

December 2017



Quality Assurance of the 2017 National Senior Certificate (NSC) Examinations and Assessment of the South African Comprehensive Assessment Institute (SACAI)

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
SOUTH AFRICAN COMPREHENSIVE
ASSESSMENT INSTITUTE (SACAI)

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 this consolidated report on the quality assurance of the 2017 South African Comprehensive Assessment Institute (SACAI) National Senior Certificate (NSC) 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 of 2001, as amended in 2008, Umalusi undertakes to quality assure these national qualifications and does so through a rigorous process of reporting on each of the assessment processes and procedures. Umalusi judges the quality and standard of examinations by determining the level of adherence to policy in implementing examination-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.

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

- Moderation of question papers;
- Monitoring of the assessment bodies' state of readiness to conduct, administer and manage the examinations;
- Moderations of assessment, which are 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. To ensure alignment with current trends in assessment and examinations, these criteria undergo constant review and refinement.

There has been a significant improvement in the administration of the exit examinations in the past few years and there is ample evidence 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 its endeavours towards ensuring an assessment system that is internationally comparable.

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

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and 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 is mandated by the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001, amended in 2008) to quality assure all exit-point assessment practices for all registered and accredited assessment bodies and to issue certificates to successful candidates. A key function of the Council in this process is the approval of results.

Section 17A of the General and Further Education and Training Act stipulates that:

- Umalusi may adjust raw marks during the standardisation process;
- The Council must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of candidates if the Council is satisfied that the assessment body or education institution has:
 - a. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - b. Complied with the requirements prescribed by the Council for conducting assessments;
 - c. Applied the standards prescribed by the Council with which a candidate is required to comply to obtain a certificate; and
 - d. Complied with every other condition determined by the Council.

Section 18 stipulates that an assessment body may, during the standardisation process, recommend to the Council that raw marks be adjusted.

All aspects of the assessment programme have been moderated, verified and quality assured. The purpose of this report is to present the findings reported by Umalusi's external moderators and monitors. This information serves to inform the Umalusi Council of the processes followed, areas of good practice and areas where there is cause for concern. This should place the Council in a position to make an informed decision regarding the acceptance and ratification of the results of the National Senior Certificate (NSC) examinations administered and presented by the South African Comprehensive Assessment Institute (SACAI).

Nine critical aspects of assessment and examination have been quality assured by Umalusi and the chapters are as follows:

- a. The external moderation of the examination question papers (Chapter 1);
- b. The moderation of school-based assessment (SBA) (Chapter 2);
- c. Monitoring the state of readiness to conduct the NSC examinations (Chapter 3);
- d. The monitoring of writing (Chapter 4);
- e. The marking guideline discussions (Chapter 5);
- f. The monitoring of marking (Chapter 6);
- g. The on-site verification of marking (Chapter 7);
- h. The standardisation of marks and the verification of mark capturing (Chapter 8)
- i. Certification and resulting (Chapter 9).

Umalusi's external moderators and monitors submitted reports on each of these aspects. Summaries and interpretations of the contents of these reports have been captured in the first eight chapters.

The moderation of question papers and the corresponding marking guidelines for the final NSC examination in October/November is undertaken every year. The purpose of the external moderation is to ensure that the question papers and the marking guidelines comply with the relevant curriculum and assessment policies, are of appropriate rigour and are academically and technically correct in all respects. Moderation also ensures that the standard and rigour of question papers do not differ too radically from the question papers of previous years, so that candidates of different year groups are not advantaged or disadvantaged because of a difference in rigour.

The marking guidelines are set simultaneously with the question papers, and great care is taken to ensure that they are as comprehensive as possible, to make provision for all possible (correct) interpretations and approaches. They should also be structured in such a way that they are accessible to the markers, to encourage consistency and fairness in marking.

Forty-three question papers from 24 subjects were moderated for the November 2017 NSC examinations for the SACAI. The external moderation process was conducted between February and September 2017.

The setting and moderation of question papers was generally successful. The general analysis after the first moderation reflected that:

- a. Twenty-four question papers indicated that the question papers and marking guidelines were neither fair, valid nor reliable (quality indicator 11.2);
- b. Twenty-two question papers reported that the question paper and marking guidelines were not of an appropriate standard (quality indicator 11.4);
- c. The moderation reports of 15 question papers indicated that neither the question paper nor the marking guidelines compared favourably with those of the previous year;
- d. Eight question papers' moderators maintained that the question papers were not aligned with the policy and guideline documents (quality indicator 11.1);
- e. Six question papers showed that there was a lack of balance among the assessment of skills, knowledge, attitudes, values and reasoning (quality indicator 11.6); and
- f. In four question papers moderators noted that the question paper as a whole failed to assess the outcomes of the National Curriculum Statement (NCS).

At first moderation SACAI question papers displayed varying degrees of compliance and non-compliance across the specified criteria and their respective quality indicators (QI). The question papers and marking guidelines were progressively brought to the point of print-readiness after third moderation. They have thus been deemed fair, valid and reliable at final external moderation.

Moderation of SBA was undertaken at centres affiliated to SACAI. Umalusi conducted the moderation in two phases in August and October; and the subjects had been preselected for external moderation.

In 2017, ten and six subjects were verified during Phase 1 and Phase 2 respectively. The quality and completeness of the files was generally good. The teachers' files and learners' files were found to be well arranged and organised.

The assessment policies were adhered to in a number of subjects across the centres; however, inconsistencies were prevalent in some critical quality indicators. For example, assessment tasks were taken directly from previous question papers without any modification. In some cases, marks were awarded for incorrect answers in a number of subjects like Civil Technology, English First Additional Language (FAL), Mathematics, Physical Sciences and Economics. The cognitive demands of the assessment tasks designed and administered to learners were found to have mainly addressed lower and medium order levels, except in the June examinations and preliminary examinations.

The formulation of objective marking tools was a challenge in most subjects moderated. The rubrics used to assess the tasks were not numbered, making it difficult for the markers to follow them. In a number of subjects, rubrics were found to be too vague and did not indicate how marks should be allocated.

Monitoring of the state of readiness to conduct the NSC examination was a critical quality assurance process that Umalusi carried out to gauge the level of preparedness of SACAI to conduct the NSC. The outcome of the verification audit found SACAI compliant in a number of key focus areas; however, there were directives for compliance issued that would require intervention.

Monitoring the writing of examinations was undertaken in 17 examination centres. The centres were selected based on predetermined criteria and 94.1% of the centres from the sample monitored complied with the norms and standards for delivery and storage of examination material. This was compared to 5.9% centres found to be non-compliant with the criterion.

Generally, SACAI maintained the credibility of the examinations through the measures that were put in place for security of question papers and in how the examinations were administered. The vigilance of invigilators and the training that was provided by SACAI contributed to the level of compliance achieved. Notably, there were areas of non-compliance that were identified.

The meetings where marking guidelines were discussed were held in 16 subjects, comprising 29 question papers. Umalusi engaged in the annual quality assurance of the marking processes to ensure that markers maintained appropriate standards and upheld the quality and standard required before the commencement of marking.

The marking guideline discussions for the SACAI took place at the SACAI offices in Garsfontein, Pretoria. The selected panels for the subjects were comprised of an Umalusi external moderator, internal moderator, chief marker and appointed markers for each subject.

The verification of the marking process ensured that there was consistency in the interpretation and application of the marking guidelines. This process safeguards fairness in marking across the subjects. Umalusi monitored marking centres and conducted a robust verification of the marked scripts for 23 question papers. The external moderators conducted the verification, for a selected number of subjects, on-site at SACAI premises while the marking panels were busy with the actual marking. The objective of this approach was to address any inconsistencies or discrepancies in marking that might be identified and would require immediate interventions by the internal and external moderators.

Standardisation is a technical statistical process that involves various processes intended to ensure the procedure is carried out accurately. Prior to the standardisation decision being taken, qualitative inputs from external and internal moderators, as well as post-examination analysis reports for some subjects, were taken into consideration. The principles of standardisation were considered, to inform the final decisions. In 2017, SACAI presented 28 subjects for standardisation and statistical moderation for the November 2017 NSC examinations. The decision of the standardisation presented the adjustments as follows: Raw marks were accepted in 18 subjects; seven subjects were adjusted upward; and two were adjusted downwards. One subject was not standardised because it is shared with the Department of Basic Education (DBE) and was to be standardised with the DBE subjects.

Certification is not just the issuing of a certificate at the end of an examination but is the culmination of an examination process with different steps conducted by an assessment body, in this instance the SACAI. This process commences with the registration of students and ends with the writing of the examination. The state of the candidates registered to write the examinations through the private assessment body, SACAI, has improved on a number of levels. Gaps picked up in the previous states of readiness audits conducted on SACAI have been addressed.

ACRONYMS AND ABBREVIATIONS

SACAI:	South African Comprehensive Assessment Institute
CEO:	Chief Executive Officer
NSC:	National Senior Certificate
NQF:	National Qualifications Framework
CAT:	Computer Applications Technology
CAPS:	Curriculum and Assessment Policy Statement
EGD:	Engineering Graphics and Design
FAL:	First Additional Language
GENFETQA:	General and Further Education and Training Quality Assurance
GFETQSF:	General and Further Education Qualifications Sub-framework
HL:	Home Language
SBA:	School-Based Assessment
EIC:	Examination Irregularity Committee
SAG:	Subject Assessment Guideline
SoR:	State of Readiness
QI:	Quality Indicator

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

One of the critical mandate of Umalusi is to ensure that question papers (written at the end of the year) and their respective marking guidelines prepared by the South African Comprehensive Assessment Institute (SACAI) for National Senior Certificate (NSC) examinations are fair, valid and reliable. To accomplish this purpose, Umalusi ensures adherence to specific criteria and quality indicators. This process, undertaken by subject experts, was a rigorous and challenging one. The question papers and marking guidelines were approved for the examinations only once they complied with the criteria for the setting of the question papers, the curricula requirements and the assessment guidelines.

This chapter provides the scope and approach of question paper moderation. It provides a summary of findings on first moderation, areas of compliance and non-compliance and issues directives for compliance and improvement.

1.2 Scope and Approach

Umalusi had undertaken to quality assure 24 subjects, totalling 45 question papers and their respective marking guidelines. Two of the question papers had already been approved (English First Additional Language (FAL) Paper 1 and Paper 3) for use in the November 2016 NSC examinations. The two question papers were not used in November 2016 because SACAI used banked question papers instead. However, the question papers were included in the Umalusi Quality Assurance of Assessment (QAA) report for November 2016 and as a result, they are excluded from this report. The remaining 43 question papers and their marking guidelines were moderated by Umalusi between 1 February 2017 and 30 September 2017.

The external moderation was conducted using the Umalusi instrument for the moderation of question papers. This comprises three parts: moderation of question paper; moderation of marking guideline; and overall impression and general remarks. There is a total of 11 criteria, each of which consists of a variable number of quality indicators (QI), totalling 85.

Table 1A presents an overview of the criteria with the number of quality indicators provided in brackets next to each criterion.

Table 1A: Umalusi criteria for the moderation of question papers

Part A Moderation of question paper		Part B Moderation of marking guidelines		Part C Overall impression and remarks	
1	Technical aspects (14)	8	Development (3)	11	General impression (6)
2	Internal moderation (4)	9	Conformity with question paper (3)	12	General remarks
3	Content coverage (5)	10	Accuracy and reliability of marking guideline (12)		
4	Text selection, types and quality of questions (22)				
5	Cognitive skills (5)				
6	Language and bias (8)				
7	Predictability (3)				

Using the above criteria, the question papers were moderated for four degrees of compliance: no compliance, limited compliance, compliance in most respects and compliance in all respects. Umalusi engaged with the question papers until a level of compliance with each criterion was achieved and the final evaluation (general remarks) was either “approved” (where there were no changes to be made to the question paper) or “conditionally approved, not to be submitted for second/subsequent moderation” (where there were minimal changes to be made by the internal moderator of the question paper). Hence, the question papers were moderated until they were evaluated as being fair, valid and reliable.

1.3 Summary of Findings

This summary of findings illustrates the number of moderations for approval, the overall compliance, and the levels of compliance per criterion of the question papers and their marking guidelines at first moderation.

1.3.1 Levels of moderation

It is generally desirable that question papers be “approved” or be “conditionally approved not for resubmission” at first moderation, this was achieved for ten (10) question papers only (Figure 1A). The majority of the question papers were “conditionally approved to be resubmitted for second moderation” or “not approved”.

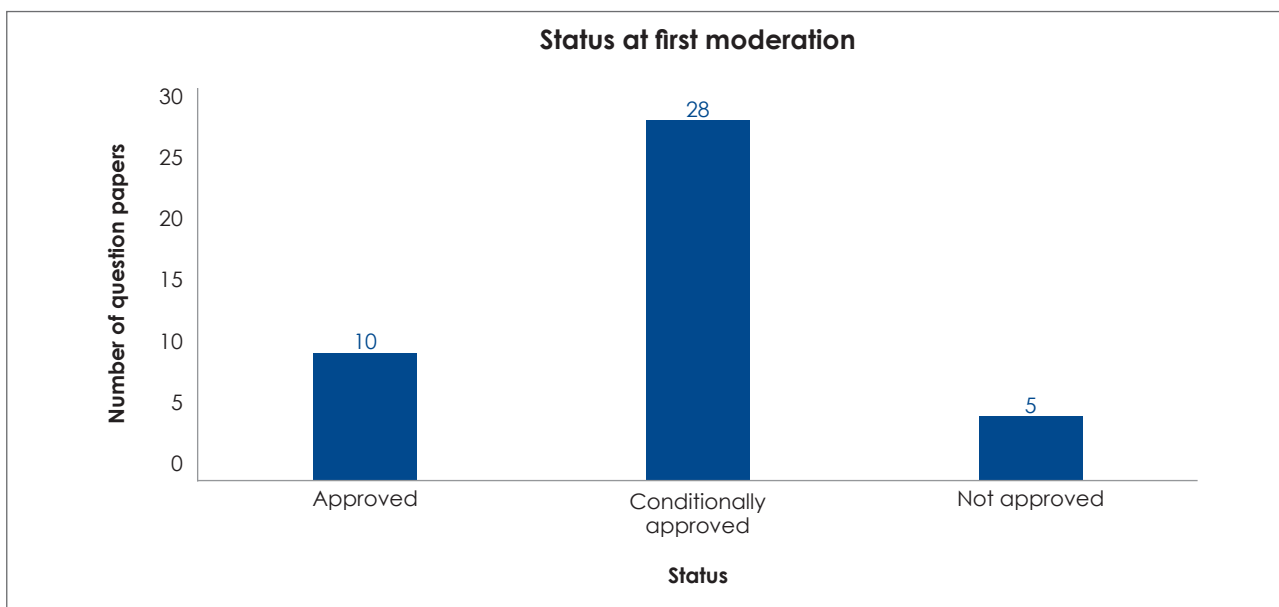


Figure 1A: Status of question papers after first moderation

Most of the question papers were approved at second moderation (19) and the rest (14) at third moderation (Figure 1B).

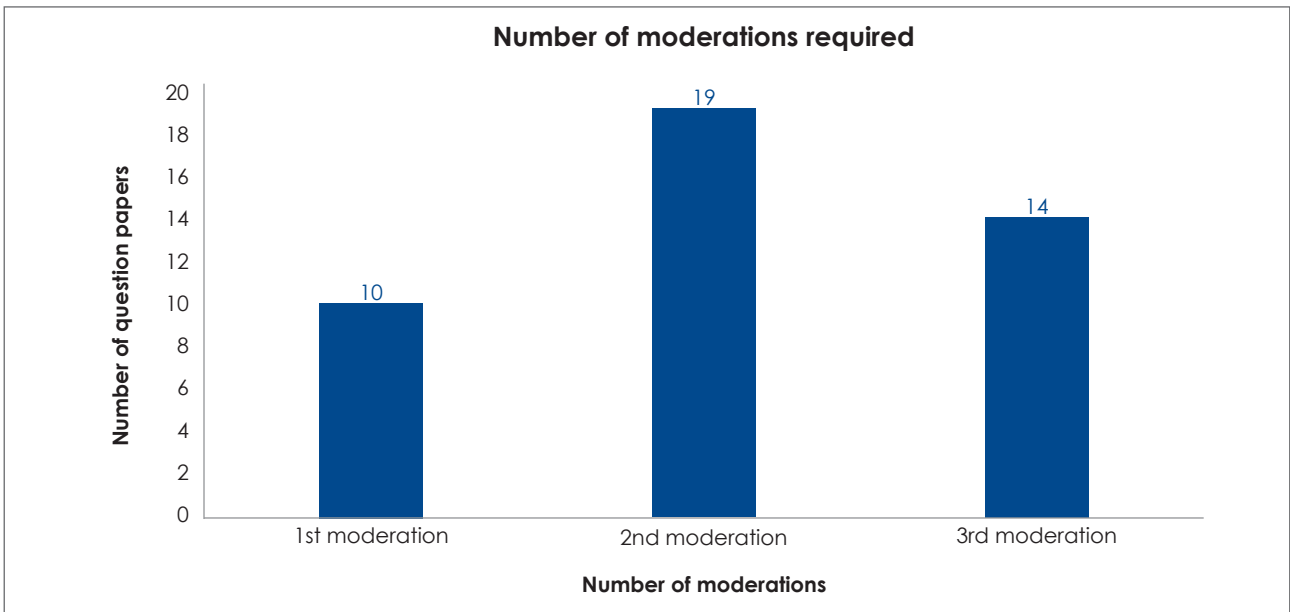


Figure 1B: Number of question papers approved at each moderation level

For November 2017, fewer question papers required more than one moderation as compared to those of November 2016 (76.7% in 2017 compared to 78.3% in 2016). The question papers that were approved at third moderation increased by 12.9%, that is 19.6% in November 2016 to 32.5% in November 2017. Table 1B represents a comparison between November 2016 and November 2017 NSC examination question papers, with regard to the level of approval of 46 and 43 question papers, respectively.

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	21.7	23.3
Two	58.7	44.2
Three	19.6	32.5

1.3.2 Overall compliance per question paper

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

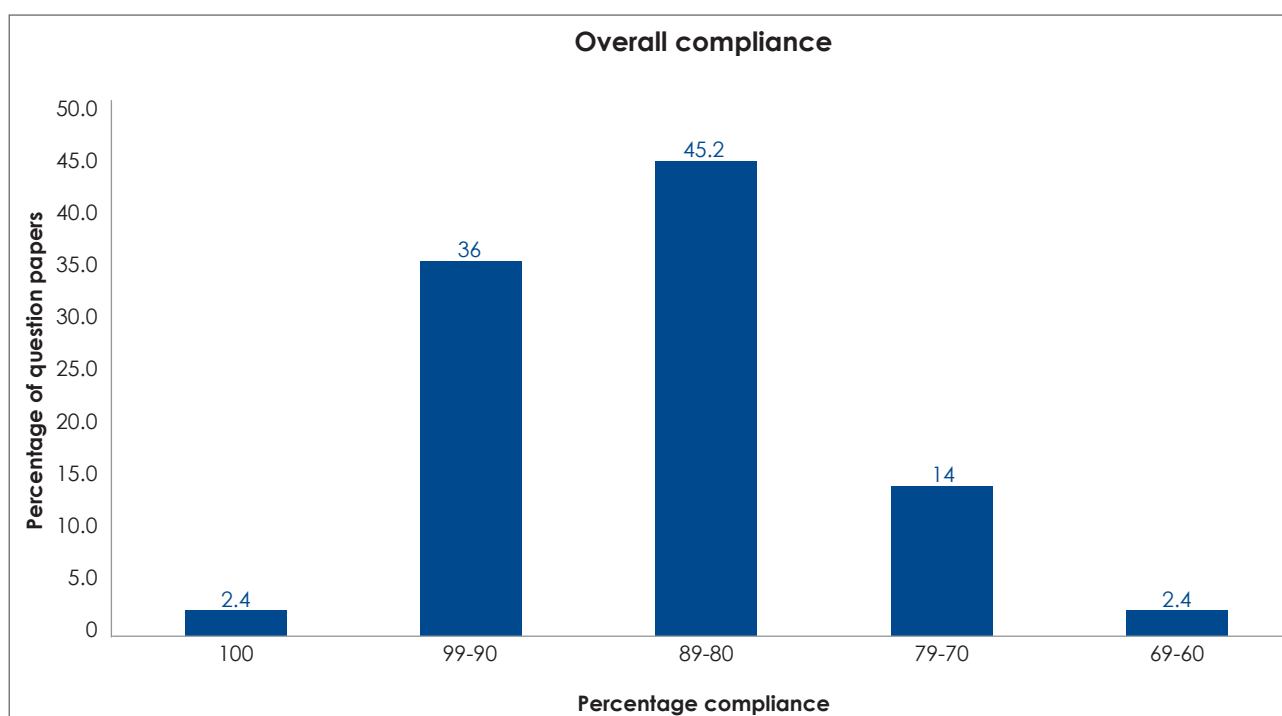


Figure 1C: Percentage overall compliance of question papers and marking guidelines at first moderation

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

Afrikaans HL Paper 1	Business Studies Paper 1	Business Studies Paper 2
Economics Paper 1	Information Technology Paper 1	
Mathematical Literacy Paper 2	Life Orientation (CAT)	

A comparison between overall compliance in November 2016 and November 2017 shows an improvement. In 2017 more question papers (38.4%) were between 90% and 100% compliant compared to 2016 (30.4%); and fewer (16.2%) were less than 80% compliant than in 2016 (34.8%) (Table 1C).

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

Compliance (%)	November 2016 (% of papers)	November 2017 (% of papers)
100	8.7	2.4
90-99	21.7	36.0
80-89	34.8	45.2
70-79	19.6	14.0
60-69	10.9	2.4
0-60	4.3	0.0

1.3.3 Compliance per criterion

A detailed analysis of the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects), according to each of the 11 criteria provided in Table 1B above, was conducted. Table 1D illustrates the percentage of compliance level of question papers at first moderation.

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	26	74	0	0
Internal moderation	60	36	4	0
Content coverage	64	31	5	0
Quality of questions	17	76	7	0
Cognitive skills	45	48	7	0
Language and bias	38	62	0	0
Predictability	79	21	0	0
Development of marking guideline	79	21	0	0
Conformity with question paper	60	36	4	0
Accuracy and reliability of marking guidelines	26	67	5	2
Overall impression	29	53	13	5

Table 1D shows that criterion 8 (development of the marking guidelines), criterion 7 (predictability) and criterion 3 (content coverage) were those with which most question papers complied. However, six fell below 50% achievement with the following criteria; text selection, types and quality of questions (criterion 4), technical aspects (criterion 1), accuracy and reliability of marking guidelines (criterion 10) and overall impression (criterion 11).

The analysis clearly demonstrated that each of the 11 criteria had been disregarded in some or other quality indicator.

1.3.4 Question paper and marking guideline moderation criteria

The following in-depth analysis and subsequent comments with regard to each of the three sections comprising 11 criteria (outlined in Table 1B above), draw on reports of the first moderation only. Those criteria that question papers did not meet at first moderation were subsequently satisfactorily addressed for question papers and their respective marking guidelines to secure approval. The section below focuses on the summary of findings for the moderation of the question papers.

a. Technical aspects

With regard to criterion 1 (technical aspects), SACAI must be commended for ensuring full compliance with criterion 1 in the following question papers at first moderation:

Accounting	Afrikaans First Additional Language (FAL) Paper 3	
English FAL Paper 2	English HL Paper 1	
English HL Paper 2	Geography Paper 2	History Paper 1
History Paper 2	Mathematics Paper 2	Religion Studies Paper 2

The question paper that was least compliant in respect of criterion 1 was Life Orientation.

Examples of quality indicators that showed a lack of compliance were:

- i. Sections of the question paper and supporting documents were not submitted by the examination panels for Information Technology Paper 1 and Life Orientation.
- ii. Relevant details such as time allocation, name of the subject, number of pages and instructions to candidates were not included in the Business Studies Paper 1 and Paper 2 question papers.
- iii. Instructions to candidates were unclear and ambiguous in:

Afrikaans HL Paper 2	Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
CAT Paper 1	CAT Paper 2	Dramatic Arts
Information Technology Paper 1	Information Technology Paper 2	
Visual Arts Paper 1	Life Orientation	

- iv. The layout of the question paper was cluttered and not reader-friendly in:

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

- v. The questions were not correctly numbered in Agricultural Sciences Paper 1, Business Studies Paper 2, Consumer Studies and English HL Paper 3.
- vi. The pages were not correctly numbered in Afrikaans FAL Paper 2, Agricultural Sciences Paper 1 and Business Studies Paper 1.
- vii. The headers and footers on each page were inconsistent and did not adhere to the required format in Business Studies Paper 1 and Paper 2, and Visual Arts Paper 1.
- viii. The correct font type was not always used appropriately throughout the question paper in:

Afrikaans HL Paper 1	Afrikaans HL Paper 3	Civil Technology
Agricultural Sciences Paper 2	Mathematical Literacy Paper 1.	

- ix. Mark allocations were not clearly indicated in Economics Paper 2, Life Orientation, Religion Studies Paper 1 and Tourism.
- x. The paper could not be completed in the time allocated in Mathematical Literacy Paper 2.
- xi. The mark allocation in the paper was not the same as that in the marking guideline in:

Afrikaans HL Paper 1	Afrikaans HL Paper 2,	CAT Paper 1
CAT Paper 2,	Economics Paper 1	Hospitality Studies,
Information Technology Paper 1	Life Orientation	
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2.	

- xii. The quality of drawings, illustrations, graphs, tables, etc. were inappropriate, unclear, contained errors and were not print ready in:

Civil Technology	English HL Paper 3	Geography Paper 1
Information Technology Paper 1		Mathematics Paper 1
Mathematical Literacy Paper 1		Mathematical Literacy Paper 2
Visual Arts Paper 1	Visual Arts Paper 2	Physical Sciences Paper 1
Physical Sciences Paper 2	Life Sciences Paper 1	Life Sciences Paper 2

- xiii. There was a lack of adherence to the question paper format requirements as outlined in the Subject Assessment Guideline and other Assessment frameworks in Civil Technology, Economics Paper 1, Physical Sciences Paper 1 and Paper 2.

b. Internal moderation

Sixty percent (60%) of the question papers were compliant in all respects with the criterion, internal moderation. Two (2) question papers, Afrikaans HL Paper 1 and Paper 2 showed limited compliance with this criterion.

SACAI is commended for ensuring that the internal moderation reports were included in all the submissions, thus all the question papers were compliant with QI 2.1.

However, the following concerns were observed at first moderation:

- i. There was insufficient evidence of internal moderation in Business Studies Paper 2 and Civil Technology. Compliance with this quality indicator showed deterioration since the November 2016 examinations when there was full compliance.
- ii. Quality indicator 2.3 (appropriateness of quality and input by internal moderator) shows the least compliance and continues to be problematic. Some reasons provided for non-compliance were that the internal moderator failed to identify errors in the question paper (e.g. Afrikaans HL); and that the quality of input by the internal moderator lacked rigour (e.g. English HL, Life Orientation, Mathematical Literacy and Physical Sciences). On the whole, the following papers showed a lack of compliance for this QI:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Business Studies Paper 1	Business Studies Paper 2	Economics Paper 1
English HL Paper 1	English HL Paper 2	English HL Paper 3
Geography Paper 1	Physical Sciences Paper 1	Physical Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Life Orientation

- iii. Finally, in two question papers (Life Sciences Paper 2 and Visual Arts Paper 2), the examiners had not implemented the recommendations made by the internal moderators before the question papers were submitted to Umalusi for external moderation.

Overall with specific regard to QI 2.3, the internal moderators should take greater cognisance of cognitive levels and align more closely with the external moderation instrument.

c. Content coverage

The purpose of this criterion is to assess whether question papers have complied with content coverage as stated in the Curriculum and Assessment Policy Statement (CAPS) and examination guideline documents. A high level of compliance was evident for QI 3.3 (question papers are within the broad scope of CAPS), 3.4 (the topics/ skills and concepts are appropriately linked and integrated) and 3.5 (questions are representative of the latest developments in this subject). This could be attributed to the design of the CAPS and examination guidelines which explicate the specific content to be examined and the weightings of different components of the content.

However, the following papers raised concerns at first moderation:

- i. The analysis grid did not clearly show how each question is linked to skill/topic in CAT Paper 1, Civil Technology, Life Orientation and Religion Studies Paper 2.
- ii. The question paper did not adequately cover the skills/themes and/or topics as prescribed in the policy and guideline documents in:

Accounting	Afrikaans Paper 3	Business Studies Paper 1
Business Studies Paper 2	Civil Technology	Consumer Studies
English HL Paper 3	Life Orientation	Physical Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- iii. The questions were not within the broad scope of the National Curriculum Statement in Mathematical Literacy Paper 2 and Life Orientation.
- iv. The assessment standards were not appropriately linked and integrated in Mathematical Literacy Paper 1.
- v. The questions were not representative of the latest developments in Economics Paper 1 and Life Orientation.

In the case of QI 3.2 (adequate coverage of topics and learning outcomes), a comparison with November 2016 question papers indicated an 18.3% deterioration, with non-compliance noted in seven question papers. These were:

Business Studies	Civil Technology	Consumer Studies
Computer Applications Technology	Life Orientation	
Mathematical Literacy	Physical Sciences	

d. Text selection, types and quality of questions

Approximately 17% of the question papers were fully compliant with this criterion. The question papers that were least compliant with five or more quality indicators in criterion 4 were English Home Language (HL) Paper 2, and Mathematical Literacy Paper 1 and Paper 2.

The following challenges were noted for this criterion:

- i. For the sub-criterion general questions, the greatest non-compliance was with QI 4.3. The following question papers indicated a lack of correlation between mark allocation and level of difficulty:

Business Studies Paper 1	Business Studies Paper 2	
Agricultural Sciences Paper 2	English HL Paper 1	English HL Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- ii. The following question papers showed the most anomalies with QI 4.6 (selection is functional, relevant and appropriate) and QI 4.9 (generates questions across the cognitive levels):

Afrikaans HL Paper 1	Afrikaans HL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3	History Paper 1
History Paper 2	Life Orientation	Tourism
Mathematical Literacy Paper 1	Mathematical Literacy Paper 1	

It was also noted for the question papers listed above that selected texts were not functional and that language complexity was not appropriate for Grade 12 learners.

- iii. Of great significance was that non-compliance with QI 4.11, in the sub-criterion quality of questions, indicated that questions contained vaguely defined problems, ambiguous wording, extraneous information and unintentional clues to answers, in the following subjects:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
English HL Paper 2	Geography Paper 1	Geography Paper 2
Information Technology Paper 1	Information Technology Paper 2	
English HL Paper 2	Business Studies Paper 1	Civil Technology
Religion Studies Paper 1	Mathematical Literacy Paper 1	Mathematics Paper 1
Tourism	Visual Arts	Mathematical Literacy Paper 2
		Mathematics Paper 2

- iv. For QI 4.12 and 4.13, it was reported that there were questions that failed to provide clear instructional verbs and questions that did not contain sufficient information to elicit appropriate responses, in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
English HL Paper 2	Information Technology Paper 1	Religion Studies Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 1	
Mathematics Paper 1	Mathematics Paper 1	Religion Studies Paper 2

- v. All subjects, except Economics Paper 2, Religion Studies Paper 1 and Life Orientation, were compliant with QI 4.17–4.22.

e. Cognitive skills

Forty-five percent (45%) of the question papers complied with all cognitive skills requirements as indicated in the CAPS document of each subject. The purpose of this criterion was to assess whether the cognitive skills in each question were matched appropriately to an educational taxonomy for the specific subject. This criterion is critical for ensuring that the cognitive skills of each question paper are aligned with policy and examination guidelines. However, on first moderation each of the five quality indicators was disregarded in at least one question paper.

The following concerns were raised regarding cognitive skills:

- i. The analysis grids of three question papers, Computer Applications Technology Paper 1 and Paper 2 and Hospitality Studies, did not clearly show the cognitive levels of each question.
- ii. The least compliance was noted with QI 5.2, where 17 question papers indicated an inappropriate distribution of cognitive levels according to the norm:

Accounting	Afrikaans HL Paper 1	Business Studies Paper 1
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	Consumer Studies
Economics Paper 1	Economics Paper 2	Life Orientation
English HL Paper 1	English HL Paper 2	History Paper 1
History Paper 2	Physical Sciences Paper 1	Physical Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 1	

- iii. There was evidence that choice questions were not of an equal level (QI 5.3) in the following question papers:

Business Studies Paper 1	Business Studies Paper 2	Economics Paper 1
Economics Paper 2	English HL Paper 3	Life Orientation

- iv. It was reported that the Life Orientation question paper did not provide opportunities to assess candidates' ability to express an argument clearly (QI 5.4);
- v. Finally, English HL Paper 2 and Life Orientation reported that the degree of difficulty of questions was compromised by the inclusion of irrelevant information (QI 5.5). Instances of incongruence between the internal moderator and external moderator in interpreting the cognitive domain in questions remained an ongoing cause for concern.

f. Language and bias

This criterion is comprised of eight quality indicators and aims to establish whether language in a question paper was grammatically correct; that the register and level of complexity was at the level of the targeted candidates; that there were no biases; and that questions accommodated special needs students. There was evidence that for some question papers:

- i. The subject terminology and/or data were used incorrectly:

Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	Mathematics Literacy Paper 1
Mathematics Paper 1	Mathematics Paper 2	Afrikaans HL Paper 1

- ii. The language register and complexity of language were inappropriate for Grade 12 learners in the following question papers:

English HL Paper 3	Computer Applications Technology Paper 1	
Computer Applications Technology Paper 2	Mathematical Literacy Paper 2	
Tourism	Afrikaans FAL Paper 2	Afrikaans FAL Paper 2

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

Afrikaans FAL Paper 2	Afrikaans HL Paper 1	Afrikaans HL Paper 3
Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	Information Technology Paper 1
Economics Paper 1	English HL Paper 2	Dramatic Arts
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

iv. Some questions in the following question papers contained overcomplicated syntax:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	Business Studies Paper 1
Business Studies Paper 2	English HL Paper 3	Geography Paper 1
Dramatic Arts	Economics Paper 1	Economics Paper 2
Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	Information Technology Paper 1
Information Technology Paper 2	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Mathematics Paper 1	Mathematics Paper 2	Tourism

- v. Foreign names, terms and jargon were not accompanied by a glossary in English HL Paper 1.
- vi. There was evidence of gender bias in Afrikaans FAL Paper 3, Agricultural Sciences Paper 1 and Paper 2, as well as other forms of bias in Afrikaans FAL Paper 3 and Mathematical Literacy Paper 2.

g. Predictability

The purpose of this criterion is to assess the level of originality in the question papers, as proof that questions have not been repeated from the previous three years' examinations. Overall, 21% of question papers showed some non-compliance to the criterion of predictability and most, 79%, were fully compliant, attesting to vigilance in adhering to this criterion. However, Visual Arts Paper 1 and Life Orientation did not comply with two of the three quality indicators, and:

- i. English HL Paper 3, Life Orientation and Visual Arts Paper 1 indicated that some questions were of such a nature that they could be easily predicted (QI 7.1).
- ii. Business Studies, Civil Technology, English HL Paper 2, Life Orientation and Physical Sciences Paper 2, specified evidence of verbatim repetition of some questions from previous examination papers (QI 7.2).
- iii. Accounting and Visual Arts Paper 1 question papers lacked an appropriate degree of innovation (QI 7.3).

h. Development of marking guidelines

This section presents findings of, and discusses, the three criteria of moderation of marking guidelines, viz., development, conformity with question paper and accuracy and reliability of marking guidelines.

Approximately 79% of the question papers complied fully with this criterion, development of the marking guidelines, which comprises of three quality indicators. This is one of the criteria with the highest level of compliance. However, the following examples of non-compliance were noted:

- i. The marking guideline (QI 8.1) was not developed alongside the question paper in two instances, the question papers for Geography Paper 2 and Life Orientation;
- ii. In five question papers (Afrikaans FAL Paper 2, Business Studies Paper 1 and Paper 2, and Economics Paper 1 and Paper 2) the marking guidelines did not reflect the assessment objectives of the curriculum in correct proportions (QI 8.2);
- iii. In two question papers (English HL Paper 2 and Life Orientation), the marking guidelines did not maintain intellectual challenge levels from one year to another (QI 8.3).

i. Conformity with question paper

Sixty percent (60%) of the question papers complied fully with the criterion, conformity with question paper.

The following question papers showed non-compliance in each of the three quality indicators:

- i. Fourteen (14) question papers indicated that the marking guidelines did not correspond with the questions in the question paper (QI 9.1):

Afrikaans FAL Paper 1	Afrikaans HL Paper 1	Civil Technology
Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	Consumer Studies
Economics Paper 1	Economics Paper 2	History paper 1
History Paper 2	Tourism	Life Orientation
Mathematical Literacy Paper 2	Information Technology Paper 2	

- ii. In 14 question papers it was specified that the marking guidelines failed to match the command words in the question paper (QI 9.2):

Afrikaans FAL Paper 1	Afrikaans HL Paper 1	English HL Paper 2
Agricultural Sciences Paper 2		Agricultural Sciences Paper 1
Business Studies Paper 1	Business Studies Paper 2	Civil Technology
Economics Paper 1	Economics Paper 2	Life Orientation
Information Technology Paper 1	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2

- iii. Afrikaans FAL Paper 1 indicated that there was a lack of correspondence between the marks for each question shown in the marking guideline and the question paper (QI 9.3).

j. Accuracy and reliability of marking guidelines

Twenty-six percent (26%) of the marking guidelines were completely compliant with this criterion at first moderation. The following question papers achieved full compliance with criterion 10 (accuracy with the marking guideline):

Afrikaans HL Paper 3	Dramatic Arts	English FAL Paper 3
English HL Paper 1	History Paper 1	History Paper 2
Hospitality Studies	Physical Sciences Paper 1	Physical Sciences Paper 2
Religion Studies Paper 1	Visual Arts Paper 2	

The following question papers were either least compliant or non-compliant:

Information Technology Paper 1	Mathematics Paper 1	Life Orientation
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The following are examples of non-compliance with this criterion:

- i. Eleven (11) questions papers showed that the marking guidelines were not correct in terms of the subject matter:

Accounting	Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Mathematics Paper 1	Mathematics Paper 2
Information Technology Paper 2	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Religion Studies Paper 1	Religion Studies Paper 1	

- ii. Quality indicator 10.2 showed the least compliance. The marking guidelines in the following question papers (19), contained typographical errors:

Accounting	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans FAL Paper 3	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2	Business Studies Paper 2
Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	Information Technology Paper 2
Economics Paper 2	English HL Paper 2	Geography Paper 1
Economics Paper 1	Life Sciences Paper 1	Life Sciences Paper 2
Visual Arts Paper 1		

- iii. Five question papers, namely; Afrikaans FAL Paper 3, English HL Paper 2, Information Technology Paper 2 and, Mathematical Literacy Paper 1 and Paper 2, indicated that the marking guideline was not clearly laid out.

- iv. Eight question papers reported that the marking guidelines would not facilitate marking:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2	Afrikaans FAL Paper 3
Afrikaans HL Paper 1	Afrikaans HL Paper 2	English HL Paper 3
Religion Studies Paper 1	Religion Studies Paper 2	

- v. Afrikaans FAL Paper 1, Afrikaans HL Paper 2 and Information Technology Paper 1 noted that the mark allocation and mark distribution within each of the questions was incomplete in the marking guideline.

- vi. Twelve (12) question papers reported that the marking guideline did not allocate marks that were commensurate with the demands of the question:

Accounting	Afrikaans FAL Paper 1	Business Studies Paper 1
Business Studies Paper 2	Computer Applications Technology Paper 1	Computer Applications Technology Paper 2
Economics Paper 1	Economics Paper 2	Tourism
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Mathematics Paper 2

- vii. For quality indicators 10.7 (the marking guideline encourages a spread of marks) and 10.8 (that the range of marks could compromise the ability to discriminate among low and high performers), Accounting showed a lack of compliance. For 10.9, the Civil Technology question paper reported that the marking guideline did not award marks positively.

- viii. Six question papers indicated that the marking guidelines did not provide sufficient detail to ensure reliability of marking:

Afrikaans HL Paper 1	Civil Technology	English HL Paper 2
Geography Paper 2	Information Technology Paper 1	Visual Arts Paper 1

- ix. The following 13 question papers noted that the marking guidelines did not make allowance for relevant alternative responses.

Afrikaans FAL Paper 2	Afrikaans HL Paper 1	Afrikaans HL Paper 2
Computer Applications Technology Paper 1	Computer Applications Technology Paper 2	Information Technology Paper 1
Economics Paper 1	Economics Paper 2	Consumer Studies
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	
Mathematics Paper 2	Tourism	

The above analysis clearly illustrates that there was a lack of adherence to the criterion of accuracy and reliability of marking guidelines. This is a cause for concern.

k. Overall impression and general remarks

This section examines only criterion 11 (overall impression) of the question papers which was 29% compliant. The following question papers showed full compliance to this criterion:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 3	Dramatic Arts
Computer Applications Technology Paper 1	Hospitality Studies	
Computer Applications Technology Paper 2	Religion Studies Paper 1	
Information Technology Paper 2	Tourism	
Life Sciences Paper 1	Life Sciences Paper 2	

On the other hand, the following question papers were least compliant with criterion 11:

Business Studies Paper 2	English HL Paper 1	English HL Paper 2
English HL Paper 3	Mathematical Literacy Paper 1	
Life Orientation	Mathematical Literacy Paper 2	

The following observations were made:

- i. Twenty-four (24) question papers and their corresponding marking guidelines were found to be not fair, valid or reliable (QI 11.2);
- ii. Twenty-two (22) question papers and marking guidelines were not of an appropriate standard (QI 11.4); and
- iii. Fifteen (15) question papers and their respective marking guidelines did not compare favourably with those of the previous year;
- iv. Eight (8) question papers were not aligned with the policy and guideline documents (QI 11.1);
- v. Six (6) question papers displayed a lack of balance among the assessment of skills, knowledge, attitudes, values and reasoning (QI 11.6).
- vi. Four (4) question papers noted that the question paper as a whole failed to assess the outcomes of the National Curriculum Statement (NCS).
- vii. The question papers that did not comply with any of the six quality indicators for this criterion were Mathematical Literacy Paper 1 and Paper 2. Other question papers that had either four or five anomalies were:

Business Studies Paper 1	Business Studies Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3	Life Orientation

I. Comparison of compliance per criterion: 2016 and 2017

Table 1E illustrates a comparison of compliance in all respects per criterion of question papers and marking guidelines at first moderation in November 2016 and November 2017.

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

Criteria	November 2016 (% of papers)	November 2017 (% of papers)
Technical criteria	13	26
Internal moderation	50	60
Content coverage	72	64
Text Selection, types and quality of questions	22	17
Cognitive skills	35	45
Language and bias	33	38
Predictability	74	79
Development of marking guidelines	55	79
Conformity with question paper	45	60
Accuracy and reliability of marking guideline	24	26
Overall impression	35	29

The above table demonstrates that there was improvement in the November 2017 question papers in eight of the 11 eleven criteria: technical aspects, internal moderation, cognitive skills, language and bias, predictability, development of marking guidelines, conformity with question paper, and accuracy and reliability of marking guideline. Of significance is the improvement in internal moderation, cognitive skills, development of marking guidelines and conformity with question paper, each of which shows betterment of over 10%. On the other hand, there is a deterioration in compliance for three criteria: content coverage, text selection, types and quality of questions, and overall impression.

1.4 Areas of Good Practice

SACAI must be commended for the following areas of compliance, extrapolated from the analysis:

- Question papers were submitted together with the grids, marking guidelines, relevant answer sheets and addenda for all question papers;
- All internal moderators submitted their reports. There was evidence that the question papers had been internally moderated and that internal moderators' recommendations had been addressed;
- For the large majority of question papers, the assessment standards were appropriately linked and integrated, and questions were representative of the latest developments in the subject;
- Questions allowed for adaptations and modifications for assessing special needs learners, in the interest of inclusivity;
- The marking guidelines of most subjects in a number of question papers showed that there was a spread of marks; marks were awarded positively; level responses were utilised and appropriate analytical approaches were used.

1.5 Areas of Non-compliance

The following areas compromised the quality and standard of the question papers at first moderation:

- a. The approval of question papers only at third moderation is of concern as this suggests that requested changes and recommendations by the external moderators were not rigorously applied. The 14 question papers of concern were:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 3	Afrikaans HL Paper 1
Business Studies Paper 1	Business Studies Paper 2	Civil Technology
English HL Paper 1	English HL Paper 2	English HL Paper 3
Information Technology Paper 1	Physical Sciences Paper 1	Life Orientation
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- b. The high degree of non-compliance with technical aspects could have been avoided had the assessment policy, examination and marking guidelines been closely adhered to. There were no reasons for non-compliance to the various quality indicators for this criterion.
- c. The quality, standard and input from the internal moderators were lacking in rigour for the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2	Afrikaans HL Paper 3
Business Studies Paper 1	Business Studies Paper 2	Civil Technology
Economics Paper 1	Economics Paper 2	Life Orientation
English HL Paper 1	English HL Paper 2	English HL Paper 3
Geography Paper 1	Physical Sciences Paper 1	Physical Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

- d. There is no evidence of efforts made by the internal moderators in some subjects to ensure that the question paper adheres to the various criteria in the Umalusi moderation instrument before it is submitted for external moderation.

1.6 Directives for Compliance and Improvement

SACAI must:

- a. Ensure that the subjects for which question papers were approved at third level are investigated to ensure that a repeat of this is avoided in the next examination session;
- b. Emphasise the following during training of internal moderators:
- The use of the moderation instrument in the development of question papers and marking guidelines;
 - The effective application of the relevant educational taxonomies;
 - The enhancement of editorial and proofreading skills.

1.7 Conclusion

SACAI question papers displayed varying degrees of compliance and non-compliance across the specified criteria and their respective quality indicators. The question papers and marking guidelines were progressively brought to the point of print-readiness. They have thus been deemed fair, valid and reliable after final external moderation.

SACAI is encouraged to continue with the areas of compliance identified, address the flagged areas of non-compliance and apply the directives for compliance and improvement. It is critical that the internal moderators are trained to adhere to Umalusi's expectations and quality standards for an examination. It is Umalusi's firm belief that such training could 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.

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENTS

2.1 Introduction

School-based assessment (SBA) contributes 25%, or 50%, or 100% towards the candidates' final marks in the results of the National Senior Certificate (NSC) for content subjects, subjects with a practical component and Life Orientation, respectively.

Umalusi is responsible for determining the quality (appropriateness of the standard) of samples of the work used to generate this SBA mark and the accuracy of the mark (valid, fair and reliable) allocated by the schools and endorsed by the South African Comprehensive Assessment Institute (SACAI) through its internal moderation processes.

This chapter aims to summarise the findings of Umalusi's verification of SACAI's SBA implementation, based on a sample of teachers' and learners' SBA evidence files. Furthermore, it outlines areas of compliance and non-compliance, and issues directives for compliance and improvement.

2.2 Scope and Approach

In 2017, Umalusi conducted moderation of school-based assessment for SACAI in two phases. A total of ten and six subjects were verified during Phase 1 and Phase 2 respectively. Table 2A below indicates the number of subjects verified in each phase.

Table 2A: Subjects sampled for SBA moderation

Sampled subject	Number of centres verified – Phase 1	Number of centres verified – Phase 2
Accounting	6	0
Computer Applications Technology	3	6
Civil Technology	3	4
Economics	5	7
English First Additional Language (FAL)	11	8
Hospitality Studies	8	0
Life Orientation	9	0
Life Sciences	6	0
Mathematics	5	7
Physical Sciences	6	10

The Umalusi moderation instrument for SBA consists of three parts, as depicted in Table 2B below. Part A, which consists of seven criteria, focuses on the moderation of the teachers' les; Part B, with three criteria, records the moderation of the evidence of learners' work, and Part C consists of three criteria that summarise the findings.

Table 2B: Criteria used for the moderation of school-based assessment (SBA)

Part A Moderation of teachers' files	Part B Moderation of learners' files	Part C Summary
1 Technical criteria	9 Learners' performance	12 Areas of good practice
2 Content coverage	10 Quality of marking	13 Areas of concern
3 Quality of tasks	11 Internal moderation	14 Recommendations
4 Cognitive demand		
5 Quality of marking tools		
6 Adherence to policy		
7 Internal moderation		
8 Overall impression		

The combined findings of the moderation of SBA for all the subjects verified were combined into one consolidated report.

2.3 Summary of Findings

The findings from the SBA moderation process are summarised and presented according to the criteria as outlined in Table 2B. The moderation reports of the various subjects from both Phase 1 and Phase 2 are used as sources of information for the findings presented below.

2.3.1 Teachers' files

a. Technical criteria

The overall presentation and organisation of files observed during both moderation phases was good in most subjects such as Civil Technology, English (FAL), Hospitality Studies, Life Orientation, Life Sciences and Physical Sciences.

The technical aspects of the assessment tasks in most subjects were well covered except in Accounting, Computer Applications Technology, Economics and Mathematics. Some assessment tasks, including the written report in Accounting, did not have a time allocation. In Computer Applications Technology, centres such as El Asar, Teach Them Christian College and Pietermaritzburg College either had incorrect layout of tasks or did not include the data used for practical work. The Task 3 marking tool for Computer Applications Technology at El Asar Centre was for a Grade 10 assessment task. The annual planning programme and assessment plan were included in the teacher's file, but the dates for content coverage and task completion were not completed. Furthermore, there was no June Mathematics Question Paper 2 available in either teachers' or learners' files.

b. Content coverage

The following subjects were fully compliant with content coverage criteria:

Accounting	Physical Sciences	Economics	English FAL
Hospitality Studies	Life Orientation	Computer Applications Technology	

However, it was noted that in subjects such as Civil Technology, some content tested was not part of the Grade 12 curriculum. In Life Sciences, some centres did not cover the prescribed content adequately. For example, controlled Test 1 at Alpha Education Centre did not adequately cover the topics/content as prescribed in the subject policy document. At Gwenlo Tutoring Centre the weighting and spread of the content of tasks in Life Sciences was not appropriately indicated.

Mathematics Paper 2 for the June examinations did not assess content on statistics/data handling, although this section had been taught in the previous two terms, according to the work plan. At Teach Them Christian College, the Trigonometry content examined in the June examination was beyond the prescribed content.

c. Quality of tasks

The quality of assessment tasks in the various subjects was satisfactory. The standard and quality of the Accounting question paper for the June examinations was of good quality. However, the quality of the other assessment tasks, such as the written report and the controlled Test 1, was poor in many centres.

Computer Applications Technology Paper 1 and Paper 2 in the June 2017 examinations was composed of either the previous NSC Grade 12 question papers or questions taken from one of the Computer Applications Technology textbooks, which made them easily predictable.

The quality of the Civil Technology June examination question paper was not at an acceptable standard in all centres, because some of the content indicated in Term 1 and Term 2 was not assessed. Content outside the Grade 12 curriculum was assessed, which should not have been the case.

In Economics, the previous years' question papers were used to develop assessment tasks. The data response questions used in some tasks were found to be mostly outdated, with some referring to finance ministers no longer serving in such a position in government. In Phase 2, none of the verified centres for Economics met the SACAI subject guideline requirements for setting standard tasks; and the use of questions from previous years' end-of-year examinations was perpetuated. This decreased the quality of the tasks as some of the repeated data responses were outdated.

In English FAL, the compliance levels varied from one centre to another. Instructions to candidates were not as robust as expected for some tasks submitted for moderation from schools such as Excelsior Akademie and Nukleus Onderwys.

The quality of Physical Sciences Paper 1 for the June examinations was good at Impak, Calibre and Mega Minds centres, but very poor at J-Bay Academy. J-Bay Academy's Physical Sciences June question papers did not follow the required subject format, contained questions outside examinable content, incorrect topic distribution and incorrect weighting of marks. City College Welkom Centre had serious formatting issues and incorrect questions.

During Phase 2 of the moderation, it was noted that the Physical Sciences Paper 1 for the preliminary examinations had contradictory information in question 2 and question 5, which affected candidates' performance adversely. Questions such as 1.3 on relative velocities, question 4 on triangle of forces, question 8.1 on transformers and question 8.2 on magnetic flux calculations were not part of the Grade 12 examinable curriculum. The weighting of the mechanics section was biased towards frictional forces and Newton's First Law. There were insufficient questions on Newton's Second Law and on the concept of energy. The sections on sound, waves and light were under-represented.

The investigative tasks at Impak, Wings Aviation Academy and Gwenlo Tutoring centres on momentum and esters focused more on lower and middle order cognitive demands, and not much on the psychomotor skills as required.

d. Cognitive demand

While there were schools and centres where the levels of cognitive demand in moderated subjects were satisfactory, a significant number of schools and centres were not able to pitch the SBA tasks at the required level. Some failed to submit the analysis grids indicating the distribution and weighting of cognitive demand.

The SBA tasks in subjects such as Accounting and Computer Applications Technology were dominated by lower cognitive demand questions. In English FAL, almost all the centres failed to pitch their assessment tasks at a level appropriate to addressing the required cognitive demands. Centres such as Morning Star, Volksskool, Alpha Education, City Lodge, Excelsior Akademie and Akad Plus

either failed to submit analysis grids together with the assessment tasks, or had poorly completed analysis grids that were not helpful during moderation.

In Life Sciences, the tasks at Impak, Morning Star and Gwenlo Tutoring centres made provision for different cognitive levels according to Bloom's taxonomy and were correctly weighted. However, Alpha Education did not submit any weighting grids to indicate the analysis of the cognitive levels for Test 1 and the June examinations. The tests were not set according to the weightings prescribed in the examination guidelines.

There was no cognitive analysis grid accompanying any of the Mathematics question papers at Impak, Wings Aviation Academy and Gwenlo Tutoring centres. It was further discovered that most of the assessment tasks lacked problem-solving questions.

The distribution of cognitive levels in Civil Technology at Excelsior and Impak centres were not in accordance with the norms, as too many lower order questions were tested.

In English FAL, most centres did not attend to the appreciation questions in the literature papers, which could compromise the ability of candidates to handle year-end question papers.

e. Marking tools

At most centres the marking tools in Civil Technology were found to be well designed and used appropriately to assess the various tasks. The marking tools in Life Sciences at Impak, Morning Star Education and Gwenlo Tutoring centres were found to be fully compliant.

However, the marking tools in Accounting were poorly designed and did not assist in assessing the performance of learners in the controlled Test and June examinations in almost all the centres. The rubric used to assess the written report at both Platinum College of Progress and Calibre Education Centre was found to be vague and failed to indicate how marks would be allocated.

The marking tools for Computer Applications Technology at the Teach Them Christian College for Tasks 1 to 3 were found to be incorrectly designed and not in accordance with the subject policy.

In English FAL, centres such as Lydenburg Leersentrum did not provide a breakdown of the marks for each question/section on the rubric used. In the case of the essays, marks were allocated to content, style and language. However, the awarding of marks to these sections should have been shown clearly on the marking rubric.

In Mathematics, it was discovered that some centres designed incorrect marking tools. For example, at Wings Aviation Academy in the June examination for Mathematics Paper 1, the solution in the marking guideline for question 2.1 was found to be incorrect, because but not. Question 8.2 was found to be mathematically incorrect: It should read as follows: calculate , and not. The solution in the marking guideline had not recognised this mistake either. The marking guideline for Mathematics Paper 2 for the June examination did not provide alternative answers at Gwenlo Tutoring Centre.

In Physical Sciences the marking guideline used to assess the June examination was riddled with errors. Marking tools at J-Bay Academy and the City College Welkom and Calibre centres did not provide alternative solutions and did not show positive marking. The marking tool used to assess Physical Sciences Paper 1 during the preliminary examinations had the following weaknesses: marks were not assigned for choosing the correct formula, although the general marking guideline attached to this marking tool had made provision for this and this is part of SACAI examination policy. Outdated symbols and formulae for the kinematical equations were used in the marking tool and no alternative solutions were provided.

In Economics, most of the centres' marking tools did not have front pages that recorded subject and school name, total marks, date and time allocation. Some marking tools were directly copied from text books and contained irrelevant information, e.g. "Case Study from My Tutor Hillcrest" and "Test 2 from Advanced College". It was very difficult to re-mark/moderate Test 2 with the marking guideline provided by Advanced College, owing to a confusing numbering system used. The marking guidelines of the South African Academy of Applied Competence (SAAAC) and Platinum College of Progress did not use ticks to show how and where marks should be awarded.

f. Adherence to policy

Adherence to policy has improved, compared to 2016. A number of subjects were fully compliant with the SACAI SBA policies. In Accounting, Computer Applications Technology, Civil Technology, English FAL and Life Orientation the assessment policies, such as the annual plan and assessment programme, were available in the teachers' files. It was further noted that these plans were adhered to when setting the assessment tasks. It was only noted in Economics and Physical Sciences that some centres adhered to the policies, while others did not. In Mathematics, two centres, Teach Them Christian College and Platinum College of Progress, did not develop or insert assessment plans into files.

g. Internal moderation

The compliance levels with this criterion were lower than that of other criteria. The levels of moderation and quality of moderation varied from one centre to another. It was encouraging to note that evidence of pre- and post-moderation in Civil Technology, Economics and Life Sciences, in the form of reports, were available at centre and at national levels. However, across all the other subjects there was no evidence to show that constructive, qualitative feedback was provided to learners after moderation of written tasks. For example, in Accounting and Computer Applications Technology, at all the centres except Impak, no evidence of pre-moderation in the teachers' files was found. Some centres provided the post-moderation reports only as evidence of moderation conducted. However, the quality of the inputs or comments provided by the internal moderators needs to be improved, to assist the teachers to improve their work.

In English FAL and Life Orientation, no evidence of learners' feedback was provided. The post-moderation reports focused only on the marking processes and neglected to include a diagnosis of the question paper, marking guideline and learners' responses.

In Mathematics Paper 1 June examinations, the internal moderator at Wings Aviation Academy rectified the errors and inconsistencies that permeated. However, the errors in the circle Geometry questions were not picked up and were therefore not rectified by the internal moderator.

In Physical Sciences, all the centres except City College Welkom had internal moderation reports in the teachers' files. However, the internal moderation of the learners' work was superficial and consisted mostly of shadow marking. Consequently, it failed to detect the many errors found in the marking of most of the assessment tasks examined, including the preliminary examination papers.

In Computer Applications Technology, the internal moderation of the practical assessment tasks was problematic as no evidence could be provided that such tasks were verified at any level in all centres.

h. Overall impression

It has been noted during the two phases of moderation that centres were improving in the management and conduct of SBA and that they were beginning to comply with the requirements, as compared to 2016.

2.3.2 Moderation of learner evidence of performance

a. Learner performance

The learners were found to have performed, generally, better in the various internally administered tasks, except for the June and preliminary examinations. For example, in Accounting and Computer Applications Technology, the learners were found performing fairly well in both written report and controlled Test 1 across the centres, but experienced difficulties responding to questions in the June examinations.

In Civil Technology, the overall performance indicated that learners should engage more with content that forms the focus of the subject to improve their marks, e.g. Applied Mechanics. Content areas where learners' performance was very poor included Calculation of Quantities, Applied Mechanics and Drawings.

In English FAL, there was a general tendency for learners across the schools to skip questions in the various assessment tasks. Some learners at centres such as Impak produced many unnecessary drafts before presenting the final draft.

In Mathematics Paper 2 at Impak Centre in the June examinations, learners struggled with all the Geometry questions. Learners at Gwenlo Tutoring Centre did not show any understanding of Analytical Geometry.

In Physical Sciences, the learners' marks in the investigative tasks were much higher than those of the June examinations. Most learners performed poorly in the June examinations.

In Economics, learners' performance was generally poor across the centres. Only four learners were doing well in all their tasks, out of all the centres verified. Most of the learners failed both of the examinations provided (June examinations and preliminary examinations).

b. Quality of marking

The quality of marking was found to vary from one centre to another and from one subject to another. In Accounting, the quality of marking was found to be good and acceptable in cases where a marking guideline was used. This was evident when verifying the marking for both controlled tests and June examinations. However, the quality of marking for the written report proved to be problematic, this was due to the use of vague and confusing rubrics which were found to be improperly designed.

In English FAL, the marking of the summary was found to be a challenge. The summary points were numbered, but most markers did not highlight which points were awarded marks. This challenge was more prevalent at the City Lodge, Impak, Lydenburg Leersentrum, Nukleus Onderwys and Volkskool centres.

In Life Sciences, shadow marking was noted in the June examinations at Enthios Christian School. Both the marker and internal moderator awarded the same marks, but after external moderation, the marks were changed drastically.

In Civil Technology, the marking was not in accordance with the marking guideline that was provided. Responses that did not correlate with the marking guideline were marked correct in some centres. The marks of the external moderator differed in some instances, especially in the Applied Mechanics section.

In Economics, the quality of marking differed from centre to centre but was mostly sub-standard. For example, inconsistent and irregular marking was discovered at Tree Hill and My Tutor Hillcrest centres, and Platinum College of Progress, where some teachers allowed learners to change the numbering of the responses so that they were awarded full marks.

In Mathematics, while other centres awarded the marks correctly as per marking guidelines, the marking at Wings Aviation Academy was of a poor quality in that wrong responses were awarded marks.

In Physical Sciences, it was noted that most of the centres displayed errors in marking, where wrong responses were marked correct and positive marking or impression marking were not applied in marking tasks. All the centres except the Pierre van Ryneveld Christian Academy had made numerous errors in their marking of tasks, especially in the preliminary examinations.

It was encouraging to note that learners' work was moderated in subjects such as Accounting, Computer Applications Technology, English FAL, Mathematics and Physical Sciences at most centres.

2.4 Areas of Good Practice

The following areas of compliance were noted:

- a. The quality and completeness of the files was generally good. The teachers' and learners' files were well arranged and organised;
- b. The assessment policies were adhered to in a number of subjects across the centres;
- c. Evidence of SBA moderation by SACAI for all the centres was available.

2.5 Areas of Non-compliance

The following areas of non-compliance must be noted for consideration:

- a. **Feedback to learners** – no detailed, constructive, qualitative feedback was provided to learners after moderation, in all subjects verified;
- b. **Recycling of previous papers** – assessment tasks were cut and pasted from previous papers, which were freely available;
- c. **Internal moderation** – no evidence was found of pre-moderation in subjects and centres verified, except in Civil Technology, Economics and Life Sciences;
- d. **Awarding of marks for incorrect answers** – wrong answers were allocated marks in Civil Technology, English FAL, Mathematics, Physical Sciences and Economics;
- e. **Cognitive demands** – the cognitive demands of the assessment tasks designed and administered to learners addressed mainly lower and medium order levels, except in the June examinations and preliminary examinations;
- f. **Marking tools** – the formulation of objective marking tools was found to be a challenge in general. For example, in Life Orientation, the rubrics used to assess tasks were not numbered, making it difficult to follow them. In Accounting, rubrics were too vague and did not indicate how marks would be allocated. In Computer Applications Technology, at the Teach Them Christian College the marking tools used to assess Tasks 1, 2 and 3 were incorrectly designed and were not in accordance with policy;
- g. **Quality of marking** – the quality of marking was poor in most subjects, such as Life Sciences, in which shadow marking was noted in the June examinations at Enthios Christian School. In Mathematics, while other centres awarded the marks correctly as per marking guidelines, marking at Wings Aviation Academy was of poor quality in that marks were awarded for wrong responses. In Physical Sciences, most centres displayed errors such as marking wrong answers as correct and not applying positive marking or impression marking in the marking of tasks.

2.6 Directives for Compliance and Improvement

SACAI must:

- a. Ensure responsible recycling of questions, especially from the previous years' question papers;
- b. Encourage teachers at the various centres to conduct rigorous internal moderation of the tasks before and after they have been administered; and evidence of such moderation should be kept.

2.7 Conclusion

The findings highlighted in this chapter are based on a sample of teachers' files and evidence of learners' performance files across a range of subjects verified from a number of centres administered by SACAI. Some SBA practices were found to be of a good standard, while others were not in line with subject assessment guidelines. Centres where problems were identified must be supported and monitored to ensure that their SBA practices improve.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS

3.1 Introduction

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

The purpose of conducting the verification of the state of readiness of the South African Comprehensive Assessment Institute (SACAI) to conduct the NSC examinations was largely to:

- Gauge SACAI's level of preparedness to conduct the November 2017 and 2018 Supplementary NSC examinations;
- Track progress made in addressing the directives for compliance and improvement issued after the 2016 NSC examinations;
- Verify that the systems SACAI has put in place will ensure the credibility of the November 2017 NSC examinations; and
- Report on any shortcomings identified during the evaluation and verification of the SACAI systems.

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

3.2 Scope and Approach

In the first phase, Umalusi conducted a desktop evaluation of the self-evaluation report submitted by SACAI to gather the data required prior to a visit to audit the SACAI examination systems. This second phase of the state of readiness process involved focus group discussions and an evidence-based verification audit, which took place on the 28 September 2017.

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

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 centres

Registration of candidates

Candidates were registered at the examination centres through the capture of their data to a spreadsheet. Thereafter, SACAI issued pre-registration schedules to centres that reflected subject details for candidates. The preliminary entry schedule was resubmitted to SACAI on 12 August 2017.

According to SACAI, all centres had complied with its closing date of 15 December 2016 for Grade 12 subject changes. Registration of candidates for the November 2017 NSC examinations was finalised on 12 August 2017.

Registration of examination centres

Table 3A: Details of examination centres registered

Type of centre	Number of centres	Number of candidates
Accredited independent centre	12	98
Unaccredited independent centres	15	81
Repeater centres	9	463
Tutor centres	30	392
Curriculum providers	7	1 329
TOTAL	73	2 363

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

The management of SBA is covered in Chapter 5 of the SACAI policy manual on the administration and management of the NSC examination. The chapter also outlines moderation processes for practical assessment tasks (PAT), Life Orientation and Computer Applications Technology, as well as SBA irregularities.

On 4 February 2017, SACAI conducted training for 78 delegates on the accreditation status of examination centres; NSC Grade 12 results; the candidates' portal; learner and teacher guides; and moderation of SBA. SACAI had a plan in place for monitoring and for the moderation of SBA at site level (site visits) by SACAI officials. The schedule indicated visits to sites per province, from March to June 2017. Evidence was provided of SBA moderation that had taken place in May 2017.

It was noted that SACAI would conduct final moderation in October 2017 and that training would take place at SACAI offices.

3.3.3 Printing, packaging and distribution

a. Printing and packaging of question papers

SACAI described its printing contract and explained that the printing of its question papers was outsourced to Exutate Printing; however, the printing infrastructure is hosted at SACAI premises.

SACAI had performed a risk assessment on the printing and packaging, and the contracted courier. It had developed a risk management approach, with mitigating actions. The SACAI printing policy was strengthened to ensure that no question papers would be stored on computer hard drives; and no electronic devices were permitted in the controlled access area.

SACAI also strengthened its security in and around the printing facility to include the following:

- A security gate at the entrance to the printing room;
- A security gate combination code;
- A new, additional security gate, with an access-control pad, in the corridor leading to the printing room;
- Adequate surveillance cameras in the printing area;
- A surveillance camera to cover the back door;
- Entry-code access to the strong room controlled by a security guard;
- Access to the strong room only with an authorised official in attendance.

It was also noted that the security of question papers was managed through the use of tamper-proof security bags, which were stored in a safe.

The packaging of question papers and related examination material met the prescribed norms and standards for security of examination materials. Question papers were packed in individual bags per examination centre. All spoilt question papers were shredded in the printing room and the shredded remnants were sealed in refuse bags, to be disposed of once the NSC examinations were over.

b. Distribution of examination question papers

Examination material was distributed to the registered examination centres in one batch, as per the management plan, by a contracted courier company. The collection was done under the supervision of SACAI security and Exutate Printing personnel. Distribution commenced on 9 October 2017.

An additional security guard was on duty during the loading of examination material. An Exutate Printing security guard monitored the process.

It was documented in the contract between SACAI and Exutate Printing that:

- All courier vehicles would be equipped with tracking devices;
- The back doors of all vehicles would have a tamper alarm installed;
- The consignment would be tracked from the time the courier vehicle left SACAI's premises or courier service depot until it arrived at its destination.

3.3.4 Conduct of examinations

According to the evidence provided, SACAI audited 65 of 73 examination centres registered for the November 2017 NSC examinations. A management plan for the conduct of 2017 examinations was developed.

SACAI trained chief invigilators at a central venue. The centre managers, who were heads of institutions, were appointed by the SACAI Chief Executive Officer (CEO). Umalusi verified the contracts of all appointed chief invigilators.

SACAI planned to conduct three types of monitoring visit to centres in 2017, to:

- Check compliance of the centre with the requirements of registration prior to the writing of examinations;
- Conduct spot checks after the delivery of examination materials; and
- Monitor during the writing of the examination.

A monitor training workshop was held on 8 August 2017, which exposed the appointed monitors to monitoring requirements. SACAI planned to deploy 15 monitors across its centres nationally, and two in Namibia.

3.3.5 Appointment and training of marking personnel

a. Appointment of markers

The examiner and internal moderator were appointed as chief marker and internal moderator respectively, with their contracts to be renewed annually. The criteria for appointment were indicated in the application form as well as the invitation for application. The criteria included the following:

- The internal moderator and the examiner were required to be in possession of a minimum of a Bachelor's degree with the subject applied for passed, at least, at second-year university level;
- They were required to have at least 4-5 years teaching experience in the subject applied for; and
- Were currently teaching the subject at Grade 12 level, or had taught Grade 12 in the last three years.

Markers were expected to meet the same requirements as the internal moderators and chief markers. In addition to experience and qualifications, preference was given to those who lived in or near Pretoria.

The criterion regarding "category" was clearly indicated in the application form. The selection and appointment of markers was the competency of SACAI management. It was noted that SACAI took into account the evaluations conducted during the previous year's process of appointing marking personnel.

The marking personnel were appointed and the successful applicants notified by 30 June 2017. The list of all appointed markers, chief markers and internal moderators was available for scrutiny.

Table 3B: Details of marking personnel arrangements

Marking centres and personnel	Number
a. Marking centre	1
b. Markers	135
c. Chief markers	33
d. Internal moderators	33
e. Centre manager	1
f. Examination assistants	23

b. Training of marking personnel

The management plan for training was in place. According to the information in the plan, all training was to be conducted on the first day of marking, at SACAI. This was scheduled for 04; 18 and 25 November 2017 for the three groups.

A training programme for all marking personnel, which included pre-marking, generic training and basics of marking presentations for 2017, was available and verified. A plan for training chief markers and internal moderators was also provided.

SACAI planned to conduct staggered marking for the November 2017 scripts, to avoid the overlapping of marking timetables with the Department of Basic Education (DBE).

3.3.6 Marking centres and centre managers

a. Marking centres

SACAI would use one centralised venue for marking the November 2017 examinations.

Table 3C below provides details of the marking period.

Table 3C: Marking dates (data provided by SACAI)

Marking	Group A	Group B	Group C
Commencement	5 November 2017	19 November 2017	26 November 2017
Termination	10 November 2017	24 November 2017	30 November 2017

All markers were to use one gate for access. They would be provided with entrance cards each morning when they signed in and would return the cards when they signed out. Gate security would also monitor cars. All security personnel were to be permanent employees, trained for every examination and all having clear job descriptions. SACAI would also make use of ADT Security, who would be posted in and outside the marking centre. Markers were to use a designated parking area.

a. Centre manager

It was highlighted that a SACAI official would be appointed as the marking centre manager, as per line function. The centre manager appointed for the 2017 examinations had been employed by SACAI since 2012, had performed the same function each year and was thus not trained annually.

3.3.7 Capturing of examination marks

a. Capturing of marks

The plan for capturing marks was in place. The SBA and oral marks were captured on a spreadsheet by the centre head. The spreadsheet was then imported to the system. The examination mark would be captured by data capturers from mark sheets.

The training manual for data capturers was in place. Each individual capturer was to be in possession of a unique user ID and password. SACAI had yet to issue letters of appointment to data capturers, who would be required to sign declarations of secrecy.

According to the evidence provided, the mark sheets would be printed after receipt of examination entries from examination centres. Control lists and attendance registers would be used to verify that all scripts had been received from the marking centres.

b. Certification

The November 2016 and supplementary (March 2017) NSC results were certified. There was great improvement in the data submitted, with very few errors detected.

3.3.8 Management of irregularities

SACAI developed a policy which included a chapter describing the various forms of irregularities and how to handle these. The SACAI policy was in line with the regulations pertaining to the conduct, administration and management of NSC examinations.

It was noted that SACAI had a functional and properly constituted Examination Irregularities Committee (EIC), with a strategy in place to determine the turnaround time for dealing with administrative errors and omissions, serious or behavioural offences and acts of dishonesty.

SACAI developed a chapter in its policy that deals with different types of examinations irregularities. It was found that SACAI had conducted advocacies to its clientele on examination irregularities.

3.4 Areas of Good Practice

- a. All courier vehicles were equipped with tracking devices;
- b. All question papers were packed in tamper-proof security bags;

3.5 Areas of Non-compliance

- a. Gaps were identified in the SACAI policy relating to the non-specification of timelines for resolving both serious and technical irregularities detected during the writing and marking of scripts;
- b. Establishment of structures at the level of institutions was not documented in the SACAI policy;
- c. A database/register for recording examinations irregularities that occurred in the last four examination cycles had not been developed although evidence was available.

3.6 Directive for Compliance and Improvement

SACAI is required to:

- a. Ensure that the irregularities policy address timelines for resolving both serious and administrative examination irregularities detected during the writing of the examinations and the marking of scripts;
- b. Ensure that the structure to deal with irregularities is representative and is documented in the SACAI policy; and
- c. Ensure that a database and/or register for recording examination irregularities that occurred in previous examination cycles be developed.

3.7 Conclusion

The outcome of the verification audit found that SACAI was at acceptable compliance levels of readiness to conduct the November 2017 NSC examination. SACAI was, however, required to address areas of non-compliance as indicated in 3.5.

CHAPTER 4 MONITORING OF WRITING

4.1 Introduction

The South African Comprehensive Assessment Institute (SACAI) administered the National Senior Certificate (NSC) November 2017 examinations across its registered centres from 16 October 2017 to 28 November 2017. In verifying the credibility of the writing of these examinations, Umalusi carried out rigorous and extensive monitoring of the conduct of these examinations.

The purpose was to determine whether examinations administered by SACAI were conducted in accordance with the available regulations, policies and examination instructions issued. This was done to measure the degree of their credibility in conducting the NSC examinations.

This chapter reports on the summary of findings gathered from the sample of centres monitored. It acknowledges areas of good practice observed, identifies areas of non-compliance and, further, outlines directives for compliance and improvement with which the assessment body must comply.

4.2 Scope and Approach

Umalusi deployed 17 personnel to monitor the SACAI examinations. Selection of the 17 examination centres was based on predetermined criteria.

This chapter was compiled from data collected through observations and interviews. Additionally, Umalusi verified available, relevant examination documents at the examination centres. Table 4A below provides a list of the examination centres monitored.

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

No.	Centre	Date	Subject	Candidates registered	Candidates wrote
1	My Tutor and Teaching Centre	14 Nov 2017	History Paper 2	12	12
2	Youth Academy for Leadership Excellence	30 Oct 2017	Mathematics Paper 2 Mathematical Literacy Paper 2	20 21	13 17
3	Morning Star Education Centre	30 Oct 2017	Mathematics Paper 2 Mathematical Literacy Paper 2	14 5	11 5
4	Nukleus Onderwys	31 Oct 2017	English HL Paper 3 English FAL Paper 3	2 28	2 27
5	Impak Port Elizabeth	26 Oct 2017	English HL Paper 2 English FAL Paper 2	8 9	6 9
6	iCALC Training Academy	30 Oct 2017	Mathematics Paper 2 Mathematical Literacy Paper 2	19 2	16 2
7.	Lydenburg Leersentrum	26 Oct 2017	English HL Paper 2 English FAL Paper 2	7 20	6 18
8	Calibre Education	30 Oct 2017	Mathematics Paper 2 Mathematical Literacy Paper 2	20 34	20 34

No.	Centre	Date	Subject	Candidates registered	Candidates wrote
9	SACAI East Rand	03 Nov 2017	Life Sciences	34	31
10	Mega Mind Tutor Centre (Pty) Ltd	24 Oct 2017	English HL Paper 1 English FAL Paper 1	85 16	84 14
11	SA Academy of Applied Competence (SAAAC: East London)	26 Oct 2017	English HL Paper 2	9	9
12	Platinum College of Progress (Bellville)	30 Oct 2017	Mathematics Paper 2 Mathematical Literacy Paper 2	20 36	18 28
13	Science Bridge @ UJ	30 Oct 2017	Mathematics Paper 2	57	57
14	Free2Bme Academic Centre	26 Oct 2017	English HL Paper 2 English FAL Paper 2	23 15	22 14
15	Hoërskool Patriot	30 Oct 2017	Mathematics Paper 2	9	7
16	City College	30 Oct 2017	Mathematics Paper 2 Mathematical Literacy Paper 2	6 6	6 5
17	South African Institute of Commerce and Technology	30 Oct 2017	Mathematics Paper 2	10	10

4.3 Summary of Findings

The findings of the monitoring, as per the Umalusi instrument for the monitoring of the writing of examinations, are addressed below.

Table 4B provides an analysis of compliance levels for the 17 examination sessions, monitored in accordance with the eight critical quality indicators of the Umalusi monitoring instrument.

Table 4B: Level of compliance in relation to criteria

Criterion	Met all criteria	Met 80% of the criteria	Met 60% of the criteria	Met 40% of the criteria	Met 0% of the criteria	Total
Delivery and storage of examination material	12 (70.6%)	4 (23.5%)		1 (5.9%)		17
The invigilators and their training	14 (82.4%)	3 (17.6%)				17
Preparations for writing and examination room/venue(s)	11 (64.7%)	5 (29.4%)	1 (5.9%)			17
Time management for the conduct of examinations	12 (70.6%)	4 (23.5%)	1 (5.9%)			17
Checking of the immediate environment	15 (88.2%)				2 (11.8%)	17
Activities during writing	12 (70.6%)	5 (29.4%)				17
Packaging and transmission of answer scripts	14 (82.4%)	1 (5.9%)	2 (11.8%)			17
Monitoring by the assessment body	10 (58.8%)		3 (17.6%)		4 (23.5%)	17
Total	100 (73.5%)	22 (16.1%)	7 (5.1%)	1 (0.7%)	6 (4.4%)	

4.3.1 Delivery and storage of examination material

The examination material was delivered to all examination centres prior to the commencement of the examinations via courier services contracted by the assessment body. The question papers were delivered from the assessment body in sealed plastic bags and secured in a crate with a coded lock. The code was made accessible to the chief invigilators at the commencement of the examinations with a validity period of two weeks to correspond with the examination material package. This was done on two occasions during the entire duration of the examinations.

On arrival at the examination centre, the question papers were locked into secured storage facilities until they were taken to the examination venues. All the centres monitored had adequate security for the safekeeping of the examination material. The chief invigilators and/or principal kept the key to the locking facility for the duration of the examination.

4.3.2 The invigilators and their training

At all centres monitored, the principal or head of the centre was appointed as the chief invigilator, except in two instances where the owners of the centre were appointed as chief invigilators; and in one centre a Grade 12 facilitator was appointed. All chief invigilators were officially appointed by the head of SACAI to hold the position for the examination period. Copies of appointment letters were produced and verified. SACAI officials, in respect of their role and responsibilities, trained all chief invigilators. The training took place between August and October 2017.

Staff members were appointed as invigilators except at two centres where community members were appointed as invigilators. All invigilators were officially appointed and trained by the chief invigilators or SACAI personnel before the commencement of the examinations. This was substantiated by the level of compliance, as indicated in Table 4B above.

4.3.3 Preparation for writing and the examination room/venue(s)

Necessary preparations must be made to conduct examinations. The following practices were observed:

- a. Direction boards and signage that led to the examination rooms were in place;
- b. The environment inside and outside the examination rooms was of an acceptable standard;
- c. All examination centres were devoid of displayed material that could assist the candidates, except for one centre where it was removed 15 minutes prior to the commencement of the examination;
- d. The furniture was adequate and suitable for writing and relevant examination information was displayed on boards in the examination rooms;
- e. Wall clocks were displayed as required;
- f. Identity documents and admission letters were verified;
- g. Examination files containing most of the required documents were made available;
- h. All examination centres adhered to the required number of invigilators to meet the 1:30 ratio stipulation;
- i. Checking of calculators was limited to those subjects that required them.

In general, most of the centres monitored practised a strict "no cell phone" policy in the examination rooms. The examination centres that allowed cell phones ensured that all cell phones were handed in for safekeeping prior to commencement of the examination session.

It was also noted that noise levels were reasonably managed, except at one centre where outside noise was a distraction.

4.3.4 Time management for the conduct of examinations

All invigilators and candidates reported to the examination rooms 30 minutes, or more, before the start of the examination. This allowed sufficient time for required administrative matters to be addressed before writing commenced. All examination centres managed to distribute the answer books and question papers to the candidates on time.

All examination centres complied with the reading of examination rules to the candidates prior to the commencement of the session; however, details of information varied from one examination centre to another. It was observed that question papers were checked for technical accuracy. All examination centres commenced the examination session at the stipulated time and were able to end the session as scheduled.

4.3.5 Checking of the immediate environment

Generally, the facilities used for the writing of examinations complied with the required norms and standards as prescribed in the regulations pertaining to the conduct, administration and management of examinations. The invigilators checked the immediate surroundings to the examination rooms to ensure that there was no material available that could be used to the advantage of candidates.

4.3.6 Activities during writing

Activities during the writing session were adhered to steadfastly, as was evident from the statistics on Table 4B. Invigilators confirmed the correctness of the information on the cover page of the answer book before the start of writing and/or at the end of the examination session during the collection of the scripts. Invigilators were generally attentive, vigilant and mobile. An invigilator of the same gender accompanied candidates who visited the bathroom during the session. In all instances, it was highlighted that candidates were not allowed to leave the examination room in the last 15 minutes. The examination answer scripts of candidates who finished early were collected by the invigilators while candidates remained seated; the details on the cover page were checked and the official attendance register was signed.

4.3.7 Packaging and transmission of answer scripts

Examination answer books were counted and packed in one of the examination rooms at all examination centres. In all cases the chief invigilator and invigilators did the counting in the presence of Umalusi monitors. Examination scripts were arranged using the sequence on the mark sheet and in all cases, candidates marked present were accounted for and the number of scripts tallied. Scripts were packed and sealed in official, sealable plastic bags provided by SACAI. All centres completed dispatch forms. In all instances, the contracted courier service collected the answer scripts from the centre and transported these to SACAI.

4.3.8 Monitoring by assessment body

From the 17 centres, it was found that SACAI had already visited 13 centres prior to Umalusi's on-site monitoring. Reports were made available to, and verified by, Umalusi.

4.3.9 Irregularities/ incidents identified by Umalusi

From the consolidation of the 17 reports on the centres monitored, it was found that SACAI centres did not experience any examination irregularities.

4.4 Areas of Good Practice

The following areas of good practice were observed:

- a. Thorough checking of the examination permits and admission letters;
- b. Chief invigilator signed a declaration to commit to the safekeeping of examination materials;
- c. Proper record keeping of received and used examination material;
- d. Supplementary security measure adopted, by not allowing candidates to wear hats in the examination room and a "no cell phone" policy;
- e. The filing system introduced by SACAI and the accompanying requirements for the management of the examination files (indexes) was commendable, This assisted with well-structured and comprehensive examination files;
- f. The recording of conversation between the scribes or readers and candidates for future verification was commendable;
- g. Training and appointment of chief invigilators and invigilators were completed well ahead of the commencement of the examination;
- h. Starting and ending times of the examinations were strictly observed by examination centres.

4.5 Areas of Non-compliance

There were minor issues/aspects of non-compliance identified during the October/November 2017 NSC examinations, as follows:

- a. Some examination centres did not keep copies of the dispatch forms used to record examination material sent back to the assessment body: and
- b. At some centres, seating plans were not drawn up and/or not followed.

Refer: Annexure 4A lists of implicated centres on the non-compliance issues observed at those centres.

4.6 Directives for Compliance and Improvement

SACAI is required to:

- a. Ensure that seating plans are drawn up and followed for the entire examination session; and
- b. Ensure that all examination centres keep copies of the dispatch forms for examination material.

4.7 Conclusion

The 17 examination centres monitored gave an indication that the November 2017 NSC examinations under SACAI were well-administered even though there were few administrative challenges. However, where areas of non-compliance are issued, it will be imperative for SACAI to prepare an improvement plan on how the directives will be mitigated.

CHAPTER 5 MARKING GUIDELINE DISCUSSIONS

5.1 Introduction

One of the various mandates of Umalusi regarding the portfolio of quality assurance of the National Senior Certificate (NSC) examinations is ensuring that markers maintain appropriate standards and uphold marking quality. In doing so, Umalusi quality assures the marking practice in preparation for the marking processes. This activity comprises two processes, namely, the approval of the final marking guidelines at the marking guideline discussion (MGD) meetings and the verification of marking. This chapter reports on the MGD meetings.

The meetings were divided into three groups: Group A comprised five subjects, Group B, six subjects and Group C, five subjects. The marking guideline discussion meetings for Group A, Group B and Group C were held on 9, 22 and 29 November 2017, respectively. The focus of these meetings was standardisation of the marking guidelines. This was achieved by means of mediation of the marking guidelines, shared understanding among all participants and incorporation of alternative responses that would not compromise the cognitive level of the relevant question or the question paper as a whole.

5.2 Scope and Approach

The marking guideline discussion meetings for SACAI were held for 16 subjects comprising 29 question papers written for the November 2017 National Senior Certificate (NSC) examinations. Umalusi participated 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 marking guideline discussions

Subjects sampled for marking guideline discussions		
Group A: 9 November 2017	Group B: 22 November 2017	Group C: 29 November 2017
Accounting	Afrikaans HL	Agricultural Sciences
Business Studies	Economics	Civil Technology
Computer Applications Technology	Geography	Consumer Studies
English Home Language	Life Sciences	History
Mathematical Literacy	Mathematics	Visual Arts
	Physical Sciences	

The SACAI marking guideline discussion meetings were chaired and facilitated by either the internal moderator, chief marker or examiner. After engaging in discussions each response was endorsed by the external moderator, before endorsement of the marking guideline as a whole. The marking guideline discussions for SACAI were conducted using the Umalusi marking guideline discussion instrument, based on the criteria listed in Table 5B. The number of quality indicators for each criterion is indicated in brackets.

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

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

^a number of quality indicators

Part A, consisting of two criteria and three quality indicators, focused on the level of preparation of the examining panel at the marking guideline discussion. Part B, consisting of a single criterion with 14 quality indicators, focused on the processes and procedures followed during the marking guideline discussion meetings. Finally, Part C, consisting of two criteria and ten quality indicators, addressed training for marking. The instrument also made provision for external moderators to make general comments, conclusions and reflections.

5.3 Summary of Findings

This section reports on Umalusi's findings arising from the marking guideline discussions for each SACAI question paper attended by Umalusi, using the criteria listed in Table 5B. These criteria are important for determining levels of compliance at the marking guideline discussion meetings with attendance, refinement of the marking guidelines and training of appointed markers in the use of the marking guidelines. They are also crucial for arriving at overall judgements on the quality of training, and the final ratification of the marking guidelines.

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 between the examining panel and the external moderator for each subject had taken place. The reports showed that the following five subjects held pre-marking guideline discussions between the chief marker/examiner, internal moderator and external moderator:

Accounting	History	Mathematical Literacy
Computer Applications Technology	English HL	

The marking guidelines were thoroughly discussed by the panels; and alternative answers were suggested and discussed with the markers until some consensus was reached. However, for criterion 2 (preparation by chief markers and internal moderators) there were indications that for Business Studies, Civil Technology, Physical Sciences and Visual Arts, there had been a lack of preparation for the marking guideline discussion since the examining panels had not shown evidence of having prepared possible alternative answers.

The chief marker and internal moderator of each subject were expected to mark a sample of scripts in preparation for each marking guideline discussion. However, the reports indicated that a variable number of scripts, ranging from two per chief marker and internal moderator (Visual Arts) to 24 per chief marker and internal moderator (Life Sciences Paper 1 and Paper 2) were marked prior to the marking guideline discussion meeting. It was of concern that for the following subjects/question papers there was no engagement in any pre-marking of scripts: Business Studies Paper 1 and Paper 2; Civil Technology; and Mathematical Literacy Paper 1 and Paper 2.

5.3.2 Part B: Processes and procedures

This third criterion, processes and procedures, was comprised of the following 14 quality indicators:

- i. Attendance;
- ii. Organisational and logistical arrangements;
- iii. Detailed information regarding processes and procedures;
- iv. Meaningful contribution to the discussion by participants;
- v. Identification of possible common errors that could be made during initial marking;
- vi. Discussions for clarification of answers and to 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 marking guideline and that approved by the external moderator;
- x. Changes made during the marking discussion meeting;
- xi. Motivations for changes made;
- xii. Approval by the external moderator of changes and/or additions;
- xiii. Impact of changes on cognitive levels of the relevant questions; and
- xiv. Whether questions elicited a disproportionate number of alternative questions.

The analysis showed that all question papers were in full compliance with this criterion except for Civil Technology, English HL Paper 3 and Mathematical Literacy Paper 1 and Paper 2. The reports for these question papers indicated non-compliance with regard to full attendance by the examining panels. In addition, it was reported that for Civil Technology, possible common errors that could be made during initial marking were not identified; answers that would increase markers' ability to assess interpretative questions were not clarified; and discussions for eliciting alternative responses were not held.

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

The focus of compliance for criterion 4 (training at marking guideline discussion meeting) were as follows.

- What provision was made for training sessions during the marking guideline meeting;
- Whether the chief marker and internal moderator received a representative sample of scripts for marking at the training centre; and
- The six quality indicators for (actual) training.

Criterion 5 (quality of the final marking guideline) comprised seven quality indicators. The marking guidelines for 14 question papers showed full compliance with both criteria (4 and 5). On the other hand, Business Studies, Civil Technology and Mathematical Literacy reported that the chief markers and internal moderators did not receive a representative sample of scripts, thus thwarting the quality of training. In addition, Mathematical Literacy noted that with regard to the quality of the final marking guideline, the acceptable tolerance range was not determined.

5.3.4 Conclusions and reflections

This final part of the instrument provides for external moderators' reflections and comments that were not appropriately addressed during the initial marking guideline discussion process. It was reported that for Life Sciences, English HL and History, the marking guidelines were productive and effective as the discussions were rigorous. For Afrikaans HL, English HL and Computer Applications Technology, it was reported that given the nature of the question papers it was not possible to include every alternative answer in the marking guideline. This suggests that markers were expected to use their professional judgement where candidates provided responses not specifically included in the marking guidelines.

A motivation was given for a larger sample of scripts in Agricultural Sciences, Mathematical Literacy and Visual Arts for pre-training, to better prepare the examining panel. For Mathematical Literacy, it was also suggested that data projectors be provided to facilitate the marking guideline discussions.

5.4 Areas of Good Practice

The 16 subject reports showed compliance across various criteria and their relevant quality indicators. The following areas of good practice by SACAI were commendable:

- a. The allocation of a full day to marking guideline discussions was effectively used and contributed to meaningful discussions that had a positive effect on the standardisation of marking for all subjects;
- b. Five subjects comprising ten question papers, Accounting Paper 1, Computer Applications Technology Paper 1 and Paper 2, English HL Paper 1, Paper 2 and Paper 3, History Paper 1 and Paper 2, and Mathematical Literacy Paper 1 and Paper 2, held pre-marking guideline discussion meetings that included the external moderators;
- c. For most subjects, sample scripts were received in good time for preparation for the marking guideline discussions;
- d. The chief marker and internal moderator of Agricultural Sciences and Life Sciences must be commended for having marked at least 20 sample scripts each prior to the marking guideline discussion meetings;
- e. Active participation by the panel members and markers, identification of possible marking errors and strategies for marking, the addition of cogent alternative responses to the marking guidelines and respect for the role of the external moderator where changes were suggested to the marking guidelines.

5.5 Areas of Non-compliance

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

- a. The following 11 subjects did not hold pre-marking guideline discussions with their respective external moderators:

Business Studies	Afrikaans HL	Economics	Geography
Life Sciences	Mathematics	Physical Sciences	Agricultural Sciences
Civil Technology	Consumer Studies	Visual Arts	

Four subjects (Business Studies, Civil Technology, Physical Sciences and Visual Arts) were not fully prepared to engage in robust discussions that would inform the final marking guidelines;

- b. Some subjects (for example, Afrikaans HL Paper 1 and Paper 3, Consumer Studies, History and Visual Arts) marked as few as two to four sample scripts, and yet others (Civil Technology and Mathematical Literacy) did not receive sample scripts in preparation for the marking guideline discussion;
- c. Either the chief marker and/or internal moderator did not attend the marking guideline discussion for Civil Technology, English HL Paper 3 and Mathematical Literacy.

5.6 Directives for Compliance and Improvement

SACAI must ensure that:

- a. Arrangements are made timeously for pre-marking discussions between the chief marker, internal moderator and external moderator, for all subjects;
- b. All participants report for the marking guideline discussions with prepared written responses to the question paper, comment on their sample of marked scripts, and suggestions of alternative responses with relevant motivations are included in the marking guideline, to encourage rigorous participation that meaningfully informs the final marking guideline;
- c. The SACAI policy clarify the number of sample scripts to be marked for each subject and ensure that each participant receives these scripts timeously; and
- d. The scripts are marked prior to commencement of the marking guideline discussion.

5.7 Conclusion

Umalusi attended the marking guideline discussion meetings of 11 of the 16 subjects and reports thereof provided evidence of compliance for the large majority of criteria and their respective quality indicators. Overall, in light of the full day provided for each subject for the marking guideline discussion, productive and effective discussions were engaged in for the large majority of subjects. The final marking guidelines approved for the subjects Umalusi verified and which were signed by the external moderators, served as excellent guidelines to markers that could ensure fairness, reliability, validity and credibility in the SACAI examinations.

CHAPTER 6 MONITORING OF MARKING

6.1. Introduction

During October and November 2017 the South African Comprehensive Assessment Institute (SACAI) administered and managed the November 2017 National Senior Certificate (NSC) examinations across its affiliated centres.

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

This chapter provides a summary of findings gathered from the monitoring, acknowledges areas of good practice observed, identifies areas of non-compliance and, further, outlines directives for compliance and improvement with which the assessment body must comply.

6.2. Scope and Approach

Umalusi monitored the November 2017 NSC marking processes at SACAI's head office in Pretoria on 27 November 2017.

The Umalusi monitor was required to complete the prescribed monitoring instrument for monitoring of marking through observations as well as interviews with the marking centre manager. The monitor also verified documents available at the marking centre (Table 6A).

Table 6A: Marking centre monitored by Umalusi

No.	Province	Centre	Date
1	Gauteng	SACAI Head Office 278 Serene Street Garsfontein Pretoria	27 November 2017

6.3 Summary of Findings

The findings below are presented in terms of criteria prescribed by Umalusi for monitoring the conduct of marking.

Table 6B below indicates the level of compliance of the centre to the nine critical criteria.

Table 6B: Compliance levels of examination centre

Criteria		Compliance in all criteria 100%	Compliance in most criteria 80%	Satisfactory Compliance 60%	Compliance in few criteria 40%	Non compliance
1	Planning for marking	√	0	0	0	0
2	Marking centre	√	0	0	0	0
3	Security	√	0	0	0	0
4	Training of marking personnel	0	√	0	0	0
5	Marking procedure	√	0	0	0	0
6	Monitoring of marking	0	√	0	0	0
7	Handling of irregularities	√	0	0	0	0
8	Quality assurance procedures	√	0	0	0	0
9	Reports	0	√	0	0	0

6.3.1 Planning for marking

This section presents the findings in accordance with the criteria set out in the instrument for monitoring the marking.

The marking process was conducted according to marking instructions developed by SACAI. The planning for the entire marking process was comprehensive.

Marking was scheduled for five days, from 25-29 November 2017. The management team and all marking personnel reported for duty on 25 November 2017. The marking guidelines were received at the marking centre on 4 November 2017.

The marking proceeded as planned and all marking personnel performed their duties as per the management plan.

6.3.2 Marking centre

SACAI used the Suid-Afrikaanse Onderwysersunie (SAOU) building as their marking centre. Five rooms were allocated: the markers used a large auditorium, a hall and three smaller rooms. The boardroom was used as the script control room; and it was large enough to house all the scripts.

Communication facilities including telephones, cell phones, computers and fax machines were readily available. The ablution facilities for male and female markers were clean, hygienic and sufficient.

Markers were appointed and accommodation was provided at guesthouses. The marking centre operated from 07h00 until 19h00 each day. Markers had suitable furniture and the surroundings were conducive for effective and efficient marking to take place.

6.3.3 Security

SACAI security measures at the marking centre were reasonably adequate. There were two security guards on duty for the day shift only. One security guard was stationed outside the marking venue and the other inside the marking premises. There was no guard on duty at the gate. Access was electronically controlled but there was no inspection of vehicles. Visitors could not be distinguished from officials and there was no register to be signed on entry. However, a register was available in the reception area of the marking venue.

The marking centre had an alarm system, a strong room, a small safe, a burglar door and a fire extinguisher, all of which were serviced and in good working condition.

Both the issuer and the receiver of scripts signed script-tracking forms, ensuring that all scripts were accounted for during marking.

All scripts were housed for safekeeping in a lockable storage facility in the building. Transportation of scripts to a marking venue was not required.

6.3.4 Training of marking personnel

SACAI's quality assurance manager conducted the training for all marking personnel, namely the marking centre manager, the chief marker, who also acted as internal moderator, the markers and examination assistants. The markers received two dummy scripts to mark in preparation for marking guideline discussions a week before the marking started, and the marking guidelines were received on the day of marking. During the standardisation process, the team went through the marking guidelines. The training lasted for three hours, from 09h00 to 12h00. The markers were not subjected to any marking competency tests in the subjects they were appointed to mark.

6.3.5 Marking procedure

Visitors, including the marking personnel and monitors, to the marking centre signed a register on arrival and departure daily, and the centre manager monitored the registers. Furthermore, a confidentiality declaration was completed and signed by all markers. Chief markers ensured that script centre numbers were carefully controlled and that markers did not mark any scripts from their own centres.

SACAI presented clear marking procedures to its marking teams. The markers adopted a question-by-question marking approach. Markers were only allowed to change the marking guidelines during marking guideline discussions and with the approval of the chief marker and centre manager.

The examination assistants checked the scripts to ensure that marks were allocated correctly. A template was used to verify the capturing of marks, per section, by the marker; and the examination assistants later verified these. Chief markers supervised marking throughout the marking process.

In cases where candidates were advantaged or disadvantaged, the matter was referred to the marking centre manager and a meeting between the chief marker, internal moderator and centre manager was held to resolve it.

6.3.6 Monitoring of marking

The chief markers monitored the performance of the markers using the rubric designed to control marking. Chief markers held regular discussions and interventions to ensure that markers adhered to the rubric for marking.

All markers were made to adhere to norms and standards through mentoring and close supervision. The protocol and procedure allowed for the chief marker and internal moderator to identify underperforming markers also made provision for intervention, wherein such markers would be supported through retraining.

6.3.7 Handling of irregularities

The management of irregularities was a key focus area and SACAI was found to be strict in this regard. The chief marker trained all markers on what constituted an irregularity and the procedures to be followed should an irregularity be detected. The procedure manual was available to the monitor as evidence.

SACAI had in place an irregularity committee comprised of the CEO, the operational manager, the chief marker, the logistics manager and an Umalusi representative. All suspected irregularities were to be reported to the irregularity committee and due process was to be followed.

There were no reported irregularities during Umalusi's monitoring of the marking processes.

6.3.8 Quality assurance procedures

Strict quality assurance procedures were in place at the marking venues to ensure quality in all marking and recording processes.

It was further observed that the examination assistants and chief markers checked mark sheets and conducted the verification process. The examination assistants checked whole scripts to ensure that entire scripts were marked; that each question had a total; that marks were captured per sub-question, subtotals and totals; that final totals were correct; and that the transfer of marks to the cover was correct. An on-site data-capturing team then captured the marks.

6.3.9 Reports

In accordance with SACAI procedure, the chief markers completed qualitative reports through inputs from markers' reports and submitted these to the centre manager. There were standardised templates, developed by SACAI, for submitting various reports. The centre manager ensured that reports were collected from the chief markers. The assessment body used the reports to inform their centres of good practices and strategies to improve quality in the teaching and marking processes of each subject.

6.4 Areas of Good Practice

A number of areas of good practice were noted during monitoring, as noted below:

- a. The environment at the marking centre was peaceful and effective;
- b. The electronic surveillance at the marking venue was effective.

6.5 Area of Non-compliance

The following area of non-compliance were observed:

- a. A guard should be posted at the entrance during this crucial period of marking to restrict unauthorised access; and to conduct searches to control material that enters and leaves the premises.

6.6 Recommendation

It is recommended that:

- a. The security at the main entrance increase vigilance of access to the premises.

6.7 Conclusion

SACAI has maintained reasonably acceptable standards of management and control of marking processes and this is commendable.

It is recommended that SACAI address the areas of non-compliance observed during the marking process, and an improvement plan be developed and submitted to Umalusi.

CHAPTER 7 VERIFICATION OF MARKING

7.1 Introduction

One of Umalusi's principal quality assurance practices is to verify the marking process of selected subjects offered by South African Comprehensive Assessment Institute (SACAI) for the National Senior Certificate (NSC). The verification process ensures consistency in the interpretation and application of the marking guidelines; and maintains fairness in marking across subjects.

The external moderators conducted the verification of marking for SACAI on-site for 13 subjects. A significant benefit of conducting the verification process on-site was that inconsistencies or discrepancies in marking could be identified and addressed immediately by the external moderators. In most cases, the marking of 2017 examinations at SACAI took place immediately after the marking guideline discussions. The external moderators for the relevant subjects were deployed to the SACAI premises in Garsfontein, Pretoria, while marking was in progress.

7.2 Scope and Approach

This chapter reports on the findings and assessment of the external moderators of 16 subjects comprising 27 papers, as identified in Table 7A.

Table 7A: List of subjects verified by Umalusi

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

The Umalusi verification of marking instrument that was used for the quality assurance of the marking process consists of four parts, each of which contains a variable number of criteria, as presented in Table 7B. Part A, Adherence to marking guidelines, is comprised of three criteria; Part B, Quality and standard of marking, four criteria; Part C, Candidates' performance, which makes provision for external moderators to report fully on learner performance; and Part D, Findings and suggestions, summarises the findings and suggestions to assist the assessment body to improve practice.

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 candidates with specific reference to questions	9	Findings and suggestions to be noted by the internal moderator and centre manager
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

In presenting a summary of findings below, Table 7B is used as a framework for the analysis and discussion of the verification of marking conducted for the 13 subjects which are indicated in Table 7A. The same panels of markers for Afrikaans HL and English HL were used to mark both Paper 1 and Paper 3. As such, Afrikaans HL Paper 1 and English HL Paper 3 could not be verified, since marking for Afrikaans HL Paper 3 and English HL Paper 1 started at the same time.

7.3.1 Part A: Adherence to marking guidelines

The 13 identified subjects, comprising 23 question papers, indicated full compliance with the three quality indicators for the criterion; adherence to marking guidelines.

The internal moderator, chief marker and markers adhered to the marking guidelines, which were ratified and signed off by Umalusi at the marking guideline discussion meetings. The assessment procedures for History were appropriately applied; the various symbols were correctly used by markers and moderators; and questions on extended writing, sources and paragraphs were marked as prescribed by the marking guidelines. However, in subjects such as English HL and Civil Technology, even though there was overall adherence to the marking guidelines, a few inconsistencies were evident. In English HL Paper 1 the first set of five batches marked had implicit responses and responses that had the correct ideas, but which were written differently, and were not credited. When this was brought to the attention of the internal moderator, alternative and implicit responses were thereafter judiciously assessed. Similarly, one marker of poetry in the English HL Paper 2 did not credit cogent alternative responses that were not specifically recorded in the marking guideline. However, the internal moderator had identified this anomaly at the outset and the specific batches of scripts were sent for re-marking. A contrary case was evident with Civil Technology, where responses that were neither in the marking guideline nor correct were marked as correct 'alternate' responses by one marker.

For the second quality indicator, pertaining to changes made to marking guidelines at the marking centre, Civil Technology was the only subject that did not comply. The marking guideline discussion did not take place, owing to illness of the internal moderator and changes were made to the marking guideline, of which all but one were ratified by the external moderator. Finally, it was indicated that in all 13 subjects, no changes to the marking guidelines were made without consultation with the external moderator.

7.3.2 Part B: Quality and standard of marking

It was indicated that consistency in the allocation of marks was maintained in the 13 subjects sampled for verification. Particular reliability in marking was observed in Agricultural Sciences, Computer Applications Technology, Consumer Studies and Geography. However, while consistency was maintained for most of the sampled Accounting scripts, there were instances of inconsistencies among markers in the penalising of foreign items; and two questions in one script had not been marked, resulting in a significant difference in the totals when the marking of the script was finally completed. Inconsistencies in the marking of English HL, History, and Mathematical Literacy were within relevant tolerance ranges and, with guidance from the respective external moderators, these inconsistencies were rectified.

All 16 subjects showed that computation of marks was accurate. However, addition of 'ticks' within questions in Accounting was not always accurate.

In 15 subjects there was evidence of internal moderation of scripts having taken place and the marking could thus be deemed fair, valid and reliable. However, for Civil Technology, which was the only subject that did not provide evidence of appropriate internal moderation, the marking was not declared as fair, valid and reliable.

7.3.3 Part C: Candidate performance

Analyses of the reports of the 16 subjects showed that overall, candidates performed poorly across the subjects. Various subject-specific reasons have been suggested for this. The most common reasons across the subjects included a lack of subject-specific content knowledge in subjects such as Accounting, Agricultural Sciences, Geography and History; inadequate concept development in subjects such as Accounting, Geography, Mathematical Literacy, Mathematics and Physical Sciences; lack of understanding of subject-specific terminology in Afrikaans HL, Agricultural Sciences, Geography and History; poor analytical skills in subjects such as Consumer Studies and English HL; and inability to develop a line of argument in English HL and History. Poor performance in Afrikaans HL could be attributed to poor home schooling. Similarly, candidates' lack of reading of prescribed texts and a lack of development of cognitive academic language proficiency skills, which formal schooling offers, contributed significantly to poor performance in English HL.

7.3.4 Part D: Findings and suggestions

This final part of the verification of marking instrument requires the external moderators to provide informative comments to be noted by the internal moderator and chief marker. The following is a summary of the significant comments highlighted by most external moderators of the 16 subjects:

- a. The internal moderator and chief marker must be complimented on their judicious and consistent marking, e.g. Accounting, Agricultural Sciences, Consumer Studies, English HL, Geography and Physical Sciences.
- b. The English HL Paper 1 chief marker must be commended for his thorough, insightful and articulate mediation of the marking guidelines with markers. Afrikaans HL moderators should be wary of shadow marking; and both Afrikaans HL and Computer Applications Technology markers should read for meaning and not focus on key words alone.
- c. Scripts selected for moderation should reflect a sampling across mark distribution and not aggregate to either end of the distribution scale in Civil Technology.
- d. The practice of moderating more than the prescribed 10% in Geography was commendable.
- e. In Life Sciences moderation must be done timeously to ensure consistent high quality marking and the chief marker should ensure that markers constantly return to the question and relevant marking guideline when marking.
- f. The marking of questions requiring definitions, explanations and reasoning in Mathematical Literacy should be constantly monitored by the internal moderator and/or chief marker to ensure that consistency is maintained.
- g. SACAI must ensure that the candidate's final mark captured is the moderated mark, not the original mark by the marker, especially in Mathematics.

7.4 Areas of Good Practice

Drawing on the quantitative and qualitative data that the external moderators for the 16 subjects provided, the following areas of good practice were noted.

- a. Thorough and judicious marking practices of the chief marker, internal moderator and markers in Accounting, Agricultural Sciences, Consumer Studies, English HL, Geography and Physical Sciences;
- b. Detection and immediate resolution of inconsistencies by either specific markers or of specific questions contributed, for the large majority of subjects, significantly to the overall fairness, validity and reliability in marking;
- c. Identification of inconsistent markers and retraining of such markers, followed by re-marking and re-moderation of their scripts in English HL Paper 2; and
- d. Accurate computation of marks for the large majority of subjects.

7.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- a. A marking guideline discussion in Civil Technology had not taken place due to the absence of the internal moderator and this impacted negatively on the verification process; and
- b. The inability of certain markers in Afrikaans HL, English HL and Civil Technology to use professional judgement when marking alternative responses that were not captured in the marking guidelines.

7.6 Directives for Compliance and Improvement

SACAI must ensure that:

- a. There are contingency measures in place in the event that a member of the examining panel is absent;
- b. In the selection of markers, emphasis is placed on the markers subject-specific content knowledge.

7.7 Conclusion

For the November 2017 NSC examinations Umalusi was able to deploy external moderators for 13 selected subjects to the SACAI marking centre. The findings have shown that the verification process undertaken for the 16 identified subjects was successful. External moderators across the subjects verified were able to intervene timeously when inconsistencies were identified during the marking process; and positively facilitated the marking to attain minimal variances in marks. Except for Civil Technology, moderators declared the marking process of all the subjects to be fair, valid and reliable.

A significant favourable finding was that for the large majority of subjects, the internal moderators and chief markers were commended for their organisational skills, their judicious moderation and their ability to train markers for consistency and accuracy. However, poor candidate performance remains an ongoing concern, and the general recommendation was that learners must be exposed to some kind of formal teaching for both subject content knowledge and English language development.

CHAPTER 8 STANDARDISATION AND RESULTING

8.1 Introduction

Standardisation is a statistical process based on principles aimed at achieving an optimum degree of uniformity in a given context by considering sources of variability other than candidates' ability and knowledge. The sources of variability may include the standard of question papers and the quality of marking. The standardisation of examination results is necessary to reduce the variability of marks from year to year.

According to Section 17A (4) of the GENFETQA, Act of 2001 (as amended in 2008), the Umalusi Council may adjust raw marks during the standardisation process.

8.2 Scope and Approach

The South African Comprehensive Assessment Institute (SACAI) presented a total of 28 subjects for standardisation and statistical moderation for the November 2017 National Senior Certificate (NSC) examinations. Umalusi staff monitored the capturing of marks at the SACAI offices.

Standardisation involves various processes that are intended to ensure that the procedure is carried out accurately. These include the verification of subject structures and electronic data booklets, development of norms and the approval of adjustments. During the standardisation process, qualitative inputs from external moderators, internal moderators and post-examination analysis reports for some subjects are taken into consideration. The principles of standardisation were also considered to inform the final decisions.

8.3 Summary of Findings

8.3.1 Development of historical averages

The subject structures were verified and approved. SACAI wrote its first examination in 2014, making it possible to develop its own historical average as per Umalusi directives. A three-year historical average was developed for the 27 subjects submitted for the November 2017 examination. The exception was Engineering Graphics and Design, which was a Department of Basic Education (DBE) paper. It was therefore standardised although it was submitted.

Although the SACAI cohort was unstable, no outliers were identified.

8.3.2 Capturing of marks

The monitoring of the capturing of the November 2017 NSC examination marks was conducted at the SACAI's Garsfontein offices. The system administrators described the capturing process and Umalusi verified a sample of the mark sheets. SACAI provided a description of the security system in use for the examination materials.

All marking and capturing of marks took place on the same premises in the hall. The assessment body does not have a procedural document and manual to ensure that the mark sheets received are authentic. The generation of mark sheets took place on the same day as marking and were supplied to the chief marker. The system administrator received the mark sheets from the chief marker and then submitted them to the capturing team. Mark sheets were generated from the scripts received.

The capturing policy, which included a flow chart of the capturing process, and the management plan were made available to Umalusi. The capturing was conducted in line with the policy and took place in accordance with the management plan. Capturing was completed in one day. Twelve data capturers were appointed. Their signed contracts were supplied as evidence of appointment. The appointed capturers signed a declaration of confidentiality before they commenced with capturing. The system administrator conducted brief training of the data capturers on the day of the capturing, using live mark sheets. As part of their training, data capturers were taken through the process of capturing as outlined on the flow chart contained in their contracts.

The data capturers were placed in two groups: one group captured while the other verified the captured marks. Only one user identity document could either capture or verify. The assessment body applied a double-capturing system when capturing marks. The marks were captured from online mark sheets.

There was security and access control at the main entrance to the building, as well as to the rooms where mark sheets and marked scripts were stored. As all marking and capturing of marks took place on-site, mark sheet distribution was not a problem. The data-capturing room was appropriate for the purpose.

Contingency measures were in place: the system administrator was available throughout the capturing process to resolve issues related to network connectivity and to provide support, as well as additional computers when needed.

8.3.3 Electronic data sets and standardisation booklets

SACAI submitted the verification of the systems data sets later than expected. As a result, only the standardisation process was tested. The statistical moderation and resulting were not tested owing to time constraints, since Umalusi was by then concerned with live data for the November 2017 examination. The standardisation process during the testing of the system was approved at first submission and feedback was given to SACAI.

SACAI submitted the standardisation data sets for verification in preparation for the November 2017 standardisation meeting. The standardisation data sets were approved during first submission. The following data sets were verified and approved: statistical distribution, raw mark distribution, percentage distribution, and files and graphs per subject. Particular attention was also paid to different colours and raw mark adjustments. The pairs analysis and the percentage distribution per subject were also verified and approved.

The Star Schools candidates who wrote the DBE papers for English HL and English FAL were excluded from the standardisation data for those subjects. This followed the granting of a concession by Umalusi to have these candidates resulted by DBE, since the candidates were repeater candidates who had written a DBE paper in 2016. However, SACAI was urged to apply for concessions of this nature earlier in the year and not during verification of data. A letter pertaining to the resulting of these candidates was submitted to SACAI.

SACAI submitted the electronic booklets; and the colour coding that was raised as a concern in 2016 had been rectified. However, the electronic standardisation booklets were approved on condition that SACAI corrects the column totals on raw distribution in 2018.

8.3.4 The pre-standardisation process

During the pre-standardisation meetings, the external moderators' report, the historical average, the pairs analysis and the post-examination analysis reports were used to inform the decisions on the adjustments, per subject. The decisions for the SACAI November 2017 NSC examination were informed by the historical average, post-examination analysis for some subjects, pairs analysis and the previous three years' candidates' performance. Particular attention was paid to previous adjustments adopted, for consistency in decision-making.

8.3.5 Standardisation decisions

The qualitative inputs from external moderator reports were presented by either Umalusi staff or external moderators for some subjects. The reports focused on the moderation process, the standard and quality of the question papers, the marking guideline discussions and the verification of marking. The Assessment Standards Committee (ASC) was guided by the qualitative inputs and the quantitative reports, as well as standardisation principles, in determining the adjustments per subject.

A total of 18 of the 27 subjects standardised were not adjusted, while seven were adjusted mainly upwards and two mainly downwards.

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

Table 8A below reflects the standardisation decisions.

Table 8A: Standardisation decisions for the NSC

Description	Total
Number of learning areas presented	28
Raw marks	18
Adjusted (mainly upwards)	7
Adjusted (mainly downwards)	2
Number of subjects not standardised	1
Number of learning areas standardised:	28

8.3.6 Post-standardisation

The assessment body was required to submit the adjusted data sets as per the agreed standardisation decisions. These were approved during first submission. The statistical moderation was approved after first submission.

8.4 Areas of Good Practice

- The ability of SACAI to successfully develop its own norm and successfully apply it was highly commendable.
- The approval of the standardisation data and the adjustment during first submission was appreciated.
- SACAI's adherence to policy in the submission of data sets and standardisation booklets was commendable.

8.5 Areas of Non-compliance

- SACAI should adhere to the timelines for submission of the verification of systems to ensure completion of all the processes involved in standardisation, statistical moderation and resulting;
- SACAI should ensure that the totals of the columns in the distribution table are correct; and
- SACAI should ensure that concessions pertaining to the administration of examinations should be submitted to Umalusi earlier in the year and not during the standardisation process.

8.6 Directives for Compliance and Improvement

SACAI must:

- Adhere to the timelines for submission of the verification of systems to ensure completion for all the processes involved in standardisation, statistical moderation and resulting;
- Ensure that the totals of the columns in the distribution table are correct;
- Ensure that the concessions pertaining to the administration of examinations are submitted to Umalusi earlier in the year and not during standardisation processes; and
- Ensure that the totals in the columns of the raw mark distribution table are aligned with the data.

8.7 Conclusion

Although there were minor errors in raw distribution and the late application for concessions was problematic, the credibility and integrity of the November 2017 SACAI NSC examinations and their standardisation, statistical moderation and resulting processes were not compromised.

CHAPTER 9 CERTIFICATION

9.1 Introduction

Certification is not just the issuing of a certificate at the end of an examination but the culmination of an examination process with different steps conducted by an assessment body, in this instance the South African Comprehensive Assessment Institute (SACAI).

This process commences with the registration of students and ends with the writing of the examination. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked and the marks are processed, and only after quality assurance and approval by Umalusi are students presented with individual Statements of Results. These are preliminary documents outlining the outcomes of the examination, 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 registered for the National Senior Certificate (NSC) examinations, including those who qualified for a subject only in a particular examination cycle, are submitted to Umalusi for certification by SACAI.

The balance of this chapter informs interested parties about the current state of the certification of learner achievement for the NSC for candidates registered to write the examinations through the private assessment body, SACAI.

9.2 Scope and Approach

The context of the assessment of candidates by SACAI is unique, since candidates are generally home schooled. Although a number of processes are in place to ensure that candidates have indeed met the requirements of a lower grade, this assessment of requirements is not necessarily accurate because of the nature of the market.

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

9.3 Summary of Findings

A number of areas were examined during the state of readiness visit. 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 on a spreadsheet, which is electronically uploaded onto the examination system. The examination centre where the candidate has registered also supplies a completed registration form and copies of identification documents, such as a South African identity document, passport or birth certificate.

When the registration data has been uploaded and verified, a schedule of entries is sent to the centre for signature by the candidate, parent and centre manager, thus vouching for the accuracy of the captured information. It was found that where a candidate indicated that information was not correct, an amendment was not captured on the system prior to the issuing of the timetable. Timetables were then returned to the assessment body, indicating that there were errors that still needed correction.

All subject changes should be completed in December of the previous year and captured on the system at that time. There is no apparent record of any subjects having been changed.

The application of the policy for the registration of immigrant candidates remains a concern. Supporting documentation as required by the NSC policy could not be supplied in all instances. Candidates were also registered as immigrants based on subject choices. This is not the correct approach: subject choices should be determined according to status and not the other way around.

The resulting of candidates was completed in time; however, changes made to approved results caused problems at certification when the certification data was compared to the resulting data.

There were numerous candidates whose re-mark data was not submitted to Umalusi. In some instances, candidates were disadvantaged as the re-mark brought a higher overall mark, but the candidates were certified using the lower mark.

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

Type of certificate	Number issued
Subject Statement ¹	773
NSC with admission to Higher Certificate study	134
NSC with admission to Diploma study	436
NSC with admission to Bachelor's degree study	213
Replacement (Change of status) ² NSC with admission to Higher certificate study	11
Replacement (Change of status) NSC with admission to Diploma study	1
Replacement (Change of status) NSC with admission to Bachelor's degree study	20
Re-issue ³ Subject Statement	2
Re-issue NSC with admission to Higher certificate study	1
Re-issue NSC with admission to Diploma study	3
Re-issue NSC with admission to Bachelor's degree study	0

9.4 Areas of Good Practice

- Pre-registration reflecting candidate particulars and subjects enrolled for were issued to all centres;
- Corrections on pre-registration implemented on the system, followed by the issuing of an entry schedule reflecting candidate details, exam venue as well as chief invigilator and contact details;
- Compliance with policy in granting immigrant status;
- The examination timetable was available on the website;
- Centres held meetings when the examination admission letters were distributed to candidates;
- Control lists were signed by candidates to confirm receipt of their admission letters;
- Data capturers signed a declaration of secrecy prior to commencing with their work;
- Scripts received from the marking centre without mark sheets were not accepted at the storeroom.

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.

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

9.5 Areas of Non-compliance

The following area of non-compliance was noted:

- a. Acceptance of late submission of subject changes.

9.6 Directives for Compliance and Improvement

The following directive for compliance and improvement is brought to SACAI's attention:

- a. The assessment body is required to comply with the due date of 15 December for subject changes for Grade 12.

9.7 Conclusion

SACAI had improved a number of processes ranging from the registration of candidates to certification, when compared to the state of readiness conducted in 2016. The registration of immigrant candidates was in line with the qualification policy and regulations. Gaps identified during certification of the 2015 cohort of candidates had been addressed and, as a result, very few records were rejected at certification for the 2016 cohort.

ANNEXURES

Annexure 4A: Centres with areas of non-compliance

Examination centre	Area of non-compliance
Youth Academy for Leadership Excellence	Delivery and storage of examination material before writing: i) Examination material was not stored in a safe; ii) The writing venue was about 150 m distant from the storage venue. Checking of immediate environment was not done.
Morning Star Education	Time management for the conduct of the examinations: i) Examination rules were not read out to candidates; ii) The question papers were not checked for technical accuracy. Checking of immediate environment was not done.
Lydenburg Leersentrum	Packaging and transmission of answer scripts i) The examination finished at 12h00; the scripts were transported to another venue; and only then were they sealed, at 12h28.

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