the state of readiness to conduct the National Senior Certificate (NSC) examinations across the assessment bodies that offer the qualifications that are registered on the General and Further Education Qualifications Sub-framework (GFETQSF).

The purpose of conducting the verification of the state of readiness of the Department of Basic Education (DBE) to conduct the October/November 2017 NSC examinations and its supplementary examinations was largely to:

- Gauge the level of preparedness of the DBE to conduct the NSC examinations;
- Track progress made in addressing the directives for compliance and improvement issued after the 2016 NSC examinations;
- Verify that DBE had systems in place to ensure the integrity of the November 2017 NSC examinations; and
- Report on any shortcomings identified during evaluation and verification of DBE systems.

This chapter reports on findings gathered during verification monitoring to gauge the state of readiness of the DBE to conduct examinations. It further highlights areas of good practice, areas of non-compliance and directives for compliance.

3.2 Scope and Approach

Umalusi gathered data prior to its verification visit to audit the state of readiness of the DBE to conduct the November 2017 NSC examinations, through:

- a. Compiling reports from the Phase 1 state of readiness visit, which was conducted jointly with the DBE during their provincial education departments (PEDs) support visits;
- b. Auditing district offices and examination centres; and
- c. Carrying out on-site, evidence-based verification audits.

In 2017 Umalusi conducted independent verification audits across the nine PEDs, instead of shadowing the DBE as was the practice previously. The most critical state of readiness process Umalusi undertook was the verification audit of PEDs examination systems. This was carried out through rigorous focus group discussions and uncompromised, evidence-based verification audits after the DBE support visits to PEDs. The verification visits were conducted on the dates below:

Assessment body: Department of Basic Education	
Provincial education departments	Umalusi independent state of readiness visit date(s)
North West	30-31 August 2017
Gauteng	31 and 1 September 2017
Limpopo	4-5 September 2017
Mpumalanga	8-9 September 2017
Free State	8-9 September 2017
KwaZulu-Natal	11-12 September 2017
Northern Cape	18-19 September 2017
Eastern Cape	19-20 September 2017
Western Cape	21-22 September 2017

The audits focused on various areas, as per the Umalusi state of readiness instrument. The data to compile this chapter was gathered through a mixed-method approach, through:

- a. Interviews with officials involved in coordinating the examinations and assessment processes; and
- b. Inspecting infrastructure, using the verification audit instrument.

After rigorous, focused discussions with PED officials and verification of the evidence, preliminary findings were presented to the PED representatives during a feedback meeting. This session allowed for clarification of issues before the final pronouncement on the state of readiness of the DBE to conduct the November 2017 NSC examinations.

3.3 Summary of Findings

The findings of the verification are addressed below, per criterion, in terms of the verification instrument.

3.3.1 Registration of candidates and examination centres

a. Registration of candidates

The registration of candidates across the nine PEDs was completed. Verification and checking of candidates' personal registration information was done through preliminary entries or schedules. These were sent back to the PEDs by the end of August 2017. The PEDs were in the process of dispatching admission letters to candidates at the time of Umalusi's verification audit in September.

Subject changes were approved as per national prescripts. It was noted that any subject changes not in accordance with the regulations would be rejected. In addition, the PEDs' point of reference in implementing subject changes was informed by Grade 11 schedules to verify accuracy and consistency.

The handling of immigration applications was another area managed by PED. During this undertaking it was observed that challenges still existed in the finalisation of immigration status of affected candidates in eight provinces, except in Western Cape where the process was finalised.

Notably, the registration of those who planned to write as multiple examination opportunity candidates was not finalised; however, work was in progress at the time of the Umalusi verification audit.

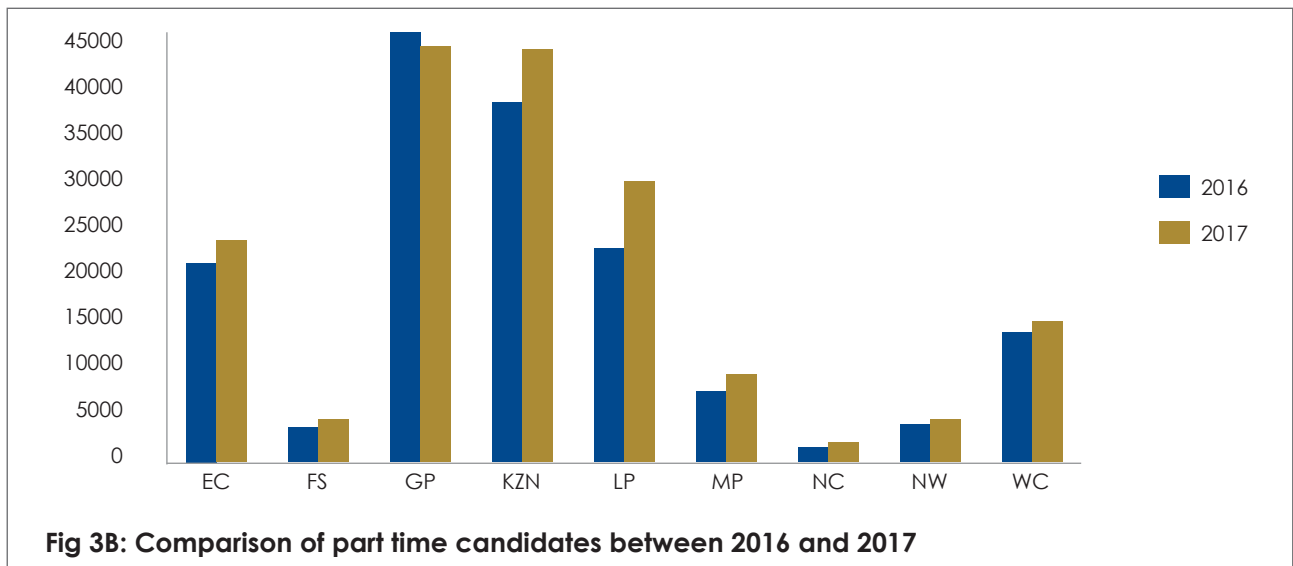
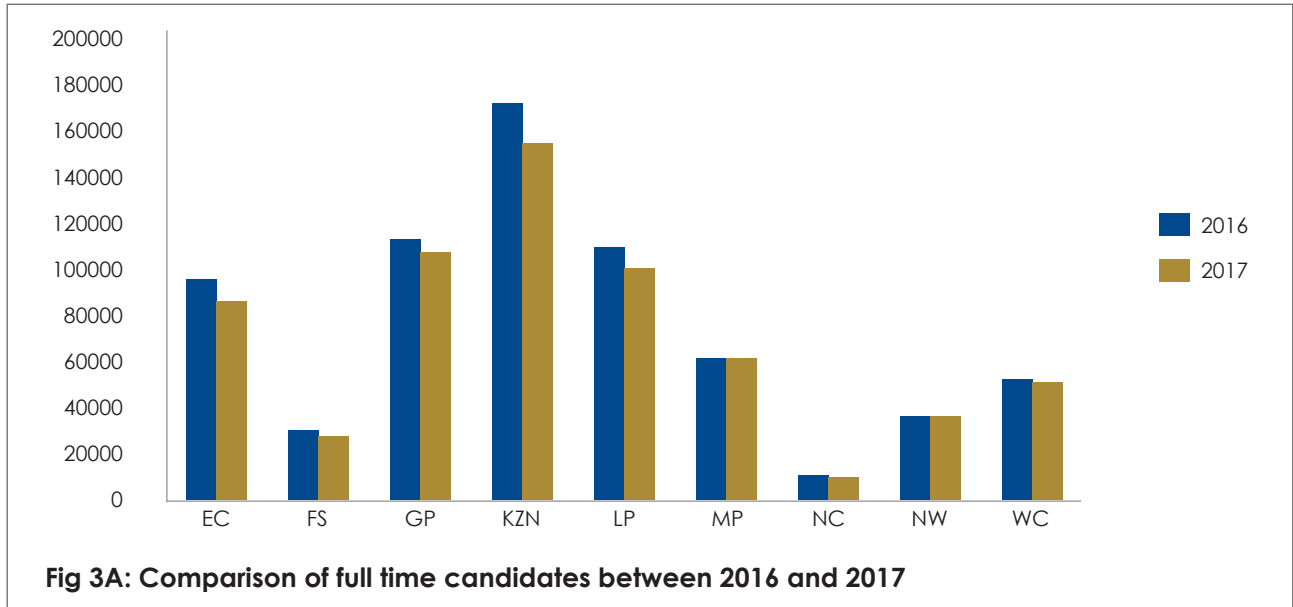
Table 3A provides the number of registered candidates for the 2017 examinations across the nine PEDs.

Table 3A: Number of registered candidates (data provided by PEDs)

Registration Indicators	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Full time candidates	85 122	27 876	108 595	153 861	100 041	61 433	10 630	35 732	51 706
Part time candidates	21 789	4 570	40 724	40 286	27 555	8 863	2 319	4 386	13 912
Immigrant candidates	104	11	2 336	178	11	N/A	32	11	1 199
Concessions granted	237	N/A	3 419	756	127	156	25	183	3 233
Progressed candidates	9 948	5 312	10 121	26 868	21 378	11 890	2 383	7 432	3 706

There was a notable decrease in the number of registrations across the provinces, experienced in the number of full time candidates registered for the 2017 examinations compared to 2016 during the same examination cycle.

Figures 3A and 3B below illustrate variances in full time and part time candidate numbers between 2016 and 2017 across provinces.



Concessions were granted based on DBE guidelines and these were verified.

b. Registration of examination centres

Nine PEDs had identified the examination writing centres for the 2017 examinations but had not finalised the verification audit on the state of readiness of the centres. Table 3B provides the number of examination centres registered for the writing of the examinations in 2017, per PED.

Table 3B: Number of centres registered (data provided by PEDs)

Category	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Public schools	883	833	655	1 678	1 342	508	134	395	381
Designated centres	0	4	19	3	0	0	0	6	14
Part time centres	368	0	60	727	287	0	1	0	0
Correctional Services		0		5	1	4	1	1	1
Independent centres	49	17	232	69	51	39	7	15	65
Total	1 303	854	969	2 482	1 681	551	143	417	461

PED-audited independent centres and centres with a history of irregularities were clustered together at designated examination centres managed by districts. In all such centres, it was indicated that PEDs planned to deploy resident monitors. PEDs had classified examination centres into three categories based on their risk profiles. This categorisation was based on the state of readiness audit findings of 2016 and previous records of irregularities. Table 3C illustrates the risk category of the examination centres as identified by the PEDs.

Table 3C: Risk profile of centres (data provided by PED)

Risk category	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Low risk	736	N/A	841	1 708	1 273	460	131	382	406
Moderate risk	82	N/A	92	12	63	41	3	0	24
High risk	114	N/A	36	35	58	48	3	34	30
Total	932	N/A	969	1 755	1 394	549	142	416	460

The risk profile categorisation of schools in Free State was not available.

3.3.2 Conduct of internal assessment/school-based assessment (SBA)

Internal assessment comprises 25% of the final mark of the candidates, thus credible implementation of internal assessment is crucial for the validation of results. The nine PEDs had developed sound SBA guidelines, including those for orals and practical assessment tasks (PAT).

A major finding was inconsistency in implementing SBA practice across the PEDs and across subjects.

Umalusi observed the following common pockets of good practice:

- Sound SBA guidelines were developed by the nine PEDs;
- PEDs used diagnostic analysis of tasks to identify problem areas;
- PEDs appointed teacher moderators supervised by curriculum officials from the districts;
- Examination centres whose SBA were rejected in the previous year were prioritised for selection in the sample to have SBA marks moderated and verified;
- Moderation reports were provided to schools as feedback and to highlight areas for improvement;
- The PEDs had clearly defined plans to manage moderation of internal assessment that highlighted the different levels where moderation would be conducted.

3.3.3 Printing, packaging and distribution

Printing, packaging and distribution are among other processes viewed by Umalusi as critical aspects of the conduct of examinations.

a. Printing and packaging

Umalusi noted significant improvements in the printing area across the provinces, as recommended in the 2016 state of readiness report.

PEDs developed clear and detailed management plans to administer and monitor the process of printing question papers and the plans were available for verification. In seven PEDs the printing was done in-house, while Free State and Limpopo outsourced the printing to the State Information Technology Agency and Government Printing Works respectively.

Dedicated staff members were appointed to monitor the printing process and regular evaluation meetings were held to evaluate progress.

The following pockets of good practice were noted regarding the printing:

- Personnel across the provinces involved in printing signed declarations of confidentiality;
- Some PEDs used an automated printing system to ensure minimum human interaction with the question papers during printing;
- Master copies of question papers were safely kept in strong rooms in the printing facility;
- The printing areas in all nine provinces had surveillance systems and access control that included biometric verification and security guards; and
- With Government Printing Works, spoiled papers are disposed off once the bin is full and not at the end of the examination cycle.

The following grey areas had the potential to compromise the security of question papers:

- In North West question papers were packaged manually;
- Cameras around the printing facility in North West were not adequate;
- Evidence of security vetting of printing staff in Eastern Cape and Limpopo was not available;
- PEDs highlighted that delays by the DBE in the availability of exact registration data and the late release of question papers presented challenges to their ability to meet deadlines for printing question papers; and
- In North West, the printing and storage area did not meet all requirements for occupational health and safety.

Umalusi noted significant improvements in the printing facilities across the provinces, as recommended in the 2016 state of readiness report.

b. Distribution of examination materials

The PEDs developed management plans for the distribution of question papers, which were presented to and verified by Umalusi. Most PEDs used security-compliant storage areas as distribution points. The PEDs audited their nodal points, while the district audited distribution points. Umalusi was furnished with the audit reports, which were verified.

Measures taken to enhance security during the distribution of examination materials included the following:

- PEDs arranged for escorts to be provided by South African Police Services through Provincial Joint Committee (Provjoc);
- The distribution and delivery of examination materials was to be done using department vehicles in seven PEDs. Limpopo contracted a service provider to deliver to nodal points and the Western Cape Education Department (WCED) contracted a courier service to deliver examination material to examination centres;
- Provinces confirmed that vehicles were tracked while transporting examination materials as part of service level agreements between PEDs and contracted service providers;
- Storage facilities at various nodal and distribution points were found to be compliant with norms and standard prescripts for the security of examination materials. However, during verification Umalusi noted a lack of double-locking systems and insufficient surveillance cameras in critical areas of the printing hall in Free State;

- Where examination centres were to be used as storage points in Western Cape, examination materials would be stored in strong rooms at the schools. In addition, the question papers would be packed in safety bags with a trackable smart-locking system. According to the WCED, the system was to be rolled out to all examination centres in 2019.

3.3.4 Conduct of examinations

Management plans for monitoring examination centres and training monitors were available in all nine provinces. With the exception of Eastern Cape, there was significant evidence that PEDs had conducted and completed the appointment and training of chief invigilators. There were clear plans found across PEDs indicating that invigilators would be trained, by chief invigilators or district/circuit officials. Furthermore, it was highlighted that district officials in PED would monitor the process.

Training of monitors was still a work in progress and was expected to be completed before the commencement of the examinations.

The state of readiness audit of district offices and examination centres was completed in most PEDs and the process verified during the audit.

PEDs planned to implement two- or three-tier monitoring of the writing phase of the examination, led by the DBE's directorate.

Table 3D provides the number of monitors involved in monitoring the writing phase from different levels within the PEDs.

Table 3D: Number of monitors per province (data provided by PEDs)

Type of monitor	EC	FS	GP	KZN	LP	MP	NC	NW	WC
PED monitors	50	N/A	106	200	53	139	55	20	15
District monitors	470	N/A	1 242	1 289	132	297	125	452	250
Resident monitors	0	N/A	35	21	50	39	10	34	15
Roving monitors	0	N/A	0	N/A	0	0	0	0	0

Risk profiles of all examination centres were drawn up and resident monitors would be deployed at high-risk centres. PEDs indicated that all independent centres and those with a history of irregularity would be treated as high-risk centres and monitored daily. (See Table 3C for the risk profiles of examination centres.)

The nine PEDs had established Provincial Examination Irregularity Committees (PEICs), but the establishment and functionality of a District Assessment Irregularity Committee (DAIC) was noted in Northern Cape. It was notable across the PEDs that the School Assessment Irregularity Committee (SAIC) was found to be an area for improvement with regard to its functionality.

3.3.5 Appointment and training of marking personnel

There was evidence that management plans for the marking process had been developed. Table 3E provides details of the anticipated number of marking personnel to be involved in the 2017 marking process. This data was provided by PEDs at the time of the Umalusi verification audit.

Table 3E: Number of marking personnel (data provided by PEDs)

Marking centres and personnel	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Marking centres	19	16	10	30	23	17	3	16	5
Markers	5 096	1 898	7 282	7 682	5 413	3 663	674	2 211	2 605
Senior markers	829	N/A	1 036	1 513	1 055	619	126	419	427
Deputy chief markers	150	52	147	201	195	118	11	68	58
Chief markers	76	78	81	75	65	67	46	55	57
Internal moderators	76	72	81	75	49	66	46	55	57
Centre managers	19	16	10	30	24	17	3	16	8
Deputy centre managers	0	14	10	60	24	34	6	32	10
Examination assistants	1 084	N/A	639	1 400	1 091	705	120	431	570
Admin managers	38	31	10	30	26	17	26	18	1
Irregularity officials	19	N/A	3	28	6	12	3	4	1
Total	932	N/A	969	1 755	1 394	549	142	416	460

a. Appointment of markers

Marking personnel had been selected but appointments were not finalised at the time of the Umalusi visit. A panel was appointed by PEDs, with appointments based on set criteria as prescribed in the Personnel Administrative Measures (PAM) document. The criteria included the following:

- The internal moderator and examiner were required to be in possession of a minimum of a B-degree with the subject applied for passed at least at second year (or higher) level at university;
- 4-5 years teaching experience in the subject applied to mark; or
- Currently teaching the subject at Grade 12 or has taught Grade 12 in the last three years.

In Western Cape competency tests for gateway subjects were conducted to assist with the selection process.

Generally, it was evident that PEDs used the performance of previous markers as an additional criterion during the selection process.

The following approach was used in selecting an adequate number of marking personnel:

- The PEDs constituted provincial selection panels; and
- The number of markers to be appointed was determined using the notional time set for each subject level of the question paper.

However, it was evident that a number of PEDs had difficulty in securing the required number of markers for Language question papers at different levels (i.e., Home Language). PEDs that had not met their targets planned to conduct another round of recruitment to address shortages.

To build further capacity, at least 10% of the marking personnel selected were novice markers. Chief markers and internal moderators were appointed on a contract basis for three years except in Northern Cape where the period was two years. Examination assistants were selected through applications received from post-matric students or graduates.

b. Training of marking personnel

The training programme for markers was in place across the PEDs. Training of chief markers and internal moderators was the competency of the DBE, while marking centre management training

was the competency of the PEDs. The chief markers and internal moderators would train deputy chief markers, senior markers and markers at provincial level at the respective marking centres prior to the start of marking. Examination assistants would be trained by the deputy centre managers (administration) at the respective marking centres prior to the commencement of marking.

3.3.6 Marking centres and centre managers

a. Marking centres

The PEDs identified the required number of marking venues for the October/November 2017 examinations. Marking venues were selected from applications received from prospective marking venues. The process of auditing the venues was carried out, which included ensuring the availability of all amenities, including security, required for effective marking process. Table 3F provides a schedule for the marking sessions across the PEDs.

Table 3F: Duration of 2017 NSC marking (data provided by PEDs)

Capturing	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Commencement	28 Nov	04 Dec	30 Nov	03 Dec	17 Nov	01 Nov	01 Dec	30 Nov	02 Dec
Completion	10 Dec	15 Dec	14 Dec	14 Dec	15 Dec	15 Dec	15 Dec	14 Dec	14 Dec

b. Centre managers

Centre managers, deputy centre managers in charge of administration and script control were selected in all the PEDs with the exception of Northern Cape, which was still to finalise the process of appointments. All marking centre management staff were appointed from the examination section at the provincial office or district offices. In Northern Cape, centre managers were to be appointed from applications received from experienced markers. The training of centre managers was scheduled to take place, according to the management plans of the respective PEDs.

3.3.7 Capturing of examination marks and certification

a. Capturing of examination marks

Plans by PEDs to capture marks were in place across the nine provinces. Capturing was scheduled to take place at sites identified by provinces with PEDs officials supervising.

Table 3G provides details of the number of capturers and sites identified in the capturing plans of the provinces. Capturing details for the Free State and Northern Cape PEDs were not available at the time of the audit.

Table 3G: Capturing details (data provided by PED)

Capturing	EC	FS	GP	KZN	LP	MP	NC	NW	WC
No. of capturers	50	n/a	60	40	70	33	8	22	105
No. of capturing sites	8	n/a	1	1	3	3	1	1	8

The PEDs planned to use permanent staff and contract personnel for capturing marks. A double capturing process was to be used, with a built-in system that prevented individuals from capturing and verifying the same mark sheets. In Western Cape, marks were to be captured per question while in the other eight provinces the normal whole script final mark would be captured.

b. Certification

The PEDs planned to manage certification of candidates as per regulations after the examination cycle was completed. All provincial databases for certification were to be submitted to Umalusi, as per DBE plans. Dedicated staff had been appointed by provinces to manage the certification process.

3.4 Areas of Good Practice

The following areas of good practice were noted:

- a. The registration process of candidates was completed effectively in all nine provinces;
- b. Preliminary examination entries were verified by all examination centres and returned;
- c. Changes to subjects in Grade 12 and concessions for candidates were applied using national guidelines;
- d. Examination centres had been identified;
- e. All nine provinces developed sound SBA guidelines;
- f. Moderators were appointed by PEDs;
- g. An automated system was used for printing and packaging the question papers to minimise the risk of human handling of materials and irregularities;
- h. Entry to the security areas was restricted;
- i. All distribution vehicles managed by the provinces were fitted with tracking devices;
- j. Training of chief invigilators was completed in some PEDs and in progress in others;
- k. There was strict monitoring of examination material transport by PEDs.
- l. Collection and return of examination material to distribution points daily avoided overnight storage of examination material at examination centres;
- m. Risk profiles of examination centres were drawn up by PEDs to target high-risk centres for monitoring;
- n. Resident monitors were appointed at examination centres with a history of previous irregularities;
- o. Criteria for appointing markers were set and available for verification;
- p. In all nine provinces 10% of the markers appointed were novices; and
- q. All PEDs completed marker selection.

3.5 Areas of Non-compliance

The following areas of non-compliance were detected:

- a. Not all districts completed physical audits of all examination centres;
- b. The immigration status of candidates, where applicable, had not been concluded;
- c. Delays occurred in the availability of the exact number of candidates and question papers were released late by the DBE;
- d. Question papers in North West were packed by hand;
- e. There was a lack of surveillance systems in some printing areas;
- f. The DAIC and SAIC were not effective in some PEDs.

3.6 Directives for Compliance and Improvement

The DBE was required to ensure that:

- a. Districts audited all examination centres to verify their state of readiness prior to the commencement of the examinations;
- b. A clear policy on the registration of immigrant candidates was developed;
- c. Standardised moderation of SBA frameworks were developed and implemented across the PEDs (including generic moderation guidelines);
- d. PEDs coordinated the entire SBA process, including oral and practical assessment tasks;
- e. PEDs finalised all printing process arrangements in time to avoid delays in the printing of examination material;
- f. PEDs strengthened and improved printing facilities to avoid manual handling of question papers;
- g. Proper surveillance systems were installed at all printing facilities;
- h. PEDs established and monitored the functioning of DAIC and SAIC;
- i. PEDs planned and rolled out advocacy campaigns to recruit more markers in critical subjects and those with large enrolments to avoid delays in finalising marking.

3.7 Conclusion

Despite the areas of non-compliance highlighted in this chapter, the DBE was commended for strengthening gaps that had been identified in 2016. The PEDs demonstrated through readily available evidence during the Umalusi audit that the DBE had implemented interventions.

The degree of compliance by the DBE and PEDs to conduct and manage the November 2017 NSC examinations was satisfactory.

CHAPTER 4 SELECTION, APPOINTMENT AND TRAINING OF MARKERS

4.1 Introduction

Inconsistency in the marking of scripts has a negative impact on the fairness and reliability of marks awarded to candidates and thus thwarts the validity of the examinations. It is therefore crucial that Umalusi verifies the selection of markers and their subsequent training to ensure the quality of marking of the National Senior Certificate (NSC) examinations in all provinces. The appointment of NSC markers is governed by the Employment of Educators Act, specifically the Personnel Administrative Measures (PAM) (Government Gazette No. 39684, 12 February 2016), and regulations pertaining to the conduct, administration and management of assessments for the NSC examination. Each provincial education department (PED) is mandated by the Department of Basic Education (DBE) to select and appoint its NSC markers at all levels.

Over the years, the PEDs that administer the marking of the NSC examinations have each modified or added to the PAM requirements according to their own needs. In 2017 during the state of readiness visits, Umalusi deployed professionals in the field of education to all nine provinces to investigate and report on the practices currently associated with the selection, appointment and training of markers. The purpose of this Umalusi process was twofold: to audit and verify the quality of markers appointed and to monitor the training of markers at selected PED marking centres.

This chapter reports on the selection, appointment and training of markers for the November 2017 DBE NSC examinations. The first section outlines the subjects audited during the two stages of this process and how the audit was conducted. This is followed by summaries of the findings in each of the nine PEDs. The chapter concludes with highlights in areas of good practice and areas of non-compliance. Further, directives are issued for compliance and improvement.

4.2 Scope and Approach

Umalusi verified marker selection in all nine PEDs, as reflected in Table 4A. This chapter reports on two findings of the visits. Part A, conducted before the NSC examinations, scrutinised the methods each PED employed to select and appoint markers, with particular respect to compliance with PAM and specifics per province. A subset of markers, from a subset of the NSC subjects across provinces, was sampled.

Part B reports on the verification of marker training, which was conducted on different subsets of the NSC subjects. It is important to note that not all subjects were monitored in the same PED.

Table 4A presents the question papers that were audited for selection, appointment of markers and question papers that were monitored during the training of markers.

Table 4A: Subjects audited for selection and appointment of markers

Province	Selection and appointment of markers	Training of markers
Eastern Cape	Accounting Business Studies English FAL Paper 1, Paper 2 and Paper 3 IsiXhosa HL Paper 1 and Paper 3 IsiZulu HL Paper 1 and Paper 3 Life Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2	Consumer Studies Geography Paper 1 Accounting
Free State	Accounting Business Studies Economics Paper 1 and Paper 2 English FAL Paper 2 and Paper 3 Geography Paper 2 History Paper 1 Sesotho Paper 1, Paper 2 and Paper 3	Sesotho HL Paper 2 Mathematical Literacy Paper 2 English FAL Paper 1
Gauteng	Accounting Business Studies Economics Paper 1 and Paper 2 English FAL Paper 1 and Paper 3 Geography Paper 1 and Paper 2 Life Sciences Paper 1 Mathematical Literacy Paper 1 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2	Mathematics Paper 1
KwaZulu-Natal	English FAL Paper 1 and Paper 2 Geography Paper 1 and Paper 2 IsiZulu Paper 1 and Paper 2 Mathematical Literacy Paper 1 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2	English FAL Paper 2 Tourism
Limpopo	Accounting Economics Paper 1 and Paper 2 History Paper 1 and Paper 2 Life Sciences Paper 1 Mathematical Literacy Paper 1 Mathematics Paper 1 Sepedi HL Paper 2 Xitsonga Paper 1, Paper 2 and Paper 3	Mathematics Paper 2 Physical Sciences Paper 1
Mpumalanga	Accounting Agricultural Sciences Paper 1 Consumer Studies Geography Paper 1 and Paper 2 History Paper 1 IsiZulu HL Paper 1 Information Technology Life Sciences Paper 2 Xitsonga Paper 1	Sepedi HL Paper 3 Life Sciences Paper 2 Setswana HL Paper 3

Province	Selection and appointment of markers	Training of markers
Northern Cape	Afrikaans HL Paper 1, Paper 2 and Paper 3 Economics Paper 1 and Paper 2 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Physical Sciences Paper 1	Accounting Life Sciences Paper 1 Afrikaans HL Paper 2
North West	Business Studies Economics Paper 1 and Paper 2 Geography Paper 1 and Paper 2 Life Sciences Paper 1 Mathematics Paper 1 and Paper 2	Mathematical Literacy Paper 1 Mathematics Paper 2 Business Studies
Western Cape	isiXhosa HL Paper 1, Paper 2 and Paper 3 Life Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2	Not monitored

The first part of the verification was conducted using the 2017 Umalusi instrument for the selection and appointment of markers (Table 4B).

Table 4B: Criteria used for the audit of the selection and appointment of markers

Numbers of marking personnel	Appointment of markers	Findings
Markers Senior markers Deputy chief markers Chief marker Internal moderators	Qualification of markers Teaching experience Marking experience Additional PED-specific requirements (learner performance and evaluation of marking personnel)	Areas of good practice Areas of non-compliance Directives for improvement and compliance

4.3 Summary of Findings

4.3.1 Marker selection audit

a. Eastern Cape

Eight subjects comprising 15 question papers were sampled for auditing the selection and appointment of markers.

Detailed criteria as to how markers were selected was provided, and efficient administration systems were in place to document their selection and appointment. The number of markers appointed was in accordance with norm time distribution and the number of senior markers and deputy chief markers met the required 1:5 ratio.

For the “value add” criteria on qualification and subject specialisation, of the 15 question papers, six showed non-compliance. For Accounting and English FAL Paper 3, four markers showed no evidence of a Level 2 qualification. For English FAL Paper 2, History Paper 1 and Paper 2 and isiXhosa Paper 1, one marker each was not suitably qualified. A further anomaly in marker selection for History Paper 2 was that three markers who were not recommended by the selection panel were appointed. In the selection of senior markers, deputy chief markers and chief markers, most question papers were in compliance, with the exceptions being Accounting, History Paper 1 and isiXhosa Paper 1,

which indicated that one senior marker each showed no evidence of qualifications. In Accounting it was also noted that one deputy chief marker showed no evidence of minimal qualifications. In the teaching experience and marker experience criteria, all papers showed full compliance. However, for the learner performance criterion, evidence was that 22 markers, four senior markers and four deputy chief markers failed to comply with their respective minimum requirements for pass rates of 50%, 60% and 70% respectively. A shortage of markers for Mathematical Literacy Paper 1 and Paper 2 necessitated a deviation from the required criteria. In these instances, the signatures of principals and district officials were taken as verification of marking ability.

Finally, evaluation reports on marker competency from the previous year were not considered when markers at all levels were re-appointed.

b. Free State

In the Free State PED seven subjects comprising 11 papers were sampled (see Table 4A) for auditing the selection and appointment of markers. Detailed criteria as to how markers were selected were provided, and administration systems were in place to document their selection and appointment. The number of markers appointed was in accordance with norm time distribution and the number of senior markers and deputy chief markers met the required 1:5 ratio.

Most question papers were in compliance with the sub-criterion qualification and subject specialisation, the exceptions being Economics Paper 1, Geography Paper 2, History Paper 1 and Sesotho Paper 3, where no evidence of qualifications, for all levels of marker, was available and thus could not be verified. In Geography Paper 1, it was indicated that many markers had not taught the subject in the current year; and for Sesotho Paper 1, two markers had only one year of teaching experience in the subject. Except for Sesotho Paper 1, there was full compliance with the marking experience sub-criterion. For the sub-criterion learner performance, one marker for Economics Paper 2 showed deviance; while the deputy chief markers for Geography Paper 2 and chief markers for Sesotho Paper 1 and Paper 2 could not be verified as the information was not provided. No evaluations of previous marking experience, at any level, were available to inform consideration for re-appointment.

c. Gauteng

Nine subjects comprising 14 papers (see Table 4A) were sampled for auditing the selection and appointment of markers. Detailed criteria as to how the markers were selected was provided and efficient administration systems were in place to document their selection and appointment. The number of markers appointed was at the ratio 1:7; not in accordance with the quota of compliance of 1:5.

While most subjects showed compliance with the sub-criterion qualification and subject specialisation, not all markers could be verified because of a lack of documentation for subjects including Economics, Life Sciences and Physical Sciences. Of note was an anomaly with English FAL Paper 1: while a marker held an education qualification, the transcript did not show specialisation in the subject.

All subjects were in full compliance with the sub-criteria: teaching experience, marking experience and learner performance. However, the last-named could not be fully determined for Geography Paper 1, as not all scores were provided.

Finally, while Life Sciences Paper 1 and Physical Sciences Paper 1 displayed evidence of compliance with the evaluation of marker performance, Geography, Mathematical Literacy Paper 1 and Mathematics Paper 1 indicated that no documentation was provided and other subjects showed incomplete documentation.

d. KwaZulu-Natal

The KwaZulu-Natal PED had a sampling of six subjects comprising 11 papers (see Table 4A) for the audit of the selection and appointment of markers. Detailed criteria for marker selection were provided and, despite administration systems being in place to document selection and appointment, this was not always well executed. Various anomalies in some papers were evident.

The number of markers appointed accorded with norm time distribution for some papers, such as English FAL (in all papers) and Mathematics Paper 1. However, there was deviance for papers

such as Geography Paper 2 and IsiZulu Paper 2. For the qualification and subject specialisation sub-criterion, the most prevalent anomaly was the appointment of markers who did not provide evidence of academic transcriptions. Of concern was that for English FAL Paper 2, two markers who did not have the necessary qualifications were appointed: one marker's handwritten statement of results was signed and recommended by the principal of the school; and one marker, despite not appearing on the system and schedule according to provincial verification, was captured and recommended. Of similar concern was the appointment of 13 markers who had not provided the necessary documentation for verification purposes, for IsiZulu.

All subjects demonstrated full compliance with the teaching experience and marking experience criteria. Similarly, the sub-criterion, learner performance, showed full compliance except for Mathematics Paper 1, where it was indicated that information had been captured in pencil on the cover page of the application form.

The final sub-criterion, performance of markers, could not be evaluated as no evidence, for any subjects, was provided.

e. Limpopo

Nine subjects comprising 14 papers (see Table 4A) was sampled for the audit of the selection and appointment of markers. Detailed criteria as to how the markers were selected was provided, and while administration systems were in place to document the selection and appointment of markers, not all documentation was in order. The application form did not provide for capturing learner performance scores per marker or their performance evaluation.

The number of markers appointed was compliant with the ratio of 1:5. For the sub-criterion, qualification and subject specialisation, with the exception of Mathematics (both Paper 1 and Paper 2), Sepedi HL Paper 2 and Xitsonga Paper 1, which showed compliance, most subjects sampled revealed that many markers were appointed despite not having provided evidence of academic transcripts or relevant subject qualifications (e.g. Mathematical Literacy Paper 1). In addition, markers who did not appear on the system were captured and appointed in, for example, Accounting. Furthermore, the chief marker for History was appointed although documentation was not in evidence. For History Paper 1, it was noted that those placed on the reserve list held better qualifications and showed more teaching experience than many of those who were appointed; and Xitsonga Paper 2 indicated that a teacher who had neither qualifications nor teaching experience in the subject was appointed.

For the sub-criterion teaching experience, there was a lack of compliance in various subjects in that markers were appointed who were not teaching the subject in Grade 12. For example, for Life Sciences Paper 1, a deputy chief marker was appointed who did not comply with teaching experience requirements; and for Mathematical Literacy Paper 1, a teacher of Accounting and not Mathematical Literacy was appointed as a senior marker. There were also numerous errors made in recording the number of years' experience of senior markers in subjects such as Mathematical Literacy and Xitsonga, Mathematics Paper 1 and Sepedi HL Paper 2.

Subjects were more compliant with the sub-criterion, marker experience. On the whole, the various reports showed that marker documentation was fraught with inconsistencies and the deviant appointment of markers raises cause for concern.

f. Mpumalanga

The Mpumalanga PED used an online application system to recruit markers. Despite clear guidelines and training in districts, some aspirant marking personnel failed to upload certified copies of their qualifications, including transcripts, to support their applications. The PED had a sample of nine subjects comprising ten papers (see Table 4A). The number of markers appointed accorded with norm time distribution and the number of senior markers and deputy chief markers the quota of 1:5.

For the sub-criterion, qualification and subject specialisation, Accounting, Agricultural Sciences, Information Technology and Life Sciences Paper 2 were in compliance. While Consumer Studies and History Paper 1 showed that one marker lacked the necessary credentials, IsiZulu HL Paper 1, Xitsonga Paper 1 and Geography Paper 1 and Paper 2 indicated that academic transcripts were not submitted, thwarting the verification process. With regard to the sub-criteria, teaching experience

and marking experience, the reports showed full compliance across the ten papers. Accounting, however, noted that markers provided false information regarding the grade they were teaching.

A large number of the papers indicated a lack of evidence for the learner performance sub-criterion. However, while Accounting, IsiZulu, Life Sciences and Xitsonga showed full compliance, History Paper 1 noted that more than 50% of the appointed applicants failed to meet this requirement. Finally, no clear evidence was provided for the evaluation of marking panels.

g. Northern Cape

The Northern Cape PED clearly indicated enhancements to the general requirements of the PAM document. Additional criteria were: markers were required to attend all training sessions offered during the year and prior to the start of the marking session; all school-related tasks (including SBA) must have been completed throughout the year; applicants may not have been absent from work for 45 days or more in a year; applicants must have informed the examination and assessment directorate of any intention to resign, retire or terminate service, by 30 September 2017; applicants on leave leading up to the marking period and inclusive thereof would not be considered; educators who resigned but were re-instated within the same year would be ineligible; markers with any pending irregularity against them or who have been barred from examination activities through means of sanctions would not be considered; markers must currently be teaching the subject at Grade 12 level; and markers with a pass rate below 60% in the previous year, or who continually underperform, would not be considered. In addition, senior markers and deputy chief markers required four full years' teaching experience in the subject and three years' marking experience.

Notwithstanding these clear criteria, the seven subjects comprising 14 papers sampled for this province showed deviations from the sub-criteria for qualifications and marking experience. The qualifications of many applicants in the various subjects sampled could not be verified: academic transcriptions were either not provided or were incomplete. Applicants who lacked subject qualifications were appointed as markers or senior markers for Geography, History and Mathematical Literacy, which represented further anomalies. The marking experience of markers and senior markers for Mathematics could not be verified. With regard to learner performance evaluations, in spite of the normal requirement of 50% being raised to 60%, History appointed a senior marker who showed a learner pass rate below 40%. Lastly, for the final sub-criterion, evaluation of marking panels, no evidence was available across the subjects.

h. North West

The North West PED had a sampling of five subjects comprising eight papers (see Table 4A) for the audit of the selection and appointment of markers. Detailed criteria as to how the markers were selected was provided; however, the ratio of markers could not be calculated for any of the subjects as the relevant circular was not provided. Also, even though administration systems were in place to document the selection and appointment of markers, their appointments were not always compliant and anomalies across the papers were evident. Among applicants who provided documentation, some, across the subjects, such as Economics, did not qualify but were appointed.

There was evidence of incomplete documentation for verification of the various sub-criteria of the project. It was clear, however, that a large majority of applicants were in compliance with the minimum requirement for learner performance achievement. For the final sub-criterion, evaluation of markers, many showed incomplete forms.

i. Western Cape

The Western Cape PED had a sampling of five subjects comprising ten papers (see Table 4A) for the audit of the selection and appointment of markers. Detailed criteria as to how the markers were selected was provided, and efficient administration systems were in place to document the selection and appointment of markers. WCED maintained a database of marker information, which was used to inform the appointment process.

Markers across the subjects were not only appointed on the basis of their qualifications; their learner performance and history in teaching a subject at Grade 12 level was also considered, as well as the previous years' marking performance, based on an evaluation of performance, which was taken into account. In addition, markers for all gateway subjects wrote a competency test. While most

markers were compliant with all the “value add” criteria of the audit, a key anomaly was incomplete information and documentation.

4.3.2 Training of markers

Umalusi observed the training of both the senior marking personnel provided by the DBE and the training of markers in eight provinces. The exception was the Western Cape. The DBE trained all provincial senior marking personnel (chief markers and internal moderators) in the marking of the various question papers during the marking guideline discussions conducted during November 2017. During the training, a tolerance range for each examination paper was determined. All participants in the training sessions were expected to meet the tolerance range in their marking, to be authorised to manage marking in their respective provinces by the DBE.

The model followed during training of the senior marking personnel at the DBE was based on the marking of six dummy scripts. The marking of the first three dummy scripts was used to enhance the markers' understanding of using the marking guideline and to determine the tolerance range. The last three dummy scripts were used to measure the level of consistency in marking and adherence to the marking guideline. Markers who marked within the tolerance range established during training were authorised by the DBE to manage marking in their respective provinces.

The internal moderators and chief markers cascaded the training from the DBE to marking personnel in their respective examination papers in the various provinces. In seven of the eight provinces monitored, the chief markers and the internal moderators trained the deputy chief markers and senior markers first, before markers. In Limpopo, the responsibility of training senior marking personnel and the markers was shared between the internal moderators and the chief markers.

In all provinces, the training of markers started with a rigorous discussion on how the marking guideline was to be applied. This was followed by marking three dummy scripts. The first two scripts were used for practice on how to use the marking guideline consistently. The third script was used to judge the markers' competence, by checking whether the marker was marking within the acceptable tolerance range. Markers whose marking was found to be outside the tolerance range were given more support and further training by discussing the marking guideline. Furthermore, the markers' level of competence in marking the various questions was taken into account to group markers into teams, per question.

The model used to train the examination assistants varied from province to province. In most of the provinces monitored, examination assistants were trained by the marking centre manager, while in others the responsibility of training examination assistants was given to script control officers.

The training of markers was found to be rigorous in all the provinces monitored and undoubtedly added value to the quality of marking across the subjects. The DBE is commended for the tremendous improvement in the quality of training given to marking personnel at all levels, and the efficiency with which the training was carried out, both at national and provincial levels.

4.4 Areas of Good Practice

The consolidation of the reports indicated that each province showed various degrees of compliance with the criteria for appointing markers across subjects. The following areas of good practice were noted in the selection, appointment and training of markers by most of the provinces:

- a. All PEDs had administration systems in place to document the selection and appointment of markers;
- b. Compliance in the number of markers, senior markers and deputy chief markers with the quota in almost all provinces;
- c. The inclusion of school pass rates and evaluations of marking during the previous year in the criteria for selection, appointment and re-appointment of markers.
- d. The use of an online application system by Mpumalanga PED;
- e. The maintenance of a database of information of markers in the Western Cape PED, which is used to inform the selection process.

- f. Additional criteria introduced by Northern Cape that pertains to training during the course of the year, and historical absenteeism, among others.
- g. The introduction of competency tests for selecting markers in some subjects in Mpumalanga and Western Cape PED.
- h. The inclusion of novice markers as a succession strategy.
- i. The DBE practice of determining tolerance ranges for questions at marking guideline discussion meetings, which continued to facilitate the training of markers and the reliability of marking at marking centres.

4.5 Areas of Non-compliance

In some PEDs the quality and standard in the selection, appointment and training of markers was compromised by:

- a. A lack of explicit, transparent and consistent requirements for the appointment of markers at different levels of marking;
- b. Incomplete or non-submission of certified copies of qualifications;
- c. Incomplete applications, especially the omission of academic transcripts, among all levels of markers;
- d. Inconsistent verification of applications.
- e. False information was provided by some subjects in one province.
- f. Principals having endorsed incomplete and/or inaccurate applications.
- g. The appointment of markers who did not have the necessary qualifications in the subject and did not satisfy stipulated criteria.
- h. The use of school pass rates and evaluations of marking in the previous year are not applied consistently in all PEDs.
- i. Incomplete documentation being uploaded in provinces using an online application system.

4.6 Directives for Compliance and Improvement

The following directives for compliance and improvement are made to the DBE to improve the selection, appointment and training of markers, and therefore the reliability of marking and the validity of the examinations:

- a. The development of explicit, transparent criteria that can be consistently applied by all provinces. This includes explicitly defining PAM requirements, which are interpreted differently among PEDs, and the eligibility of educators employed by school governing bodies.
- b. The qualifications of all markers at all levels should be verified before appointments are made by PEDs.
- c. Consideration should be given to creating and maintaining a centralised database of qualified markers and, where necessary, sharing of marking personnel among provinces.
- d. Evaluations of markers seeking re-appointment need to be consistently administered and used by PEDs.

4.7 Conclusion

This chapter of the report summarised the major findings from the audit of marker selection and appointment and the observations of training of markers at both national and provincial levels. Despite considerable areas of good practice being observed, areas of non-compliance were also noted in some provinces. These were used to formulate directives for the DBE to improve and standardise the selection, appointment and training of markers in all PEDs, to ensure the reliability of marking and the validity of NSC examinations.

CHAPTER 5 MONITORING OF WRITING

5.1 Introduction

As part of its mandate, Umalusi must verify the extent to which the conduct and administration of examination complies with the regulation pertaining to the conduct, administration and management of the National Senior Certificate (NSC) examinations as administered by the Department of Basic Education.

During this undertaking, Umalusi conducted on-site visits to examination centres to monitor the level of compliance with appropriate policies, regulations and guidelines issued and requirements for the conduct of the writing.

This chapter reports on the findings gathered from the monitoring conducted on a sample of selected examination centres across the nine provincial education departments (PEDs) and, further, highlights areas of good practice and areas of concern, and provides directives for compliance and improvement which the Department of Basic Education (DBE) should address.

5.2 Scope and Approach

The NSC examinations were conducted and monitored in more than 8 861 examination centres over six weeks, from 16 October to 29 November 2017. Umalusi monitored a sample of 100 examination centres nationally. Table 5A gives the number of centres monitored per province and Annexure 5A lists the centres monitored.

The reports were compiled based on data collected through verifications, observations and interviews conducted during the on-site monitoring visits to examination centres. It is worth noting that of the centres monitored, 17 were unaccredited independent schools granted concessions by Umalusi to conduct the examinations. Table 5A provides the distribution of examination centres monitored across the PEDs.

Table 5A: Number of centres monitored by Umalusi per province

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number of centres	15	12	18	12	10	9	7	10	7	100

Umalusi monitored the examination centres when selected subjects were written and completed a pre-designed monitoring instrument by recording observations and verbal responses from the chief invigilators on the administration of examinations. Umalusi also verified documents available at the examination centres.

5.3 Summary of Findings

The findings of the monitoring are addressed below. Table 5B provides the level of compliance of the centres on the eight critical criteria indicators prescribed by Umalusi.

Table 5B: Level of compliance in relation to criteria

Criterion	Met all criteria 100%	Met 80% criteria	Met 60% of criteria	Met 40% of criteria	Did not meet criteria 0%	Total
Delivery and storage of examination material	84	40	70	33	8	22
The invigilators and their training	76	13	70	33	8	22
Preparations for writing and examination room/venue(s)	36	17	70	33	8	22
Time management for the conduct of examinations	69	56	70	33	8	22
Checking of the immediate environment	79	23	100	33	8	22
Activities during writing	68	28	0	33	8	22
Packaging and transmission of answer scripts	82	4	21	33	8	22
Monitoring by the assessment body	60	15	70	33	8	22
Total	554	152	43	7	44	
	69.2 %	19 %	5.4 %	0.9 %	5.5%	

5.3.1 Delivery and storage of examination material

This criterion is a critical focus area for the successful conduct and administration of national examinations. During this cycle of examinations, the following levels of compliance were noted:

- In eight provinces examination materials were collected by chief invigilators from nodal points or delivered by district/circuit officials on a daily basis, except in the Western Cape where it was reported that examination materials were delivered to the examination centres on weekly basis by a contracted courier service.
- It was also reported that in the Western Cape the question papers arrived in sealed plastic pouches and packets from the assessment body's warehouse and were locked in storage facilities at the examination centres.
- Examination question papers were securely stored until distributed to the examination rooms in 81 centres, while at 11 centres question papers were taken straight to the examination room on arrival of the chief invigilator at the centre and in seven centres, the question papers were stored in the principal's office.
- At one centre in KwaZulu-Natal the examination materials stored in the chief invigilator's car.

It was found that across the selected examination centres monitored, question papers and related materials were kept in a strong room with adequate security for the safekeeping of the examination material.

Monitored centres met the required compliance level satisfactorily. While 84% of the centres complied fully with the criterion, the remaining 16% did not meet the criterion as required.

Overall, the PEDs were commended for enforcing the norms and standards for delivery, storage and safekeeping of examination materials.

5.3.2 The invigilators and training

During this examination cycle the following noted:

- a. Principals, deputy principals, heads of department at school level or, in some instances, external persons were appointed as chief invigilators.
- b. All chief invigilators were appointed in writing by the respective district directors and copies of the appointment letters were available for verification, except at six centres (one in the Free State, one in Gauteng, one in North West and three in Western Cape).
- c. At two centres in Gauteng the appointment letters were not signed by the district directors.
- d. It was noted that 59 principals acted as chief invigilators and at nine centres, departmental personnel were appointed to act as chief invigilators on behalf of the PEDs.
- e. All chief invigilators were trained by departmental officials on their responsibilities and how to conduct their duties. The training took place in August to October 2017. There was sufficient evidence to confirm that training took place, and manuals were developed for this purpose. However, it was noted that six centres did not produce any evidence of training of their chief invigilators.
- f. Educators were appointed as invigilators for the examinations across the examination centres monitored, except in 12 examination centres (three in Eastern Cape, two in Free State, four in Gauteng, one in Limpopo, and two in Northern Cape) where there were district-appointed external invigilators.
- g. In the Western Cape 50% of the invigilators were community members who were appointed and trained by the Western Cape Education Department. The invigilators were officially appointed and trained by the chief invigilators or district/circuit officials before the commencement of the examination.
- h. A total of 93 examination centres produced evidence of appointment and training of invigilators, while at five centres, evidence of appointment and at seven centres evidence of training of invigilators was not available for verification.
- i. There was an improvement in the full compliance of invigilators' training compared to 2016, from 56.4 % to 76 %.

5.3.3 Preparations for writing and the examination venues

This criterion provides for the degree of preparation made by the centres for the administration of the writing phase of the examinations.

- a. Examination centres had clear signage indicating the venue where the examination was conducted;
- b. The examination rooms were conducive for the writing of examinations, taking into consideration levels of cleanliness, good ventilation, adequate lighting, peaceful surroundings and moderate temperatures;
- c. The monitored examination centres were devoid of any display of material that could assist candidates with the examination, except at one centre in Mpumalanga where it was discovered that the examination room had much writing on a wall;
- d. Candidates used suitable furniture for writing;
- e. At three examination centres seating plans were not drawn and at another four centres, seating plans were available but were not implemented;
- f. Information boards at the examination centres displayed important information about the examination sessions taking place, for example: date, subject and start and end times of the writing session;
- g. All examination rooms from the sample displayed wall clocks as required;
- h. Invigilators from 13 examination centres did not sign attendance registers on the day;
- i. From the sample monitored, 89 of the centres maintained examination files relatively well in accordance with the standard. However, among challenges noted were an absence in the file of copies of relief timetables, invigilators attendance register and dispatch forms.
- j. Candidates were in possession of necessary identification documents (IDs) or other approved form of identification. However, at 22 centres it was reported that IDs were not verified before the candidates were admitted into the writing venue;

- k. Question papers were opened in front of the candidates by the chief invigilator or invigilator except in two examination centres in Gauteng. At these two centres question papers were opened at the office before they were taken to the examination rooms.
- l. A total of 99 candidates from 22 examination centres had special concessions, which were approved by the PEDs, and at nine centres there was evidence of unregistered candidates. In cases where candidates had registered incorrect subjects, such candidates were allowed to write the examination and all necessary documents were completed.
- m. All monitored examination centres used official answer books supplied by the respective PEDs. These answer books displayed the logo of the relevant PED.
- n. Checking of calculators was limited to those subjects that required their use.
- o. All examination centres monitored enforced a strict "no cell phone" policy in the examination venues and this was adhered to in the centres Umalusi monitored; and
- p. All examination centres had the required number of invigilators to meet a 1:30 ratio, as stipulated in the regulations.

Full compliance at some examination centres with these criteria was noted, but 34% of the examination centres did not meet all indicators as required. As such, this remains an area that needs attention from the assessment body.

5.3.4 Time management

This criterion, unless well managed, has the potential to impact negatively on the administration of examinations. During this examination cycle, the following compliance levels were observed:

- a. Invigilators and candidates reported at the examination rooms 30 minutes to one hour before the starting time of the examination, which allowed time for administrative matters to be addressed before writing commenced. However, this was not adhered to at three centres;
- b. All examination centres managed to hand out the answer books and question papers to the candidates on time;
- c. Examination rules were read to the candidates at 95 examination centres; question papers were checked for technical accuracy at 90 centres; but 10 centres did not perform the requirements of this directive;
- d. Reading time was observed across examination centres, except at nine examination centres where provision was not made for the 10 minutes' reading time and some exceeded the prescribed reading time;
- e. Ninety-eight percent of centres started the examination at the time stipulated; two centres did not. However, all examination centres were able to end the examination at the stipulated time;
- f. Notably, there were deviations in the management of time during the writing of Computer Applications Technology and Information Technology practical examinations, since adherence to time management by the PEDs varied. The aim was to accommodate a second session because of a shortage of computers;
- g. Late arrival of candidates was not a major challenge; nor did it impact on the writing of examinations across the provinces. Where it was experienced, transport was cited as the main reason.

5.3.5 Checking the immediate environment

It was observed at 82 examination centres that areas adjacent to the examination centres were checked before the commencement of examinations. However, at one centre the toilet was not accessible to candidates owing to its poor state.

5.3.6 Activities during writing sessions

Activities within the examination venue during a writing session are viewed as one area where strict measures must be implemented. During this time, the following observations were noted:

- a. Invigilators confirmed the correctness of information on the cover page of the answer book before writing started and at the end of the examination during script collection;
- b. Invigilators were generally vigilant and mobile while invigilating the different writing sessions;

- c. Candidates did not request any clarification of question papers of the invigilators. Those who went to the toilets during the examination were accompanied by an invigilator of the same gender;
- d. There was only one erratum issued, for Mathematical Literacy Paper 1, from the Northern Cape PED, which also reflected on the quality control of examination question papers;
- e. Candidates were not allowed to leave the examination room in the last 15 minutes of the writing session;
- f. Generally examination answer scripts were collected by the invigilators from candidates, who remained seated. However, at five centres (two in the Eastern Cape and KwaZulu-Natal and one in Mpumalanga), it was found that scripts were left on the table by the candidates and collected by the invigilators after the candidates had left the examination room.

5.3.7 Packaging and transmission of answer scripts

Examination answer books were counted and packed in the examination room at 89 examination centres and at 11 centres the counting was done in an office. In all cases this was done by the chief invigilator in the presence of invigilators and Umalusi and, in certain instances, in the company of the district monitors/officials.

Scripts were arranged using the sequence captured on the mark sheet. In all these cases, candidates were marked present for writing during the session and the number of scripts was tallied with the number written on the examination wrapping cover. However, in cases where candidate's scripts were identified as having technical issues, such scripts were wrapped separately.

Notably, scripts were sealed in official, sealable plastic pouches provided by PEDs, and related dispatch forms/situational reports were completed and submitted together with the batches to the distribution points. It is worth noting that copies of departmental control forms were seldom kept by the examination centres.

The scripts were transported to nodal points by chief invigilators or delegated personnel within one hour of the completion of the examination, or were collected by the district officials. In the Western Cape, scripts were kept at the centres until the next consignment was collected. The consignments were locked in a strong room until collection by the courier service on pre-determined dates.

Generally, the monitored examination centres performed well in meeting this criterion at 82%. This contributed to the safety of the answer scripts.

5.3.8 Irregularities or incidents identified by Umalusi monitors

The following irregularities and incidents were noted by Umalusi during monitoring:

- a. It was established that question papers were left in areas other than the storage facility before the commencement of the examination; and
- b. Pockets of non-adherence to the reading time were noted at some examination centres.

5.4 Areas of Good Practice

The following areas of good practice were noted:

- a. Examination material was collected from and returned to the nodal points on the day of the examination, thus avoiding overnight storage of examination material at the examination centre;
- b. Training and appointment of chief invigilators and invigilators were completed well ahead of the examination;
- c. The "no cell phone" regulation was strictly adhered to at all centres;
- d. Invigilators were vigilant and attentive;
- e. Answer scripts were dispatched to the nodal points within one hour of the examination.

5.5 Areas of Non-compliance

The following areas of non-compliance were raised:

- a. Examination material was not locked in a storage facility on arrival at the examination centre;
- b. Personnel other than the principal were appointed as chief invigilators, contrary to examination regulations;
- c. Invigilator appointment letters and/or proof of training were sometimes not available;
- d. Seating plans were not drawn up and/or not followed for the examination session;
- e. Attendance registers of invigilators were not signed daily;
- f. Examination files did not contain all necessary documents;
- g. Verification of candidates ID/admission documents were not done consistently on entry;
- h. Question papers were not opened in front of candidates;
- i. Question papers were not checked for technical accuracy;
- j. Regulated reading time was not observed;
- k. Examination started later than the stipulated time;
- l. Candidates left answer scripts on tables on leaving the examination room;
- m. Daily situational reports were not written and there was an absence of dispatch form copies.

5.6 Directives for Compliance and Improvement

The assessment body is required to ensure that:

- a. All examination materials are locked in safe storage facilities when they are delivered to the examination centres.
- b. Principals are appointed as chief invigilators as per regulations, and letters of delegation must be issued in cases where principals are not able to administer the sessions;
- c. All invigilating personnel are appointed in writing by the competent official to do so;
- d. Seating plans are drawn up for all examination sessions, implemented and available for verification;
- e. All invigilators are to sign attendance registers while on duty;
- f. Examination centres must verify candidates documentation at the entry point to avoid impersonation of candidates;
- g. Question papers are opened in the examination room/venue and checked for technical accuracy before the commencement of writing;
- h. Candidates are afforded the stipulated ten minutes' reading time before the commencement of writing;
- i. Centres adhere to the starting time of the examination as stipulated on the official timetable unless permission has been granted to deviate from the time;
- j. All examination centres must keep an examination file with all examination related documents;
- k. All answer scripts are collected from the candidates by the invigilators after the completion of the writing session and must not be left lying on a table;
- l. Chief invigilators must prepare daily situational/incident reports and file copies of the dispatch form in the examination file for reference.

5.7 Conclusion

Despite the few administrative challenges noted, the conduct, administration and management of the October/November 2017 NSC examinations were conducted and managed relatively well in most examination centres. Annexure 5B summarises centres where non-compliance with the regulations was noted.

Considering the size of the sample monitored, the writing phase of the examination was found to be conducted in a credible manner.

CHAPTER 6 MARKING GUIDELINE DISCUSSIONS

6.1 Introduction

Umalusi quality assures the marking guideline of each question paper developed by the Department of Basic Education (DBE) for National Senior Certificate (NSC) examinations to ensure that quality and standards are maintained. The marking of NSC scripts affects the fairness and reliability of marks awarded to candidates and, therefore, the validity of the examinations as a whole. Therefore, the quality of marking guidelines and the training of competent markers needs to be standardised by Umalusi. The marking guideline discussion meetings, in preparation for the marking of candidates' scripts for the November 2017 NSC examinations, took place in October, November and December 2017. Each marking guideline discussion meeting was attended by provincial education department (PED) internal moderators and chief markers, members of the DBE panel of examiners, DBE officials and Umalusi external moderators.

The provincial internal moderators and chief markers were expected to mark a sample of scripts and compile and submit a report, including alternative answers to be considered, at the marking guideline discussion meetings. The examining panels together with external moderators were expected to go through the inputs, discuss them and effect changes to the marking guideline where necessary during their pre-marking guideline discussion meeting, held a day before the actual marking guideline discussion could be conducted. The provincial internal moderators and chief markers were then expected to participate in the marking guideline discussion on the first day with the national panel and Umalusi external moderators.

The purpose of organising the marking guideline discussion meetings was twofold:

- i. To produce Umalusi-approved marking guidelines, and
- ii. To ensure uniform understanding and application of the marking guidelines across the provinces.

To realise the purpose, the marking guideline discussion meetings had the following objectives:

- a. To revise the original marking guidelines based on the reports received from the provinces and discussion between the examining panels, provincial internal moderators and chief markers as well as external moderators;
- b. To achieve a common understanding of the final marking guidelines, which is essential because marking of most questions papers is decentralised in provinces;
- c. To determine appropriate tolerance ranges for the marking of candidates' scripts;
- d. To train the provincial internal moderators and chief markers in the use of the final marking guideline, and authorise them to train the markers within their provinces.

This chapter summarises the Umalusi findings with regard to the marking guideline discussion meetings; identifies areas of good practice and non-compliance and provides directives for compliance and improvement.

6.2 Scope and Approach

The marking guideline discussion meetings for 122 question papers for the November 2017 NSC examinations took place at the DBE offices, Manhattan Hotel, Protea Capital Hotel and Hoërskool Waterkloof. The marking guideline discussion meetings catered for all subjects offered by DBE. There were, however, no marking guideline discussion meetings held for eight question papers that had no candidates:

siSwati SAL Paper 1	Xitsonga SAL Paper 1	Tshivenda SAL Paper 1	IsiNdebele SAL Paper 1
siSwati SAL Paper 2	Xitsonga SAL Paper 2	Tshivenda SAL Paper 2	IsiNdebele SAL Paper 2

Umalusi moderators gathered data using the marking guideline discussion meeting instrument, consisting of three parts. Table 6A shows the criteria and number of quality indicators per criterion. Part A focused on the preparation of delegates for the marking guideline discussion meetings; Part B focused on the processes and procedures followed during the meeting; and Part C addressed the training of internal moderators and chief markers at the meeting and the quality of the final marking guideline.

Table 6A: Criteria used in the marking guideline discussion meetings

Part A Pre-marking preparation	Part B Processes and procedures	Part C Training at meetings
Pre-marking guidelines meeting discussion (1) ^a	Processes and procedures (14) ^a	Training at marking guidelines meeting (3) ^a
Preparation by internal moderators and chief markers (3) ^a		Quality of the final marking guidelines (6) ^a

^a Number of quality indicators

6.3 Summary of Findings

This section reports on the findings arising from the marking guideline discussions for all DBE question papers attended by Umalusi, using the instrument for the marking guideline discussion.

There was much overlap in external moderators' responses to the qualitative, open-ended criteria in Umalusi instruments, both within and between subjects. The findings were thus summarised in three parts:

6.3.1 Part A: Pre-marking guideline discussion and preparation by chief markers and internal moderators

a. Pre-marking guideline discussion meetings

The external moderators were able to participate in pre-marking guideline discussion meetings for most question papers. However, in a few subjects, most of which were organised for centralised marking, pre-marking meetings were not conducted. The provincial moderators had submitted inputs and comments on the question papers, which included alternative answers. The inputs and alternative answers submitted from provinces were considered and where possible incorporated into the marking guideline. Though most provinces submitted their comments and inputs in various subjects, the following were noted:

- i. The following provinces submitted, on time, the marking inputs and comments to be considered by the DBE to enhance the marking guideline:

Question paper	Province		
IsiZulu HL Paper 1	Free State		
IsiZulu HL Paper 2	KwaZulu-Natal		
IsiZulu HL Paper 3	KwaZulu-Natal	Mpumalanga	
Afrikaans HL Paper 1 and Paper 2	Free State	Eastern Cape	Gauteng
	Mpumalanga	Western Cape	
Geography Paper 2	Free State	Gauteng	KwaZulu-Natal
	Western Cape	Limpopo	Mpumalanga

- ii. The Afrikaans HL delegation, which had not submitted inputs as required, indicated that they had not received notice to submit reports with prepared possible answers.
- iii. No pre-marking guideline discussions were conducted for Agricultural Sciences Paper 1 and English HL Paper 3. In the case of English HL Paper 3, the external moderators presented themselves for the meeting but the examining panel was not present at the designated venue.

- iv. At the time of the pre-marking meeting, none of the provinces had submitted reports and inputs for Agricultural Management Practices and Visual Arts.

It is essential that provinces submit their inputs, including alternative answers, timeously to reduce delays during the main discussion meetings. The DBE is encouraged to maintain the practice, formalise the pre-marking guideline discussion meeting and to allocate to it a full day in future.

b. Preparation by internal moderators and chief markers

The examining panels, provincial internal moderators and chief markers were largely well prepared for the marking guideline discussions. However, in a number of subjects it was found that the provincial delegates (internal moderators and chief markers) were not prepared as they had not marked the required number of sampled scripts and did not send their reports and inputs to DBE. It was expected that each provincial delegate should be well prepared for the marking guideline discussion by marking a minimum of 20 scripts.

The reports showed that the number of scripts marked by the provincial internal moderator and chief marker of each question paper was as required. Inconsistencies were noted in a number of question papers, including the following:

Question paper/subject	Province	
	Internal moderator	Chief marker
English HL Paper 3	KwaZulu-Natal (13) ^a	
English HL Paper 2	Northern Cape (13) ^a North West (16) ^a	Northern Cape (14) ^a North West (15) ^a Western Cape (14) ^a
IsiXhosa HL Paper 3	Eastern Cape (17) ^a KwaZulu-Natal (17) ^a North West (17) ^a	Eastern Cape (17) ^a KwaZulu-Natal (17) ^a North West (17) ^a
Business Studies	Free State (16) ^a KwaZulu-Natal (18) ^a Mpumalanga (18) ^a North West (0) ^a	Free State (18) ^a KwaZulu-Natal (18) ^a
Computer Applications Technology Paper 2	Northern Cape (10) ^a North West (14) ^a Western Cape (15) ^a	Northern Cape (10) ^a North West (14) ^a Western Cape (15) ^a
Computer Applications Technology Paper 1	Eastern Cape (12) ^a Northern Cape (10) ^a Western Cape (15) ^a	Eastern Cape (10) ^a Northern Cape (9) ^a
Dramatic Arts	Eastern Cape (16) ^a	Eastern Cape (4) ^a
Visual Arts	Gauteng (13) ^a Limpopo (6) ^a North West (12) ^a	Gauteng (13) ^a Limpopo (6) ^a North West (12) ^a
Life Sciences Paper 1		Gauteng (14) ^a Limpopo (17) ^a
History Paper 1	Gauteng (16) ^a North West (16) ^a	Gauteng (17) ^a North West (16) ^a

^a number of scripts marked

Most of the provincial internal moderators and chief markers who could not mark the required minimum number of scripts indicated that they had been unable to obtain the required number of scripts from their district offices. There were others who, although they had marked the stipulated number of scripts, were unhappy because they obtained scripts from one centre, which did not have a wide range of marks.

In addition, the following were also noted:

The provincial internal moderators and chief markers of the following subjects had not pre-marked a single script in preparation for the marking guideline discussion:

IsiNdebele FAL Paper 1	IsiNdebele FAL Paper 2	IsiNdebele FAL Paper 3
Xitsonga FAL Paper 1	Xitsonga FAL Paper 2	Xitsonga FAL Paper 3
Tshivenda FAL Paper 1	Tshivenda FAL Paper 2	Tshivenda FAL Paper 3
IsiZulu SAL Paper 1	IsiZulu SAL Paper 2	Setswana SAL Paper 1
Setswana SAL Paper 2	Sepedi SAL Paper 1	Sepedi SAL Paper 2
English SAL Paper 1	English SAL Paper 2	

6.3.2 Part B: Processes and procedures

The marking guideline discussion meetings for all subjects were held over three days (except Business Studies, which ran over four days). The first day was dedicated to the examining panels and external moderators updating the marking guideline, taking into consideration the comments, inputs and alternative answers contributed by provincial internal moderators and chief markers. The second day was reserved for the actual marking guideline discussion meeting with all representatives from the provinces. The third day was reserved for training and authorisation of the senior provincial marking personnel.

The marking guideline discussions were chaired by a DBE-appointed official. In a few subjects where an independent chairperson was not available, the internal moderator of the question paper performed the function.

a. Organisational and logistical arrangements during the marking guideline discussion meetings
Umalusi was generally happy with the logistical arrangements in almost all the subjects and only experienced minimal mishaps. The following are examples of the logistical challenge reported:

- i. In Afrikaans HL Paper 1, the allocated venue was too small and had insufficient tables and chairs. As a result, not all delegates could be accommodated initially and the marking guideline discussion meeting commenced half an hour late.
- ii. The Afrikaans HL Paper 2 marking guideline discussion meeting also commenced half an hour late, because some provincial representatives went to the wrong venue.
- iii. The Computer Applications Technology Paper 2 marking guideline discussion, which was supposed to be held at Manhattan Hotel, had to be moved to the Protea Capital Hotel.

b. Participation in marking guidelines discussion meetings

The provincial internal moderators and chief markers contributed a great deal towards refining the marking guideline. They played an important role in identifying possible marking problems and provided meaningful solutions. However, the following weaknesses were noted in some subjects:

- i. In the marking guideline discussion meeting for Computer Applications Technology Paper 1 (Practical), there was insufficient time to discuss any variations from the dummy scripts marked. This left many of the provincial representatives unhappy.
- ii. It was noted that some of the participants (particularly in Accounting) did not contribute much to the marking guideline discussion so it was difficult to assess their readiness to facilitate the marking guideline at their respective provinces.

c. Role of the Umalusi external moderators

Umalusi moderators attended the marking guideline discussion meetings mainly to ensure the fairness, reliability and validity of the final marking guideline for their subject/question paper. The external moderators were also expected to sign off the final approved marking guideline to be used to mark candidates' scripts in the various provinces. To fulfil this responsibility at the marking guideline meetings, external moderators undertook the generic roles of discussant, mediator, referee, conciliator, negotiator, evaluator, judge, technical advisor and assessment specialist, where appropriate. Importantly, as the designated content specialist(s), each moderator upheld the integrity of his or her subject/question paper. In all the subjects/question paper, it was noted that the role of external moderators was understood and was fulfilled without challenges.

6.3.3 Part C: Training at the marking guideline discussions meeting and quality of final marking guideline

a. Training of internal moderators and chief markers

The first part of the training at the marking guideline discussion meetings required all participants to mark a set of dummy scripts using the refined marking guideline. The main purpose of these marking exercises was to fine-tune the marking guidelines and to establish acceptable tolerance ranges. The second part of the training included the marking of the second set of dummy scripts. The scores obtained by the participants were used to determine their competency in training markers in the provinces. Furthermore, the following concerns were noted:

- i. In Computer Applications Technology Paper 2, no tolerance range was determined during the training process. The main reason for this deviation was lack of time to complete all that was required. A tolerance range was supposed to be determined later, through discussion between the internal moderator and external moderators before the provincial markers' training in different provinces.
- ii. No dummy scripts were generated and no training was provided in some subjects, such as:

IsiNdebele FAL Paper 1	IsiNdebele FAL Paper 2	IsiNdebele FAL Paper 3
Xitsonga FAL Paper 1	Xitsonga FAL Paper 2	Xitsonga FAL Paper 3
Tshivenda FAL Paper 1	Tshivenda FAL Paper 2	Tshivenda FAL Paper 3

b. Parity of question papers and marking guidelines

Umalusi was satisfied that the question papers that had been written in the various provinces, together with the draft/preliminary marking guidelines issued for discussion at the marking guideline discussion meetings, were the final, approved versions.

Mathematical Literacy Paper 1 had some challenges, which are highlighted below:

- i. The poor quality printing of the diagrams for question 4.2 (in both language versions) resulted in the sub-questions 4.2.1 and 4.2.2 being unanswerable; thus these questions were not marked in both Mpumalanga and Northern Cape. The final approved marking guideline clearly indicated that for Mpumalanga and Northern Cape, questions 4.2.1 and 4.2.2 should not be marked. Consequently, question 4 was marked out of 23 marks and then converted to 27 marks.
- ii. In Gauteng, unauthorised changes were made to the question 5.2 diagram in the Afrikaans version of the question paper. It appeared that the English version diagram had been pasted to replace the Afrikaans version. The Afrikaans term "Totaal" were replaced with "Total". The Afrikaans term, "Miljard", was replaced with the term "Billion". This change resulted in the sub-questions 5.2.3 and 5.2.4 (six marks) being unanswerable and could thus not be marked.

c. Changes made to the marking guidelines

As a result of the marking guideline discussion meetings and robust discussions held across the subjects, all marking guidelines were modified in one way or another. Most changes effected involved corrections, additions, rephrasing and clarification for marking.

- d. Disproportionality of answers, impact on cognitive levels and motivation for changes and approval of changes

The changes made to the marking guidelines should not alter the cognitive demand of an examination because this would challenge the validity of the question paper. The validity of an examination can also be threatened by the introduction of many, or a disproportionate number, of alternative answers to a question. The compliance with this criterion was 100% in all subjects.

Umalusi ensured the validity of the final marking guidelines used to mark candidate scripts; hence at the end of each marking guideline discussion meeting, each marking guideline used to mark the candidates' scripts was approved and signed off.

6.4 Areas of Good Practice

The following areas of good practice were noted:

- The allocation of a day for pre-marking at the guideline discussion meetings contributed to producing marking guidelines with approved alternative answers.
- A high level of preparation for guideline meetings by pre-marking, and active participation in discussions by all delegates, resulted in meaningful contributions to the final marking guidelines.
- For most subjects, internal moderators and chief markers received sample scripts in good time to prepare for the marking guideline discussions.

6.5 Areas of Non-compliance

Umalusi noted the following areas of non-compliance and their impact on the marking guidelines standardisation process:

- The pre-marking guideline discussion meetings did not take place as planned for the following question papers:

Agricultural Sciences Paper 1	English HL Paper 3	English SAL Paper 1
English SAL Paper 2	IsiNdebele FAL Paper 1	IsiNdebele FAL Paper 2
IsiNdebele FAL Paper 3	IsiZulu SAL Paper 1	IsiZulu SAL Paper 2

- In the following question papers at least three provinces did not pre-mark the required minimum number (20) of scripts:

Business Studies	Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	Music Paper 2
English Paper 3	IsiXhosa FAL Paper 3	Visual Arts	

No pre-marking of scripts was done for all the question papers in the following subjects (most comprised of panel members only):

IsiNdebele FAL	IsiNdebele SAL	IsiZulu SAL	English SAL
Sepedi SAL	Setswana SAL	Tshivenda FAL	Xitsonga FAL

- Poor print quality of Mathematical Literacy Paper 1 diagrams in some provinces (Gauteng, Mpumalanga and Northern Cape) potentially compromised the validity of the questions involved.
- Limpopo, Northern Cape and Eastern Cape did not deploy representatives to Agricultural Technology marking guideline discussion meetings, despite offering the subject in their provinces; and representatives from Eastern Cape and Northern Cape were absent from the marking guideline discussion meeting for Agricultural Management Practices.

6.6 Directives for Compliance and Improvement

The DBE should address the following directives to achieve compliance and improve the marking guideline discussion meetings:

- a. Ensure that arrangements are made timeously for pre-marking discussions between the chief marker, internal moderator and external moderator for every question paper/subject undergoing the marking discussion process;
- b. The DBE needs to ensure that all internal moderators and chief markers from the various provinces report for marking guideline discussion meetings and that they come prepared by having marked the required number of sample scripts;
- c. The print quality of all diagrams/illustrations in all question papers needs to be thoroughly checked before printing and at intervals during the print-runs in all provinces;
- d. All PEDs offering a subject must send at least one representative to that marking guideline discussion meeting, even when such marking is not conducted in the province.

6.7 Conclusion

A large majority of subject/question papers complied with all criteria and their respective quality indicators. The DBE was commended for improved organisation, which facilitated productive marking guideline discussions. The participation of most of the provincial internal moderators and chief markers contributed positively to the fairness and reliability of the marking of candidates' scripts, and ultimately to the validity of the final November 2017 NSC examinations. Despite the challenges raised, Umalusi was satisfied with the final approved marking guidelines.

CHAPTER 7 MONITORING OF MARKING

7.1 Introduction

Umalusi embarked on the monitoring of the Department of Basic Education (DBE) National Senior Certificate (NSC) marking processes across the nine provincial education departments (PED) for the marking that commenced on the 30 November and ended on 14 December 2017.

As part of its mandate, Umalusi verifies the integrity of the marking by deploying monitors to a selected number of marking centres across the PEDs. During this undertaking, Umalusi conducted on-site visits at marking centres to:

- a. Monitor the level of compliance with applicable policies, regulations, and guidelines, and requirements for the conduct of marking;
- b. Inspect the suitability of marking centres;
- c. Conduct close monitoring of key risk areas that might impact the marking process (e.g. adherence to marking management plans, delivery and security of scripts, and numbers of markers appointed, among others.).

The chapter summarises the findings, areas of good practice, areas of non-compliance and issues directives for compliance and improvement.

7.2 Scope and Approach

Umalusi monitored 38 marking centres nationally on different dates, as indicated in Table 7A below. Umalusi managed to monitor staggered marking sessions that were planned before the start of full-scale marking on 30 November 2017.

The data used to compile this chapter was collected through a mixed-method approach that was comprised of:

- a. On-site interviews and observations by Umalusi, using the criteria for monitoring the marking of examinations' instrument; and
- b. Evidence-based verification of marking plans, marking centre operational manuals and related forms issued by the DBE. Table 7A provides details of the marking centres monitored in each province.

Table 7A: Marking centres monitored by Umalusi

No.	Province	Name of centres monitored	Date of monitoring
1	Eastern Cape	Stutterheim High School	06/12/2017
2		Aliwal North High School	04/12/2017
3		Byletts Combined High School	04/12/2017
4		Queenstown Girls High School	05/12/2017
5		Phandulwazi Agricultural High School	07/12/2017
6		Grens High School	07/12/2017
7	Free State	Moroka High School	03/12/2017
8		Welkom-Gimnasium High School	07/12/2017
9		Bethlehem Voortrekker High School	08/12/2017
9		Brentpark High School	08/12/2017
10	Gauteng	Queens High School	05/12/2017
11		Mondeor High School	16/11/2017
12		Hoërskool Roodepoort	07/12/2017

No.	Province	Name of centres monitored	Date of monitoring
13	KZN	Durban High School	06/12/2017
14		Esayidi FET College	07/12/2017
15		Estcourt High School	07/12/2017
16		Empangeni High School	08/12/2017
17		Siyamukela High School	08/12/2017
18	Limpopo	Makhado CPD 1	21/11/2017
19		Mastec CPD 1	22/11/2017
20		Hoërskool Nylstroom	06/12/2017
21		Hoërskool Hans Strijdom	07/12/2017
22		Hoërskool Louis Trichardt	08/12/2017
23	Mpumalanga	Hoërskool Volksrust	06/12/2017
24		Siyabuswa Campus University of Mpumalanga	07/12/2017
25		Lowveld High School	07/12/2017
26		Hoërskool Hoogenhout	08/12/2017
27		Hoërskool Nelspruit	06/12/2017
28	Northern Cape	Hoërskool Diamantveld	30/11/2017
29	North West	Rustenburg High School	07/12/2017
30		Sannieshof High School	07/12/2017
31		Bethel High School	08/12/2017
32		Lichtenburg High School	08/12/2017
33	Western Cape	Northpine Technical High School	06/12/2017
34		Durbanville High School	08/12/2017
35		Durbanville High School	09/12/2017
36		De Kuilen High School	09/12/2017
37		Jan Kriel School	08/12/2017
38		Brackenfell High School	09/12/2017

7.3 Summary of Findings

The findings on the monitoring of marking are addressed below per criterion, as per the Umalusi monitoring of marking instrument.

Table 7B provides a summary of compliance levels from the analysis of the data collection instruments. A detailed list of implicated centres is provided in Annexure 7A.

Table 7B: Level of compliance in relation to criteria

No.	Criteria	Rating					TOTAL
		5	4	3	2	1	
1	Planning for marking	35	3	0	0	0	38
2	Marking centre	38	0	0	0	0	38
3	Security	26	10	2	0	0	38
4	Training of marking personnel	32	3	3	0	0	38
5	Marking procedure	38	0	0	0	0	38
6	Monitoring of marking	36	2	0	0	0	38
7	Handling of irregularities	28	9	1	0	0	38
8	Quality assurance procedures	34	4	0	0	0	38
9	Reports	35	3	0	0	0	38

7.3.1 Planning for marking

From the analysis provided 92.1% of the centres complied with the criteria under discussion. This was a 2% improvement from the 2016 marking session on the section.

In terms of the planning, staggered marking was observed in Gauteng, scheduled for 8-10 November at one centre. Similarly, staggered marking took place in Limpopo on 17 November at two centres. The official national marking period commenced on 30 November 2017.

The marking processes started with the administration and recording of scripts, which administration personnel received. Umalusi observed scanning and verification of examination scripts, as well as the performance of other administration-related matters. Markers arrived at the marking centres between 1 December and 4 December 2017 for training and commencement of marking.

The respective provincial examination departments provided marking centres with marking management plans consisting of part, or all, of the following:

- a. Marking centre operational manuals and marking management plans;
- b. Roles and responsibilities of marking personnel at different levels;
- c. Lists of subjects marked at the centre;
- d. Lists of names of marking personnel and the subjects they were appointed to mark;
- e. Security deployment schedules;
- f. Layout of marking venues and security plans;
- g. Appointment letters for all marking management staff; orientation meetings with principals/managers at selected venues for December 2017; and marking training sessions that detailed the plan for the marking process, including roles and responsibilities of all officials, and approved forms;
- h. Minutes of daily meetings with all stakeholders were also available in the management plan file at a number of centres.

Though planning was found to be adequately managed by PEDs, some challenges occurred:

- a. At one centre, incorrect information given by the PEDs led to all the markers arriving at the marking centre on 1 December instead of 3 December and caused considerable problems: the training of markers, the official opening and the start of marking were all delayed. Marking, which was scheduled to start on 4 December, only eventually started on 5 December;
- b. At four centres in the Eastern Cape, markers arrived at the marking centre on 29 November 2017 to find that some chief markers and internal moderators were still attending memorandum discussions in Pretoria and would only arrive at the centre two days later, on 1 December 2017;
- c. At two centres the deputy centre managers acted as centre managers, but could either not provide a delegation letter or were not well informed and were unable to provide valid accounts for the responses.

7.3.2 Marking centres

The PEDs earmarked the use of schools with boarding facilities as marking venues, with the exception of the Gauteng Department of Education (GDE).

The number of rooms and halls used for marking purposes varied from centre to centre depending on the number of subjects and markers. Script control rooms were big enough and could accommodate all marked and unmarked scripts. In most cases, school halls were used for this purpose.

In cases where accommodation was provided by the PEDs, meals were supplied to marking personnel. Catering companies offered three-course meals for all dietary preferences. Provision was made for markers who preferred a special diet.

In Gauteng markers commuted daily and could claim travel and meal allowances.

At one centre in Gauteng, it was reported that there were no communication facilities available. The marking centre managers at all other centres had access to a telephone, internet service, computers and copy machines, which were also made available to the chief markers, moderators and examination administration personnel. At another centre, it was reported that a generator was available as a back-up in the event of a power failure.

Generally, the marking centres complied with the minimum requirements prescribed for this criterion.

7.3.3 Security at the marking centre

Although there was a slight improvement regarding security issues at marking centres in 2017 as opposed to 2016, security remained the one major aspect that needs improvement at marking centres. During the 2016 marking session, 63% of marking centres visited complied with all security criteria, compared to 68% in 2017 of the sample monitored. The DBE was commended for this slight improvement. Adequate security prevailed at the marking centres, with security guards deployed at different points. Their presence was evident at the main entrances to the marking centres, where they controlled access at the gates.

Centres made use of different security companies who controlled access to the centre by day and night. Personnel could only enter the premises by producing name tags, issued as identity cards. These were to be produced on both entering and exiting the centre.

The following inconsistencies were observed:

- a. At ten marking venues cars were not consistently searched at the gates, and in other instances, visitors were not requested to register on entry;
- b. At one centre in the Western Cape, no security guards were present at the entrance to the centre. During investigation, the chief of security at the centre explained that this unfortunate incident occurred during the shift change.

The following security measures were in place at marking centres:

- a. Security features such as alarm systems, burglar bars and serviced fire extinguishers. There were also surveillance cameras on the premises.
- b. The deputy centre manager and the administration manager in charge of the script control room managed the safekeeping of scripts at all marking centres. The scripts were sorted according to numerical sequence, were scanned and physically verified. All scripts were under the strict control of the deputy centre manager and were verified by examination assistants.
- c. In the marking rooms, the chief markers saw to it that scripts received were verified against the control list on both receipt and removal from the rooms after marking.

The security of scripts to and from the warehouses was handled safely, although their transportation varied between PEDs. In Gauteng, the examination scripts were transported to the marking centres in closed vehicles escorted by Gauteng PED officials and officials from the marking centres. A similar process applied in North West. In all other provinces, the examination scripts were transported to the marking centres either by courier companies or in trucks contracted from other service providers.

Either a private security company or the local police escorted all these trucks to the centre. At only one centre was it reported that examination scripts were couriered without any security or police escort.

Overall, it was pleasing to note that the security of examination scripts and other examination materials during the transportation and marking process was given top priority. The movement of all examination scripts was recorded and signed for by the relevant parties. This arrangement ensured that every answer script, mark sheet and any other examination material could be accounted for.

7.3.4 Training of marking personnel

A uniform interpretation, understanding and application of marking guidelines across scripts is required to ensure reliability in marking, hence standardised training across centres was conducted. Marking centre managers in the PEDs attended a training session before commencement of marking. Training started in the Eastern Cape in October 2017, while all other marking centre managers were trained in November 2017, prior to the start of marking. Each province conducted the training. Training entailed understanding and interpretation of marking guidelines, as well as rules and regulations pertaining to preparation for marking, time management, marking procedure and strategies, performance monitoring, behavioural aspects, compliance and the handling of irregularities, reports and claims.

The chief markers, internal moderators and script control managers attended the marking guideline discussions conducted by the DBE before the commencement of marking. Their training covered all quality assurance aspects of the marking process. Markers were trained at each marking centre—by chief markers and internal moderators—in the marking of scripts, allocation of marks, irregularities and transferring of marks from scripts onto mark sheets where applicable.

Initiatives to improve marking included the following:

- a. At three centres in the Eastern Cape, markers were asked to work out marking guidelines as part of the preparation for marking; and these versions were brought to the marking centre so peer-marking could be done; and
- b. Students from institutions of higher learning were appointed as examination assistants across the centres and trained on arrival at the marking centre by either the marking centre manager, administration manager or the script control manager. Their training covered distribution of scripts, keeping of records on the flow of scripts from and back to the control room, checking of marked scripts and checking of mark sheets.

Overall, 84.2% of the centres complied fully with the training of marking personnel. Thus most marking centres completed the training of markers as planned within the allocated number of days.

7.3.5 Marking procedures

Attendance registers were available and signed daily at all centres. Each marking room had an attendance register that markers signed on arrival and before they commenced marking, and again in the evening on their departure. The chief markers ensured that educators did not mark scripts from their own schools/ candidates through the following measures:

- Markers were required to sign a declaration of secrecy to ensure that they did not mark the scripts of their own candidates;
- A record of all markers and their respective centres was available at each centre, and managers had to ensure that scripts handed to markers for marking were not from their centres;
- At some centres, the senior marker in charge of a group of markers had a copy of the centre numbers and marking codes of each marker under his supervision;
- The marker's centre number was placed on top of the marking guidelines, which was to be visible at all times; and
- When markers were allocated scripts, they had to show the senior markers their centre numbers to ensure that they did not mark their own scripts.

The procedure for the flow of scripts varied from centre to centre in each PED. The following procedures were followed:

- The markers at each marking centre were organised in the form of a pyramidal hierarchy that included five-tier quality assurance. Examination scripts were dispatched from the control room by examination assistants to marking rooms/venues where they were marked; then moderated by senior markers, who in turn were overseen by a deputy chief marker. Final quality control was the responsibility of the chief marker. In addition to these four levels of quality management, an internal moderator served as the final adjudicator of marking standards for that subject at the centre;
- Proper records were kept to account for examination scripts at all times. All examination scripts were checked to ensure that all questions were marked, and that mark allocation and transfer of marks to the mark sheets was correct. Except at one centre, there was no evidence of any examination script or mark sheet being lost. Once the examination scripts were marked, the process was reversed until all the scripts reached the main control room, where they were recorded and packed;
- Examination scripts were marked using a question-by-question approach in all subjects at all marking centres monitored. Markers were not allowed to make any changes to the approved marking guidelines. During their training, all possible answers or options were explored and there was no need for any alteration of the marking guidelines;
- The checking of the correctness of the mark allocation was done by the markers and verified by the examination assistants. Each script passed through the hands of all the seniors and ended with examination assistants for final checking. At most centres, a marker per group was assigned to quality assure examination scripts by checking that mark allocation had been done meticulously before the scripts reached the examination assistants. There was adequate supervision of marking by the immediate seniors, with a senior marker supervising all markers. In eight of the nine provinces, capturing of marks was done from the mark sheet centrally, at a designated capturing office. The Western Cape was the only province where mark capturing was done at the marking centre. The capturing was done from each script by a team of data capturers and another team in the same room verified the marks captured, by means of hash totals. Totals were only written and checked on the script where capturing took place, hence no marks were transferred onto mark sheets.

During 2017 the marking procedure across the nine provinces was handled exceptionally well, with a 100% success rate.

7.3.6 Monitoring of marking

It was the task of senior markers, assisted by deputy chief markers and chief markers, to monitor the performance of markers at all times during the marking process. The performance of markers was monitored using a moderation tool provided by the assessment body. At the end of each marking session, scores taken during the marking session were used to complete an evaluation form for each marker, to be used by the PEDs for future appointments.

A signed paper trail for the monitoring and reporting of the performance of each marker was available for checking, signed by both marker and senior marker. If a marker continued to make errors, this was discussed with the marker and the marker was assisted. The following (or similar) measures were put in place at most centres when underperformance was detected:

- More support and explanation of difficult concepts;
- Close monitoring of a specific marker;
- Retraining of the marker;
- Marker given different sections to mark e.g. contextual questions instead of essay questions; and
- Marker to mark smaller percentage of scripts.

Senior markers monitored newly appointed markers closely by following their progress script by script until they were satisfied with their progress. Novices were teamed with experienced markers to ensure peer group assistance. Senior markers and markers had regular meetings throughout the marking session to ensure quality of marking within an accepted tolerance range. Markers were expected to mark within a specific tolerance range and those who deviated significantly were coached and given the necessary guidance. Regular feedback was given to markers by the senior staff after moderation. It was pleasing to note that this key monitoring area had also improved since the 2016 reports, achieving a full compliance percentage of 94.7% compared to 84.3% in 2016.

It was clear from the monitoring reports received that control over the marking and monitoring of scripts was, throughout, of a high standard at all marking centres. This ensured accurate script marking and correct mark capture.

7.3.7 Handling of irregularities

According to the findings, it was common practice that markers were trained in the handling of examination irregularities and were fully aware of what constituted an examination irregularity. The presentations used during training were available and verifiable.

Critical discussions covered, among others, the following:

- a. The structures established to deal with irregularities across two levels (provincial and national examination irregularities committees) and the roles and responsibilities thereof;
- b. An outline of the protocol for reporting examination irregularities;
- c. Handling of detected examinations irregularities;
- d. Recording of irregularities discovered at marking centres.

The following inconsistencies in managing examination irregularities were observed:

- a. Establishment or appointment of irregularity officers at the sites was not consistent throughout the PEDs;
- b. At seven centres it was reported that irregularity committees had not been established;
- c. Only at some centres were markers provided with a list of previously identified irregularities and encouragement to identify and come forward with newly identified ones as part of exposure and capacity building;
- d. Irregularity registers were kept at some centres. The register was completed in each marking room with the main register kept in the marking centre manager's office.
- e. Irregularities reported from various marking centres at the time of monitoring were mainly of a technical nature and handled as per the regulation. These irregularities consisted of writing the wrong subject on a cover page, wrong level of question paper answered, writing in answer book in both pen and pencil, different number on a sticker being placed on a candidate's script, and identity document/name written on cover instead of an examination number.
- f. At one centre, four cases of serious irregularities in History Paper 1 were reported.
- g. At another centre there was concern regarding different handwriting in a script, and at the same centre a search for a missing script by officials was under way.

It was evident that all irregularities reported at marking centres were adequately dealt with and the marking centre personnel were knowledgeable on how to deal with the irregularities, starting from detection by marking personnel right up to irregularities committees and the PEICs.

7.3.8 Quality assurance procedures

All marking centres had systems in place to ensure quality of marking. The marking personnel checked the marking and capturing of marks at different levels. The markers themselves did the first controlling process, followed by selective checking by the senior markers, deputy chief markers, chief markers and internal moderators. The examination assistants did the second quality assurance process.

All PEDs had measures in place for quality assuring marked scripts. Both examination assistants and markers endorsed their unique codes to confirm and verify that the whole examination script was marked and marks allocated were added correctly. The examination assistants also verified each

examination script for allocation of marks per question and transfer of marks to the mark sheet. The markers indicated marks by using ticks for each question, to be transferred to the side of the marked page. They had then checked the ticks to verify that marks were allocated correctly for each sub-question and to verify the round totals and the final total were captured correctly.

At a centre in Gauteng it was reported that markers went through the marked examination script four times to ensure that everything had been done correctly. The examination assistants did the second quality assurance process. Capturing of marks in eight of the nine provinces took place at central venues determined by the different PEDs. Mark sheets were scanned at the centre on arrival. Any lost mark sheet could be physically verified and reprinted from the examination system if necessary.

The transporting of examination scripts after the marking process was completed was similar to the process of delivery to the marking centres.

7.3.9 Reports

Across the PEDs chief markers and internal moderators compiled qualitative reports at the end of the marking process. These reports allowed for submission of contributions from the entire marking team in a subject, including markers.

Officials at marking centres ensured that specific DBE requirements were met by using a standard PED-designed format for all reports. Marking centre managers ensured that all circulars issued by DBE and Umalusi for marking were adhered to.

The reports indicated the quality of the question papers and would be used extensively to train educators and assist in future marking appointments. They also commented on levels of difficulty of individual questions.

At the time of monitoring by Umalusi, there was evidence of monitoring of the marking process by the assessment body at seven of the 38 marking centres. At 35 centres, there was clear evidence of monitoring by the assessment body and other officials from provincial offices, Umalusi and various teachers' unions. At three centres, however, it was reported that no monitoring by the DBE had taken place prior to Umalusi's visits.

7.4 Areas of Good Practice

It was pleasing to note that monitors, nationally, reported positively about their respective monitoring sessions, and most made the following positive remarks:

- a. Centre managers had a good understanding of the assessment policies and the marking processes and procedures;
- b. The availability and execution of good management plans at all centres except one was conducive to the marking process;
- c. Safety and security in most of the centres monitored was of a high standard;
- d. The marking centres monitored (except one) had the necessary infrastructure available during the marking process. This included facilities for communication, marking, storing, accommodation, parking, clean ablutions and catering;
- e. Thorough training of all marking personnel prior to the start of the marking process was given the necessary attention;
- f. The helpfulness and positive approach by all stakeholders contributed to an effective marking process;
- g. The marking centres in all provinces had good systems in place to control the flow of scripts from one point to another, with sufficient record-keeping;
- h. Daily meetings with the management of the centre contributed to the smooth running of the marking process;
- i. Efficiency of marking was enhanced by the principle of marking question by question;
- j. The appointment of competent administrators and professionals helped to maintain and assure quality for the entire marking process.

7.5 Areas of Non-compliance

Annexure 7A at the end of the report summarises areas of non-compliance with the marking process at specific centres during 2017. A number of these areas of non-compliance were noted and need to be addressed, including:

- a. Although security was tight and visible throughout, it was noted that it was not always consistent, since at a number of centres vehicles were not inspected and at a few centres, visitors were not asked to sign in;
- b. The late arrival of the marking guidelines at one centre caused a considerable delay;
- c. Lack of proper communication led to incorrect information conveyed by the PEDs, resulting in the early arrival of markers;
- d. At one centre it was reported that there were no communication facilities available;
- e. A marking management plan was not available at one centre;
- f. The security guards at one centre were not identifiable as they wore plain, informal clothing;

7.6 Directives for Compliance and Improvement

Based on the findings of the 2017 NSC marking sessions gathered across the marking centres, the DBE is required to:

- a. Ensure that there is proper planning by all PEDs to prevent serious delays and discomfort to marking personnel;
- b. Ensure that all marking guidelines are delivered at marking centres in time, for marking to commence as scheduled;
- c. Ensure that all vehicles, including visitors' vehicles, are checked by security;
- d. Ensure moderators, monitors and officials from the assessment body visit all marking centres early to ascertain their status on the day marking commences, and are aware of what takes place at the centres at the beginning of marking;
- e. Ensure that all centres have developed a management plan/centre file, properly indexed and supported with documents to allow for quick access to documents and information about all processes at the marking centre;
- f. Ensure that if a centre manager is absent, his deputy is well informed and knows where all applicable marking centre documentation is kept;
- g. Consider chief markers' evaluation reports when appointing markers to ensure that markers identified as incompetent are not appointed again.

7.7 Conclusion

Given the level of compliance demonstrated by the PEDs, it was clear that the marking process of the NSC examinations across the monitored marking centres were, generally, conducted in such a manner that the integrity of the NSC November 2017 examinations was not compromised.

However, having identified areas of non-compliance, the DBE is required to address the directives for compliance and improvement issued through intervention measures to improve the identified gaps.

CHAPTER 8 VERIFICATION OF MARKING

8.1 Introduction

Verification of marking is a quality assurance process used by Umalusi to verify the marking process to ensure that the marking of examination scripts in all provinces is done following acceptance of signed-off marking guidelines for all examination question papers. To accomplish this, Umalusi checks the level of adherence to the marking guidelines and consistency in marking. This is done to ensure that the results achieved by candidates for the various examination papers are fair, valid and reliable.

Umalusi conducted on-site verification of marking for the Department of Basic Education (DBE) November 2017 National Senior Certificate (NSC) examinations. On-site verification is preferred to centralised verification, as it provides an opportunity for Umalusi moderators to intervene appropriately during, and to provide support to marking personnel where necessary while marking is still taking place.

Verification of marking for the DBE was conducted during the first two weeks of December 2017. This chapter provides the findings of the verification of marking process as conducted in the nine provincial education departments (PEDs). The number of subjects and the type of subjects verified varied from province to province.

8.2 Scope and Approach

A sample of 33 subjects, with a total of 63 question papers, was selected for verification of marking. The sample included gateway subjects, all the home languages and ten subjects with a practical component. The DBE centralised the marking of subjects with small enrolments: three subjects, Agricultural Management Practices, Agricultural Technology and Music, formed part of the Umalusi sample. Table 8A below provides the list of question papers and number of provinces (indicated in brackets) verified.

Table 8A: List of subjects verified and number of provinces monitored

NSC subjects	
Accounting (7)	Physical Sciences Paper 1 and Paper 2 (5)
Afrikaans HL Paper 1 and Paper 2 (2)	Sepedi HL Paper 1 and Paper 3 (1)
Afrikaans FAL Paper 1 and Paper 2 (2)	Setswana HL Paper 1, Paper 2 and Paper 3 (2)
Business Studies (5)	Sesotho HL Paper 1 and Paper 2 (2)
Computer Applications Technology Paper 1 and Paper 2 (3)	siSwati HL Paper 1 and Paper 3 (1)
Consumer Studies (3)	Tshivenda HL Paper 1 and Paper 2 (2)
Dramatic Arts Paper 1 (3)	Tourism (4)
Economics Paper 1 and Paper 2 (6)	Xitsonga HL Paper 1 and Paper 2 (2)
Engineering Design and Graphics Paper 1 and Paper 2 (2)	Visual Arts Paper 1 and Paper 2 (1)
Electrical Technology (4)	
English FAL Paper 1 (9), Paper 2 (5) and Paper 3 (6)	
English HL Paper 1, Paper 2 and Paper 3 (2)	
Geography Paper 1 and Paper 2 (5)	
History Paper 1 and Paper 2 (4)	
IsiNdebele HL Paper 1 and Paper 3 (1)	

NSC subjects	
IsiZulu HL Paper 1 (3), Paper 2 (3) and Paper 3 (2)	
IsiXhosa HL Paper 1 and Paper 3 (1)	
Life Sciences Paper 1 and Paper 2 (5)	Centralised marking
Mathematical Literacy Paper 1 and Paper 2 (6)	Music Paper 1 Paper 2
Mathematics Paper 1 and Paper 2 (7)	Agricultural Technology Paper 1
Mechanical Technology (6)	Agricultural Management Practice

The Umalusi instrument used for verification of marking is comprised of three parts: Part A: Adherence to marking guidelines; Part B: Quality and standard of marking; and Part C: Candidate performance. The three parts are divided into criteria that to source information from the marked scripts, as indicated in Table 8B.

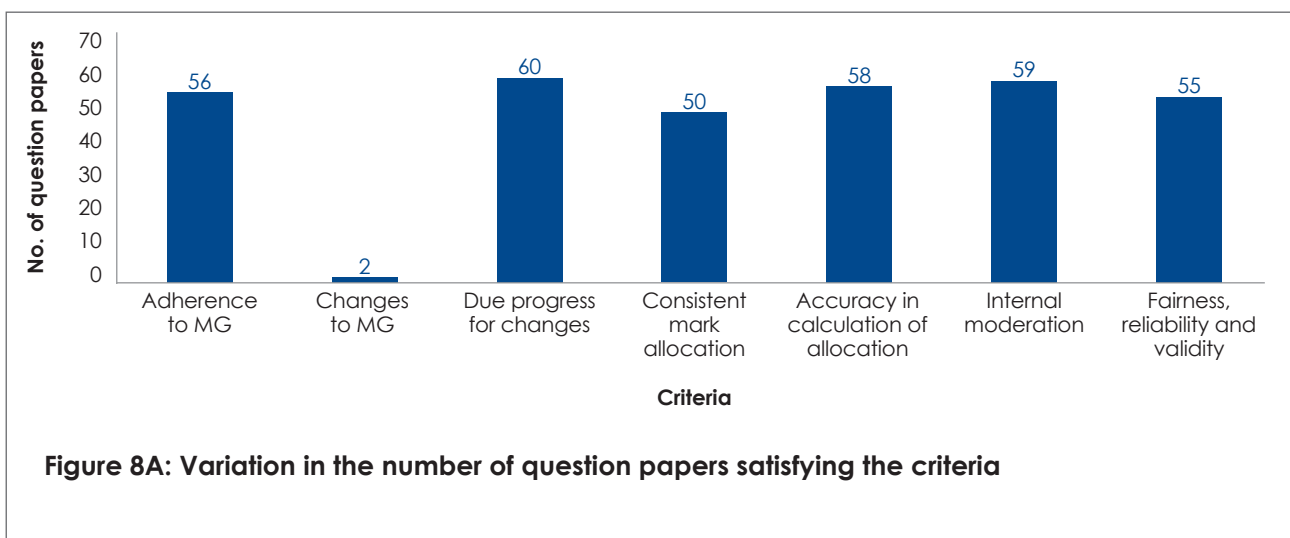
Table 8B: Criteria used for verification of marking

Part A Adherence to marking guidelines	Part B Quality and standard of marking	Part C Candidate performance
Adherence to the marking guidelines	Consistency in the allocation of marks	Candidates' performance
Changes made to the marking guidelines at marking centre	Addition of marks is correct	
If changes were made to the marking guidelines, due process was followed	Internal moderation of marks	
	Marking is fair, reliable and valid	

8.3 Summary of Findings

The findings on verification of marking are summarised in this section, based on individual compliance criteria as listed in Table 8B. Figure 8A below provides the number of question papers that complied fully with the various criteria.

Marking Verificaion 2017



The DBE was commended for the noticeable decrease in the number of question papers in which changes to the marking guidelines were effected after approval by Umalusi, from 12.5% in 2016 to 3.2% in 2017; and for following due process where a need to effect changes on a marking guideline was identified.

8.3.1 Adherence to marking guidelines

In almost all the question papers the marking guidelines were, generally, fully adhered to. The exceptions were in five question papers, namely Dramatic Arts Paper 1, IsiXhosa HL Paper 1, Mathematical Literacy Paper 1 and Paper 2 and Xitsonga HL Paper 2.

- a. **Dramatic Arts Paper 1** (Free State): The concern was that the instruction, "mark holistically" was a challenge for some markers. Markers had either accommodated any/all other responses, or did not consider any creative response that built up to the candidates' answers. This was found to be a challenge when marking mini-essays and discussion questions.
- b. **IsiXhosa HL Paper 2** (Gauteng): The responses for questions 2.2, 3.2, 4.2 and 5.2, counting two marks each, were marked correct despite the responses not being in the approved marking guideline. The explanation was that during the marking guideline discussion the answer(s) was accepted as a possible answer, although it had not been captured on the approved marking guideline.
- c. **Mathematical Literacy Paper 1** (Limpopo): It was noted that although the final approved marking guideline was used, majority of the markers and internal moderators failed to achieve consistency in adhering to the approved marking guideline. Markers and internal moderators ignored the annotations of acceptable answers printed on the right hand side of the guideline document. There was an unacceptable mark deviation ranging from -6 to +10. It was noted in 60 scripts that the markers were not within the acceptable tolerance range of four marks.
- d. **Mathematical Literacy Paper 2** (Gauteng): Although the final approved marking guideline was used, some markers and moderators failed to achieve consistency in adhering to the approved marking guideline. The mark variance had a deviation range of -5 to +9 marks. Seven of 30 scripts verified had a mark deviation outside of the tolerance range. Only two of the scripts verified had no mark changes. Most scripts also had deviations from marker to moderator.
- e. **Xitsonga HL Paper 2** (Limpopo): Although the marking guideline had been adhered to in a satisfactory manner, adherence to the approved marking guideline was a challenge with regard to open-ended responses, where marks were awarded in an inconsistent manner by different markers. The challenge was addressed.

8.3.2 Changes made to marking guidelines at marking centres

Changes were made to the marking guidelines of the following two question papers at the marking centres visited:

Computer Applications Technology Paper 2 (Limpopo): Additions were made to the marking guideline. However, due process was followed to effect the additions. The Computer Applications Technology team created a mailing list where any additions and/or changes to the marking guidelines were communicated in a timely manner across the provinces. The internal moderator in Limpopo ensured that all markers responsible for questions affected by the additions added those possible answers to the marking guideline. The additions were printed out and written on a white board for easy access at the marking centre. This practice was commendable.

Electrical Technology (KwaZulu-Natal): It was noted that certain marking guideline "allowances" were not fully effected and discussed at the marking centre. This was evident as certain questions were marked by either allowing subtle additions, or omitting others. For example, in question 3.1 the marking guideline allowed for two marks for the key words, "step-up or step-down" and "alternating voltages". The markers were found allocating two marks even if the word "alternating" was not mentioned by a candidate. In question 6.6.1, the marking guideline allowed for six marks to be allocated if a candidate had attempted the question from a different perspective. This was not communicated to the markers and this could have negatively impacted some candidates.

8.3.3 Approval of changes made to marking guidelines at marking centres

It was noted that three of the five question papers' marking guidelines were amended at marking centres after following due process. The changes were approved by Umalusi external moderators. The subjects and question papers concerned are indicated below.

- a. **Accounting:** All provinces were notified of changes via the DBE;
- b. **Life Science Paper 1:** All provinces were notified of changes via the DBE;
- c. **Life Sciences Paper 2:** There were additions to questions 1.5.3, 2.3.4, 3.1.3, 3.2.5 and 4. These changes were communicated by the DBE internal moderator after consultation with Umalusi.

8.3.4 Consistency in mark allocation

Overall, marks were allocated correctly and within the tolerance range set for each subject in all question papers, except for the following 13 question papers:

- a. **Accounting:** In KwaZulu-Natal there were variations in nearly every question. The overall picture looked fine, but the individual questions portrayed a worrying trend. Many markers were unable to interpret analysis-type questions and there was no consistency in the marking. Candidates were often penalised for correct answers.
- b. **Business Studies:** In Eastern Cape lenient marking was applied in cases where candidates gave vague responses, e.g. question 2.2 (steps in the development of a strategy) and 2.3 (challenges, element and recommendations on the Political-Economic-Social-Technological-Legal-Environmental (PESTLE) marketing principle. In essay questions, inconsistent allocation of ticks, for example, questions 8.3.1 and 8.3.2 (allocating two marks for the factual explanation instead of one mark). In Gauteng and KwaZulu-Natal it was noted that some markers did not refer to the marking guideline when marking, correct answers were marked incorrect and repetitive answers were allocated marks.
- c. **Electrical Technology:** In Free State the level of deviation by markers was found to be high at the beginning of the marking process. There were numerous instances where the chief marker and internal moderator changed marks during moderation.
- d. **English FAL Paper 3:** In Limpopo it was noted that during the first days of marking there were inconsistencies in mark allocation. Undeservedly high marks were awarded for the obituary and the formal letter and markers ranked most of the responses at the exceptional level for the two questions. However, the obituaries did not contain a tribute and in the letter, only one example was given and responses did not explain how a project had changed a life. Question 1.6 was also problematic because markers rated the essay highly although the content was either moderate or lacking in skill. In KwaZulu-Natal, the allocation of language marks was slightly compromised by markers' failure to indicate language errors in the candidates' responses. This tendency clouded the accuracy of mark allocation because when the markers looked back, they had the impression the candidates had not made many language errors and thus allocated marks that were not in line with the rubric.
- e. **English HL Paper 2:** In Limpopo the poetry section proved to be the most inconsistently marked section. Initially markers marked all four poems set. This proved to be difficult as markers were navigating through four different sets of questions and marking guidelines, depending on the choices of the candidates. This movement across the four questions created inconsistencies, especially for the three-mark questions. In some instances, marks were awarded for statements taken from the questions themselves. Further inconsistencies were noted in the application of the rubric, especially for the essays on Othello.
- f. **English FAL Paper 1:** In KwaZulu-Natal the level of consistency was not satisfactory. Instances where markers credited candidates for incorrect answers and vice versa were identified.
- g. **Geography Paper 1:** In Eastern Cape inconsistencies were noticed from different markers in marking paragraph questions, such as questions 1.3.2, 1.3.3, 1.4.5, 1.6.5, 2.3.6, 2.4.4, 2.4.5 and 2.5.4.
- h. **IsiXhosa HL Paper 1:** In Gauteng inconsistencies were identified in the allocation of marks in cases where alternative responses were provided. The same questions were allocated different marks, for example in question 3.6, some markers allocated one mark for the answer while others allocated two marks, which caused confusion.

- i. **IsiXhosa HL Paper 2:** In Gauteng the allocation of marks in some responses was not the same as in the approved marking guideline. Alternative answers for the same question were found to have been allocated different marks, in some instances one mark and in others, two.
- j. **Life Sciences Paper 1:** In Northern Cape it was noted that in 19/95 (20%) of the scripts moderated a mark was changed by the external moderator. The marking and interpretation of questions 2.1.5 and 2.1.6 posed a challenge for markers and were a source of marking inaccuracies. However, intervention by the external moderator assisted in improving the accuracy and consistency of marking.
- k. **Mathematical Literacy Paper 1:** In Limpopo markers were erratic in allocating marks to certain questions. For example, in question 1.4.4 the allocation of marks was found to be inconsistent: markers allocated two marks for arranging the data set and, incorrectly, going further and calculating the mean; while others allocated one mark for the arrangement; or zero, for the same answer. Another example of inconsistent marking was found in question 2.1.5, on calculating return cost.
- l. **Sesotho HL Paper 2:** In Free State the allocation of marks was found to be inconsistent as markers could not distinguish between correct and incorrect responses in some questions. Most marks awarded did not correlate with the piece of writing they were presented with.
- m. **English FAL Paper 2:** In Eastern Cape there was inconsistency in marking with evidence of drastic discrepancies in mark allocation in some cases between the markers, senior markers, deputy senior markers and the internal moderator.

8.3.5 Addition and calculation of marks

The verification of marking of 63 question papers revealed that 58 question papers were fully compliant with the addition and calculation of marks, while minimal compliance was observed in five question papers.

- a. **Accounting:** Inaccuracies in the addition and calculation of marks was noted in KwaZulu-Natal and Limpopo. In KwaZulu-Natal scripts were found, during moderation, without totals on the front and several additional errors in individual questions. In Limpopo there were several cases where the examination assistants' checking was inaccurate.
- b. **Business Studies:** Inaccuracies were found in KwaZulu-Natal in the addition of totals and sub-totals by markers for questions 3.6.1, 4.4.1 and 6.1.
- c. **Economics Paper 1:** In Limpopo a lack of uniformity in transferring marks was noticed at the marking venue. Some markers transferred marks per sub- question while others transferred per question. This created confusion for the examination assistants in checking the transfer of marks.
- d. **Electrical Technology:** In KwaZulu-Natal it was noted that there were no examination assistants at the marking venue but were located at a common venue some distance from the marking venue. Once the computerised mark sheets were completed by the chief markers, the scripts were taken to the examination assistants to be checked. When errors were noticed, they were brought to the attention of the relevant senior marker or chief marker, who had to go to that venue to correct the errors. This created a time-consuming and logistical nightmare for the senior marking personnel who had to commute between the two venues.

8.3.6 Internal moderation of marks

Internal moderation of the scripts was found to be fully compliant in all the subjects verified, except for the following four subjects in some provinces:

- a. **Accounting:** The quality of internal moderation was found to be unsatisfactory in KwaZulu-Natal. Most moderation was done by senior markers and there was little evidence of moderation by the chief markers and internal moderator.
- b. **Dramatic Arts:** In Free State the chief marker was booked off owing to illness. The centre manager was made aware of the situation. A new marker was appointed from the following day to assist with marking. The concern was that the internal moderator was left alone and had to mark and moderate intensively as all markers in the centre were novice markers.

- c. **English HL Paper 2:** In Limpopo a shortage of markers and double roles having to be played by the internal moderator and senior marker were identified as having compromised the internal moderation process.
- d. **Life Sciences Paper 1:** In KwaZulu-Natal it was noted that most scripts were moderated by the senior marker; and a few were moderated by the deputy chief marker and the internal moderator. None of the sampled scripts was found to have been moderated by the chief marker.

8.3.7 Fairness, reliability and validity of marking

The marking was found to be fair, valid and reliable in all the subjects across the PEDs, except in eight question papers in some provinces.

- a. **Accounting:** Although the marks captured in KwaZulu-Natal were found to be marked within the agreed tolerance range, of concern was the number of questions with different marks allocated: nearly every question had a different mark after moderation. However, it transpired that the errors noticed had not gone beyond the tolerance range.
- b. **IsiXhosa HL Paper 1:** In Gauteng the marking guideline accommodated many open-ended responses because of the way the question paper was set. It was challenging for markers to interpret accurate responses, which compromised the fairness of the marking in general. Of 69 marks, 23 were for open-ended responses. The total attainable was 69 instead of 70, with a conversion table to be used for question 5, which was marked out of nine instead of 10 marks. However, some candidates were marked out of 69 and others out of 70, which was unfair.
- c. **Mathematical Literacy Paper 1:** In 37 of 40 scripts verified in Limpopo, some questions were found to be marked incorrectly. While it did not impact on some final totals, most had final total adjustments. Mark deviations ranged from -6 to +10 marks.
- d. **Mathematical Literacy Paper 2:** In Gauteng, of 30 scripts verified 28 had incorrect marks for some questions. Some of the changes resulted in changes to levels of achievement for candidates. Mark deviations ranged from -5 to +9 marks.
- e. **Sesotho HL Paper 2:** In Free State it was noted that there was no agreement in most cases on the marks allocated by the three markers i.e., the marker, the internal moderator and the external moderator.
- f. **English FAL Paper 1:** In KwaZulu-Natal the marking of 25% of scripts moderated was found to be unfair, invalid and unreliable. Although most markers allocated marks correctly, a percentage of markers did not refer to the approved marking guideline frequently and, therefore, disadvantaged deserving candidates.
- g. **English FAL Paper 2:** In Eastern Cape urgent matters arose regarding markers' training that must be addressed. There were huge discrepancies in some mark allocations, which call for stricter measures in the training of senior officials. The scripts marked by the internal moderator, chief marker, deputy chief markers and senior markers were all problematic and could render the assessment unfair, invalid and unreliable.

8.3.8 General findings

- a. **Visual Arts Paper 2:** There was no marking guideline discussion for Paper 2 at DBE level, a practice not unique to Visual Arts: it applied to all subjects with a practical component where the practical assessment task (PAT) was set by the DBE and moderated by Umalusi. However, the marking guidelines for the PATs were never discussed at national level to standardise the marking practices across the nine provinces. It seems Paper 2 (Practical) was not taken seriously by the DBE. The provinces were not guided regarding the fairness, objectivity and reliability of assessment for NSC practical examinations.

8.4 Areas of Good Practice

The following areas of good practice were noted:

- a. The high number of question papers that adhered to the approved marking guideline as discussed and approved during the marking guideline discussion meetings;
- b. Due process was followed in almost all the subjects where changes and/or additions were to be made on the marking guidelines;
- c. The level of moderation of answer scripts was found to be satisfactory in most cases. The level of diligence in the moderation of scripts by senior marking personnel had improved noticeably, compared to past years, in most provinces. This can be attributed to rigorous marker training conducted by the DBE. The 10% quota for moderation from samples of scripts was, in the main, adhered to. Thus the standard of internal moderation was good.
- d. The quality of marking was also found to be good. Fewer discrepancies between the marks allocated by senior marking personnel and markers were noticed during the marking of the November 2017 NSC examinations when compared to previous years. Where variances in marks allocated occurred, these were mostly within the agreed tolerance range.

8.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- a. In Accounting, a number of areas of non-compliance with almost all the criteria for the verification of marking instrument were noticed in KwaZulu-Natal. This ranged from inconsistent mark allocation to poor internal moderation of scripts.
- b. No marking guideline discussions were conducted for practical question papers (Paper 2 – PAT) in subjects with a practical component, such as Visual Arts.

8.6 Directives for Compliance and Improvement

The following directives were issued to the DBE for compliance and improvement purposes:

- a. The poor quality of marking and moderation in Accounting in KwaZulu-Natal needs to be investigated and strategies put in place for improvement.
- b. The DBE needs to develop strategies to conduct marking guideline standardisation meetings for Paper 2 (the practical assessment tasks) in all subjects with a practical component, such as Visual Arts.

8.7 Conclusion

The rigorous marker training conducted by the DBE during marking guideline standardisation meetings and cascaded to all the provinces added much value to the quality of marking. Adherence to marking guidelines across provinces was, in the main, good in the question papers for subjects that were sampled for verification of marking by Umalusi. This has had a positive impact on the fairness, validity and reliability of results for the November 2017 NSC examinations. However, poor quality of marking in some subjects in some provinces, for example, Accounting in KwaZulu-Natal, remains a concern.

CHAPTER 9 STANDARDISATION AND RESULTS

9.1 Introduction

Standardisation is a statistical process based on principles aimed at achieving an optimum degree of uniformity in a given context by considering sources of variability other than candidates' ability and knowledge. The sources of variability may include the standard of question papers and the quality of marking. The standardisation of examination results is necessary to reduce the variability of marks from year to year. According to Section 17A (4) of the GENFETQA, 2001 (as amended in 2008), the Umalusi Council may adjust raw marks during the standardisation process.

9.2 Scope and Approach

The Department of Basic Education (DBE) presented a total of 58 subjects for standardisation for the November 2017 National Senior Certificate (NSC) examinations.

Standardisation, statistical moderation and resulting involve various processes that are intended to ensure that the procedure is carried out accurately. These include the verification of subject structures and electronic data booklets, development of historical averages and the approval of adjustments. During the standardisation process qualitative inputs from external moderators, internal moderators and post-examination analysis reports were taken into consideration. The principles of standardisation also informed the final decisions.

9.3 Summary of Findings

9.3.1 Development of historical averages

The subject structures were verified and approved, and the historical averages were verified and approved without moderations. A five-year historical average was calculated and no outliers were identified.

9.3.2 Capturing of marks

Umalusi undertook the verification of capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process of the school-based assessment (SBA) and examination marks, and also to establish whether the capturing was consistent, fair and reliable. The verification of the capturing of the SBA and examination marks, among others, looked at the management of the capturing system, verification of the systems and security systems for the examinations. The verification process provided an opportunity to identify best practices and challenges during mark capturing. Umalusi monitored the capturing of marks at capturing centres in all provincial education departments (PED) except Limpopo.

The policy, guidelines and procedural documentation on the capturing process was made available to Umalusi during the monitoring of the capturing of examination marks. Although the guidelines and procedural documents were silent on the authentication of mark sheets, there were measures in place to carry out authentication. For example, most provinces used barcode scanners to scan mark sheets during dispatch and on return to head office.

The availability of management plans at all provinces was verified on-site. All provinces derived their management plans from the DBE management plan. The capturing of SBA and examination marks in all provinces was, to a large extent, in line with the DBE management plan. The national systems administrator supplied a daily report for each province's capturing progress, which included any remedial actions required. The provincial systems administrators ran regular reports to determine whether any remedial action was needed; so, should a capturing centre fall behind, this would be discovered and addressed in time.

There were adequate personnel appointed at all capturing centres to capture marks. The appointment procedures were verified and found in line with national requirements. In all provinces full time staff members were utilised to capture marks. Contract workers who satisfied the minimum requirements were used only in provinces with very large numbers of mark sheets to be captured. All appointed capturers had appointment letters that clearly outlined key performance areas, signed by the Head of Examinations, in place of signed contracts. All contract workers appointed for capturing were trained by the provincial system administrators. Attendance registers were provided as evidence of training. All provinces except Eastern Cape also provided training manuals or PowerPoint presentations over and above attendance registers as evidence of training. Even though no training manual was available in Eastern Cape, the data capturers confirmed that training had taken place. All personnel in charge of and appointed for data capturing were required to sign declarations of secrecy before assuming duty. Adequate resources were available in all the provinces; however, at Buffalo City Education District, Eastern Cape, a small computer room with limited space for the capturers to move freely was used as the capturing room.

All provinces except Western Cape captured marks online. Western Cape captured marks offline, but the captured marks were uploaded daily to the mainframe. There were mechanisms in place to ensure that the process was not compromised. In all the provinces marks were captured from the mark sheets, except in Western Cape where marks were captured directly from scripts. Control measures were in place in Western Cape to ensure that the process of capturing was not compromised. A double-capture method was employed in all provinces to ensure accuracy. There were dedicated data capturers and verifiers, i.e., no capturer was responsible for both capturing and verifying captured marks in all provinces. Coding ensured mark sheets were captured and verified. In the event of marks allocated to a candidate being unclear on the mark sheet, the capturer discussed the issue with the capturing supervisor. If the challenge could not be resolved, the mark sheet was submitted to the systems administrator for further investigation.

Security arrangements regarding the mark sheets in transit from the various marking centres to the capturing centre were not clear in most provinces. It was explained that a back-up plan existed: in the event mark sheets were lost or damaged in transit, back-up copies of mark sheets would be available at the marking centres.

The process flow of mark sheets was checked. Marks sheets were scanned at the marking centre before being transported. On receipt of the mark sheets at the provincial office, the mark sheets were scanned again. Capturing centres where no scanners were available used control sheets to track and monitor the flow of mark sheets from the marking centres to the capturing rooms. In Mpumalanga, Gauteng and Free State, over and above barcode scanning, real time image scanning of the completed mark sheets was done. Designated personnel were appointed to collect the mark sheets from the marking centres each day.

Poor flow of mark sheets in Eastern Cape was identified, where transportation of the mark sheets was very slow because the capturing centre was located at a distance from two of the four marking centres. As a result, capturers expressed frustration at having to wait for long periods for delivery of the mark sheets to the capturing centre.

The capturing facilities were under 24-hour security surveillance. There was access control at all capturing centres monitored. There were CCTV facilities at certain capturing centres, such as Northern Cape, KZN, Western Cape, Mpumalanga and Gauteng. KwaZulu-Natal and Free State only had CCTV facilities in the passages of the venue. Biometric systems were in place in provinces such as Mpumalanga, Free State, Northern Cape and Eastern Cape. Limited security for storing mark sheets in the capturing room at Eastern Cape's Buffalo City Education District was reported. No strong room or lockable cabinets were in place for the safekeeping of the mark sheets in the capturing room. Mark sheets were placed on tables instead of in safe storage in boxes or bins.

Contingency plans or measures were in place in all the centres monitored: standby computers were available; captured data was backed up daily; and standby UPS was available in case of power failure. Some provinces had memoranda of understanding in place with well-resourced high schools, colleges or institutions to assist if there was a continued power failure or in case of unforeseen

circumstances. However, the Eastern Cape and Free State had no contingency plans in place for a power failure. All backing up of data was done at the SITA national office every day.

9.3.3 Electronic data sets and standardisation booklets

The verification of the systems was carried out and completed successfully. The DBE submitted the standardisation data sets for verification before the standardisation process. The standardisation data was approved at first submission.

However, the electronic standardisation booklets were approved only after third submission. Delays were mainly due to the incorrect 2016 adjusted mark on the statistics table. During second submission, most subjects were approved, the exception being Life Orientation, which was approved during third submission. The standardisation electronic booklets were approved before the final standardisation booklets were printed.

9.3.4 The pre-standardisation process

During the pre-standardisation meetings, the external moderators' report, the historical average, the pairs analysis and the post-examination analysis reports were used to inform the decisions on the adjustments per subject. The DBE interventions were also taken into consideration in ascertaining the adjustments. Adherence to the standardisation principles ensured a consistent practice, therefore the Assessment Standards Committee (ASC) was guided by these principles in adopting decisions. Previous adjustments and the need to maintain consistency at all times also guided the final decisions of the DBE NSC November 2017 examination.

9.3.5 Standardisation decisions

The decisions for the November 2017 NSC examination were informed by the historical average, the pairs' analysis and all qualitative input considered in the pre-standardisation process.

The subjects Information Technology and Business Studies were parked during the meeting to allow the ASC to revisit its decision on these subjects.

Afrikaans Home Language and English Home Language were also parked. The DBE had proposed an adjustment that was beyond 10% for these subjects because candidate performance had been worse in 2017 than in 2016. The DBE argued that not adjusting the home languages would disadvantage the 2017 candidates over the 2016 candidates. Secondly, there was a need for an adjustment given the impact a home language has on a candidate's passing the qualification. In terms of the principles of standardisation which were referred to, an adjustment of over 10% more than the norm would be unacceptable. The DBE opted instead for a computer adjustment for both languages.

After careful consideration of the graphs, trends in candidates' performance in the subjects and adjustments carried out on other home languages, a decision was taken to maintain consistency in all home languages. The final decision was to accept the raw marks for both languages.

For Information Technology and Business Studies, the final decision was to remain with the raw score. Although the 2017 performance in Business Studies was poor, it was noted that it was better than the 2016 performance. The final decision was adopted.

Although the DBE proposed for an adjustment for other subjects i.e., IsiZulu FAL; Economics; and Setswana HL, these were not parked as the DBE accepted the final decision, with the motivations provided.

The final decision resulted in an increase (since 2016) to 38 subjects that were not adjusted. In 2016, 26 subjects were not adjusted. There was a decrease in subjects adjusted mainly upwards, while those adjusted mainly downward remained constant. The DBE 2017 November NSC examination decisions were finalised as follows:

Table 9A: List of the standardisation decisions for the NSC

Description	Total
Number of instructional offerings presented	58
Raw marks	38
Adjusted(mainly upward)	16
Adjusted(mainly downwards)	4
Number of instructional offerings standardised:	58

9.3.6 Post-standardisation

The assessment body was required to submit the standardisation decisions for approval before proceeding with statistical moderation. The adjustments were approved during second submission. The statistical moderation and candidate record for most provinces, except Eastern Cape and KwaZulu-Natal, was verified and approved during first submission. Minor rectifications were made to KwaZulu-Natal's statistical moderation data sets, which were approved during second submission.

Eastern Cape was approved only after several submissions. Serious errors were identified in the calculation of the moderation record, which resulted in incorrect SBA adjustments and final marks. These were verified and approved after several submissions.

9.4 Areas of Good Practice

The following areas of good practice were noted:

- There was good adherence to management plan in most provinces;
- There was good infrastructure and security at almost all centres;
- There was a good process in place for appointing capturers where contract data capturers had to be appointed;
- There was a good process flow of mark sheets from marking centre to provincial office at almost all venues, and a good tempo of capturing was identified;
- The DBE successfully completed the verification systems;
- The DBE submitted data and the booklets on time;
- Approval of the standardisation data sets and statistical moderation for most provinces at first submission were commendable.

9.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- Lack of adequate working space for data capturers;
- Lack of contingency plan in case of power failure;
- The DBE must ensure the approved adjusted marks of previous examination are correctly reflected on the statistics table;
- The errors in the calculation of the moderation record and candidate record in Eastern Cape needs to be addressed.

9.6 Directives for Compliance and Improvement

The following directives were issued for compliance and improvement:

- The DBE should, correctly, use the codes 999 to limit discrepancies between final resulting and certification data;
- The DBE should ensure that all candidates indicated as outstanding or absent and yet have marks are correctly resulted;
- The national department needs to implement a state of readiness of all provincial departments to ensure that the security and infrastructure at all capturing centres meets the required minimum standards;

- d. Marking centres should quality assure all mark sheets before these are forwarded to capturing centres to avoid unclear marks allocated to candidates on the mark sheets;
- e. The procedural, guideline and policy documentation on capturing of marks should include issues such as authenticity of mark sheets; recruitment, appointment and training of capturers; the capturing of marks; management of the capturing centre; and security for the examination material.

9.7 Conclusion

Although there were errors in Eastern Cape resulting, this did not compromise the integrity and credibility of the DBE NSC November 2017 examination standardisation process.

CHAPTER 10 CERTIFICATION

10.1 Introduction

Umalusi is responsible for the certification of candidate achievements for South African qualifications registered on the General and Further Education and Training Sub-framework of the National Qualifications Framework (NQF) mandated by its founding amended General and Further Education and Training Act (GENFETQA) 2001 (Act No. 58 of 2001). Umalusi upholds adherence to policies and regulations promulgated by the Minister of Basic Education for the National Senior Certificate (NSC), a qualification at Level 4 on the NQF.

Certification is not just the issuing of a certificate at the end of an examination, but the culmination of an examination process with different steps conducted by an assessment body, in this instance, the Department of Basic Education (DBE) and the provincial departments of education (PED). This process commences with the registration of students and ends with the writing of the examination. After the candidate has written the examination administered by the assessment body, the examination scripts are marked; the marks are processed; and after quality assurance and approval by Umalusi, students are presented with individual Statements of Results. These are preliminary documents that outline the outcomes of the examination and are issued by the assessment body. The statement of results is, in due course, replaced by the final document, a certificate, issued by Umalusi.

To ensure that all data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. All records of candidates who registered for the NSC examinations, including those who qualify for a subject only in a particular examination cycle, are submitted to Umalusi for certification by the PEDs.

Umalusi verifies all data received from the PEDs. These data must correspond with the quality-assured results. Where discrepancies are detected, PEDs are obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that no candidate is inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error. It also limits later requests for the re-issue of an incorrectly issued certificate.

The issuing of certificates, subject statements and confirmation of candidates who have not qualified for any type of certificate, close the examination cycle.

The rest of the chapter informs interested parties of the current state of the certification of candidate achievement for the NSC for candidates registered to write the examinations through the national DBE, through the nine provincial PEDs.

10.2 Scope and Approach

Each school prepares a schedule of results for submission to the PEDs, which should facilitate adherence to NSC policy documents in ensuring that candidates meet the promotion requirements. The state of readiness visit and records submitted for certification informed this report, which is a composite of the findings of all nine PEDs. Consequently, it will only specify provinces where differences were found.

10.3 Summary of Findings

During the state of readiness visit a number of areas were examined. For the purposes of certification, the focus was on the registration of candidate information, the resulting of candidates and the actual certification submissions.

Varying methods are used for the registration of candidates. Some provinces capture from registration forms, from scratch, while others make use of the School Administration and Management System (SA-SAMS) data, or roll over candidate records from year to year, since registration of candidates commences in Grade 10. The DBE currently urges all provinces to use SA-SAMS in this regard.

In some provinces such as Limpopo, registration of candidates was done by uploading Grade 12 data from the SA-SAMS warehouse to the mainframe. Two preliminary schedules of entries were generated and issued to schools. All corrections made by the candidates/school were incorporated and uploaded into the mainframe system.

The registration data is required by the Certification Sub-unit to make a realistic determination of the paper requirements for printing certificates.

According to the NSC policy documents, a learner may only be retained for one year in each phase. Thus a learner should be retained only once in the Further Education and Training phase, Grades 10 to 12. Should a learner fail a second time in this phase, the learner should be progressed to the next grade. Progression policy and rules must be adhered to when this step is taken.

To facilitate progression of learners who reach Grade 12, the DBE commenced an initiative whereby such learners should be given multiple opportunities to write the final examination, and not be compelled to write all seven subjects in a single sitting. To this end, candidates were permitted to write the supplementary examination, in defiance of the NSC policy. Candidates were also given the opportunity to write the Amended Senior Certificate examination, for which they did not meet entrance requirements.

Because of the nature of the examinations written, the Assessment Standards Committee (ASC) of Umalusi indicated that candidates who wrote subjects in the Amended Senior Certificate examination should use the standardisation for that examination for subjects written in that examination. Subjects written during the November and supplementary examinations would use the November standardisation. To date, none of these candidates have been certified.

Table 10A: Certificates issued during the period 1 December 2016 to 30 November 2017 for all provinces and national DBE

Type of certificate	Number issued
Subject Statement	253 488
NSC	213
NSC with admission to Higher Certificate study	111 815
NSC with admission to Diploma study	184 231
NSC with admission to Bachelor's degree study	165 187
Replacement (Change of status) NSC	2
Replacement (Change of status) NSC with admission to Higher Certificate study	4 987
Replacement (Change of status) NSC with admission to Diploma study	4 443
Replacement (Change of status) NSC with admission to Bachelor's degree study	3 070
Re-issue Subject Statement	30
Re-issue NSC	1
Re-issue NSC with admission to Higher Certificate study	99
Re-issue NSC with admission to Diploma study	127
Re-issue NSC with admission to Bachelor's degree study	118
Replacement (Lost) Subject Statement	976
Replacement (Lost) NSC	9
Replacement (Lost) NSC with admission to Diploma study	10 059
Replacement (Lost) NSC with admission to Bachelor's degree study	9 222

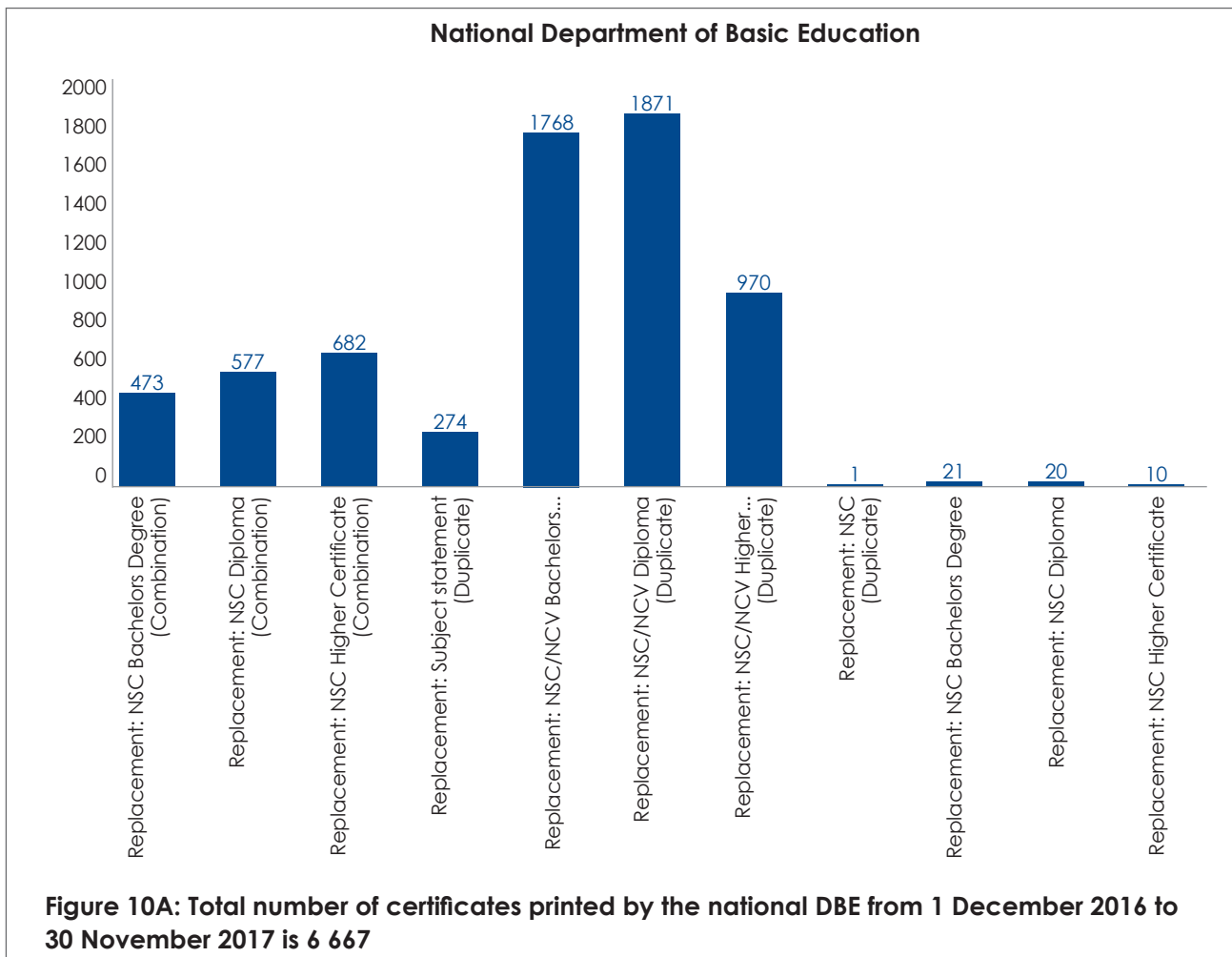
Type of certificate	Number issued
Replacement: NSC Bachelors (post-irregularity)	1
Replacement: NSC Diploma (post-irregularity)	1
Total	753 854

¹ A Subject Statement is issued where a candidate has not met the requirements for the awarding of the qualification but has passed certain subjects. The Subject Statement reflects the passed subjects.

² A replacement certificate change of status is issued where the candidate has met the requirements for the awarding of the qualification over multiple examination sittings. For each sitting the candidate is awarded a Subject Statement.

³ A re-issue of a certificate when some aspect of the information on the original certificate is not correct. Supporting documentation is required.

Below is a summary of certified records for the November 2016 cohort of candidates, including those who wrote the supplementary examinations, per province.



2017 NSC CERTIFICATION STATS: EASTERN CAPE PROVINCE

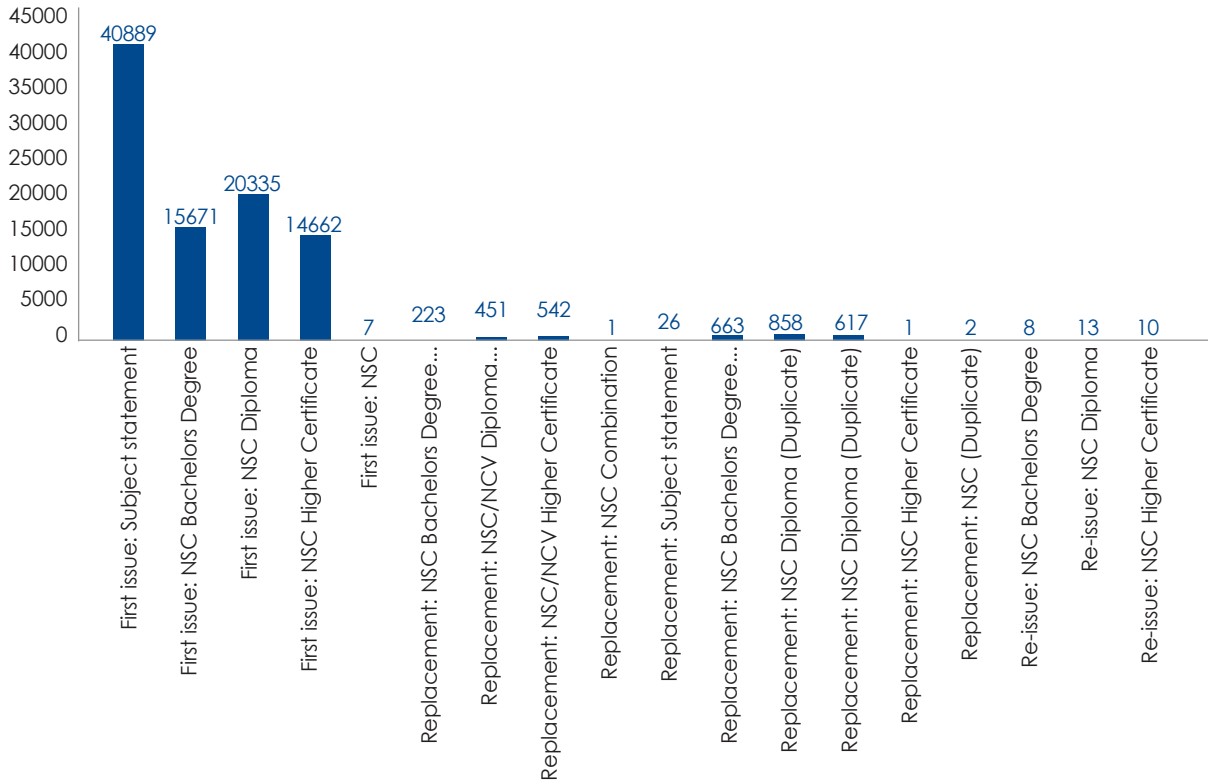


Figure 10B: Total number of certificates printed by Eastern Cape from 1 December 2016 to 30 November 2017 is 94 979

2017 NSC CERTIFICATION STATS: FREE STATE PROVINCE

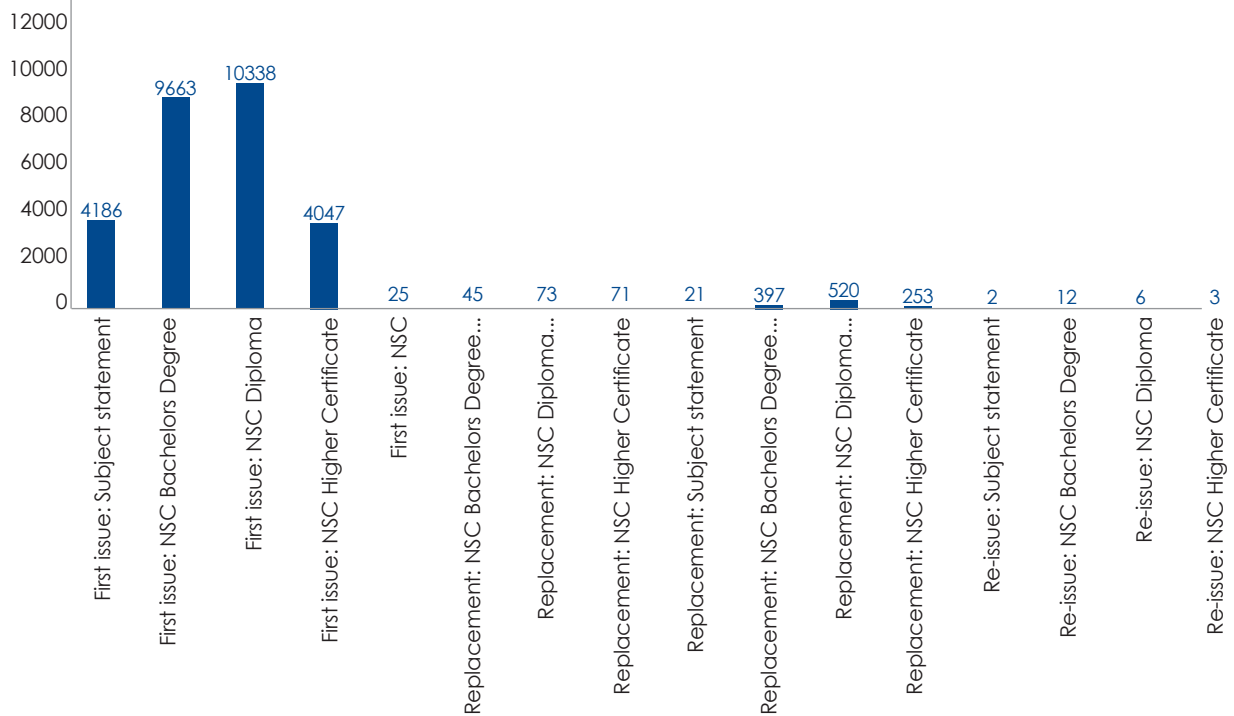


Figure 10C: Total number of certificates printed by Free State from 1 December 2016 to 30 November 2017 is 29 662

2017 NSC CERTIFICATION STATS: GAUTENG PROVINCE

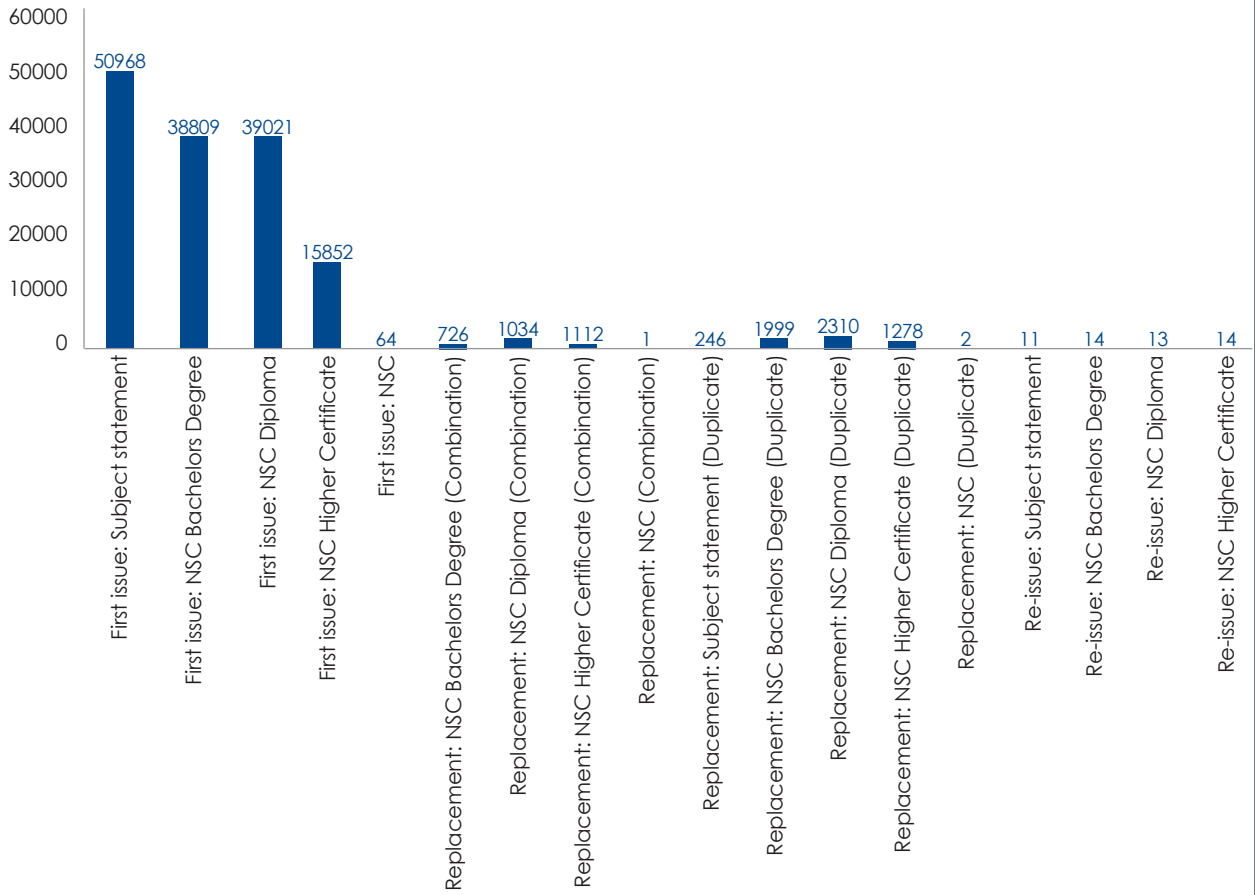


Figure 10D: Total number of certificates printed by Gauteng from 1 December 2016 to 30 November 2017 is 153 474

2017 NSC CERTIFICATION STATS: KWAZULU-NATAL PROVINCE

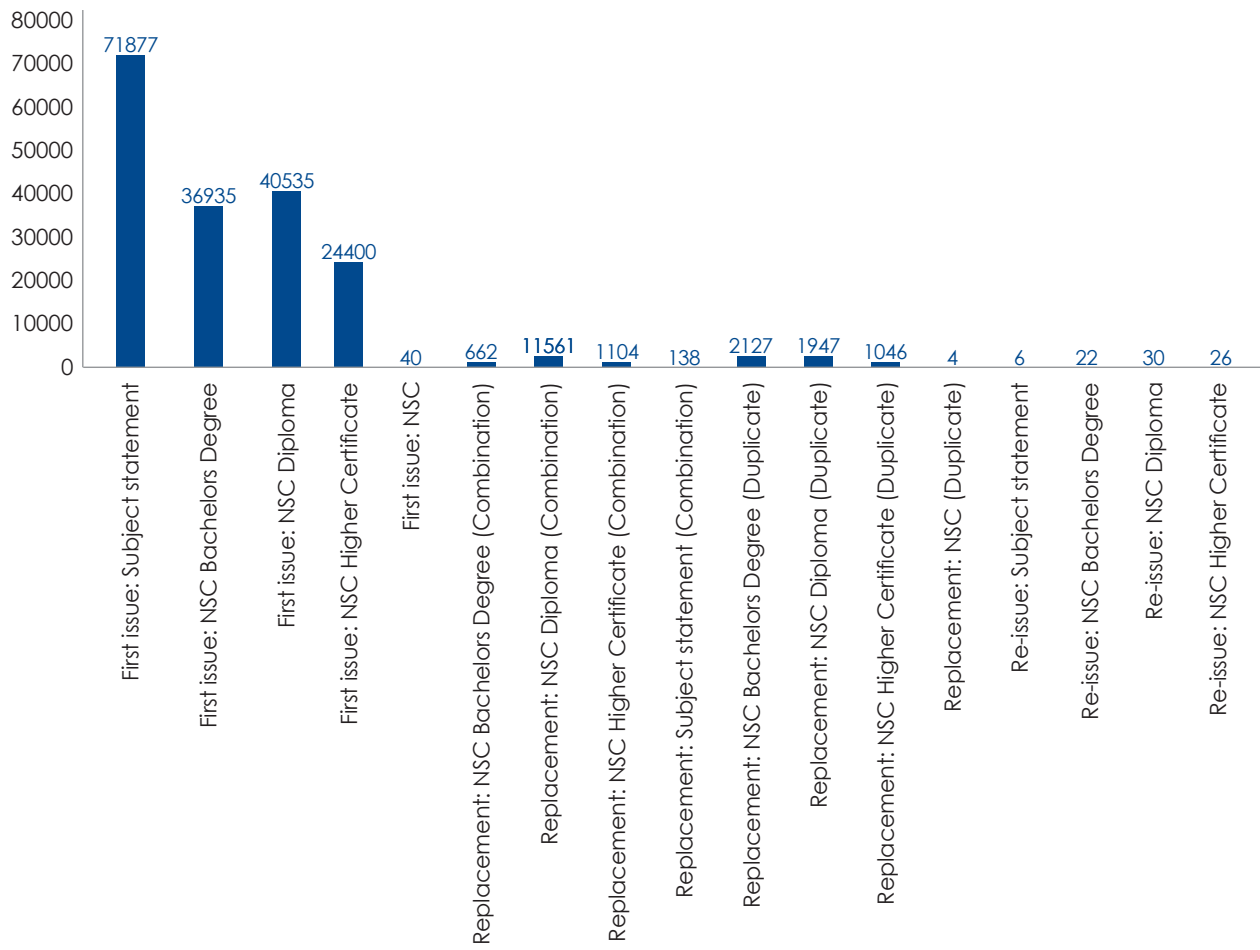


Figure 10E: Total number of certificates printed by KwaZulu-Natal from 1 December 2016 to 30 November 2017 is 182 055

2017 NSC CERTIFICATION STATS: LIMPOPO PROVINCE

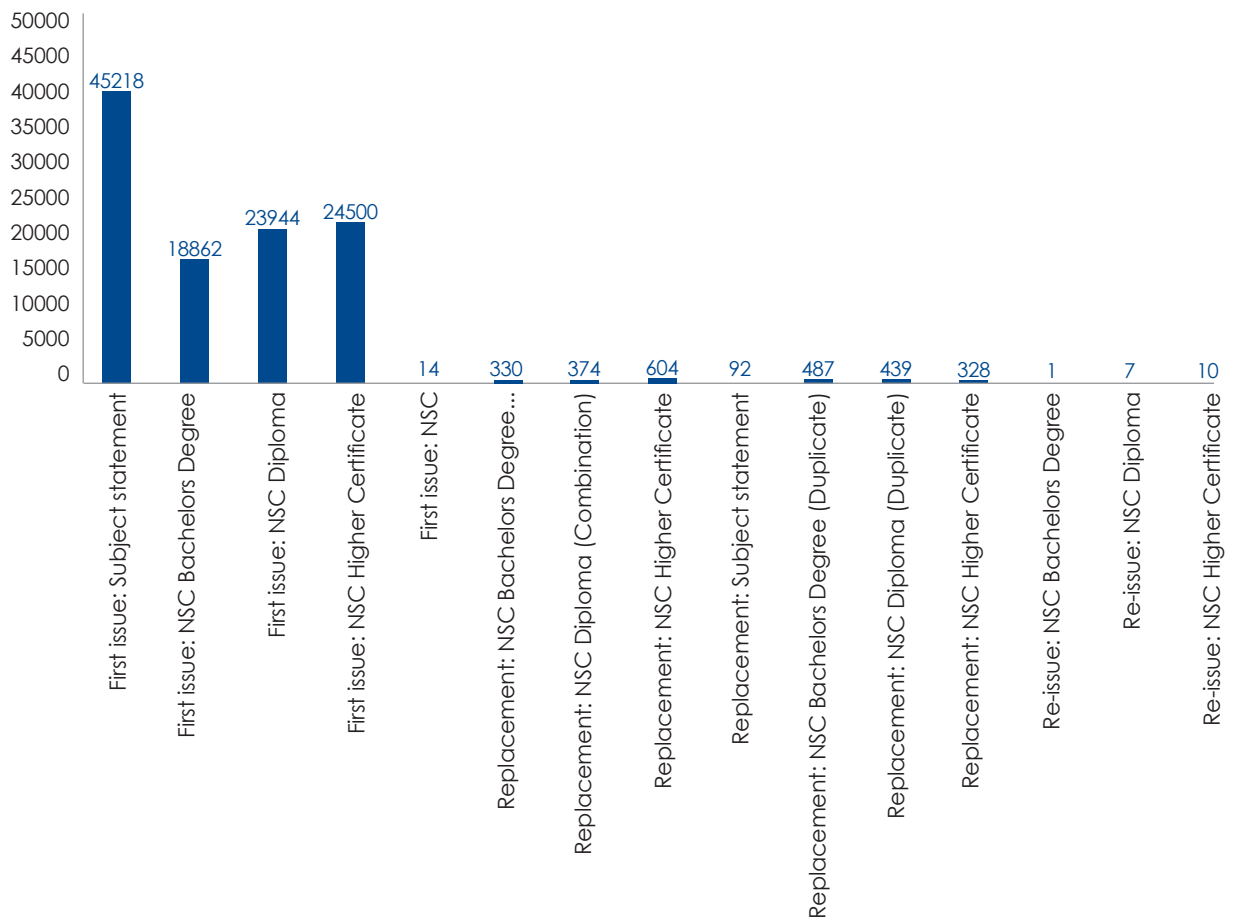


Figure 10F: Chart 12G: Total number of certificates printed by Limpopo from 1 December 2016 to 30 November 2017 is 115 210

2017 NSC CERTIFICATION STATS: MPUMALANGA PROVINCE

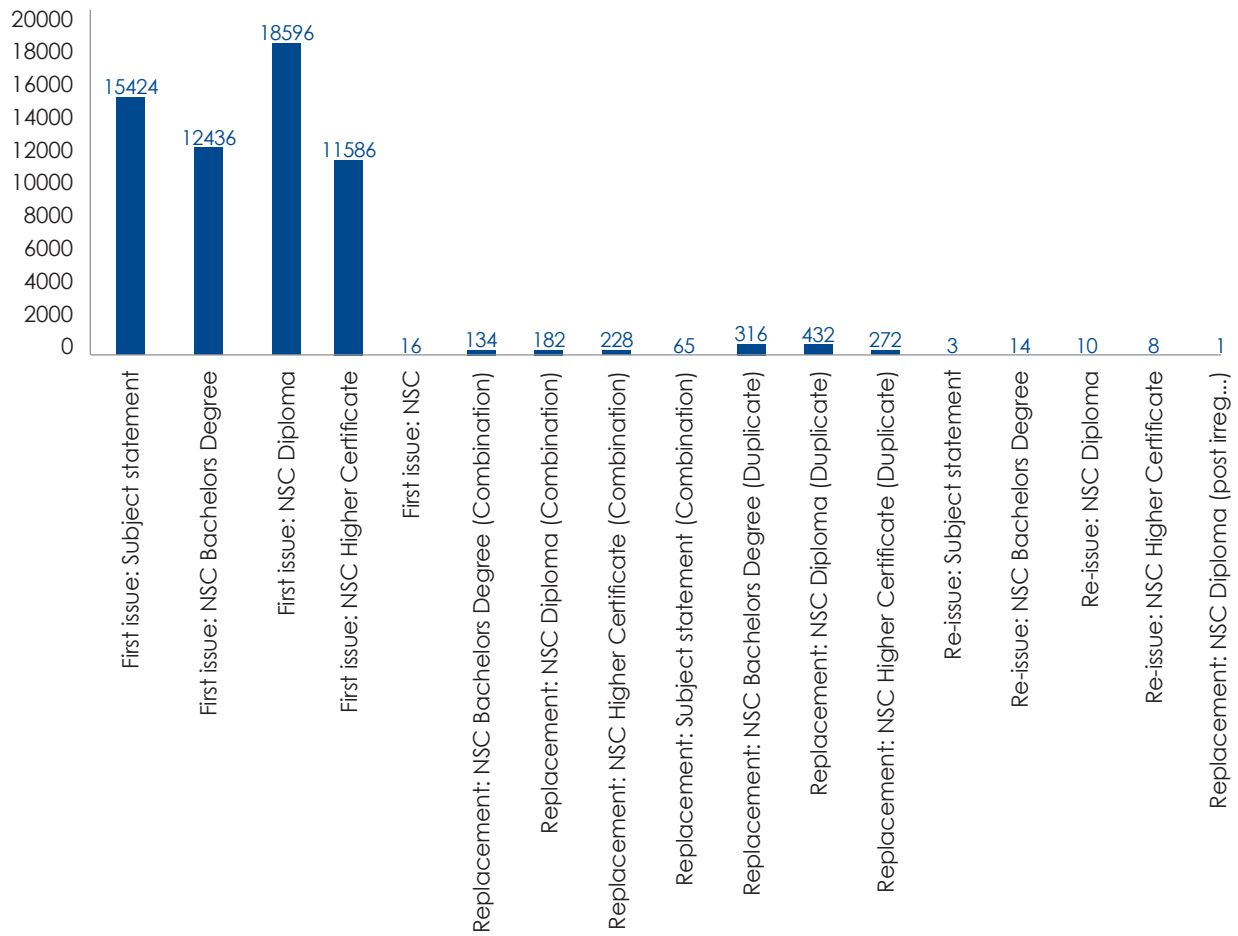


Figure10G: Total number of certificates printed by Mpumalanga from 1 December 2016 to 30 November 2017 is 59 723

2017 NSC CERTIFICATION STATS: NORTHERN CAPE PROVINCE

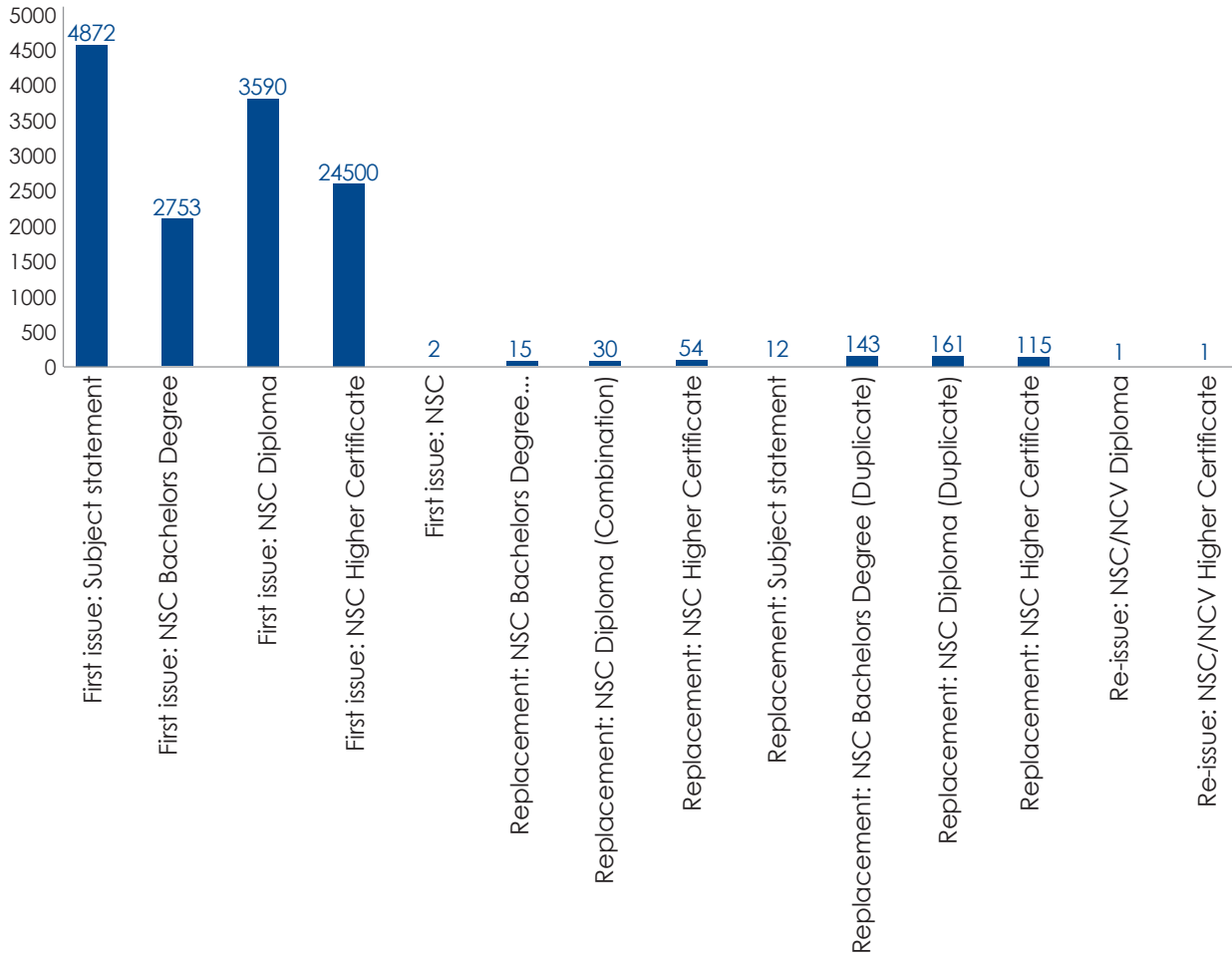


Figure 10H: Total number of certificates printed by Northern Cape from 1 December 2016 to 30 November 2017 is 14 251

2017 NSC CERTIFICATION STATS: NORTH WEST PROVINCE

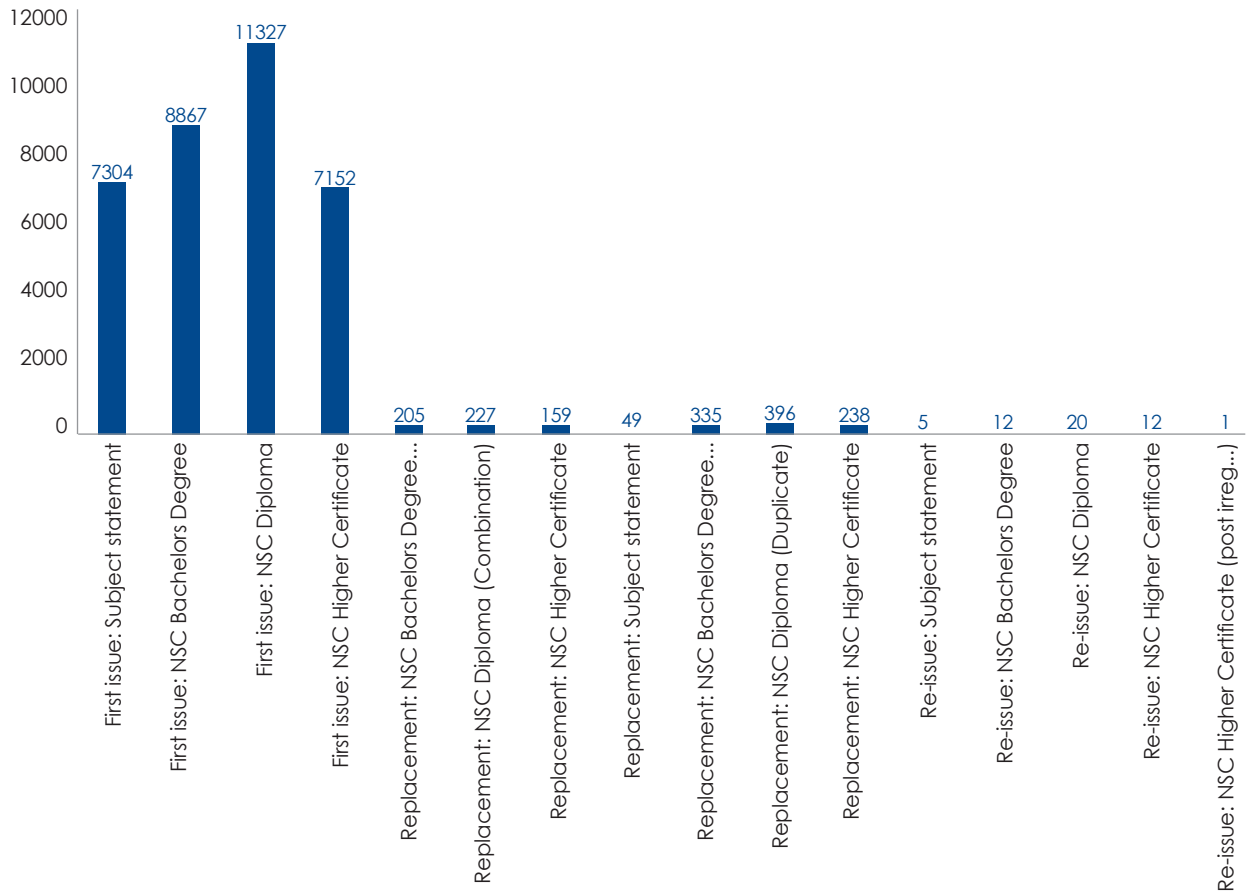


Figure 10I: Total number of certificates printed by North West from 1 December 2016 to 30 November 2017 is 36 309

2017 NSC CERTIFICATION STATS: WESTERN CAPE PROVINCE

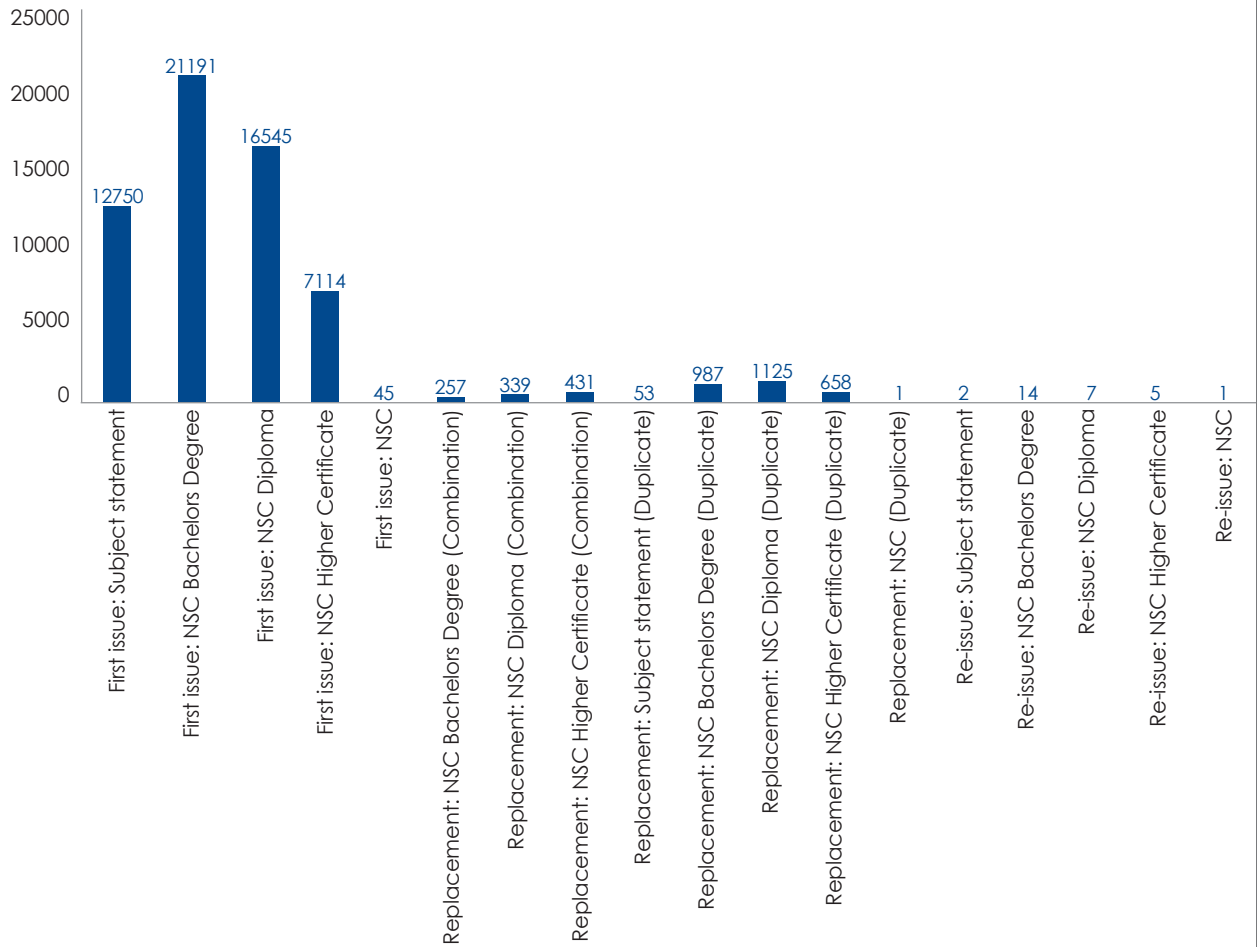
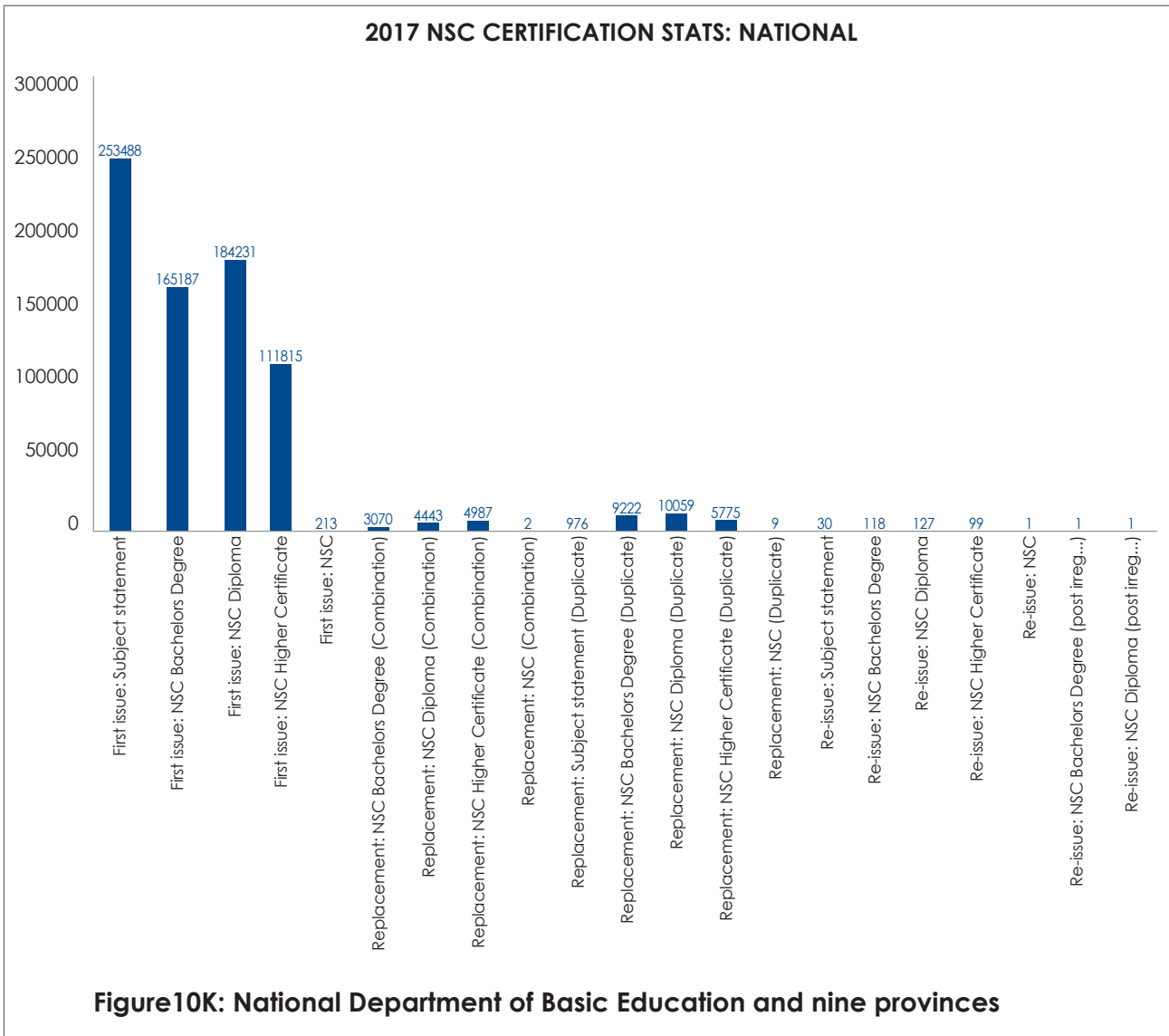


Figure 10J: Total number of certificates printed by Western Cape from 1 December 2016 to 30 November 2017 is 61 524

Following is the total number of certificates printed from 1 December 2016 to 30 November 2017, including the supplementary examination, for all provinces as well as DBE.



10.4 Areas of Good Practice

In most provinces candidates, principals and parents are required to sign and declare the veracity of registration data to limit the number of certificates that may need to be re-issued through error. Provinces are currently faced with the challenge of nicknames being used. Some provinces urged schools to submit preliminary schedules together with a copy of the candidate’s ID or birth certificates to curb this practice.

10.5 Areas of Non-compliance

Various areas of non-compliance were noted, for example, the variety of methods used for registration of candidates and in the capturing of marks. It was suggested that a uniform method be introduced across all provinces. During the verification of marks capturing visit, it was noted that in most provinces marks were captured twice: once on the online system, which was double-captured and only the total mark was captured; secondly, on an offline system where marks were captured per question, for question paper analysis. However, some of the PEDs captured offline, after marking processes were completed. This assists with the provincial marks per question analysis, but it does not contribute towards curbing the correction of wrong marks before resulting. Indications were that the second capture was not double-captured, nor was the total calculated mark verified against the total mark captured online. This proved cumbersome and time-consuming. It was suggested that only one double-capture method be introduced, in which the question marks were captured and

the final mark calculated. Potentially, this method could ensure that the total mark captured would be correct and not subject to a calculation error. If this method were to be implemented, the loss of scripts would also be reduced, as capturing could be completed directly from the script.

Other areas of non-compliance were:

- a. Not all provinces had captured corrected registration information on the system at the time of the visit; however, indications were that this was still to be completed;
- b. The non-certification of the 2016 progressed learners remains an issue of grave concern. Some provinces had still not certificated 100% of the 2015 progressed learners. The future of these learners is in the balance, pending finalisation of this process;
- c. PEDs did not adhere to policy with the registration of immigrant candidates and subject changes;
- d. The double-capture system should be used to ensure accuracy in mark capturing. The Integrated Examination Computers System (IECS) is designed to prohibit capturers from verifying themselves;
- e. By default, all candidates marked as absent on the mark sheet were captured as 444 on the IECS and, as and when evidence was submitted, the 444 was changed to 999. In cases of mark changes, corrections were signed for and evidence provided.

10.6 Directives for Compliance and Improvement

The DBE and PEDs are required to attend to the following directives for compliance and improvement:

- a. The 2015 progressed learners have still not been certified by some PEDs. The 2016 progressed learners have also still to be certified by most PEDs;
- b. A common model for registration of candidates and capturing of marks should be introduced across provinces since this is intended to be a single assessment body. The PEDs merely facilitate the running of the examination;
- c. Immigrant candidates must be admitted to write the examination, in terms of the policy across the PEDs;
- d. Subject changes should be made according to policy and adherence to the closing date, as stated in the policy and the management plan of the PEDs. Some provinces changed subjects after the closing date. This was caused by candidates who were already in the class of their choice, which was not detected by school heads of department and principals.

10.7 Conclusion

The DBE as assessment body is compliant with the policy in most respects, but because the PEDs are permitted to act independently, the potential for some candidates to be disadvantaged by the different practices is great. Similarly, some candidates may be advantaged, especially when quintile factors are taken into account.

ANNEXURES

Annexure 5A: Examination centres monitored by Umalusi for the writing of examinations

	Province	Centre	Date	Subject	Registered	Wrote
1	Eastern Cape	Alexander Road High School	16/10/17	Computer Applications Technology Paper 1	145	145
2	Eastern Cape	Ncuncuzo Senior Secondary School	17/10/17	Information Technology Paper 1	19	18
3	Eastern Cape	Masiphathisane High School	24/10/17	English First Additional Language Paper 1	371	363
4	Eastern Cape	JS Skenjana Senior Secondary School	27/10/17	Mathematics Paper 1	289	287
5	Eastern Cape	Cofimvaba Senior Secondary School	30/10/17	Mathematics Paper 2	266	265
6	Eastern Cape	Pearson High School	30/10/17	Mathematics Paper 2 Mathematical Literacy Paper 2	138	58
7	Eastern Cape	Mary Waters Secondary School	31/10/17	Geography Paper 1	140	135
8	Eastern Cape	Sterkspruit Senior Secondary School	06/11/17	Physical Sciences Paper 2	85	73
9	Eastern Cape	Qhasana Senior Secondary School	07/11/17	Economics Paper 2	34	33
10	Eastern Cape	Elukhanyisweni College of Commerce	09/11/17	IsiXhosa Home Language Paper 2	13	11
11	Eastern Cape	Solomon Mahlangu High School	10/11/17	Life Sciences Paper 1	38	37
12	Eastern Cape	Aliwal North High School	13/11/17	Life Sciences Paper 2	69	69
13	Eastern Cape	Ngangolwandle Senior Secondary School	15/11/17	History paper 1	200	179
14	Eastern Cape	Khanya Private School	16/11/17	IsiXhosa Home Language Paper 3	12	07
14	Eastern Cape	Khanya Private School	16/11/17	IsiXhosa Home Language Paper 3	12	07
15	Free State	Kroonstad Comprehensive Secondary School	16/10/17	Computer Applications Technology Paper 1	65	65
16	Eastern Cape	Christ the King International	17/11/17	Agricultural Sciences Paper 1	16	15

	Province	Centre	Date	Subject	Registered	Wrote
18	Free State	Welkom-Gimnasium	25/10/17	Accounting Paper 1	79	79
19	Free State	Teto Secondary School	27/10/17	Mathematics Paper 1	169	139
20	Free State	Tiisetsang High School	30/10/17	Mathematics paper 2 Mathematical Literacy Paper 2	163 151	133 149
21	Free State	Kgolathuto Secondary School	06/11/17	Physical Sciences Paper 2	137	121
22	Free State	Jeppe College	08/11/17	English Home Language Paper 2	108	85
23	Free State	Accelerated Christian School	08/11/17	English Home Language Paper 2	39	37
24	Free State	Rostec FET College	09/11/17	IsiXhosa Home Language Paper 2	1	1
25	Free State	Mampoi High School	13/11/17	Life Sciences Paper 2	183	168
26	Free State	Thabang Secondary School	21/11/17	History paper 2	73	69
27	Free State	Edgeview Academy	23/11/17	Business Studies Paper 1	69	60
28	Gauteng	Hoërskool Noordheuwel	16/11/17	Computer Applications Technology Paper 1	154	154
29	Gauteng	Pretoria Boys High	17/11/17	Information Technology Paper 1	40	40
30	Gauteng	Soshanguve Secondary School	24/10/17	English First Additional Language Paper 1	326	324
31	Gauteng	Thuto-Lesedi Senior Secondary School	24/10/17	English First Additional Language Paper 1	403	399
32	Gauteng	Bokgoni Technical Secondary School	27/10/17	Mathematics Paper 1	246	147
33	Gauteng	Minerva High School	30/10/17	Mathematics Paper 2 Mathematical Literacy Paper 2	166 114	127 94
34	Gauteng	Windmill Secondary School	31/10/17	Geography Paper 1	281	217
35	Gauteng	Umqhele Secondary School	03/11/17	Physical Sciences Paper 1	254	134
36	Gauteng	Reitumetse Secondary School	06/11/17	Physical Sciences Paper 2	172	171

	Province	Centre	Date	Subject	Registered	Wrote
37	Gauteng	Bayhan College – designated centre	08/11/17	English Home Language Paper 2 English First Additional Language Paper 2	44 50	43 48
38	Gauteng	Waterand Secondary School	08/11/17	English Home Language Paper 2		
39	Gauteng	Bophelo Impilo Private School	13/11/17	Life Sciences Paper 2	60	58
40	Gauteng	Academy Business School	13/11/17	Life Sciences Paper 2	24	17
41	Gauteng	Supero Combined School	15/11/17	Afrikaans First Additional Language Paper 2	27	27
42	Gauteng	Alberton Matric Project	15/11/17	History Paper 1	147	134
43	Gauteng	Cladelton International College	15/11/17	Afrikaans First Additional Language Paper 2	20	20
44	Gauteng	Kwazini Adult Centre	17/11/17	Agricultural Sciences Paper 1	96	81
45	Gauteng	Benoni Education Centre	27/11/17	English Home Language Paper 3	74	74
46	KwaZulu-Natal	Ogwini Comprehensive School	24/10/17	English First Additional Language Paper 1	567	540
47	KwaZulu-Natal	Sakhelwe High School	25/10/17	Accounting Paper 1	147	104
48	KwaZulu-Natal	Mgezeni High School	27/10/17	Mathematics Paper 1 Mathematical Literacy Paper 1	137 308	131 298
49	KwaZulu-Natal	Zwelibanzi Senior Secondary School	30/10/17	Mathematics Paper 2	312	248
50	KwaZulu-Natal	Ziphakamiseni High School	31/10/17	Geography Paper 1	228	220
51	KwaZulu-Natal	Edendale Technical High School	03/11/17	Physical Sciences Paper 1	212	198
52	KwaZulu-Natal	Sahlumbe High School	10/11/17	Life Sciences Paper 1	141	83
53	KwaZulu-Natal	Pietermaritzburg Girls High School	10/11/17	Life Sciences Paper 1	212	193
54	KwaZulu-Natal	Sabelo Senior Secondary School	13/11/17	Life Sciences Paper 2	212	193
55	KwaZulu-Natal	Old Mill High School	16/1/17	IsiZulu Home Language Paper 3	226	223

	Province	Centre	Date	Subject	Registered	Wrote
56	KwaZulu-Natal	Mvaba High School	21/11/17	History Paper 2	177	155
57	KwaZulu-Natal	Port Shepstone High School	24/11/17	Afrikaans First Additional Language Paper 3	121	121
58	Limpopo	Merensky High School	16/10/17	Computer Applications Technology Paper 1	70	70
59	Limpopo	Morebeng Secondary School	24/10/17	English First Additional Language Paper 1	26	26
60	Limpopo	Haggai Private Combined School	27/10/17	Mathematics Paper 1	28	26
61	Limpopo	New Era College	27/10/17	Mathematics Paper 1	26	21
62	Limpopo	High Quality Science	30/10/17	Mathematics Paper 2	55	52
63	Limpopo	Hans Strijdom Hoërskool	02/11/17	Afrikaans Home Language Paper 1	76	76
64	Limpopo	Mokhari Secondary School	02/11/17	Economics Paper 1	12	11
65	Limpopo	Tshehlwaneng Senior Secondary School	03/11/17	Physical Sciences Paper 1	133	33
66	Limpopo	Mountainview Senior Secondary School	14/11/17	Sepedi Home Language Paper 2	382	363
67	Limpopo	Kgati Ya Moshate Secondary School	17/11/17	Agricultural Sciences Paper 1	101	75
68	Mpumalanga	ML Nkuna High School	24/10/17	English First Additional Language Paper 1	271	256
69	Mpumalanga	Soshangane Secondary School	24/10/17	English First Additional Language Paper 1	184	181
70	Mpumalanga	Thobelani Secondary School	25/10/17	Accounting Paper 1	105	82
71	Mpumalanga	Sofunda Secondary School	30/10/17	Mathematics Paper 2	266	150
72	Mpumalanga	Kusasaletu Secondary School	03/11/17	Physical Sciences Paper 1	138	134
73	Mpumalanga	Nganana Secondary School	13/11/17	Life Sciences Paper 1	219	134
74	Mpumalanga	The Oasis College	22/11/17	Agricultural Sciences Paper 2	94	91

	Province	Centre	Date	Subject	Registered	Wrote
75	Mpumalanga	Advisory Progressive College	23/11/17	Business Studies Paper 1	39	35
76	Mpumalanga	Cefups Academy	24/11/17	Afrikaans First Additional Language Paper 3	41	39
77	Northern Cape	Saul Damon High School	16/10/17	Computer Applications Technology Paper 1	51	50
78	Northern Cape	Batlharo-Tlhaping High School	24/10/17	English First Additional Language Paper 1	244	242
79	Northern Cape	Duineveld High School	27/10/17	Mathematics Paper 1 Mathematical Literacy Paper 1	76 79	75 79
80	Northern Cape	Northern Cape Technical High School	30/10/17	Mathematics Paper 2	120	114
81	Northern Cape	Port Nolloth High School	31/10/17	Geography Paper 1	42	40
82	Northern Cape	Saul Damon High School	06/11/17	Physical Sciences Paper 2	63	52
83	Northern Cape	Steinkopf High School	13/11/17	Life Sciences Paper 2	42	42
84	North West	Rustenburg High School	16/10/17	Computer Applications Technology Paper 1	94	94
85	North West	Sol Plaatje Secondary School	17/10/17	Information Technology Paper 1	26	26
86	North West	Are-Fadimeheng High School	24/10/17	English First Additional Language Paper 1	233	227
87	North West	Boitekong Secondary School	24/10/17	English First Additional Language Paper 1	317	315
88	North West	JM Lekgetha Commercial High School	25/10/17	Accounting Paper 1	91	69
89	North West	President Mangope Technical & Commercial High School	27/10/17	Mathematics Paper 1	243	241
90	North West	Vaal Reef Technical High School	30/10/17	Mathematics Paper 2 Mathematical Literacy Paper 2	144 73	114 70
91	North West	Boitseanape Technical School	06/11/17	Physical Sciences Paper 2	112	110
92	North West	Tau Rapulana Secondary School	13/11/17	Life Sciences Paper 2	117	108
93	North West	Lapologang Senior Secondary School	21/11/17	History Paper 2	55	52

	Province	Centre	Date	Subject	Registered	Wrote
94	Western Cape	Cape Academy for Mathematics, Science and Technology	17/10/17	Information Technology Paper 1	78	77
95	Western Cape	Elsies River High School	25/10/17	Accounting Paper 1	126	112
96	Western Cape	Parel Vallei High School	27/10/17	Mathematics Paper 1 Mathematical Literacy Paper 1	178 59	177 59
97	Western Cape	Stellenberg High School	27/10/17	Mathematics Paper 1 Mathematical Literacy Paper 1	204 86	202 86
98	Western Cape	Outeniqua High School	02/11/17	Afrikaans Home Language Paper 2	342	340
99	Western Cape	Sizimisele Technical High School	03/11/17	Physical Sciences Paper 1	144	115
100	Western Cape	Sao Bras High School	13/11/17	Life Sciences Paper 2	112	93

Annexure 5B: Summarised Areas of Concern per implicated centre – Writing Phase

Centre implicated	Nature of non-compliance
Cofimvaba Senior Secondary	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; b. Evidence of training of chief invigilator and invigilators not available; and c. Regulated reading time not observed.
Pearson High School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Elukhanyisweni College of Commerce	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; and b. Regulated reading time not observed
Khanya Private School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; b. Seating plan for candidates not available; c. Examination file not maintained properly; and d. Question papers not checked for technical accuracy.
Tiisetsang High School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Pretoria Boys High School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Bokgoni Technical Sec School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; b. Attendance register for invigilators not signed; and c. Question papers not checked for technical accuracy.
Bayhan College	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; and b. Examination file not maintained properly.
Waterand Secondary School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Ogwini Comprehensive School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Ziphakamiseni High School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; and b. Regulated reading time not observed.
Pietermaritzburg Girls High School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Sabelo Senior Secondary School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; and b. Question papers not checked for technical accuracy.
Mvaba High School	<ul style="list-style-type: none"> a. Candidates leaving the answer scripts on the table upon leaving the examination room.
Mokhari Secondary School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.
Mountainview Senior Secondary School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre; and b. Question Papers not checked for technical accuracy.
Soshangane Secondary School	<ul style="list-style-type: none"> a. Examination material not locked into the storage facility on arrival at the examination centre.

Centre implicated	Nature of non-compliance
Cefups Academy	a. Examination material not locked into the storage facility on arrival at the examination centre.
Sakhelwe High School	a. Examination material kept in the car of the Chief Invigilator.
Teto Sec School	a. Chief invigilator appointment letter not available; and b. Attendance register for invigilators not signed.
Umqhele Sec School	a. Chief invigilator appointment letter not available.
Are-Fadimeheng High School	a. Chief invigilator appointment letter not available.
Cape Academy for Maths, Science and Technology	a. Chief invigilator and invigilators appointment letters not available; and b. Attendance register for Invigilators not signed.
Sizimisele Technical High School	a. Chief Invigilator appointment letter not available; and b. Examination file not maintained properly.
Sao Bras High School	a. Chief invigilator appointment letter not available; b. Evidence of training of Invigilators not available; c. Candidates not sitting according to the seating plan; d. Examination file not maintained properly; and e. Regulated reading time not observed.
Solomon Mahlangu High School	a. Invigilator appointment letter not available. b. Evidence of training of invigilators not available; and c. Candidates leaving the answer scripts on the table upon leaving the examination room.
Christ the King International	a. Invigilator appointment letter not available; b. Evidence of training of chief invigilator and invigilator not available; c. Attendance register for invigilators not signed; and d. Examination file not maintained properly.
Minerva High School	a. Invigilator appointment letter not available; and b. Candidates not sitting according to the seating plan.
ML Nkuna High School	a. Invigilator appointment letter not available; b. Attendance register for invigilators not signed; c. Examination file not maintained properly; and d. Candidates leaving the answer scripts on the table upon leaving the examination room.
Thuto-Lesedi Senior Sec School	a. Evidence of training of chief invigilators not available; b. Question paper not opened in front of the candidates; and c. Examination started later than the stipulated time.
Port Nolloth High School	a. Evidence of training of chief invigilators not available.
Steinkopf High School	a. Evidence of training of chief invigilators not available; and b. Regulated reading time not observed.
Ncuncuzo Senior Secondary School	a. Evidence of training of Invigilators not available; and b. Examination file not maintained properly.
Kroonstad Commercial Secondary School	a. Evidence of training of Invigilators not available; b. Seating plan for candidates not available; c. Attendance register for Invigilators not signed; and d. Examination file not maintained properly.
New Era College	a. Evidence of training of invigilators not available; b. Question papers not checked for technical accuracy; c. Regulated reading time not observed; and d. Examination started later than the stipulated time.
Alexander Road High School	a. Seating plan for candidates not available.

Centre implicated	Nature of non-compliance
Ngangolwandle Senior Secondary School	a. Candidates not sitting according to the seating plan; and b. Attendance register for invigilators not signed.
Mary Waters Secondary School	a. Attendance register for invigilators not signed; and b. Question papers not checked for technical accuracy.
Thalabodiba Secondary School	a. Attendance register for invigilators not signed.
Thabang Secondary School	a. Attendance register for Invigilators not signed.
Advisory Progressive College	a. Attendance register for Invigilators not signed.
Zwelibanzi Senior Secondary School	a. Examination file not maintained properly.
Sahlumbe High School	a. Examination file not maintained properly; b. Candidates leaving the answer scripts on the table upon leaving the examination room; c. Question papers not checked for technical accuracy.
Windmill Secondary School	a. Question paper not opened in front of the candidates.
JS Skenjana Senior Secondary School	a. Question papers not checked for technical accuracy.
Masiphathisane High School	a. Regulated reading time not observed.
Ziphakamiseni High School	a. Regulated reading time not observed.
High Quality Science	a. Regulated reading time not observed.
Boitekong Secondary School	a. Regulated reading time not observed.

Annexure 7A: Summarised Areas of Concern – Marking Phase

Criteria	Nature of non-compliance	Centres implicated
Planning for marking	Late receiving of marking guidelines	Byletts Combined, Stutterheim High School, Aliwal North High School
	Markers misinformed about correct arrival date at the marking centre	Byletts Combined, Stutterheim High School, Aliwal North High School, Queenstown High School
	Acting centre manager without delegation letter	Durbanville High School
	Acting centre manager not well informed	Durbanville High School, Nelspruit High School
	Marking management plan not available	Queens High School
Marking centre	No communication facilities	Queens High School
Security	Car not searched on entry/ no signing in	Durbanville, Nelspruit, Brentpark, Mondeor, Volksrust, Siyabuswa Campus, Lichtenburg, Northpine, Brackenfell high schools
	Security guards in plain clothes, hence unidentified	Hoogenhout High School
	Not sufficient security	Durbanville High School, Nelspruit High School, Mondeor High School
	Lack of security during transportation of question papers	Louis Trichardt High School
Training of marking personnel	Four markers did not turn up for marking	Phandulwazi Agricultural High School
Monitoring of marking		
Handling of irregularities	No irregularity committee at the centre	Stutterheim, Brentpark, Queens, Mondeor, Makhado CPD, Louis Trichardt, Diamantveld, Mpumalanga, Western Cape
	Serious irregularities reported	Sannieshof High School
	Irregularity committee appointed verbally	Siyamukela High School
	Suspected different handwriting in script	Durbanville High School
	Missing script	Durbanville High School
Quality assurance procedures	Unknown reason for mark allocation to centre	Louis Trichardt, Siyabuswa, Diamantveld, Rustenburg High School

ISBN 978 0 9947107 3 4



37 General Van Ryneveld Street, Persequor Technopark, Pretoria

Telephone: +27 12 349 1510 • Fax: +27 12 349 1511

E-mail: Info@umalusi.org.za • Web: www.umalusi.org.za

 UmalusiSA |  @UmalusiSA

UMALUSI



Council for Quality Assurance in
General and Further Education and Training