

December 2017



Quality Assurance of the 2017 National Senior Certificate (NSC) Examinations and Assessment of the Independent Examinations Board (IEB)

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

QUALITY ASSURANCE OF THE 2017
NATIONAL SENIOR CERTIFICATE (NSC)
EXAMINATIONS AND ASSESSMENT OF THE
INDEPENDENT EXAMINATIONS BOARD (IEB)

December 2017

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IN GENERAL AND FURTHER EDUCATION AND TRAINING

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FOREWORD

As Chief Executive Officer of Umalusi, the Council for Quality Assurance in General and Further Education and Training, it gives me great pleasure to present a 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 over the past few years.

By virtue of its founding Act, the General and Further Education and Training Quality Assurance Act, 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-related 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, the quality of marking, as well as the quality and standard of internal quality assurance processes within the assessment body.

In 2017 the quality assurance activities engaged in mirrored those of past years to a large extent. However, the process was streamlined and improved and certain new activities included. The following are the quality assurance measures Umalusi 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 assessment that is 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 ensure that the criteria remain in line with current trends in assessment and examinations.

There has been a 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 remain 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 will continue in its endeavour towards an assessment system that is internationally comparable.

Based on the results, 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 the results can be regarded as credible.

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and the support provided in each of the quality assurance processes undertaken to ensure the credibility of the 2017 examinations.



Dr Mafu S Rakometsi

29 December 2017

EXECUTIVE SUMMARY

Umalusi, mandated by the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), quality assures all exit-point assessment practices for both public and private assessment bodies. To perform this task, Umalusi uses its own systems, processes and procedures to evaluate, inspect, monitor, and report on the examination products and systems, processes and procedures of the assessment bodies and institutions to drive the development, maintenance and improvement of standards in assessment.

The assessment processes of the Independent Examinations Board (IEB) are, as such, quality assured by Umalusi. This report presents the findings of the IEB assessment processes and examinations. The information in this report serves to inform the Umalusi Council of the processes followed, as well as the areas of good practice and non-compliance identified during the quality assurance processes conducted by Umalusi. The Council uses the information presented in the report to take informed decisions regarding the formulation of directives for compliance and improvement, as well as acceptance and approval of the release of the results of the National Senior Certificate (NSC) examinations as administered and presented by the IEB.

Umalusi quality assured and reported on nine processes of the IEB November 2017 NSC examinations. These processes constitute the nine chapters of this report. Each provides a summary and analyses of the findings of the different quality assurance processes:

- Chapter 1: Moderation of question papers;
- Chapter 2: Moderation of school-based assessment (SBA);
- Chapter 3: Monitoring of the state of readiness (SoR);
- Chapter 4: Monitoring of writing;
- Chapter 5: Marking guideline discussions;
- Chapter 6: Monitoring of marking;
- Chapter 7: Verification of marking;
- Chapter 8: Standardisation and resulting;
- Chapter 9: Certification.

The moderation of question papers and the accompanying marking guidelines for the final NSC examination in October/November is carried out annually. The purpose of the moderation is to ensure that the question papers and the marking guidelines:

- Assess the content area adequately;
- Sample the total content area that must be assessed, based on the weighting prescribed in the approved assessment guidelines and curriculum policies;
- Measure the knowledge or abilities they claim to measure; and
- Maintain consistent standards and rigour over the years.

The moderation of the IEB question papers and their accompanying marking guidelines was conducted between February and October 2017. During this process, 79 question papers were moderated and approved for the November 2017 NSC examinations; and four question papers were moderated and approved for the Advanced Programmes.

The question papers can be approved only if they comply fully with the quality indicators outlined in the Umalusi moderation instrument. The external moderation, as conducted by Umalusi, found that the development and internal moderation of question papers was satisfactory. However, seven (7) question papers required more than two moderations to secure approval. In the November 2017 examination 37.4% of the question papers were excellently developed and thus approved at first moderation, while 55.4% were approved at the second level of moderation, 4.8% were approved at third moderation and 1.2% at fourth and fifth moderations each.

SBA was the next process of assessment subjected to Umalusi moderation and verification. The moderation was conducted in two phases. The first phase was conducted as a joint effort between two Umalusi units, the Quality Assurance of Assessments School Qualifications (QAA SQ) Unit and the Evaluation and Accreditation (E & A) Unit, members of which conducted on-site verification in

Gauteng. During Phase 2 Umalusi selected subjects per region from a sample selected by the IEB. Those selected in Phase 2 included subjects with a practical component. During SBA moderation teacher files and evidence of learner performance were evaluated to determine the appropriateness, fairness, validity and reliability of assessment practices at institution level. Umalusi determined its sample and requested that the schools registered with the IEB submit the teacher files and evidence of learner performance.

Overall, the IEB standards were found to be in good shape in many respects; however, internal moderation of both the assessment tasks and the learners' work proved challenging. This challenge was prevalent in all the subjects moderated and attention to improvement is needed. The use of the previous years' examination papers in the SBA tasks was evident in at least three of the nine subjects moderated. There was also no evidence in the teacher files or learner evidence that learners received feedback after tasks were administered and marked.

To determine if verifiable security was maintained prior to, during and after the writing of the examinations, Umalusi also monitored the writing of the examinations. Umalusi sampled 22 IEB examination centres nationally for monitoring during the writing of these examinations. It was evident in the examinations that the IEB continued to improve the safety and security of examination materials through the provision of electronic, lockable security bags to their member schools. The installation and use of state-of-the-art surveillance systems to prevent copying and other forms of infringement was commendable. The examination centres in general complied with the requirements as prescribed in the IEB examination policy document; and the environment was found to be very conducive for the writing of examinations. The institutions did their best to ensure that noise levels were kept to a minimum and lighting and ventilation were in excellent condition. At Somerset College, one of the IEB examination centres visited on 1 November 2017, Umalusi observed with appreciation that electronic devices were used to monitor examination rooms and provide electronic surveillance of the safe where examination material was held for safekeeping.

Umalusi attended the marking guideline discussion meetings for 28 question papers for 18 subjects. The IEB marking guideline discussions were chaired either by the chief examiner or the internal moderator, who guided and directed the process. As part of standardisation, the panel members marked a sample of scripts, which were then discussed to inform the final marking guidelines. A challenge was experienced where both the internal and external moderators could not attend the marking standardisation of subjects with more than one question paper, since the meetings were running concurrently.

A minimum of three IEB marking centres were monitored on 8 December 2017 in Gauteng. The marking centre managers were in possession of well-developed marking plans, thus enabling the smooth conduct of the marking process. All marking personnel arrived on time at the marking centres. There were sufficient security personnel to control the flow of visitors to the centres. The IEB has developed a document that outlines procedures to be followed in the event of an irregularity being suspected. This document was shared with all marking personnel on the first day of the marking guideline discussions.

Umalusi conducted the verification of marking for the IEB on-site for all 18 subjects, comprised of 28 question papers. The findings reflected evidence of the meticulous manner in which the IEB conducted its marking. The marking process could not be faulted, except for three subjects, Design, Economics and Information Technology, which were marked electronically. Because the external moderators could not access the computer system, verification of the marking of these subjects was conducted off-site.

The subject structures were verified and approved; as were the historical averages, after several moderations. A five-year historical average was calculated and no outliers were identified. The pairs analysis and the percentage distribution per subject were also verified and approved.

This report also provides an overview of the status of certificates, as well as the types and number of certificates issued by Umalusi to the IEB during the period 1 December 2016 to 30 November 2017.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
CEO	Chief Executive Officer
EGD	Engineering Graphics and Design
FAL	First Additional Language
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HL	Home Language
IEB	Independent Examinations Board
NQF	National Qualifications Framework
NSC	National Senior Certificate
SAG	Subject and Assessment Guidelines
SAL	Second Additional Language
SBA	School-Based Assessment or Site-Based Assessment
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

The assessment body, the Independent Examinations Board (IEB), is responsible for the setting and internal moderation of the National Senior Certificate (NSC) question papers. Umalusi conducts external moderation of the question papers to ensure that they meet the required standards and that they assess the competence of learners in a fair, valid and reliable manner. The Curriculum and Assessment Policy Statement (CAPS) and the subject assessment guideline (SAG) documents issued by the IEB guide the external moderation of question papers conducted by Umalusi.

Specifically, this chapter reports on the external moderation process of the IEB November 2017 NSC question papers and their marking guidelines before they are administered. Also outlined in this section is the instrument used by Umalusi for moderation of question papers submitted by the IEB for approval. This chapter also summarises the findings from an analysis of the reports on the moderation of question papers. Areas of good practice and non-compliance are noted. The chapter also provides the assessment body with directives for compliance and improvement.

1.2 Scope and Approach

A total of 83 IEB NSC November 2017 question papers and their marking guidelines were submitted to Umalusi for moderation between February 2017 and October 2017. Included for the first time this year, for external moderation, were the Advanced Programme Afrikaans and Mechanical Technology question papers. Also included were three question papers—German Home Language (HL) Paper 1, Paper 2 and Paper 3—set and marked by the IEB for the Department of Basic Education (DBE). The IEB question paper moderation reports for all subjects presented for the November 2017 examinations were analysed for the purposes of this report.

The 2017 Umalusi instrument for the moderation of NSC question papers was used to moderate the question papers and their marking guidelines. This instrument consists of 12 criteria for moderating both the question papers and the marking guidelines (Table 1A). Eleven criteria are divided into a variable number of quality indicators.

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 marking guideline (12) ^a	
4. Text selection, types & quality of questions (22) ^a		
5. Cognitive skills (5) ^a		
6. Language and bias (8) ^a		
7. Predictability (3) ^a		

^a quality indicators

The question papers and their marking guidelines were expected to be perfect, or near perfect, following internal moderation within the IEB before being subjected to moderation using the Umalusi instrument. Any question papers and marking guidelines that do 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 and/or subsequent moderations were required to be satisfactorily addressed for the question paper to secure final approval.

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; and the 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 in only 31 of the question papers (Figure 1A). Forty-seven question papers were conditionally approved and five question papers (Agricultural Management Practices, Latin Second Language (SAL) Paper 2, Mathematical Literacy Paper 1 and Paper 2, and Visual Arts Paper 1) were not approved. These were all required to be resubmitted for second moderation.

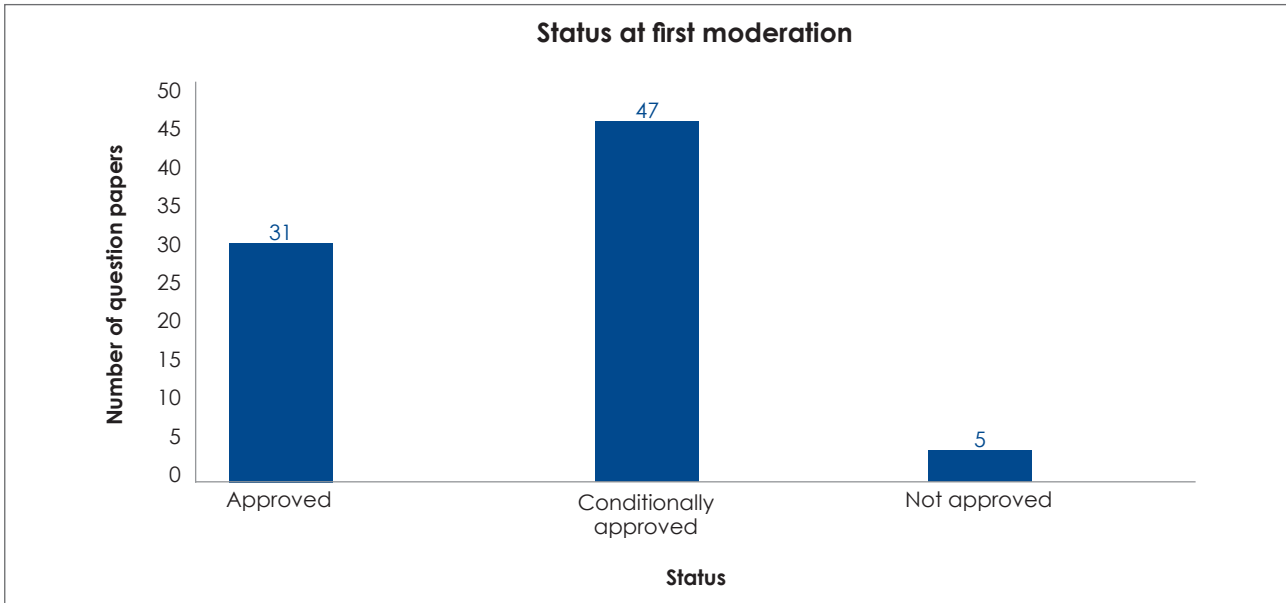


Figure 1A: Status of question papers at first moderation

Figure 1B below shows the number of question papers approved at various levels of moderation. Most question papers required two moderations; the following question papers required three moderations:

Physical Sciences Paper 1	Physical Sciences Paper 2
Agricultural Management Practices	Sesotho HL Paper 1

One question paper (Sesotho FAL Paper 1) required four moderations and one question paper (Sesotho FAL Paper 2) required five moderations.

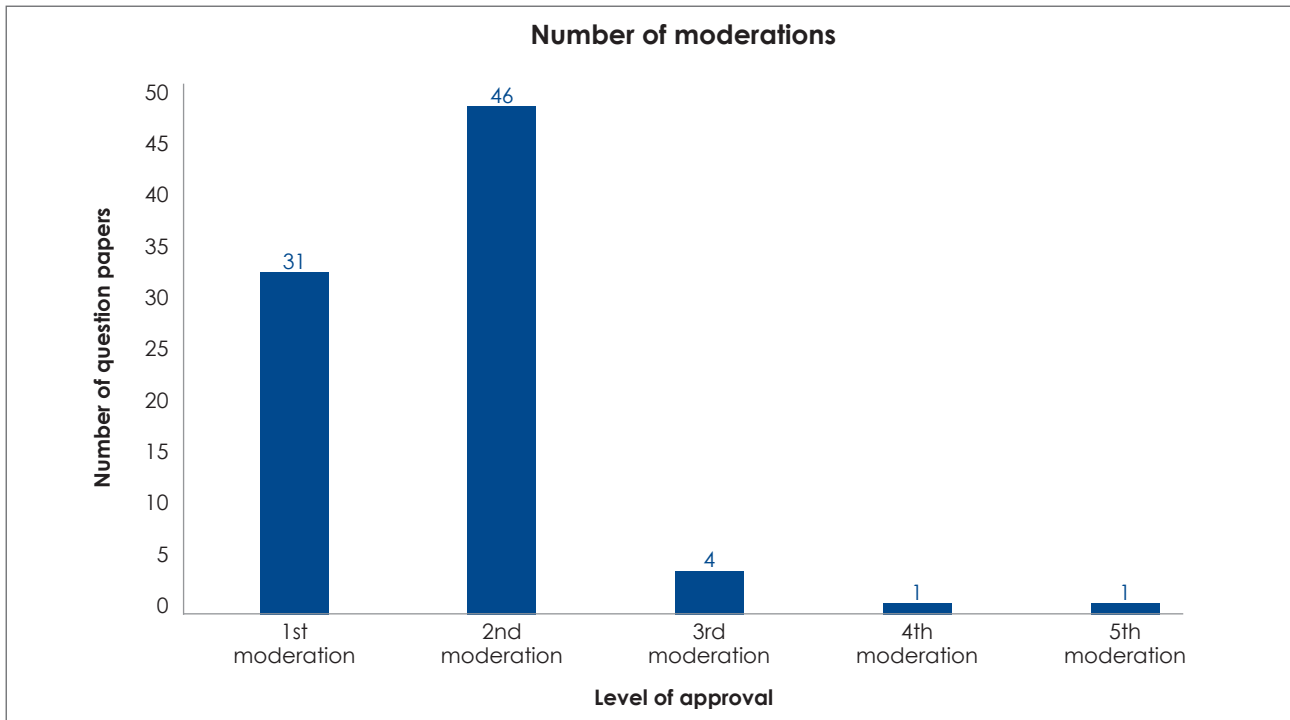


Figure 1B: Number of question papers approved at each moderation level

Fewer question papers (37.4%) were approved at first moderation in 2017 than in 2016 (42.0%), and in 2017 just over 2% of the question papers required more than three moderations, compared to zero in 2016 (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	42.0	37.4
Two	50.6	55.4
Three	7.4	4.8
Four	0.0	1.2
Five	0.0	1.2

1.3.2 Overall compliance per question paper

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

When all criteria were considered, most question papers in the IEB November 2017 examinations were more than 80% compliant at the first moderation (Figure 1C). The three question papers with less than 80% overall compliance were: Consumer Studies, Mathematical Literacy Paper 2 and Latin SAL Paper 1.

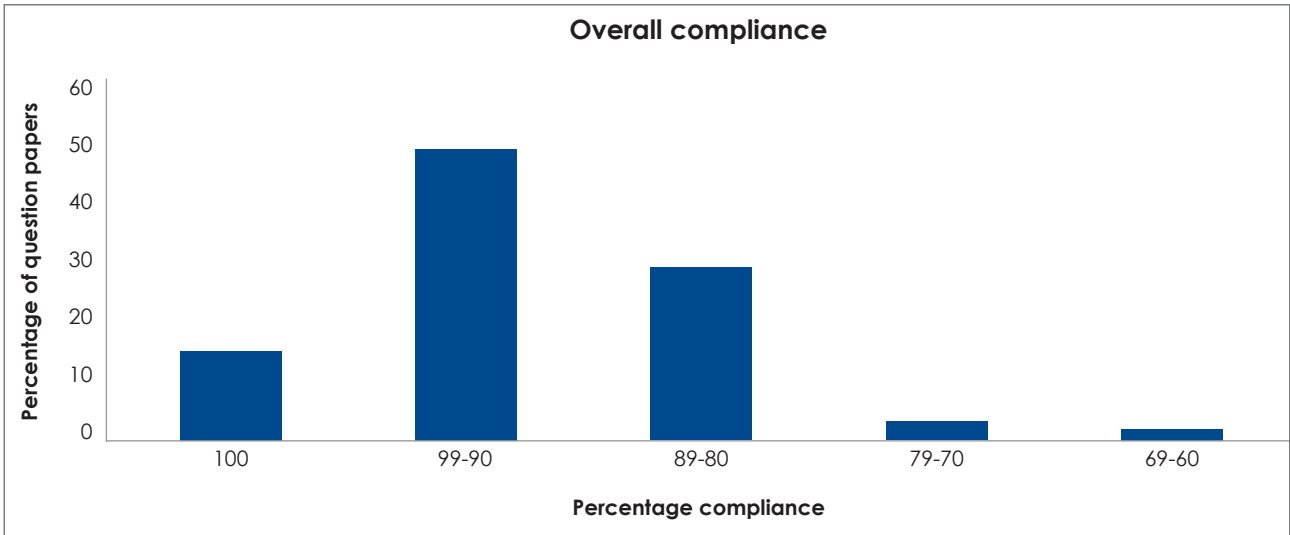


Figure 1C: Percentage of overall compliance of question papers and marking guidelines at first moderation

In 2017 slightly fewer question papers (66.3%) were between 90% and 100% compliant overall, compared to 70.4% in 2016 (Table 1C). However, far fewer question papers (3.6%) were less than 80% overall-compliant than in 2016 (14.8%)—an improvement.

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

Compliance (%)	November 2016 (% of papers)	November 2017 (% of papers)
100	17.3	15.7
90-99	53.1	50.6
80-89	14.8	30.1
70-79	9.9	2.4
60-69	4.9	1.2

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	45	55	0	0
Internal moderation	76	24	0	0
Content coverage	84	16	0	0
Quality of questions	47	53	0	0
Cognitive skills	73	22	5	0
Language and bias	72	27	1	0
Predictability	99	1	0	1
Marking guidelines	34	65	1	0

In the November 2017 NSC examinations the highest compliance was observed with respect to predictability and content coverage and the lowest for the technical aspects, 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

Only 45% of the question papers were fully compliant with respect to the technical aspects. The following are examples of non-compliance with this criterion, identified during first moderation:

- i. Incomplete Business Studies Paper 1 and Dance Studies question papers and/or marking guidelines were submitted for moderation.
- ii. The Business Studies Paper 1 and English HL Paper 1 and Paper 2 files were submitted with incomplete history/internal moderator reports.
- iii. Accounting Paper 1 and Paper 2 files did not contain all relevant details.
- iv. The instructions to candidates in the following question papers were either unclear or ambiguous:

Afrikaans FAL Paper 2	Consumer Studies	English FAL Paper 1
English FAL Paper 2	English HL Paper 1	English HL Paper 2
Information Technology Paper 1	Information Technology Paper 2	
IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2	Life Sciences Paper 2
Mathematics Paper 1	Music Paper 1	Music Paper 2
Physical Sciences Paper 1	Setswana FAL Paper 1	Setswana FAL Paper 2
Xitsonga FAL Paper 2	French SAL Paper 1	Latin SAL Paper 1

- v. The layout of the question papers for Mathematical Literacy Paper 1 and Sepedi FAL Paper 1 were cluttered and thus not reader-friendly.
- vi. The following question papers had questions that were incorrectly numbered: Life Sciences Paper 1, Sesotho FAL Paper 1 and Latin SAL Paper 1.

vii. The headers/footers of the following question papers were inconsistent or of incorrect format:

Physical Sciences Paper 1	Sesotho HL Paper 2	Advanced Programme English
Sepedi FAL Paper 1	Sepedi FAL Paper 2	Sesotho HL Paper 1

viii. The Life Sciences Paper 2 and Consumer Studies question papers had inappropriate fonts.

ix. The mark allocation in Afrikaans FAL Paper 1 was not clearly indicated.

x. Mark allocations in the question papers differed from that on the marking guidelines of the following question papers: IsiZulu FAL Paper 1, Setswana FAL Paper 2, Mathematics Paper 1 and Paper 2.

xi. The quality of diagrams/graphs/tables, etc. of the following question papers was compromised:

Accounting Paper 1	Accounting Paper 2	Tourism
Dance Studies	Design Paper 1	Siswati HL Paper 1
English HL Paper 1	History Paper 2	Mathematical Literacy Paper 2
Music Paper 1;	Physical Sciences Paper 1	Sesotho HL Paper 1
Engineering Graphics and Design Paper 1	Agricultural Sciences Paper 1	

xii. Sesotho FAL Paper 1 did not adhere to policy requirements.

xiii. The text used for Advanced Programme English was not submitted.

b. Internal moderation

Seventy-six percent of the question papers were completely compliant with the quality indicators associated with internal moderation. The following challenges were identified:

i. The moderation report of Mathematics Paper 1 was not included in the moderation file.

ii. The inputs from the internal moderators on the following question papers were not of appropriate quality/standard:

Advanced Programme Afrikaans	Afrikaans FAL Paper 1	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Latin SAL Paper 1
Sepedi FAL Paper 1	Sepedi FAL Paper 2	Sepedi HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 1
Mathematics Paper 2	Consumer Studies	Agricultural Management Practices

iii. In Siswati HL Paper 1, there was a lack of evidence that the internal moderator's recommendations had been addressed.

c. Content coverage

The relatively high level of compliance (84%) with content coverage requirements can be attributed to the design of CAPS; and, particularly, the IEB SAG documents. These explicate the specific content, and the weightings of different components of the content, to be examined for each subject (question paper). Examples of a lack of compliance with this criterion were:

- i. The analysis grids of Agricultural Management Practices and Computer Applications Technology Paper 1 did not show clearly how each question was linked to content (some questionable classifications).
- ii. The following question papers did not adequately cover the content prescribed in the policy:

Advanced Programme Mathematics Paper 1		Mathematics Paper 1	
Agricultural Management Practices	Consumer Studies	Music Paper 2	
Business Studies Paper 2	Geography Paper 1	Mathematical Literacy Paper 2	

- iii. Life Sciences Paper 2, Mathematical Literacy Paper 2 and Sesotho FAL Paper 1 included questions that were outside the scope or not linked to policy.
- iv. Questions that were not representative of the latest developments in the subject were included in the Setswana FAL Paper 1 and Latin SAL Paper 1 question papers.

d. Quality of questions

The third lowest compliance (47%) was noted for the quality and choice of questions criterion. Some concerns were:

- i. It was reported that Siswati HL Paper 1 did not allow for creative responses from candidates.
- ii. There was no correlation between mark allocation, level of difficulty and/or time allocation in the following question papers:

Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	Latin SAL Paper 1
Agricultural Management Practices	Music Paper 1	Music Paper 2
English FAL Paper 1	English HL Paper 1	
Mathematical Literacy Paper 1	Mathematical Literacy Paper 1	

- iii. The source material for the following question papers were not of required length and/or not functional:

Afrikaans FAL Paper 2	Consumer Studies	English HL Paper 1
Hospitality Studies		Setswana FAL Paper 1

- iv. The language complexity in the following question papers was not appropriate for Grade 12 candidates:

Afrikaans FAL Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Music Paper 1

- v. In the following question papers, questions were not generated across cognitive levels:

Afrikaans FAL Paper 2	Latin SAL Paper 1	Latin SAL Paper 2
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- vi. Consumer Studies and Sesotho FAL Paper 1 included questions unrelated to what was pertinent in the subject.

vii. The following question papers included questions that were ambiguous, badly worded and/or contained irrelevant information:

Afrikaans FAL Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Computer Applications Technology Paper 1	Consumer Studies	
English HL Paper 1	Dance Studies	Economics Paper 1
Computer Applications Technology Paper 2	History Paper 1	History Paper 2
Hospitality Studies	IsiXhosa FAL Paper 1	IsiZulu FAL Paper 1
Music Paper 2	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Life Sciences Paper 1	Physical Sciences Paper 2	Sepedi FAL Paper 2
Sepedi HL Paper 1	Tourism; Visual Arts Paper 1	Latin SAL Paper 1

viii. In the following question papers there were questions that did not contain sufficient information to elicit appropriate responses:

English FAL Paper 2	Music Paper 1	IsiXhosa FAL Paper 1	Life Sciences Paper 1
French SAL Paper 1	Latin SAL Paper 2	Sesotho HL Paper 1	Siswati HL Paper 1

ix. The questions in the following question papers contained misleading and/or factual errors and/or inaccurate information:

Advanced Programme Mathematics Paper 1	Siswati HL Paper 2	
Engineering Design and Graphics Paper 2	Dance Studies	Latin SAL Paper 2
Sesotho HL Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 2

e. Cognitive skills

Although 73% of the question papers were compliant with criteria for the cognitive skills assessed, the following four question papers showed limited compliance:

Agricultural Management Practices	History Paper 2
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2

Some areas of non-compliance identified at first moderation were:

- i. The analysis grids of Agricultural Management Practices, Business Studies Paper 2 and Design Paper 1 did not clearly show the cognitive levels of each question.
- ii. There was an inappropriate distribution of cognitive levels in the following question papers:

Agricultural Management Practices	Consumer Studies	
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	History Paper 2
Engineering Graphics and Design Paper 2	Life Sciences Paper 1	
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
Mathematics Paper 1	Mathematics Paper 2	Music Paper 2
Sesotho FAL Paper 1	Visual Arts Paper 1	Business Studies Paper 2

- iii. The choice questions in Latin SAL Paper 1 were not of equal levels of difficulty.
- iv. The difficulty of some of the questions in the following question papers was unintentionally increased by the inclusion of irrelevant information:

Dance Studies	English FAL Paper 1	Latin SAL Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

f. Language and bias

Seventy-two percent of the question papers complied with all aspects of the language and bias criterion. One, Latin SAL Paper 1, showed only limited compliance.

Some of the challenges that were noted with compliance with the language and bias criterion included:

- i. Incorrect use of subject terminology/data, in French SAL Paper 2.
- ii. The use of inappropriate language for Grade 12 candidates in the following subjects:

Afrikaans FAL Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	

- iii. The following question papers included questions that showed evidence of subtleties in grammar that could create confusion in interpretation:

Advanced Programme Afrikaans	Afrikaans FAL Paper 1	Business Studies Paper 2
Computer Applications Technology Paper 1	Mathematical Literacy Paper 1	
Computer Applications Technology Paper 2	Mathematical Literacy Paper 2	
Music Paper 1	Visual Arts Paper 1	Latin SAL Paper 1

- iv. Grammatically incorrect language was used in the following question papers:

Advanced Programme Afrikaans	Afrikaans FAL Paper 1	Business Studies Paper 1
Computer Applications Technology Paper 1	Information Technology Paper 2	
Computer Applications Technology Paper 2	IsiZulu FAL Paper 1	
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
Physical Sciences Paper 2	French SAL Paper 1	Latin SAL Paper 1

- v. The use of over-complicated syntax was noted in the following question papers:

Physical Sciences Paper 2	Latin SAL Paper 1	Visual Arts Paper 1
Siswati FAL Paper 1	Siswati FAL Paper 2	

- vi. The glossary was either absent or incomplete in Latin SAL Paper 2.
- vii. There was evidence of gender, language, culture, religion, stereotyping or other bias in some questions in the following question papers:

English FAL Paper 1	English FAL Paper 2	English HL Paper 1
Latin SAL Paper 1	Latin SAL Paper 2	

- viii. Some of the question in Afrikaans FAL Paper 1 did not allow for adaptations and modifications for special needs learners.

g. Predictability

Predictability had the highest level of compliance (99%) of all the criteria. However, Latin SAL Paper 1 included some questions that were repeated from previous years and thus carried the potential of being easily spotted.

h. Marking guidelines

Only 34% of the marking guidelines were fully compliant at first moderation. One question paper, Latin SAL Paper 1, showed only limited compliance.

Some of the factors of non-compliance identified included:

i. Errors in subject matter in the following question papers:

Accounting Paper 1	Economics Paper 1	IsiXhosa FAL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2	Life Sciences Paper 3
Mathematical Literacy Paper 1	Physical Sciences Paper 1	Tourism

ii. There were typographical errors or errors in language in the following question papers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	English FAL Paper 1
Agricultural Management Practices	Latin SAL Paper 1	Latin SAL Paper 2
Computer Applications Technology Paper 2	Information Technology Paper 1	
English HL Paper 1	English HL Paper 2	History Paper 1
IsiZulu HL Paper 1	IsiZulu HL Paper 2	Sepedi FAL Paper 1
Sepedi FAL Paper 2	Sesotho FAL Paper 1	Sesotho FAL Paper 2
Siswati FAL Paper 1	Siswati FAL Paper 2	Siswati HL Paper 1
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	

iii. The marking guidelines for the following question papers were not clearly laid out:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Business Studies Paper 1
Dance Studies	Sesotho FAL Paper 1	

iv. The marking guidelines for the following question papers were not ready to facilitate marking:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Business Studies Paper 2
Dance Studies	Economics Paper 1	IsiXhosa FAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 1	IsiZulu HL Paper 2
Life Sciences Paper 2	Music Paper 1	Music Paper 1
Setswana FAL Paper 1	Setswana FAL Paper 1	Siswati FAL Paper 1
Siswati FAL Paper 2	Siswati HL Paper 1	Xitsonga FAL Paper 1
Xitsonga FAL Paper 1	Latin SAL Paper 1	

v. The mark allocation and mark distribution within questions was unclear in the following question papers:

Consumer Studies	Music Paper 1	Music Paper 2
Dance Studies	Geography Paper 2	Life Sciences Paper 2

- vi. The marks of the following question papers were not commensurate with the demands of questions:

Dance Studies	Life Sciences Paper 1	Life Sciences Paper 3
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
Music Paper 1	Music Paper 2	Latin SAL Paper 1

- vii. The following marking guidelines did not encourage a spread of marks:

Consumer Studies	IsiZulu FAL Paper 1	Latin SAL Paper 2
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- viii. There was insufficient detail to ensure reliability of marking in the following:

Agricultural Management Practices	Latin SAL Paper 1	Latin SAL Paper 1
Economics Paper 1	IsiXhosa FAL Paper 1	IsiZulu FAL Paper 1
Life Sciences Paper 1	Sesotho FAL Paper 1	Setswana FAL Paper 1
Visual Arts Paper 1	Agricultural Sciences Paper 1	Agricultural Sciences Paper 2

- ix. The marking guidelines did not make allowance for relevant alternative responses in:

Accounting Paper 1	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Economics Paper 1	Geography Paper 1	Life Sciences Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
Mathematics Paper 1	Mathematics Paper 2	Sepedi FAL Paper 1
Sesotho HL Paper 1	French SAL Paper 1	Latin SAL Paper 1

- x. The Design Paper 1 marking guideline did not make use of levels of response or analytical approaches where appropriate.
 xi. A mismatch between the Sepedi HL Paper 1 question paper and its marking guideline was reported.

- i. Comparison of compliance per criterion in 2016 and 2017

In 2017 more question papers and marking guidelines were compliant with the criteria for content coverage; quality of questions; language and bias; and predictability than in 2016. Less compliance was noted in 2017 with the criteria for technical aspects; internal moderation and marking guidelines (Table 1D).

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

Percentage Compliance	November 2016 (% of papers)	November 2017 (% of papers)
Technical aspects	52	45
Internal moderation	78	76
Content coverage	74	84
Quality of questions	44	47
Cognitive skills	73	73
Language and bias	69	72
Predictability	90	99
Marking guidelines	42	34

1.4 Areas of Good Practice

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

- The IEB is commended for 92.8% of question papers being approved during first and second moderations.
- Umalusi noted an improvement in compliance at first moderation in content coverage; quality of questions; language and bias and predictability.
- The IEB achieved acceptable standards in the setting of the following 31 question papers approved at first moderation:

Advanced Programme Mathematics Paper 1		Afrikaans FAL Paper 2	
Advanced Programme Mathematics Paper 2		Dramatic Arts	
Engineering Graphics and Design Paper 1		Engineering Graphics and Design Paper 2	
Geography Paper 2	Hospitality Studies		Information Technology Paper 1
Information Technology Paper 2		IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2
IsiZulu FAL Paper 2		Mechanical Technology	
Sepedi FAL Paper 2		Sepedi FAL Paper 2	
Sepedi HL Paper 1		Sepedi HL Paper 2	
Sesotho HL Paper 2		Sesotho HL Paper 2	
Siswati HL Paper 2		Tourism	Design
Visual Arts Paper 2		Visual Arts Paper 2	
French SAL Paper 1		French SAL Paper 2	
German HL (DBE) Paper 1		German HL (DBE) Paper 1	
German HL (DBE) Paper 2		German HL (DBE) Paper 3	
German HL Paper 1		German HL Paper 1	
German HL Paper 2		German SAL Paper 1	
German SAL Paper 2		German SAL Paper 2	

- The examining panels for Mechanical Technology and the Dramatic Arts were commended for their creativity and overall excellence, respectively, in the development of their question papers.

1.5 Areas of Non-Compliance

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

- Failure to address recurrent non-compliance leading to six(6) question papers requiring more than two moderations. The six(6) question papers concerns were:

Physical Sciences Paper 1	Physical Sciences Paper 2	Sesotho HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Agricultural Management Practices

- The level of compliance with the technical aspects, internal moderation and quality marking guidelines criteria decreased significantly at first submission.

1.6 Directives for Compliance and Improvement

The following directives are issued to improve the setting of NSC examinations and to reduce the number of external moderations. The IEB must:

- Ensure the examiners and internal moderators whose question papers required more than two external moderations, as well as those whose questions papers were rejected (not approved) at first moderation, address the specific issues raised during the moderation of November 2017 question papers.
- Ensure that in the training of examiners and internal moderators in setting question papers emphasis is placed on ensuring that the teams pay attention to technical details, the quality of questions and the development of marking guidelines, the three criteria which had the lowest levels of compliance at the first moderations.

1.7 Conclusion

This chapter of the report summarised the major findings of the analyses of Umalusi question paper moderation reports for the IEB November 2017 NSC examinations. Overall, Umalusi reported satisfaction with the question papers that were finally approved, and this is commendable.

The IEB is encouraged to continue to maintain the areas of compliance identified, address the identified areas of non-compliance and apply the directives for compliance and improvement. It is critical that the examining panels are trained to draw from Umalusi's expectations and quality standards for an examination. The training should address the high levels of non-compliance in the various criteria. This will ensure that the question papers adhere to the various criteria outlined in the moderation instrument before they are submitted for external moderation. The majority of the question papers can thus be approved during the first level of moderation.

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT

2.1 Introduction

School-based assessment (SBA) is a critical component of the National Senior Certificate (NSC) examinations. Depending on the nature of the subject, the SBA forms 25% for subjects without a practical component and 50% for subjects with a practical component, and Life Orientation is 100% SBA. It is therefore critical for Umalusi to verify compliance in the implementation of SBA by assessment bodies and to check on the quality and standard of the assessment tasks used to compile the SBA marks. This is done to ensure that the marks obtained by candidates in their school based assessment are valid, credible and reliable.

This chapter provides the findings of Umalusi's moderation of SBA as implemented by schools under the administration of the Independent Examinations Board (IEB). The moderation was conducted on a selected sample of teachers' and learners' SBA files. Areas of good practice and areas of non-compliance are identified and directives are given to assist the assessment body to improve on the implementation of SBA.

2.2 Scope and Approach

In 2017, Umalusi moderated SBA for schools registered with the IEB in two phases. Phase 1 was a joint effort between two Umalusi units, the School Qualifications Unit and the Evaluation and Accreditation Unit, where on-site verification of SBA was conducted in a selected number of schools in Gauteng (Table 2A). During Phase 2, Umalusi selected subjects per region from a sample selected by the IEB (Table 2B). The subjects selected in Phase 2 included subjects with a practical component.

Table 2A: Subjects sampled for SBA moderation in Phase 1

Region	Subject sampled – Phase 1	Number of schools verified
Gauteng	Accounting	1
	English HL	2
	Life Sciences	1
	Mathematics	2

Table 2B: Subjects sampled for SBA moderation in Phase 2

Region	Subject sampled – Phase 2	Number of schools verified
Gauteng	Engineering Graphics and Design	6
	Geography	7
	Physical Sciences	1
KwaZulu-Natal	Accounting	10
	Business Studies	12
	History	8
	Life Sciences	4
Western Cape (Cape Town)	Computer Applications Technology	8
	Mathematical Literacy	4

The moderation instrument for the SBA consists of three parts, as depicted in Table 2C. Part A highlights the eight criteria for the moderation of the teachers' files; Part B highlights the three criteria for the moderation of the evidence of learners' work. Part C highlights the three criteria for the summary of findings.

Table 2C: Umalusi's criteria for the moderation of SBA

Part A Moderation of teachers' files	Part B Moderation of learners' files	Part C Summary
1. Technical details	1. Learners' performance	1. Areas of good practice
2. Content coverage	2. Quality of marking	2. Areas of concern
3. Quality of tasks	3. Internal moderation	3. Recommendations
4. Cognitive demand		
5. Quality of marking tools		
6. Adherence to policy		
7. Internal moderation		
8. Overall impression		

The findings of the moderation of SBA for all the subjects verified are combined into one consolidated report. The findings of the analyses of 13 consolidated subject reports are summarised below.

2.3 Summary of Findings

This section summarises the findings as outlined in the SBA moderation reports of the various subjects for both Phase 1 and Phase 2. The findings are presented based on the 14 criteria outlined in Umalusi's SBA moderation instrument, as presented in Table 2C.

2.3.1 Teachers' files

a. Technical criteria

The teachers' files were not submitted during the first phase of moderation; hence the technical criteria could not be verified. Only the learners' evidence of work was submitted.

In the second phase of moderation, it was noted that at Curro Kathu the illustrations in Computer Applications Technology (CAT) tasks were dark, which made reading the detail in the illustration difficult. In Engineering Graphics and Design (EGD) there was no mark allocation indicated on the marking guideline for Test 1, the course drawings were not correctly sequenced, the marking guideline used to assess Test 2 was not filed together with the task although several copies thereof were found later in the file. At Curro Hermanus there were no Course Drawing questions or marking guidelines/ model answers. Only the test and examination question papers were compliant with this criterion.

b. Content coverage

It was noted during both phases of verification that the content in the subjects moderated was sufficiently covered, except in EGD at Curro Hillcrest where the Course Drawings for EGD were not in accordance with the IEB's subject assessment guideline (SAG) requirements. The teacher instead used the Department of Basic Education (DBE) Annual Teaching Plan and the Gauteng Provincial Education Departments EGD mark sheets.

c. Quality of tasks

In general, the quality of the assessment tasks in the moderated subjects was of good quality. For example, the English HL "extended writing topics" at the Oprah Winfrey Leadership Academy for Girls were extremely good, with excellent guidelines and instructions.

It was noted that in most cases during Phase 2 moderation, many tasks in Accounting did not meet the criteria in terms of quality, except at St Mary's Diocesan School for Girls and Crawford La Lucia. At Harriston, the Accounting oral presentation was provided as one of the choice tasks, which was not in line with the IEB's SAG. The IEB's SAG clearly stipulates that "the learners are not required to simply present facts, but rather to extend themselves by applying what they have learnt in the classroom". This task did not meet these requirements in that the questions were simple and no guidance was

given as to the depth of what was expected. The SAG also stipulates a 90/10 split between content and presentation; however, the school opted for a 70/30 split. There was no indication as to how the presentation was assessed and as no learner files were included, this could not be verified.

The Business Studies examination at Merrifield Preparatory School & College was used as part of the preliminary examinations for Paper 1 and Paper 2. Significant parts of Question 5 and Question 6 of the June examinations Paper 1 were taken directly from the previous year's IEB examinations. This was also observed in EGD at Curro Langebaan and Curro Heuwelkruin. The validity of the June examination could have been compromised as most questions were sourced from the 2016 NSC examination question papers.

In CAT, the sampled schools did not provide copies of the original data files or the learners' data files. These files were required to determine the cognitive weighting of the questions in the practical question papers and to verify that the learners' work had been correctly marked. Electronic copies for Curro Kathu, Reddam House Umhlanga, St Andrew's College and St Monica's Diocesan School could not be verified. The majority of sampled schools, including the Kings College (Western Cape) and the Curro Group (Klerksdorp and Kathu) were not able to formulate real life/scenario-based case studies in Geography. Mathematical Literacy tasks at Knysna Montessori School were not set at an appropriate Grade 12 standard.

d. Cognitive demand

In all the subjects verified the questions set in different assessment tasks were pitched correctly and addressed the different cognitive demands in the subject. The questions were spread fairly across all levels of difficulty in the subjects, as expected. Weighting grids were available for all tasks in all subjects. However, in Mathematics, the tasks and tests covered different levels of Bloom and questions varied from easy to difficult. The cycle test at The King's School (Gauteng) lacked sufficient Level 4 problem-solving questions. In Life Sciences, learners were given their choice of tasks in which they had performed best. The choice tasks proved to be of disproportionate standard and level of difficulty.

e. Marking tools

The marking tools used to assess the assessment tasks varied in terms of compliance from one subject to another. In English HL, the rubrics provided in the IEB handbook were used to mark essays. In Accounting, the marking tools used to mark the assessment tasks were relevant in general, except for the assignment (Part 2) where no marking tool was provided. It was further noted during Phase 2 of moderation that Ashton International School and Felixton College made use of half-marks, which was not in line with Accounting SAG. There was also no indication of how the data was verified in each learner's research/case study/assignment.

In Mathematics, the marking tools used were accurate and assisted marking. It was noted that in Business Studies Paper 2, the answers were not provided in the marking guideline for Preliminary Examination 2. Instead, reference was made to page numbers in a textbook.

f. Adherence to policy

Adherence to policy varied among subjects. In English HL, schools verified complied fully with the assessment policy of IEB. Sacred Heart College gave learners a detailed assessment framework of the requirements for the formal assessment. Enough work had been tested in Mathematics in all verified schools at the time of moderation. However, at St Peter's College (Gauteng) no assessment policy for Accounting was found during moderation. The Accounting SAG stipulates that the topics assessed in the controlled tests must "assess a cluster of topics either within one large topic or across topics"; and that at least one test must be of a Paper 2 style. All three controlled tests at Reddam House Umhlanga were based on company financials and asset disposal, therefore this criterion was not met. In CAT, it was noted that Reddam House Umhlanga had deviated from the assessment plan. The Term 1 Theory Test and the Term 3 Theory Test were the same. In EGD at Curro Heuwelkruin, the marks for Course Drawing and Isometric Drawing were captured out of 41, instead of 50. This resulted in some learners achieving 11 marks out of 10.

g. Internal moderation

Crawford La Lucia had moderated tasks for Mathematics and Accounting thoroughly and lengthy, in-depth moderation reports were provided. The internal moderation in Accounting and Mathematics was done thoroughly in all other moderated schools too.

In English HL, there was no evidence of pre-moderation and post-moderation of tasks at cluster levels, and no reports were available for the test task. Sacred Heart College did not provide any moderation reports for English HL. In Life Sciences, while there was evidence of pre-moderation of tasks, it was noted that only one level of internal moderation took place at school level. In CAT, pre-moderation of tasks could be noted in some schools but, in general, pre-moderation of tasks proved to be a checklist exercise. The absence of internal moderation at the school and cluster levels for History is a major cause for concern. Regional moderation was done very late in the academic year. There were no pre-moderation reports provided for Mathematical Literacy in any of the teachers' files moderated.

h. Overall impression

In general, the standard of the tests and examination question papers were comparable with the standard of the end-of-year IEB examination in most subjects.

2.3.2 Moderation of learner files

a. Learners' performance

The learners' performance ranged from fair to excellent. In Accounting, the learners performed very well in all the assessment tasks provided. In English HL, learners received good support and guidance in completing their tasks and, consequently, improved their work. In Life Sciences, there was good correlation between test marks and other task marks. The tests addressed all levels of cognitive demand and distinguished clearly between poor and good performers. The performances of learners in Mathematics varied in the different tasks, as would be expected.

b. Quality of marking

The quality of marking was good and acceptable in most of the subjects moderated. In Business Studies, English HL, Life Sciences and Mathematics, learners' tasks showed evidence of rigorous marking in all tasks. In Accounting, the marking was good, except in Part 2 of the assignment where the marking could not be verified as no marking tool was provided to the external moderator. In CAT, most of the schools moderated did not provide a CD or DVD with the learners' data files as required by the IEB. The marking of the practical work could not be verified and so it was not possible to determine whether the marking was fair, valid and consistent with the marking guidelines. The quality of marking in Geography could not be determined at Kings College (Gauteng), Eagle's Nest Christian School, St Dominic's College (Free State) and the The King's School Linbro Park (Gauteng), as these schools did not submit samples of their learners' files.

c. Internal moderation of learners' work

In general across all subjects no evidence could be found that the learners' work was moderated at different levels: only teachers marked the tasks, with no moderation.

2.4 Areas of Good Practice

The following areas of good practice were observed regarding the IEB's SBA moderation:

- a. Content across the subjects verified was found to be covered sufficiently.
- b. The quality of the learner assessment tasks was good and acceptable.
- c. In Accounting the March examinations proved to be of a good standard that prepared learners for final year examinations.
- d. In most cases the structure of the tasks for Accounting, English HL, Life Sciences and Physical Sciences were aligned with the national papers. New and innovative questions were noted in the tasks and these were accompanied by weighting grids.

2.5 Areas of Non-Compliance

The following areas of non-compliance were noted during the IEB's SBA moderation:

- a. The technical details of tasks were not adhered to in EGD.
- b. Internal moderation of both the assessment tasks and the learners' work proved challenging and must be improved in all subjects moderated.
- c. In one centre it was noted that the Life Sciences practical tasks provided to learners were wholly based on a previous examination question paper.
- d. In another centre three of the four questions in the June 2017 EGD question paper were sourced from the 2016 NSC examination question papers.
- e. In another centre it was noted that Mathematical Literacy tasks were a cut-and-paste from the previous year's NSC examinations.

2.6 Directives for Compliance and Improvement

The IEB must:

- a. Ensure that the design of the assessment tasks addresses and adheres to all technical aspects required for every task.
- b. Ensure that all assessment tasks administered to learners are moderated at all levels; and that evidence of such moderation is made available for verification.

2.7 Conclusion

This chapter has highlighted the findings of the moderation of a selection of the IEB's teacher files and evidence of learners' performance across a range of subjects verified. Most of the schools moderated showed acceptable compliance with the required standards in the implementation of SBA, as stipulated in the IEB's SAG. Some areas of compliance in implementing SBA, in a number of subjects, were noted. Schools where problems were identified require support and monitoring to ensure their SBA practices improve.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS

3.1 Introduction

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

The purpose of verifying the state of readiness of the Independent Examinations Board (IEB) to conduct the NSC examinations was largely to:

- a. Gauge the level of preparedness of the IEB to conduct the NSC examinations.
- b. Track the progress made in addressing the directives for compliance and improvement issued after the 2016 NSC examinations.
- c. Verify the systems put in place by the IEB to ensure the integrity of the November 2017 NSC examinations.
- d. Report on shortcomings identified during the evaluation and verification of the IEB systems.

This chapter reports on the findings gathered during this monitoring and, further, highlights areas of good practice, areas of non-compliance and directives for compliance.

3.2 Scope and Approach

To gather the necessary data prior to the audit visitation, Umalusi conducted a desktop evaluation of the self-evaluation report submitted by the IEB.

The second phase of the state of readiness process was an audit of the IEB examination systems. This was carried out through focus group discussions and an evidence-based verification audit. The audit was conducted on 18 September 2017.

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

3.3 Summary of Findings

The findings of the verification are addressed below per criterion, as per the Umalusi verification instrument.

3.3.1 Registration of candidates and examination venues

- a. Registration of candidates

The schools registered candidates for the November 2017 NSC examination using an online registration platform. After registration, the preliminary entry schedules were issued to schools to verify and correct any errors. The parents of the candidates and the school principals signed off the final entry schedules and the electronic registration data were submitted to Umalusi as per Umalusi directives.

There was acceptable and sufficient evidence of control mechanisms in place to verify the correctness of the NSC registration entries. Table 3A below provides the number of registered IEB candidates for the November 2017 NSC examinations.

Table 3A: Number of candidates registered

Category	Candidates
Full-time candidates	11 480
Part-time candidates	689
Candidates outside the borders of South Africa	536
Total	12 705

The closing date for the Grade 12 subject changes was 31 August 2017. Regular communiqués were issued to this effect and schools complied with the directive issued. The IEB highlighted that in cases where candidates had registered for more than seven subjects, verification was performed to confirm whether the candidates had offered the extra subjects from Grade 10. The submission of an affidavit to this effect was a condition with which schools were required to comply and the IEB adhered fully to the requirements.

b. Registration of examination venues

It was noted that the IEB had registered 218 full-time examination venues to conduct and administer the November 2017 NSC examinations, five of which were newly established. The IEB conducted a desktop audit on all venues before registering them as examination venues: the IEB provided self-evaluation forms for schools to complete and return. Evidence of the completed self-evaluation forms was made available for verification.

3.3.2 Conduct of internal assessment

The management of school-based assessment (SBA) is informed by and managed through established policy; and the IEB has developed a policy and manual for moderation of SBA, found in the IEB Handbook for the Conduct of the NSC. Furthermore, the SBA-required documents for every subject were captured in the subject assessment guidelines (SAG).

The IEB highlighted that no formal training had been conducted concerning implementation and management of internal assessment. However, only schools that required special intervention—based on the previous year's results—were mentored by the regional moderator or an experienced teacher in the area. It was further noted that the IEB conducted two cluster meetings annually as a quality assurance measure for internal assessment. In terms of how quality assurance was carried out, it was explained that the IEB appointed regional moderators to moderate the work in specific regions.

The IEB does not handle manual mark sheets; instead, the following process was followed:

- a. The schools capture the SBA marks using the online web application.
- b. All marks were to be captured by the 15 November 2017. After that date, schools could no longer access their marks.
- c. The IEB then sent a printed schedule of all marks to schools to verify and confirm their accuracy. Any changes were to be communicated to the IEB by the academic head of the school.
- d. At the end of the year, a printout of marks was to be sent to the assessment specialists at the IEB head office, who would check and verify the marks entered against SBA files submitted for national moderation.

3.3.3 Printing, packaging and distribution of examination materials

a. Printing, packaging and distribution

According to the IEB, the printing of question papers was outsourced to ColourTech Printers, whose contract is renewable annually. The printing was planned to start in the third week of August 2017.

The IEB did not compile the management plan for packaging and distribution of examination materials; instead, the examination timetable was used as the printing guideline document and as a plan to manage the printing. The security measures put in place included the following:

- a. Signing of confidentiality and an oath of secrecy by the staff appointed by ColourTech and those who handle question papers at the IEB.
- b. The printing site was fitted with alarms, surveillance, biometrics and burglar bars.
- c. A security officer was on guard.

It was found that an appointed IEB official in material handling monitored the printing process weekly. Question papers were printed by automated printing machines. It was further highlighted that spoiled papers were shredded immediately. The disposal policy was adhered to and was in line with the norms and standards for security at the printing premises.

IEB permanent staff were responsible for packing examination materials, including question papers. This was a cause for concern because the question papers were exposed to several people who had not been vetted. All plans for packaging and distribution were in place. It was observed that the installed cameras closely monitored the packing and storage areas. A biometrics system controlled access to the packing and storage areas.

The visit to ColourTech Printers highlighted that the printing of the question papers was done in a secure environment. However, the process of transporting the printed master copy to the IEB for proofreading was of concern. The movement of the master copy between the IEB and the printers was not closely monitored.

b. Delivery of examination materials

The delivery of the examination material remained the responsibility of the IEB; however, courier services were used in areas outside Gauteng and as determined by the IEB. The delivery plan was developed and verified. According to plan, question papers were to be delivered fortnightly to all examination venues. It was emphasised that courier vehicles were under constant surveillance and had tracking systems installed. It was found that the IEB used an electronic locking system and locking seals on the bags to secure the question papers. Additionally, all examination materials were in lockable containers when transported from the printing site to the packaging site.

3.3.4 Conduct of examinations

a. Audit of examination venues

The IEB stressed that a desktop audit of examination venues was conducted, whereby the schools completed a self-evaluation instrument developed by the IEB.

b. Appointment and training of invigilators

The IEB highlighted that the appointment of chief invigilators was the competency of its CEO. It was found that newly appointed chief invigilators were trained in May and September 2017. Training manuals for the chief invigilators and invigilators were developed by the IEB and the IEB conducted these training sessions. The chief invigilators were expected to train the appointed invigilators.

c. Monitoring of examinations

The IEB planned to implement a two-layer monitoring approach, which included physical monitoring through visits to the examination venues and monitoring through installed satellite cameras at selected examination venues. The IEB planned to monitor five newly registered examination venues and those venues that were not monitored in 2016.

Training of external monitors had not been done at the time of the Umalusi visit, but manuals for monitoring were handed out to the appointed external monitors. It was reported that the IEB would train regional monitors before the commencement of the examinations. Table 3B illustrates the number of monitors involved in the writing process at different levels.

Table 3B: Number of monitors

Type of monitor	Number of monitors
a. IEB & regional monitors	20
b. Monitoring by surveillance cameras	10
Total	30

3.3.5 Appointment and training of marking personnel

a. Appointment of markers

The IEB advertised the positions of examiners and internal moderators via a circular sent to schools at the beginning of January 2017. The appointees were to be appointed on three-year contracts. An online application system was used for teachers to apply for positions as markers. The system assisted with sifting applicants, in accordance with requirements. The selection panel for markers consisted of the CEO, senior manager, support services staff and assessment specialists.

b. Training of marking personnel

It was noted that the training of markers would be conducted on the first day of marking for each subject. The process for preparing markers for marking was explained: in preparation for marking, copies of scripts would be sent to examiners and internal moderators well in advance to allow time for them to develop marking guidelines prior to marking guideline standardisation meetings.

3.3.6 Marking venue and venue managers

a. Marking venues

Three main marking centres were identified by the IEB. In addition, it was highlighted that for 2017 a fourth marking venue had been identified, for online marking. The IEB planned to conduct online marking for three subjects: Information Technology, Economics and Design. Table 3C provides details of the marking period for the 2017 marking process.

Table 3C Marking period for 2017 NSC examinations

Marking	NSC
a. Commencement	9 December 2017
b. Finalisation	15 December 2017

b. Venue managers

IEB events managers were appointed as marking venue managers. The IEB had planned their training, which would focus on their roles and responsibilities. The security personnel at the marking venues would be addressed by the IEB on security measures to be implemented.

3.3.7 Capturing and release of results and certification

a. Capturing of examination marks

The management plan for the capturing of marks was in place. SBA marks were captured online by the schools and then transferred to the IEB examination system. Capturing of the external marks was planned to take place at the marking venues, by part-time data capturers. A double-capture method would be followed to verify the correctness of the marks captured. User access to the system would be strictly controlled and specific roles and user access levels would be assigned to the user. Every user was to complete and sign a declaration of secrecy form for every examination cycle.

b. Certification

A dedicated unit was established to deal with system administration and certification of learner achievements. The IEB highlighted that the resulting of all learner achievements would be processed and completed after standardisation of the results by Umalusi. Thereafter, certification requests would be submitted to Umalusi. The requests for certification to Umalusi would be closely monitored and a concerted effort was to be made to certificate all learners due to be certified.

3.3.8 Management of irregularities

The IEB has in place a well-constituted and functional committee to deal with irregularities. The IEB has demonstrated their efficiency and effectiveness in managing irregularities, dealing with and resolving irregularities before results are finalised. It was noted that the IEB had no outstanding or unresolved irregularities for the previous year's examinations.

3.4 Areas of Good Practice

The following areas of good practice were noted (see also Annexure 3A):

- a. The IEB was commended for installing surveillance cameras in the packaging centre.
- b. Effective control of distribution of question papers and the use of smart locks and combination locks was observed.
- c. Vetting of all contract staff.
- d. Good management and record-keeping of irregularities.
- e. Examination timetables for NSC candidates were made available to schools in September.
- f. Registration data for NSC was submitted to Umalusi. Subject structures were verified electronically.
- g. All officials signed declaration and confidentiality statements at the beginning of each year.

3.5 Areas of Non-Compliance

The following areas of non-compliance were noted (see also Annexure 3A):

- a. Transporting the master copy between the printers and the IEB was not secure.
- b. The IEB conducted only a desktop audit of examination centres and not physical site visits.
- c. The IEB relies only on attendance registers submitted by schools as evidence that invigilators were trained.
- d. Lack of training of monitors.

3.6 Directives for Compliance and Improvement

The IEB must:

- a. Conduct training of newly appointed monitors and provide Umalusi with evidence of such training.
- b. Ensure that all examination venues are physically audited prior to the commencement of examinations; and that the audit report is submitted to Umalusi.
- c. Put measures in place to monitor the transportation of the question paper master copy between the printers and the IEB offices.
- d. Monitor and report on the training of all invigilators.

3.7. Conclusion

The verification audit carried out indicated that the IEB was at an acceptable compliance level of readiness to conduct the November 2017 NSC examination. The IEB was, however, required to address areas of non-compliance, as indicated in Table 3D.

CHAPTER 4 MONITORING THE WRITING OF EXAMINATIONS

4.1 Introduction

Annually, during October and November, the National Senior Certificate (NSC) examinations are administered to qualifying Grade 12 candidates and these examinations undergo strict quality assurance processes as laid down by Umalusi. Given the high-stakes status of these exit examinations, the Independent Examinations Board (IEB) is responsible for ensuring that the exit examinations are conducted and managed in a credible manner.

This chapter reports on the findings gathered from monitoring a sample of selected examination venues across categories of schools registered with the IEB across the country. It, further, highlights areas of good practice and non-compliance, and provides directives for compliance and improvement, which the IEB is expected to address.

4.2 Scope and Approach

Umalusi deployed 22 monitors to monitor the IEB examinations at 22 examination venues selected according to predetermined criteria. The examinations were administered from 17 October and ended on 29 November 2017.

This chapter was compiled from data collected through observations and interviews. The monitors also verified relevant examination documents available at the examination venues. Table 4A provides a list of monitored venues:

Table 4A: Examination centres monitored for the writing of examinations

	Province	Centre	Date	Subject
1	Eastern Cape	Harvest Christian School	20 Sept 2017	Life Sciences Paper 3
2	Eastern Cape	Diocesan School for Girls	1 Nov 2017	Physical Sciences Paper 1
3	Gauteng	Brainline Learning World	17 Oct 2017	Computer Applications Technology Paper 1
4	Gauteng	St Stithians Boys College	25 Oct 2017	History Paper 1
5	Gauteng	Ashton International School	9 Nov 2017	Mathematics Paper 1
6	Gauteng	St Benedict's College	30 Oct 2017	Accounting Paper 1
7	Gauteng	Curro Roodeplaat	20 Sept 2017	Life Sciences Paper 3
8	Gauteng	Cornwall Hill College	20 Oct 2017	Information Technology Paper 2
9	Gauteng	St John's College	1 Nov 2017	Physical Sciences Paper 1
10	KwaZulu-Natal	Thomas More College	25 Oct 2017	History Paper 1
11	KwaZulu-Natal	Hilton College	13 Nov 2017	Physical Sciences Paper 2
12	KwaZulu-Natal	Clifton College	20 Sept 2017	Life Sciences Paper 3
13	KwaZulu-Natal	Maritzburg Christian School	10 Nov 2017	Business Studies Paper 2
14	KwaZulu-Natal	Kearsney College	20 Oct 2017	Information Technology Paper 2
15	Limpopo	Maseala Progressive School	20 Sept 2017	Life Sciences Paper 3
16	Limpopo	Mokopane English Combined School	1 Nov 2017	Physical Sciences Paper 1
17	Mpumalanga	Penryn College	20 Sept 2017	Life Sciences Paper 3
18	Western Cape	Somerset College	1 Nov 2017	Physical Sciences Paper 1
19	Western Cape	Reddam House Constantia	11 Nov 2017	Physical Sciences Paper 3

	Province	Centre	Date	Subject
20	North West	Selly Park Secondary School	9 Nov 2017	Mathematics Paper 1
21	Free State	Harriston Combined School	9 Nov 2017	Mathematics Paper 1
22	Northern Cape	St Patrick's CBC	20 Sept 2017	Life Sciences Paper 3

4.3 Summary of Findings

The findings of the monitoring, using the Umalusi instrument for monitoring the writing of examinations, are addressed below in a qualitative summary:

4.3.1 Delivery and storage of examination material

The delivery and storage of examination material was executed with great care, responsibility and security. In a number of the examination venues monitored, examination materials were delivered via contracted courier services to examination venues outside Gauteng. The question papers were sealed, packed and delivered in lockable boxes. The stringent security measures enforced by the IEB needs to be applauded. It was found that the question papers were secured in tamper-proof bags and kept safe in strong rooms, either in the offices of the principals or administrative officers. The keys were kept safe by the chief invigilators.

The security at the examination venues monitored was remarkable. The following security measures were evident across different venues:

- a. Installed burglar bars and alarm systems.
- b. Access control devices.
- c. Security beams.
- d. Surveillance cameras, in some instances linked to armed response services.
- e. 24-hour security guards.
- f. Fire extinguishers in and near areas where question papers were kept.

Generally, the examination venues had initiated adequate measures to ensure that examinations materials and premises were secured. In the 22 venues, the security levels exceeded expectations. An example was that of Somerset College, where there was electronic monitoring of examination rooms, as well as electronic surveillance of the safe where examination material was held for safekeeping.

4.3.2 The invigilators and their training

The period of appointment of invigilators differed from one examination venue to another across the 22 venues. The following observation on the specific areas of accountability and responsibility need to be mentioned:

- a. Chief invigilators were in possession of appointment letters. This was evident in 16 of the 22 centres monitored. This was a concern highlighted to the IEB in 2016.
- b. Chief invigilators and invigilators were adequately trained in the current year. However, at both Diocesan School for Girls and Mokopane English Combined School, the chief invigilators were last trained in 2012.
- c. At Cornwall Hill College, the Information Technology (IT) teacher, instead of serving as a technical assistant was the invigilator.
- d. At Maritzburg Christian School, the deputy principal was allowed to invigilate at a session in which his daughter was writing. These two cases are a cause for concern.

4.3.3 Preparations for writing and of the examination venues

In order to conduct examinations, it is important that the necessary preparations be made. The environment where examinations were written was conducive. The following compliance levels were noted:

- a. Examination venues had clear direction signage, except at Penryn College and Ashton International School where this was not adhered to.
- b. The examination rooms were conducive for writing examinations in terms of levels of cleanliness, good ventilation, adequate lighting, peaceful surroundings and moderate temperatures.
- c. There was adequate and appropriate furniture for all candidates and spacing between candidates was sufficient to prevent unauthorised interaction of candidates.
- d. There was general compliance with the policy that no cell phones were allowed in the examination rooms.
- e. At all monitored venues the required information (e.g. date, examination venue number and subject name, etc.) was written on the board. Seating plans were not available at Curro Roodeplaat, Clifton College and Maritzburg Christian School.
- f. Candidates at various examination venues were properly registered for the subjects written and verification was done.
- g. Where special concessions were granted, the necessary steps were taken to meet the needs of candidates so that they were awarded an equal opportunity to compete against other candidates.

Overall, the levels of preparation were of acceptable standard and in most instances the levels of compliance were satisfactory.

4.3.4 Time management

Generally, the prescribed time was adhered to and well managed across the venues visited. Both the invigilators and candidates reported at least an hour before the commencement of the examination. The examination venues managed to distribute the answer books and question papers to the candidates on time. There was a high level of compliance observed with this criterion, since the examination processes were managed according to their stipulated times.

4.3.5 Checking the immediate environment

Generally the facilities used for the writing of examinations complied with the required standards. These included that the immediate surroundings did not pose any possible risk to the fair conduct of the examination. Reports indicated that in an attempt ensure that there was no use of unauthorised material, ablution facilities and immediate surroundings to the examination venues were inspected prior to each examination sitting.

4.3.6 Activities during writing session

This criterion is viewed among the most critical areas likely to compromise the integrity of examinations unless closely monitored. The following findings were noted:

- a. The invigilators ensured that candidates completed the cover page of the examination answer sheet. This exercise was conducted before the commencement of writing of the examinations; except in one examination venue where the verification process was neglected.
- b. Invigilators were attentive, vigilant and mobile and did not provide any clarity to candidates. However, checking of technical accuracy of the question paper was not implemented at St Benedict's College and Somerset College.
- c. Candidates who completed the writing before the scheduled time were not allowed to leave the examination room before an hour had lapsed or during the last 15 minutes. At the end of the session, candidates remained seated and invigilators collected answer sheets from the candidates while verifying their examination numbers against the mark sheet.

There were no technical or procedural irregularities declared at any of the venues monitored.

4.3.7 Packaging and transmission of examination scripts

Generally, the following procedures were observed:

- a. The examination scripts were counted and packed in the examination rooms.
- b. The packaging of examination scripts followed the sequence indicated on the mark sheet.
- c. The examination scripts were placed in sealable bags which were then placed in electronically lockable bags.
- d. These bags were locked in strong rooms until the courier collected them, while the rest of the examination venues around Gauteng submitted their scripts to the IEB delivery point within an hour after writing was closed.

The daily situational report to the assessment body was only completed if an irregularity was detected. During monitoring at the selected venues there was no indication that situational reports were being submitted.

4.3.8 Monitoring by the assessment body

There was no evidence of external monitoring by the IEB for the current examinations across the examination centres visited by Umalusi.

4.3.9 Examination irregularities or incidents identified by Umalusi

There was no evidence of examination irregularities recorded; neither was any incident detected by Umalusi during the on-site visits to the selected examination venues. However, the IEB reported irregularities it had detected to Umalusi, some of which required further investigation.

4.4 Areas of Good Practice

The following areas of good practice were noted from the selected sample:

- a. The strict measures in place for safekeeping of examination material was commendable. The IEB's electronic locking and opening system ensured that examination material was secured at all times.
- b. The installation and use of state-of-the-art surveillance systems to prevent copying and other forms of infringement.

4.5 Areas of Non-Compliance

There were three significant areas of non-compliance noted (see also Annexure 4A):

- a. Delegation of duty was not confirmed in writing when a chief invigilator sought to be relieved due to other commitments requiring his/her attention.
- b. Chief invigilators were said to have been trained in August 2017; however, no evidence of the training was available.
- c. There was a lack of any evidence to confirm IEB monitoring of the examination venues.
- d. Candidates did not sign attendance registers.

4.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- a. A standardised template is developed to be used to train chief invigilators across examination venues.
- b. Evidence of chief invigilator training must be kept in the examination file and made available to the monitors.
- c. Evidence of the external monitoring visits, e.g. a copy of the completed monitoring instrument, should be available at all examination venues visited and should form part of the supporting documentation for monitoring that took place.
- d. All candidates must sign attendance registers at all examination sessions.

4.7 Conclusion

Given IEB levels of compliance with the criteria, the writing of the November 2017 NSC examinations of the IEB was not compromised.

CHAPTER 5 MARKING GUIDELINE DISCUSSIONS

5.1 Introduction

Umalusi uses two processes, the approval of final marking guidelines and verification of marking, to quality assure marking. Umalusi was engaged in the annual quality assurance of marking exercise in preparation for the marking processes for the November 2017 National Senior Certificate (NSC) examination, to ensure that markers maintained appropriate standards and endorsed the quality of marking before marking commenced.

The Independent Examinations Board (IEB) conducted marking guideline discussion meetings at the following schools: Sacred Heart College, SAHETI School, St John's College, St Stithians Boys College, St Stithians Girls College and Roedean School. Others were conducted at the IEB offices.

The marking guideline discussion meetings consisted of subject-specific panels that included Umalusi moderators, internal moderators, chief examiners and senior sub-examiners. The purpose of the meetings was to standardise the marking guidelines and to incorporate alternative responses before the marking processes began.

Umalusi requires the assessment bodies to make quality preparations prior to the marking process. Accordingly, the measures taken by the IEB saw chief examiners, internal moderators and senior sub-examiners pre-marking a selected number of scripts prior to the marking guideline discussion meetings. Subsequently, rigorous and thoughtful discussions of the marking guidelines were conducted in the presence of Umalusi external moderators.

5.2 Scope and Approach

The marking guideline discussions were held for 18 subjects, comprised of 28 question papers, written in the October/November 2017 NSC examinations.

Umalusi took part in the marking guideline discussions for the subjects earmarked for verification of marking, as listed in Table 5A.

Table 5A: List of subjects sampled for the marking guideline discussion meetings

Subjects sampled					
1	Accounting Paper 1 and Paper 2	7	Consumer Studies	13	Information Technology Paper 1
2	Advanced Programme Afrikaans	8	Design	14	Life Sciences Paper 1 and Paper 2
3	Advanced Programme English	9	Economics	15	Mathematical Literacy Paper 1 and Paper 2
4	Advanced Programme Mathematics Paper 1 and Paper 2	10	English HL Paper 1	16	Mathematics Paper 1 and Paper 2
5	Business Studies Paper 1 and Paper 2	11	Geography Paper 1 and Paper 2	17	Physical Sciences Paper 1 and Paper 2
6	Computer Applications Technology Paper 1 and Paper 2	12	History Paper 1 and Paper 2	18	Visual Arts

The IEB marking guideline discussions were chaired by either the internal moderator or chief examiner, who facilitated the process. After discussion, each response was endorsed by the external moderator before ratification of the marking guideline as a whole.

The quality assurance of the marking guideline discussions for the IEB was conducted using the Umalusi marking guideline discussions instrument. The instrument has three parts: Part A, consisting of two criteria and three quality indicators; Part B, consisting of one criterion and 14 quality indicators; and Part C, consisting of two criteria and ten quality indicators. The instrument also makes provision for external moderators to make general comments, conclusions and reflections. The number of quality indicators for each criterion is indicated in brackets. The criteria used for the marking guideline discussion are listed in Table 5B.

Table 5B: Umalusi criteria for the marking guideline discussion meetings

Part A	Part B	Part C
Pre-marking guideline discussion meeting (1) [°]	Processes and procedures (14) [°]	Training at marking guideline discussion meeting (3) [°]
Preparation of chief markers and internal moderators (2) [°]		Quality of the final marking guideline (7) [°]
		Conclusions and reflections

[°] number of quality indicators

5.3 Summary of Findings

This section reports on the findings arising from the marking guideline discussion for each IEB question paper attended by Umalusi, using the instrument for the marking guideline discussions.

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

The first criterion, pre-marking guideline discussion, relates to whether or not a pre-marking guideline discussion meeting had taken place between the examining panel and the external moderator for each subject. In terms of the IEB management plan for the marking process, the marking guideline discussion meeting for each subject would have begun with a pre-marking session attended by the internal moderators, chief examiners and senior sub-examiners, prior to the commencement of the marking guideline discussion. This was to ensure that participants familiarised themselves with the possible responses that candidates might provide to the various questions and thus thoroughly prepare for the marking guideline discussion meetings.

The pre-marking guideline discussions, which included external moderators, were held for two subjects only: Accounting and Advanced Programme English. It was reported that for Mathematics, the pre-marking guideline discussions with the internal moderators were held telephonically. During the pre-marking discussion meetings, rigorous discussions were held for each question and possible answers were proffered and debated before consensus was reached. The remaining 14 subjects did not have the same opportunity to formally include the external moderator for appropriately modifying the marking guideline prior to the main marking guideline discussion meeting.

Computer Applications Technology (CAT) Paper 2, noted that in preparation for the pre-marking guideline discussions, candidate data files that were sent to the IEB by schools on CD had to be uploaded onto a network. The chief examiner also met with the Information Technology staff at the school to ensure that the networks were correctly set up and that all required applications were available and accessible. As such, the examining panel and external moderator were not required to meet to discuss the marking guideline prior to the standardisation meeting.

Criterion 2 (preparation by chief markers and internal moderators), it was reported that for all 18 subjects internal moderators, chief examiners and senior sub-examiners were well prepared for robust engagement with questions that would meaningfully inform the marking guidelines. English HL Paper 1 and CAT Paper 1 and Paper 2 reported that the panels had written responses with alternatives in their preparation for the marking guideline discussion.

The reports revealed that the number of scripts marked by the chief examiner and internal moderator of each subject varied from three scripts per chief examiner and internal moderator (e.g. Accounting, Advanced Programme English, CAT Paper 2 and English HL Paper 1) to six scripts per chief examiner and internal moderator (History Paper 1 and Visual Arts). The chief examiner or internal moderator or both did not engage in any pre-marking of scripts for some subjects, for e.g. Advanced Programme Afrikaans, the internal moderator of History Paper 1 and Paper 2, Mathematical Literacy Paper 1 and Mechanical Technology.

5.3.2 Part B: Processes and procedures

This third criterion, focusing on processes and procedures, is comprised of 14 quality indicators:

- i. Attendance;
- ii. Organisational and logistical arrangements;
- iii. Detailed information regarding processes and procedures;
- iv. Meaningful contribution by participants to the discussion;
- v. Identification of possible common errors that could be made during initial marking;
- vi. Discussions to clarify answers and increase markers' ability to assess interpretative questions;
- vii. Discussions for eliciting alternative responses;
- viii. Details of the role of the external moderator at the marking guideline discussion meeting;
- ix. Correlation between the final examination paper and that approved by the external moderator;
- x. Changes made at the marking guideline discussion meeting;
- xi. Motivations for changes made;
- xii. Approval of changes and/or additions by the external moderator;
- xiii. Impact of changes on cognitive levels of the relevant questions;
- xiv. Whether questions elicited a disproportionate number of alternative questions.

The Advanced Programme Afrikaans reported that the panel was comprised of a single marker and an internal moderator who shared his responsibilities with the panel of Advanced Programme English. The first quality indicator, attendance, indicated that the marking guideline discussion meetings did not have full attendance in English HL, as well as most subjects with two question papers. In the case of English HL, the chief examiner was absent and a senior sub-examiner was requested to oversee the discussion, based on his appointment as examiner in the new cycle. For most subjects with more than one question paper, attendance was directly related to organisational and logistical arrangements: Paper 1 and Paper 2 were scheduled to have marking guideline discussions in parallel sessions, which meant that neither the internal moderator nor the external moderator could be present at both meetings. Hence, the internal moderator was present at the marking discussion of one question paper and the external moderator at the other. The reports indicated that this parallel session arrangement was made for the following subjects:

Accounting	Advanced Programme Mathematics	Mathematical Literacy
Life Sciences	Business Studies	Mathematics

Where possible, the external moderators moved from the discussion of one question paper to the other, and thus missed engaging with specific questions in each of the two papers. The arrangements for Mathematical Literacy were even more anomalous, with the marking guideline discussions scheduled simultaneously at different venues. This arrangement was cumbersome and Umalusi recommends that in future both the internal and external moderators be present at the discussions of both question papers.

All subjects indicated full compliance with the remaining quality indicators for the criterion, processes and procedures. Of note were Accounting, Advanced Programme English, Advanced Programme Mathematics, CAT and English HL, which indicated that the rigorous marking guideline discussions clarified potential marking errors, increased markers' ability to mark interpretative questions and elicited alternative responses to questions that required analysis and synthesis. All subject panels reported that the marking guideline discussions were robust, systematic and organised question by question, which meaningfully informed the final marking guidelines ratified by Umalusi.

5.3.3 Part C: Training at the marking guideline meetings and quality of final marking guideline

Criterion 4, training at marking guideline discussion meeting, focused on:

- i. Provision made for a training session at the marking guideline discussion meeting;
- ii. Whether the chief marker and internal moderator had received a representative sample of scripts for marking at the training centre;
- iii. Six quality indicators regarding the actual training.

Most of the subjects were in full compliance with criterion 4. However, for Mathematical Literacy it was pointed out that the chief examiner and internal moderator were not alerted to inconsistent marking in interpretative questions at the outset and did not immediately put corrective measures in place; and that variances in marks were outside an acceptable range.

Criterion 5, quality of the final marking guideline, was comprised of seven quality indicators. While most subjects were in full compliance, a number of subjects, such as CAT, Mathematical Literacy and Mathematics, noted that the criterion of establishing a tolerance range at the marking guideline discussion was not applicable. In addition, for Life Sciences it was recorded that an acceptable tolerance range was not determined at the marking guideline discussion meeting.

5.3.4 Conclusions and reflections

This final part of the instrument provides for any external moderators' reflections and comments that were not appropriately addressed during the initial marking guideline discussion process. For most subjects (e.g. Accounting, CAT Paper 1, Business Studies, Economics, English HL Paper 1 and History) it was maintained that all aspects pertaining to the marking guideline discussion—except for appropriate pre-marking guideline arrangements and the number of sample scripts marked—were appropriately addressed. In spite of certain inconsistencies among the remaining subjects, it was also indicated that the marking guideline discussions were rigorous, productive and effective.

However, for Advanced Programme English it was suggested that to better inform the interpretation of the rubrics, the senior sub-examiners should be given eight to ten scripts to mark in preparation for the marking guideline discussion. In addition, this subject flagged the use of penalisation methods in assessment and requested the IEB to return to discussions on this issue. For Accounting, Advanced Programme Mathematics, Business Studies, Life Sciences, Mathematics and Mathematical Literacy, delegates were disgruntled at not being able to be present at one of the question paper's marking guideline meetings as both were scheduled at the same time. For Geography, it was felt that diagrams should be presented in colour to ensure clarity, which was compromised by black and white printing; and finally, the Visual Arts delegates stated that the chief examiner and internal moderator should also engage with the panel in the marking of sample scripts; and that feedback from markers should be recorded to inform the final marking guidelines.

5.4 Areas of Good Practice

All the selected subjects showed compliance across various criteria and their relevant quality indicators. The salient areas of good practice, for which the IEB must be commended, were:

- a. Marking guidelines discussion meetings were well attended and chaired by chief examiners or internal moderators acting as critical participants and adjudicators in the process.
- b. The preparation for the marking guidelines was impressive in most subjects attended, and the quality of the final marking guideline was to the satisfaction of the external moderators.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted for their negative impact on the marking guidelines standardisation process:

- a. The number of sample marking scripts in preparation for the marking guideline discussion were inconsistent across subjects: minimal in a few subjects (e.g. Accounting, Advanced Programme English, CAT Paper 2 and English HL Paper 1); and zero for others (Advanced Programme Afrikaans and Mathematical Literacy Paper 1).
- b. The arrangement of parallel sessions for subjects which consisted of two question papers, namely Accounting, Business Studies, Life Sciences, Mathematics and Mathematical Literacy, deprived the internal moderator and external moderator of the opportunity of informing the marking guideline for one of the question papers.
- c. Not all internal moderators and chief examiners engaged in the marking of sample scripts, for example, the internal moderator of History Paper 1 and Paper 2, and the internal moderator and chief examiner of Visual Arts.

5.6 Directives for Compliance and Improvement

The IEB must:

- a. Ensure that arrangements are made timeously for pre-marking discussions between the chief examiner, internal moderator and external moderator for all subjects sampled for verification of marking by Umalusi;
- b. Ensure that parallel sessions for marking guideline discussions for subjects that have more than one question paper do not coincide; and
- c. The IEB's policy should clarify the number of sample scripts to be marked for each subject and ensure that each subject receives these scripts timeously.

5.7 Conclusion

Umalusi attended the marking guideline discussion meetings for 18 subjects and reports thereof provided evidence of compliance for the majority of criteria and their respective quality indicators. Overall, the IEB is commended for its improved organisation, which facilitated productive marking guideline discussions in the majority of subjects indicated. The final marking guidelines, approved for the subjects Umalusi verified and signed by the external moderators, served as excellent guidelines to markers that could ensure fairness, reliability, validity and credibility in the IEB examinations.

CHAPTER 6 MONITORING OF MARKING

6.1 Introduction

During the months of October and November 2017, the Independent Examinations Board (IEB) administered and managed the National Senior Certificate (NSC) examinations across its affiliated centres.

In verifying the credibility of the marking aspect of these examinations, Umalusi undertook rigorous and extensive monitoring of the marking of the examinations in the month of December 2017. The aim was to monitor the assessment body's compliance with examination policies and regulations that pertain to the conduct, administration and management of examinations.

This chapter reports on the findings gathered from the monitoring and acknowledges areas of good practice observed, identifies areas of non-compliance and provides directives for compliance and improvement, which the IEB is expected to address.

6.2 Scope and Approach

Umalusi monitored the November 2017 NSC marking processes at St John's College in Houghton, Johannesburg. Monitoring was conducted on 9 December 2017.

Umalusi observed the availability and implementation of appropriate policies and the compliance levels with relevant regulations on the conduct of the marking of examinations. The report was compiled from data collected and through verifications, observations and interviews on the conduct, management and administration of the marking.

Table 6A provides the details of the subjects marked at the centre, paper number, number of scripts and number of markers. School-based assessments (SBA) for some learning areas were also moderated at this centre, as indicated in the table below.

Table 6A: Subjects marked and moderated at St John's College marking centre

Subject	Paper No.	No. of scripts	No. of markers
		NSC	NSC
Arabic Second Additional Language (SAL)	1	900	14
Arabic Second Additional Language (SAL)	2	900	10
Arabic	SBA	900	10
French SAL	1	1 250	16
French SAL	2	1 250	22
French	SBA	500	4
Geography	1	4 446	93
Geography	2	4 446	20
Geography	SBA	450	4
German SAL	1 & 2	700	20
German	SBA	280	2
Hebrew SAL	1	200	4
Hebrew SAL	2	200	4
History	1	3 612	64
History	2	3 612	55
History	SBA	500	3
Portuguese	All	200	2

6.3 Summary of Findings

The findings of the monitoring are addressed below.

Table 6B indicates the levels of compliance of the marking centre with the nine critical criteria indicators on the monitoring instrument.

Table 6B: Level of compliance in relation to criteria

Criterion	Met all criteria	Met 80% of criteria	Met 60% of criteria	Met 40% of criteria	Met 0% of criteria
Planning for marking	X	0	0	0	0
The marking centre (venue)	X	0	0	0	0
Security at the marking centre	0	X	0	0	0
Training of marking personnel	X	0	0	0	0
Marking procedure	X	0	0	0	0
Monitoring of marking	0	X	0	0	0
Handling of irregularities	X	0	0	0	0
Quality assurance procedures	X	0	0	0	0
Reports	X	0	0	0	0
TOTAL	7/9 77.8%	2/9 22.2%	0	0	0

6.3.1 Planning for marking

The IEB complied fully with this criterion. Evidence of a detailed IEB operational plan and a specific marking plan for the marking centre was available during monitoring. The marking centre manager had implemented the marking plan. The marking centre management team and all marking personnel reported for duty on Friday, 8 December 2017 at 06:30 and 10:00 respectively. The standardisation meeting/training took place on that day. Four markers did not present themselves on the 8 December 2017; however there were sufficient personnel to compensate for their absence.

The marking commenced on Saturday, 9 December 2017 and was scheduled to be completed on Friday 15 December 2017. The marking guidelines/memoranda were received from the materials production section at the IEB head office a day after the final IEB examination session. The marking proceeded as planned.

6.3.2 The marking centre (venue)

A few independent schools were used as venues for the marking session. All were in close proximity of the IEB offices. Twenty-four classrooms were used at the marking venue monitored. The marking venue was clean and tidy with sufficient furniture. The facilities, such as communication, marking rooms, ablution, boarding and dining room (for personnel outside Gauteng), were good. Dietary requirements were also catered for. The marking centre was open from 07:00 to 17:00 daily.

Script control was assigned to the chief markers of all subjects. This control took place within the confines of the designated marking rooms and the space and furniture was suitable. Overall the centre was very conducive for the purpose of marking.

6.3.3 Security at the marking centre

There were 14 security guards deployed at the marking venue. Eleven security guards were on duty in the vicinity of the marking area and three were stationed at the gate to control access. The premises was also equipped with surveillance cameras, a monitored alarm system and fire extinguishers.

The scripts were transported to the marking centre by IEB officials in unmarked IEB vehicles. The chief markers were responsible for the control of scripts and no scripts were allowed to leave the designated marking venue.

The shortcoming in this criterion was that the security guards did not check all vehicles entering the venue and greater security could have been employed when the scripts were being transported to the marking venue.

6.3.4 Training of marking personnel

An experienced, permanent IEB employee, who is the IEB events manager, was appointed as the marking centre manager. The only evidence of training was verbal information provided by the said person. All other personnel employed for marking by the IEB were contracted for a period of three years. The current group was trained on 6 July 2015 and this date was also the commencement date of their contracts. The chief markers had a refresher training session during the standardisation meeting prior to the commencement of the marking session. During the standardisation meeting, markers were also subjected to marking four to six dummy scripts with a discussion session thereafter.

The examination assistants, named script controllers in the IEB, were trained by the marking centre manager regarding general requirements and by the chief marker of each subject regarding specific requirements. Evidence of a detailed document was provided as proof that the standardisation meeting, which was subject-specific, took place.

6.3.5 Marking procedure

An attendance register was signed by all personnel on the day that they reported for duty and signed off on the day of their departure. The marking centre manager played an oversight role. Thereafter a time sheet was signed on a daily basis and checked by the chief marker.

The marking of scripts was done per question and supervision thereof was done by the chief marker and internal moderator on a random basis throughout the marking process. The chief markers ensured that markers did not receive scripts from their own institutions and markers signed a confidentiality letter to ensure that they adhered to this rule. No deviation from the marking memorandum was permitted, except in exceptional circumstances, which resulted in consultation between the marker, internal moderator and chief marker. The assessment specialist was also readily available to engage in consultation when required.

6.3.6 Monitoring of marking

In accordance with IEB quality assurance protocol, it was found that the examiner/chief examiner was responsible for monitoring the performance of the markers' quality and standard of marking and levels of accuracy. The examiner/chief marker, while moderating, had the responsibility to identify any underperforming markers. Such markers were mentored and paired with competent markers.

At the end of the marking session the chief markers assessed individual markers in their teams. These assessments would be used to inform the selection process for subsequent marking sessions. Scripts were randomly subjected to a thorough moderation process by the chief marker and internal moderator; and all scripts were checked for accuracy and completeness by the script controllers.

6.3.7 Handling of irregularities

The examiners/chief markers trained all markers on what constitutes an irregularity and the procedures and protocols to be followed should an irregularity be detected. The centre's Examinations Irregularity Committee was comprised of the assessment specialist, the chief marker and internal moderator. It must be noted that all irregularities are referred to the committee at the IEB office.

6.3.8 Quality assurance procedures

Quality assurance was done sequentially in that markers checked that the previous marker had completed all requirements on the scripts; the internal moderator also checked scripts randomly; and, finally, the script controllers checked all scripts to ensure completeness and accuracy.

The markers, chief markers and script controllers signed off on the scripts once they were thoroughly checked. There were no lost scripts at the time of monitoring and checks and balances were in place to avoid that happening. The capturing of marks after marking was completed was to take place at St Stithians College.

6.3.9 Reports

The chief markers and internal moderators completed qualitative reports and submitted those to the materials production manager at the IEB. The reports were then forwarded to the assessment specialist for moderation and quality assurance. The reports were submitted on a template and were systematically dispatched and received, accompanied by a register that was signed to confirm dispatch and/or receipt.

6.4 Areas of Good Practice

The following areas of good practice were evident during the monitoring of the IEB marking centre:

- a. The choice of marking venue which was user-friendly and conducive to the marking activity.
- b. The marking procedure, handling of irregularities and quality assurance processes were all clearly defined and highly commendable.

6.5 Areas of Non-Compliance

There were minor issues/aspects of non-compliance at the IEB marking centre:

- a. Lack of stringent security measures when transporting the scripts to the marking centre.
- b. Lack of strict access control by the security personnel.
- c. The monitoring by IEB head office was not frequent at all marking venues.

6.6 Directives for Compliance and Improvement

The IEB was required to ensure that:

- a. Greater care is taken at access control areas in terms of stop and search procedures.
- b. Security during the transport of scripts to and from the marking centre must be improved.
- c. Monitoring of the marking centre by IEB management be more frequent.

6.7 Conclusion

The conduct, management and administration of the marking phase of the November 2017 NSC examinations conducted by the IEB was well managed. The information gathered at the marking phase of the examination and the level of compliance as depicted in Table 6B were acceptable. The IEB must ensure that the directives for compliance are addressed.

CHAPTER 7 VERIFICATION OF MARKING

7.1 Introduction

Monitoring and verification of marking is one of the quality assurance processes that Umalusi embarks on to ensure that marking is conducted fairly and that there is consistency in the application of the marking guidelines in all the subjects and question papers. The Independent Examination Board (IEB) marking took place at Sacred Heart College, SAHETI School, St John's College, St Stithians College and Roedean School, between 3 November 2017 and 12 December 2017.

Umalusi conducted on-site verification of marking for question papers sampled for the IEB. On-site verification of marking is a quality assurance approach whereby external moderators are deployed to the various marking centres. The marking of scripts for the IEB took place immediately after the marking guideline discussions. This approach is generally preferred by Umalusi as it allows external moderators to identify discrepancies and inconsistencies that might occur during the marking process and make the necessary adjustments immediately.

7.2 Scope and Approach

The on-site verification of marking for the IEB was conducted in 18 National Senior Certificate (NSC) subjects comprised of 28 question papers that were written for the November 2017 NSC examinations. The marking of examination answer scripts for all IEB question papers commenced on the day after the marking guideline discussions. This chapter reports on the findings of the verification of marking of the scripts of the question papers identified in Table 7A.

Table 7A: List of subjects verified by Umalusi moderators

Subjects			
1	Accounting Paper 1 and Paper 2	10	English HL Paper 1
2	Advanced Programme Afrikaans	11	Geography Paper 1 and Paper 2
3	Advanced Programme English	12	History Paper 1 and Paper 2
4	Advanced Programme Mathematics Paper 1 and Paper 2	18	Information Technology Paper 1
5	Business Studies Paper 1 and Paper 2	14	Life Sciences Paper 1 and Paper 2
6	Computer Applications Technology (CAT) Paper 1 and Paper 2	15	Mathematical Literacy Paper 1 and Paper 2
7	Consumer Studies	16	Mathematics Paper 1 and Paper 2
8	Design	17	Physical Sciences Paper 1 and Paper 2
9	Economics	18	Visual Arts

The instrument Umalusi used for verification of marking consists of four parts, each of which is comprised of a variable number of criteria, presented in Table 7B. Part A, adherence to marking guidelines, has three criteria; Part B, quality and standard of marking, four criteria; Part C, candidates' performance (which makes provision for Umalusi to report fully on learner performance); and Part D, findings and suggestions, which is a summary of Umalusi's findings and suggestions.

Table 7B: Umalusi criteria for verification of marking

Part A Adherence to marking guidelines		Part B Quality and standard of marking		Part C Candidate performance		Part D Findings and suggestions	
1	Adherence to marking guidelines	4	Consistency in the allocation of marks	8	Performance of learners with specific reference to questions	9	Findings and suggestions to be noted by the internal moderator and chief examiner
2	Changes made to marking guidelines at the marking centre	5	Accuracy in addition of marks and calculation of totals				
3	Process followed in changing the marking guidelines	6	Internal moderation of marks				
		7	Fairness, validity and reliability				

7.3 Summary of Findings

This section uses Table 7B as a framework for the analysis and discussion of a summary of findings for the verification of marking of the 18 subjects presented in Table 7A. Umalusi could not verify the marking of Design, Economics and Information Technology, as the three subjects were piloted for online marking and no access to the electronic system was provided. The external moderator of Design noted that the scripts were marked online and neither full scripts nor images of questions were available, as marking began only on the third day after her arrival. The information provided was thus based on observation and questioning, and accessing statistics from the chief examiner. The external moderator of Economics indicated that while scripts, with anchor images and specific questions but not full scripts, were uploaded electronically for the examining panel and panel of markers, there was no access to the system to verify the scripts. The information was gathered through observation of the internal moderator's system. Similarly, no hard copies of scripts could be verified for Information Technology, even though Umalusi requested statistics on double scoring per question and the percentage rate of discrepancies. The software company present at the time of the marking process declined to provide these to Umalusi as the company required authorisation from the IEB and the matter was unresolved. A sample of scripts for Economics, Design and Information Technology were later submitted to Umalusi for verification and it was found that the marking was conducted fairly.

7.3.1 Part A: Adherence to marking guidelines

All of the 18 sampled subjects indicated full compliance with the three criteria of Part A, adherence to marking guidelines. The internal moderator, chief examiner, senior sub-examiners and markers adhered to the marking guidelines that were ratified and signed off by Umalusi at the marking guideline discussion meetings. In English HL, not all alternative answers could be provided for open-ended questions in the marking guideline; markers were astute in using their professional judgement in crediting alternative responses not captured in the marking guideline.

In History, physical marker sticks and arrows were used as prescribed for the marking of discursive, extended writing and source-based questions. Mathematical Literacy and Physical Sciences' moderators complimented the marking panel for their close adherence to the marking guideline. Conversely, even though three subjects, Design, Information Technology and Life Sciences, indicated compliance with adherence with the marking guidelines, for Design it was noted that evidence from the online system showed that nine of 16 scripts were labelled "wrongly marked" for one section. Similarly, Information Technology indicated that 43 of 87 double-score items showed discrepancies. The Life Sciences' markers had not received the marking guideline that had been signed off by Umalusi, but worked instead from the initial guideline which they annotated.

With regard to the second and third criteria, pertaining to changes made to marking guidelines at the marking centre and the following of due processes, respectively, 16 subjects indicated full compliance. Changes made were ratified by the external moderator. Two question papers, Accounting Paper 1 and CAT, recorded anomalies: the former indicated that additional information included in the marking guideline was not ratified by the external moderator because he was at the Paper 2 marking guideline discussion (held simultaneously with the Paper 1 discussion); and for CAT, it was pointed out that the answer to one question in the marking guideline was actually incorrect. Those scripts that had been marked before the error detection were re-marked.

7.3.2 Part B: Quality and standard of marking

Eighteen subjects sampled for verification indicated that consistency in the allocation of marks was maintained. In subjects such as Advanced Programme Mathematics and History, marking was said to be accurate. However in other subjects such as Consumer Studies, Economics, English HL and Mathematics Paper 1, while consistency was maintained for most of the sampled scripts there were instances of inconsistencies. Consistency in these subjects was compromised by novice markers. In Consumer Studies and Economics there were discrepancies in questions requiring higher cognitive responses; in English HL there were identified anomalies in the awarding of marks to three specific questions; and in Mathematics Paper 1 a total of 57 changes were effected in 20 scripts. These were attributed to a general leniency by markers.

For the second criterion of Part B, accurate calculation of marks: all subjects showed that the computation of marks was accurate, albeit with minor inconsistencies in some subjects. However, the three Advanced Programmes (Afrikaans, English and Mathematics) together with Consumer Studies, Design, History Paper 1, Mathematical Literacy Paper 2 and Physical Science Paper 1 were noted to be accurate in their calculations.

The third criterion for the quality and standard of marking elicited data that provided evidence of internal moderation for 16 subjects. Of note were Advanced Programme English, Advanced Programme Mathematics, Business Studies, English HL and History. The Advanced Programme English moderator commented on the thoroughness of the senior sub-examiners in their moderation and their practice of moderating at least one question of every batch of scripts; and even the language subject specialist of the IEB went through scripts combing for anomalies, especially of certain markers. Advanced Programme Mathematics complimented the moderators for the “developmental” and “encouraging” manner in which discrepancies were addressed. It was recorded that rigorous moderation in marking Business Studies, English HL and History reduced inconsistencies quite significantly.

The verification of marking of the 15 subjects where scripts were marked manually was declared fair, valid and reliable by the end of the verification process. No comments were made regarding three online marking subjects—Design, Economics and Information Technology. The moderators were unable to verify the marking on site because they did not have access to the e-marking system.

This part of the instrument requires external moderators to comment on candidates' performance with specific reference to questions in which candidates excelled and/or struggled, with an option to include a chart on the average mark per question. As this criterion is so open-ended, the various external moderators presented data using different methods; thus an effective equitable comparative comment could not be made.

The number of scripts verified ranged from 10 (Advanced Programme Afrikaans, Business Studies and Mathematical Literacy) to 45 and 55 (Advanced Programme Mathematics and Visual Arts, respectively) depending on norm time. The analysis of reports of the sampled subjects showed that the three Advanced Programmes (Afrikaans, English and Mathematics) demonstrated overall excellent performance, while the remaining subjects indicated an overall satisfactory performance with a range of excellent to poor by candidates across the subjects.

A question-by-question analysis of Accounting Paper 1 revealed that candidates performed well in Question 1, satisfactorily in Question 2 and Question 3, and below average in Question 4. For Mathematical Literacy it was noted that a number of candidates performed extremely well in all questions of Paper 1 but very poorly in Question 3 of Paper 2. Mathematics Paper 1 recorded that

Question 1 was well done while the worst scores were achieved in Question 4 and 5. Similarly, Physical Sciences Paper 1 and Paper 2 reported that Question 7 and Question 5, respectively, were well done but Question 9 in both question papers evidenced poor performance. Data gleaned from other subjects provided the lower and upper limits of scores: Business Studies Paper 1 recorded a range of 40% to 80%, and Paper 2, 20% to 90%; CAT quantified a range of 24% to 81%; and English HL, 29% to 81%. Yet other subjects provided overall averages: Consumer Studies, 62%; Geography Paper 1 and Paper 2, 67.4% and 71.3%, respectively; History Paper 1 and Paper 2, 62.3% and 60.5%, respectively; Mathematics Paper 2, 54%, and Visual Arts, 64.7%.

Various subject-specific reasons were suggested for the poor performing candidate. The most common reasons across the subjects included:

- a. The lack of subject-specific content knowledge (e.g. Accounting, Business Studies, Geography, History, Mathematical Literacy and Physical Sciences).
- b. Inadequate concept development and understanding of subject-specific terminology (e.g. CAT, Geography, Life Sciences, Mathematical Literacy, Mathematics and Physical Sciences).
- c. Poor reading and interpretation of questions (e.g. Business Studies, Consumer Studies, Life Sciences and Visual Arts).
- d. Poor analytical, synthesis and application skills (e.g. CAT, English HL, Life Sciences, Mathematics, Physical Sciences and Visual Arts).
- e. Inadequate integration of content knowledge (Consumer Studies and Life Sciences).
- f. Inability to develop a line of argument and poor structure of the essay (History).
- g. Inability to respond appropriately to questions that require critical engagement (English HL).
- h. Inability to provide appropriate text-based motivation for general statements made (English HL and Visual Arts).

However, the overall results were generally pleasing, particularly as some candidates showed excellent results.

7.3.4 Part D: Findings and suggestions

This final part of the verification of marking instrument requires the external moderator to provide informative comments to be noted by the internal moderator and chief examiner. The following is a summary of significant comments gleaned by Umalusi during the verification process:

- a. The majority of subjects adhered to the marking guidelines and modifications were ratified by the relevant external moderator.
- b. Marking was declared mostly consistent in all the subjects that produced hard-copy scripts sampled for verification; hence, marking was declared as fair, valid and reliable.
- c. The chief examiner should train markers to show the difference between accuracy marks and method marks, as well as indicate where penalties are effected (Accounting).
- d. Different internal moderators must be employed for each of the two Advanced Language Programmes (Afrikaans and English).
- e. The internal moderator should always be present during the marking process (Advanced Programme Afrikaans and Advanced Programme English).
- f. The internal moderator and chief examiner must be complimented on their judicious and consistent marking, (e.g. Advanced Programme English, Advanced Programme Mathematics, Business Studies, Geography and History).
- g. The senior sub-examiners must be commended for their thorough, insightful and articulate mediation of the marking guidelines with markers (Advanced Programme English, English HL Paper 1).
- h. A specific observation by markers was brought to the attention of the external moderator of Advanced Programme English; for Question 3, which draws on learners' independent reading, one centre showed evidence of having selected the same texts.
- i. A more equitable number of senior sub-examiners should be appointed in relation to the number of scripts (English HL).
- j. The colour of pens used from marker to internal moderator should be different (Business Studies and Life Sciences).
- k. The scripts of novice markers should undergo more than the prescribed moderation requirement (Life Sciences).

- l. The practice of moderating more than the prescribed 10% is commendable (Mathematical Literacy Paper 2).
- m. The chief examiner should train markers to:
 - Read the candidate's full response and not just key words when marking (Consumer Studies);
 - To transfer only the totals of questions and not sub-totals to the cover page to eliminate mark-related errors (Mathematical Literacy);
 - Constantly remind markers to use the marking guideline as a point of reference to achieve consistency in marking (Physical Sciences).

7.4 Areas of Good Practice

Drawing on the quantitative and qualitative data that the external moderators for the subjects provided, the following areas of good practice were noted:

- a. The thorough and judicious marking practices of the internal moderator, chief examiner and markers (Advanced Programme English, Advanced Programme Mathematics, Business Studies, Geography and History).
- b. The use of different colour pens in subjects (except Business Studies and Life Sciences) which facilitated the moderation process.

7.5 Areas of Non-Compliance

The following areas of non-compliance in specific subjects were noted:

- a. Lack of accessibility to the computer system for subjects marked electronically (Design, Economics and Information Technology) thwarted the verification process.
- b. The colour of pens used in the marking process, from marker to internal moderator, should be different (Business Studies and Life Sciences) to facilitate the moderation process.
- c. Absence or intermittent presence of either the internal moderator or chief examiner (Advanced Programme Afrikaans, Advanced Programme English and English HL) could have a negative impact on the marking and moderation processes.

7.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- a. Systems are in place for external moderators to have access to verify online marking while the marking is in progress.
- b. Contingency measures are in place in the event that a member of the examining panel is absent.
- c. Sufficient number of senior sub-examiners in relation to the number of scripts for English HL is available during marking.
- d. Policies to be in place regarding focused selection of texts for Question 3 of the Advanced Language programmes.

7.7 Conclusion

For the November 2017 NSC examinations, Umalusi was able to deploy external moderators for 18 sampled subjects to IEB marking centres. The findings have shown that the verification process undertaken for the sampled subjects was successful. External moderators across the subjects verified (with the exception of the three subjects that piloted online marking) were able to timeously intervene where inconsistencies were identified during the marking process; and positively facilitated marking towards attaining minimal variance in marks. The marking process was declared to be fair, valid and reliable for all subjects.

A significant favourable finding was that for the majority of subjects, the internal moderators and chief examiners were commended for their organisational skills, judicious moderation and ability to train markers for consistency and accuracy. The above average overall performance of candidates is also commendable.

CHAPTER 8 STANDARDISATION AND RESULTING

8.1 Introduction

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than learners' ability and knowledge. The standardisation of examination results is necessary to reduce the variability of marks from year to year. Such variability may be the result of the standard of the question papers, as well as the quality of marking. Thus, standardisation ensures that a relatively constant product is delivered to the market.

According to Section 17A(4) of the General and Further Education and Training Quality Assurance Act, 2001 (as amended in 2008), the Council may adjust raw marks during the standardisation process. This process also involves statistical moderation, qualitative inputs from external moderators, reports by internal moderators and post-examination analysis reports, as well as the principles of standardisation, all of which are taken into consideration.

To ensure valid and reliable standardisation, subject structures and electronic data booklets must be verified, norms must be developed and adjustments must be approved.

8.2 Scope and Approach

Umalusi verified mark capture, historical averages, standardisation and statistical moderation and resulting datasets.

The Independent Examinations Board (IEB) presented a total of 61 subjects for standardisation and statistical moderation in the November 2017 National Senior Certificate (NSC) examinations. The three Advanced Programmes—Afrikaans, English and Mathematics—were also submitted. The verification of mark capturing was carried out by Umalusi at the IEB offices.

This section summarises the verification of the standardisation and results system, areas of good practice and of non-compliance, as well as the directives for compliance and improvement issued.

8.3 Summary of Findings

8.3.1 Development of historical averages

The subject structures were verified and approved. The historical averages were also verified and approved after several moderations. A five-year historical average was calculated and no outliers were identified.

8.3.2 Capturing of marks

Umalusi monitored the capturing of marks at St Stithians College. The monitoring included the verification of the availability and implementation of guidelines or procedural documents to authenticate mark sheets, the capturing of examination marks, the appointment and training of data capturers, the management of capturing centres and the security systems for the examination materials.

Policy guidelines and the management plan for the capturing of marks were made available to Umalusi during the verification of examination mark capture; and capturing was in line with the management plan. There were adequate personnel appointed at the capturing centre. All data capturers appointed signed contracts as evidence of employment. The capturing coordinator, a permanent IEB employee, trained all contract workers appointed for capturing. The assessment body provided a detailed training programme for the system administrator, capturing coordinator and data capturers. An attendance register and training manual were also evidence of training. All data capturing personnel signed declarations of confidentiality before assuming duty.

The IEB captured marks online, directly from the scripts, and used a double-capture method to authenticate the marks. There were dedicated data capturers and verifiers: that is, no capturer was responsible for both capturing and verifying the marks. The capturer captured the total marks obtained; the verifier captured marks per question. The system calculated the total and compared this with the total marks captured by the first capturer. Non-alignment of marks resulted in rejection and re-verification.

The capturing facilities were under 24-hour security surveillance. The IEB kept all examination materials at the capturing control room and transferred them to the IEB office daily after capturing. Security personnel at the centre escorted visitors to the venue. Contingency measures were in place, with an IT specialist and standby generator available to implement daily backups in case of power failures.

8.3.3 Electronic datasets and standardisation booklets

The data files required for a dry-run test were received; only the standardisation process was tested. Feedback was submitted to the IEB and no datasets were received thereafter, therefore statistical moderation was not verified.

Following the IEB evidence-based report presentation, the IEB was requested by the Assessment Standards Committee (ASC) to exclude Western Cape candidates from the Life Orientation standardisation data. This was because the common assessment task question paper was easier than the initial question paper, which these candidates did not write owing to a storm.

Similarly, the IEB was requested to exclude Information Technology (IT) candidates from Michaelhouse and two implicated Roedeian candidates from the IT standardisation data, since these candidates had access to the study guide, which contained more questions that resembled those in the final question paper.

The ASC made a decision that the excluded candidates would carry the final decisions for Life Orientation and Information Technology, and the statistical moderation processes would follow as in the supplementary examination.

The IEB submitted the standardisation datasets and booklets with the ASC decisions on the Life Orientation and Information Technology data taken into consideration. The exclusion of these candidates from the standardisation data was approved during first submission and the electronic booklets at first moderation. However, the electronic booklets for the Advanced Programmes did not have computer adjustments. This was rectified and submitted before the standardisation meeting.

The following datasets were verified and approved during second submission: the statistics distribution, the raw mark distribution and the graphs per subject, paying particular attention to different colours and raw mark adjustments, as well as legends for the current and previous years.

The electronic datasets were verified before the final standardisation booklets were printed and were approved without moderations, except for the Advanced Programmes. The colour coding on the statistics table, as requested in 2016, had been attended to.

8.3.4 Pre-standardisation and standardisation

The principles for standardisation provided direction in the standardisation process. The ASC considered the external moderators' reports, the internal moderators' reports and post-examination analysis reports as qualitative input in determining the adjustments per subject. The evidence-based report, as well as the historical averages, pairs analysis and the previous years' statistical distribution per subject were also considered in the decisions.

8.3.5 Standardisation decisions

The IEB submitted 61 examination subjects for the November 2017 NSC standardisation meeting and three subjects for the Advanced Programmes standardisation. The IEB had 46 subjects adjusted at raw mark, while five were adjusted mainly upwards and ten mainly downwards. The decisions for the standardisation of the November 2017 NSC are listed in Table 8A:

Table 8A: List of the standardisation decisions made for the 2017 NSC examinations

Description	Total
Number of learning areas presented	61
Raw marks	46
Adjusted (mainly upwards)	5
Adjusted (mainly downwards)	10
Number of learning areas standardised:	61

Table 8B: List of the standardisation decisions made for the 2017 Advanced Programme

Description	Total
Number of learning areas presented	3
Raw marks	2
Adjusted (mainly upwards)	1
Adjusted (mainly downwards)	-
Number of learning areas standardised:	3

8.3.6 Post-Standardisation

The assessment body was required to submit the adjusted datasets as per the agreed standardisation decisions. These were verified and approved after the first submission. The statistical moderation and resulting were approved during second submission, following IEB rectifications on both the moderation record and the candidate record.

8.4 Areas of Good Practice

- The IEB applied a double-capture method for entering the marks in the system, as per requirements.
- The IEB security of mark sheets was commendable.
- The detailed processes/procedures in place for the capturing of marks was highly commendable;
- The IEB's prompt rectification of datasets was highly commendable.
- The IEB's adherence to the timelines in the submission of both standardisation data and statistical moderation was appreciated.

8.5 Areas of Non-Compliance

- The IEB's failure to complete the verification of the systems must be addressed.

8.6 Directives for Compliance and Improvement

- The IEB should ensure that the verification of systems is completed prior to the standardisation process.

8.7 Conclusion

Although the verification of systems was not completed and there were few subjects provisionally standardised, the credibility and reliability of the IEB standardisation, statistical moderation and resulting was not compromised.

CHAPTER 9 CERTIFICATION

9.1 Introduction

Umalusi is responsible for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Sub-framework (GFETQSF) of the National Qualifications Framework (NQF) mandated by its founding Act, the General and Further Education and Training Act (Act No. 58 of 2001, amended 2008). Umalusi upholds the 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, but is the culmination of an examination process with different steps conducted by an assessment body, in this instance the Independent Examinations Board (IEB).

This process commences with the registration of learners 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 only after quality assurance and approval by Umalusi are learners presented with individual statements of results. These are preliminary documents that outline the outcome of an 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 the 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 examination, including those who qualify for a subject only in a particular examination cycle, are submitted to Umalusi for certification by the IEB.

Umalusi verifies all the data received from the IEB. These data must correspond with the quality assured results. Where discrepancies are detected, the IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not 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 those candidates who have not qualified for any type of certificate closes the examination cycle.

The balance of this chapter informs interested parties of the current state of the certification of achievement of NSC candidates registered to write the examinations through the IEB.

9.2 Scope and Approach

The IEB assesses candidates registered at private institutions of learning.

The quality assurance processes, verification and checking of the results uphold the credibility of the certificates Umalusi issues to qualifying learners. All these certification processes contribute to upholding the standard of the qualifications within the sub-framework for which Umalusi is responsible.

The state of readiness visit and records submitted for certification were used to inform this report.

9.3 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.

The registration of candidates is completed by making use of an online registration system. Independent schools are supplied with a username and password to access the online registration platform. After the closing date for registration, the online system closes for any capturing or changes to the entries.

A preliminary schedule of entries is generated electronically and submitted to the schools for verification. Any changes that need to be effected may be made only by the assessment body, the IEB, at their offices.

All subject changes were completed following the prescribed procedures and were effected on the system by the IEB. All changes made to the registration record of a candidate were communicated to the relevant school for verification. The final control measure to ensure the correctness of the registration of learners was the signing off on the preliminary entry schedule by the learners and the school principal. This is a satisfactory state of affairs that obviates problems experienced during the examination process and the approval of results.

Immigrant candidates are registered in Grade 9 on submission of all the relevant supporting documentation. Concessions for learners with learning difficulties are also processed and managed in a satisfactory manner.

The resulting of the 2016 cohort of learners was completed in time and the certification of learner achievements took place early in the next year with no problems.

Table 9A: Certificates issued during the period 1 December 2016 to 30 November 2017

Type of certificate	Number issued
Subject Statement ¹	1 274
Withdraw	40
Failed all subjects	64
NSC with admission to Higher Certificate study	139
NSC with admission to Diploma study	1 060
NSC with admission to Bachelor's Degree study	9 793
Replacement (Change of status) ² NSC with admission to Higher certificate study	6
Replacement (Change of status) NSC with admission of Diploma study	15
Replacement (Change of status) NSC with admission to Bachelor's Degree study	36
Re-issue ³ Subject Statement	
Re-issue NSC with admission to Diploma study	2
Re-issue NSC with admission to Bachelor's Degree study	4
Replacement (Lost) Subject Statement	3
Replacement (Lost) NSC with admission to Higher Certificate study	6
Replacement (Lost) NSC with admission to Diploma study	53
Replacement (Lost) NSC with admission to Bachelor's Degree study	243
Combination ⁴ NSC with admission to Bachelor's Degree study	2
Total	12 740

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 subjects passed.

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.

9.4 Areas of Good Practice

- a. Several verification processes were in place to ensure the correctness of the examination entries. School principals were required to sign a declaration of accuracy to confirm the quality of the registration data. This declaration must be submitted to the IEB. The examination timetables were submitted to learners in September 2017.
- b. As required by Umalusi, registration data was submitted and the subject structures were verified.
- c. All officials signed a declaration of confidentiality statement at the beginning of each year. Good controls were in place for managing the capturing of marks, monitoring the movement of scripts and reporting on marks not captured. User access and roles on the IT system were closely monitored and controlled. The IEB was highly aware of security and had implemented measures to ensure the integrity of the IT system.

9.5 Areas of Non-Compliance

- a. No areas of non-compliance were noted.

9.6 Directives for Compliance and Improvement

- a. No areas of non-compliance were noted.

9.7 Conclusion

The IEB fulfils its role in respect of registration in exemplary fashion. Its resulting processes are timeous and satisfactory. The NSC data for certification is reliable. The IEB fulfils these roles as a private assessment body well.

ANNEXURES

Annexure 3A: Summary of Areas of Good Practice and Areas of Concern

Quality assurance process		Areas of good practice	Areas of concern
1.	Management issues	a) IEB had installed surveillance cameras in the packaging section centre; b) An organogram for the management of the examinations was in place.	
2.	Printing, packaging and distribution	Packaging and distribution a) Effective control of distribution of question papers and the use of smart locks and combination locks was observed; b) All contract staff was vetted.	a) There was no management plan for packaging and distribution of examination material: IEB relied on the examination timetables; b) Permanent staff were not vetted; c) Transporting of the master copy from the printers to IEB not secured.
3.	Conduct of examinations	Invigilation a) Principals were appointed as chief invigilators in all examination centres; b) Chief invigilators were appointed by the CEO and trained by the IEB; c) Training manuals for the chief invigilators and invigilators were developed. Monitoring a) IEB had planned a two-tier monitoring approach for 2017: <ul style="list-style-type: none"> • Physical monitoring; • Use of cameras. b) A plan to monitor all five new centres and centres that were not monitored in 2016 was made available.	a) IEB conducted only desktop audits of examination centres; b) IEB relies on attendance registers submitted by the schools as the only evidence that training of invigilators was conducted. a) Monitoring plans were not yet finalised; b) Lack of training of provincial monitors.

Quality assurance process		Areas of good practice	Areas of concern
4.	Management of irregularities	<p>Irregularities</p> <p>a) A well-constituted and functional committee to deal with irregularities was established;</p> <p>b) There was good management and record-keeping of irregularities; and</p> <p>c) Irregularities were resolved before finalising the results.</p> <p>Policy to deal with concessions (accommodations)</p> <p>a) The policy and procedures for accommodations, which clearly states the criteria and procedure for approval of accommodations, was made available;</p> <p>b) IEB kept the data for the type and number of candidates who were granted accommodations.</p> <p>Concessions for examination centres</p> <p>a) Most of the distance providers registered as examination centres by the IEB were granted concessions by Umalusi to write the November 2017 NSC examinations.</p>	
5.	Internal assessment	<p>a) Handbook for regional moderators (policy) was made available;</p> <p>b) IEB had a manual for the moderation of SBA for NSC;</p> <p>c) SBA moderation was conducted twice in a year:</p> <ul style="list-style-type: none"> • September/October – regional; • December – national. <p>d) National and regional subject conferences are held annually;</p> <p>e) Regional SBA workshops on identified problem areas were held;</p> <p>f) Schools received immediate feedback after the moderation process in the form of a school subject report;</p> <p>g) Composite subject reports were shared with all stakeholders;</p> <p>h) Regional moderators were appointed for three years to ensure continuous quality of the SBA tasks.</p>	

Quality assurance process		Areas of good practice	Areas of concern
6.	Marker selection	<ul style="list-style-type: none"> a) Markers applied electronically and the system assisted in the selection process by excluding applicants who did not qualify as per the criteria; b) Principals verified applicants from their schools; c) Training of markers was conducted before commencement of marking; d) A buddy system was used to mentor novice markers in which they were teamed with experienced markers; e) The marker selection process was completed. 	
7.	Marking centres	<ul style="list-style-type: none"> a) Marking centres were audited annually; b) Meetings were held with security personnel at marking centres on security measures to be followed; c) Only IEB officials were appointed as marking centre managers. 	
8.	Registration, standardisation, resulting and certification	<ul style="list-style-type: none"> a) Verification processes were in place to ensure correct data entries for NSC; b) Exam timetable was submitted in September for NSC candidates; c) Registration data for NSC were submitted to Umalusi and subject structures were verified electronically; d) All officials signed declaration of confidentiality statements at the beginning of each year; e) Good controls were in place for the management of outstanding marks and monitoring the movement of scripts; f) User access and roles were monitored and controlled; g) Security was aware of measures to be implemented to ensure integrity of system. 	

Annexure 4A: Summary of Areas of Concern

Criteria	Nature of non-compliance	Centres implicated
Invigilators' training and appointment	Chief invigilator not the principal of the school	St Stithians Boys College Somerset College Thomas More College Harvest Christian School Penryn College Ashton International School Diocesan School for Girls Hilton College Maseala Progressive School St Patrick's CBC Harriston Combined School Mokopane English Combined School St Benedict's College Reddam House (Constatia) Curro Roodeplaat Clifton College Cornwall Hill College
	No appointment letters for invigilators	St Stithians Boys College Diocesan School for Girls Mokopane English Combined School Kearsney College
Preparations for writing and the examination venues	There was no clear signage to the examination venues	Penryn College Ashton International School
	The question paper was not checked for technical accuracy	Somerset College St Benedict's College
	Invigilators did not have name tags	St Stithians Boys College Harvest Christian College Ashton International School Hilton College St Benedict's College Curro Roodeplaat Clifton College Kearsney College
	No attendance register for invigilators	Curro Roodeplaat
	No record for monitors	Curro Roodeplaat
	Candidates did not sign register	Maritzburg Christian School
	There were no seating plans	Curro Roodeplaat Clifton College Maritzburg Christian School
	No relief timetable	St Stithians Boys College Hilton College Curro Roodeplaat Maritzburg Christian Kearsney College
	Cell phones found in the examination room	Maritzburg Christian School

Criteria	Nature of non-compliance	Centres implicated
Monitoring by the assessment body	There was no evidence of monitoring of October / November examinations by the assessment body on or before Umalusi monitoring took place	St Stithians Boys College Somerset College Thomas More College Harvest Christian School Penryn College Maseala Progressive School Ashton International School Brainline Learning World St Patrick's CBC Mokopane English Combined School Reddam House (Constatioa) Curro Roodeplaat Clifton College Maritzburg Christian School Kearsney College Cornwall College St John's College

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