



**REPORT ON THE QUALITY
ASSURANCE OF THE
INDEPENDENT EXAMINATIONS
BOARD NOVEMBER 2018
NATIONAL SENIOR CERTIFICATE
EXAMINATIONS AND ASSESSMENT**

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD (IEB) NOVEMBER 2018 NATIONAL SENIOR CERTIFICATE (NSC) EXAMINATIONS AND ASSESSMENT

PUBLISHED BY

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General and Further Education and Training

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FOREWORD

Umalusi quality assures the assessments and examinations at the exit point of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF), which includes the National Senior Certificate (NSC). Quality assurance of the NSC assessment and examinations by Umalusi started in 2008. The NSC replaced the Senior Certificate (SC) after a national review of the curricula. Umalusi takes pride in the great strides that have been made in setting, maintaining and improving standards in the quality assurance of assessment and examinations in both the public and private sector over the past few years.

Umalusi has, over the years, established an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessments and examinations. To enable Umalusi to quality assure the various processes, it established a set of compliance criteria for each. These criteria are subjected to constant review and refinement to ensure that they are in line with current trends in assessment and examinations.

The quality and standard of the assessments and examinations conducted, administered and managed by the assessment bodies are determined by Umalusi as it undertakes different quality assurance processes. These include: the quality of examination question papers and assessment tasks; 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 quality assurance processes within the assessment body.

There has been notable improvements in the conduct, administration and management of the examinations and assessments; and there is ample evidence to confirm that the IEB and its examination and marking centres, continue to strive to improve systems and procedures relating to the NSC examinations and assessments.

The Assessment Standards Committee (ASC) and the Executive Committee of Umalusi Council (EXCO) met in December 2018 to scrutinise the reports and evidence pertaining to the conduct, administration and management of the IEB November 2018 NSC examinations. Based on the findings of the reports on the quality assurance processes undertaken during the 2018 academic year, the EXCO concluded that the IEB November 2018 NSC examinations were conducted in line with the policies that govern the conduct, administration and management of examinations and assessments and were generally conducted in a professional, fair and reliable manner. The results were, therefore, based on the evidence presented, be regarded as credible. The Executive Committee of Council was satisfied that there were no systemic irregularities that could have compromised the integrity or credibility of the November 2018 NSC examination. However, the IEB was required to address the directives for compliance and improvement as presented in this report.

Umalusi will continue to monitor and evaluate quality assurance processes leading to the NSC qualification, with the sole purpose of ensuring that the quality, integrity and credibility of the examinations and assessments are maintained.

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and the support provided in each of the quality assurance processes undertaken to ensure the credibility of the IEB November 2018 NSC examinations.



Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001, as amended in 2008) to quality assure all exit-point assessment practices for all public and private accredited assessment bodies and approve the release of examination results. To this end, Umalusi put in place systems, processes and procedures to evaluate, inspect, monitor and report on the conduct, administration and management of assessments and examinations of both public and private assessment bodies and institutions. The quality assurance is a means to drive the development, maintenance and improvement of standards in assessment.

Umalusi quality assured the assessment and examinations processes of the Independent Examinations Board (IEB). The purpose of this report is to provide feedback on the processes followed by Umalusi in the quality assurance of the IEB November 2018 NSC assessment and examinations. The report also serves to inform Umalusi Council of the processes followed, the areas of good practice and the areas of non-compliance identified during the conduct of Umalusi quality assurance processes. Based on this information, the Council takes informed decisions regarding the formulation of directives for compliance and improvement, as well as acceptance and approval of the release of the results of the National Senior Certificate (NSC) examinations as administered and presented by the IEB.

Nine processes of the IEB November 2018 NSC examinations were quality assured and reported on by Umalusi. The nine aspects have been summarised in seven chapters of this report. Each chapter provides a summary and analyses of the findings on the different quality assurance processes:

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

The moderation of question papers and related marking guidelines for the final NSC examination conducted in October/November is carried out annually. The purpose of the moderation is to ensure that the question papers and the marking guidelines: sample the total content area that has to be assessed, based on the weighting prescribed in the approved subject assessment guidelines of each subject; distribute the cognitive demands appropriately; and maintain consistent standards and rigour over the years.

The moderation of the IEB question papers and the accompanying marking guidelines was conducted between February and October 2018. During this process, 79 question papers for the November 2018 NSC examinations question papers were moderated and approved. Thirty of these question papers were moderated using the new electronic examination authoring system, while the other question papers were moderated following the conventional system, whereby question papers are moderated manually.

The approval of a question paper is determined by its level of compliance with criteria set by Umalusi. The moderation found that the development and internal moderation of question papers was generally good. As a result, approximately 88.6% of the question papers were approved during the first two levels of moderation.

The next aspect of assessment to be subjected to the Umalusi quality assurance process was school-based assessment (SBA), conducted in October 2018. Umalusi selected 10 subjects across three IEB regions for moderation, which involved 42 teacher files and 167 learner files. The moderation of SBA entailed rigorous scrutiny of both teachers' and learners' files, using an Umalusi-developed SBA moderation instrument consisting of 12 criteria. The verification scrutinised whether internal moderation had taken place at all moderation levels and that policies have been observed as required. Umalusi then verified the files for accuracy and the validity of the SBA tasks administered, records of learner performance and other relevant information.

Overall, the assessment tasks were found to be representative of subject-specific pedagogic and assessment strategies. Thus the IEB standards were found to be improving in many respects; however, pockets of internal moderation of both the assessment tasks and the learners' work proved to be a challenge and need to be improved in all the subjects moderated. The use of the previous year's examination question papers in the SBA tasks was evident in at least one (Life Sciences) of the 10 subjects moderated.

The state of readiness verification process was, for the first time in 2018, conducted using a three-phased process that emphasised a risk management-based approach, which differed from that of previous years where a once-off audit visit was conducted. The verification and audit conducted included the following processes:

- Registration of candidates and examination centres;
- Conduct of school-based assessment;
- Printing, packaging and distribution of the examination materials;
- Conduct of the examinations;
- Appointment and training of marking personnel;
- Marking centre and centre managers;
- Capturing of examination marks; and
- Management of irregularities.

The IEB registered 11 514 full-time and 858 part-time candidates to write the examinations in 249 registered examination centres. Of the registered examination centres, 103 had installed audio-video cameras. These enabled the IEB to monitor the examinations from their offices. Over and above the use of audio video cameras, the IEB put in place an electronic security system for the safekeeping of question papers. However, there were still examination centres that did not have safes and/or strong rooms with burglar bars or alarm systems to ensure security of examination material.

Umalusi also monitored the writing of the examinations, to ensure that standard security measures were maintained prior to, during and after the writing; and during the marking of the examinations. Umalusi monitored a sample of 22 examination centres around South Africa and four (4) outside the borders of South Africa, namely, eSwatini (two centres), Namibia (one centre) and Mozambique (one centre). All examination centres were found to be compliant with the regulations pertaining

to the conduct, administration and management of the NSC. All examination material, question papers and answer books were delivered well in advance. Brainline Learning World used video recording to share the examination rules with the candidates; and a data-projector and screen to project examination information for candidates.

It was of concern to note that some centres visited did not accommodate candidates into the examination venues at least 30 minutes before the commencement of the writing of the examinations. A few examination centres did not have information boards displaying relevant information pertaining to the examination.

Two marking centres, namely Roedean School and St John's College in Johannesburg were monitored. Both centres had 24-hour security and armed response. There were security personnel at the main gates and building perimeters. There were also surveillance cameras at both centres. The lists of appointed marking personnel (examiners, internal moderators, senior sub-examiners and sub-examiners as well as script controllers) were available at both centres. Each centre had marking guidelines, standardising scripts and question papers available. Sub-examiners were trained to identify irregularities; any suspected irregularity would be reported to the senior sub-examiner who, in turn, was required to report it to the examiner. After investigating an incident, the examiner had to submit the findings of the investigation to the Senior Manager: Operations, who would file all irregularities reported.

Umalusi attended the marking guideline discussions for 13 subjects, comprised of 22 question papers. The IEB marking guideline discussions were chaired either by the chief examiner or the internal moderator, who guided and directed the process. As part of standardisation, the panel members marked a sample of scripts, which informed the discussions and the final marking guidelines. The deliberations on the marking guidelines included the addition of alternative responses and finalisations of allocation of marks ensuring that candidates would not be unduly advantaged or disadvantaged.

Umalusi's verification of marking for the IEB took place on-site for all 13 subjects (22 question papers). The findings reflected evidence of the meticulous way in which the IEB had conducted its marking. The senior marking personnel of Accounting and Geography moderated more than the required 10% of marked scripts. The marking process could, to a large extent, not be faulted; except for the English Home Language (HL) Paper 1 and Life Sciences Paper 1, Paper 2 and Paper 3 final marking guidelines, which were not printed for marking personnel as each used annotated marking guidelines.

The subject structures were verified and approved. The historical averages were also verified and approved, after several moderations. A five-year historical average was calculated and two outliers were identified. The qualitative input reports, namely the IEB evidence-based report, post-examination analysis and external moderation reports, standardisation principles, the norm and previous adjustments, were used in determining the adjustments per subject. The IEB presented 62 NSC subjects for standardisation. The majority of the IEB proposals corresponded with those of Umalusi, clearly indicating that the examination system is maturing.

This report provides an overview of the status of certificates, as well as the types and number of certificates, issued by Umalusi to the IEB during the period 1 December 2017 to 30 November 2018. The IEB has a responsibility to process and submit records of candidates achievements to Umalusi

for certification. Umalusi was satisfied that all systems were in place to achieve a successful certification for the November 2018 NSC examinations.

The quality assurance processes conducted by Umalusi for the November 2018 NSC assessment and examinations indicated that the examinations were conducted in a credible manner; however, there were a few areas on non-compliance that must be attended by the IEB. Umalusi trusts that this report will provide the IEB with a clear picture of the strengths and weaknesses of the various assessment systems and processes and directives on where improvements are required.

Umalusi will continue to collaborate with all stakeholders in order to raise the standards in the NSC qualification to equip learners to cope better with higher education and societal demands.

ACRONYMS AND ABBREVIATIONS

AAP	Annual Assessment Plan
AMP	Agricultural Management Practices
ASC	Assessment Standards Committee
ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology / Common Assessment Task
CEO	Chief Executive Officer
EAG	Examinations and Assessment Guideline
EGD	Engineering Graphics and Design
ESIT	Externally set integrated task
FAL	First Additional Language
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HL	Home Language
ID	Identity Document
IEB	Independent Examinations Board
IEIC	Independent Examinations Irregularities Committee
IPT	Integrated Practical Task
IT	Information Technology
LO	Life Orientation
NQF	National Qualifications Framework
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PAT	Practical Assessment Task
PoA	Portfolio of Assessment (teacher portfolio); Programme of Assessment
PoE	Portfolio of Evidence (learner portfolio)
SAG	Subject Assessment Guidelines
SAL	Second Additional Language
SBA	School Based Assessment
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training

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CHAPTER 1

MODERATION OF QUESTION PAPERS

1.1 Introduction

The assessment body is responsible for the development and internal moderation of question papers, while Umalusi is mandated to conduct external moderation of these question papers, to ensure that they comply fully with the criteria set by Umalusi. The main goal of this moderation process is to ascertain whether these question papers are fair, valid and reliable. The moderation process is premised on the prescripts of the Independent Examinations Board (IEB) subject assessment guidelines (SAG). Each SAG is tailor-made for individual subjects. The SAG for each subject aims to prescribe specific details to ensure that the question papers cover all the content/skill-sets and assessment aspects for the individual subjects.

This chapter reports on the findings of the moderation process, as conducted by Umalusi, with specific focus on the first moderation of all the question papers and their marking guidelines. The chapter outlines the findings by mapping out the question papers that complied with every quality indicator, as spelled out in the individual external moderation reports. The chapter also maps out areas of non-compliance for the current year of moderation; and it examines areas of non-compliance given in the previous two years, so that measures may be put in place to eradicate them. It concludes by issuing directives to the IEB for compliance which, if complied with, could result in full compliance in future.

1.2 Scope and Approach

Umalusi moderated and approved 79 National Senior Certificate (NSC) question papers and their marking guidelines for the November 2018 examinations. The subjects that Umalusi moderated for the first time in 2017 were maintained. Included in the 79 NSC question papers were Arabic Second Additional Language (SAL) Paper 1 and Paper 2; and Spanish SAL Paper 1 and Paper 2, which were externally moderated for the first time in 2018.

Thirty of the 79 NSC question papers were moderated using a new electronic examination authoring system. The question papers, marking guidelines and all other relevant documents, including the internal moderation reports, were loaded on the system and protected by passwords so that only selected individuals could access them. Table 1A lists the 30 NSC question papers moderated using the new authoring system. The remaining question papers were moderated in the traditional way, in which question paper files were submitted to the external moderators and returned to the IEB using a secure courier system.

Table 1A: List of question papers moderated using the new authoring system

Accounting Paper 1	Accounting Paper 2
Afrikaans First Additional Language (FAL) Paper 1	Afrikaans FAL Paper 2
Business Studies Paper 1	Business Studies Paper 2
Computer Applications Technology (CAT) Paper 1	CAT Paper 2
Dramatic Arts	Economics
English Home Language (HL) Paper 1	English HL Paper 2
French SAL Paper 1	French SAL Paper 2

Table 1A: List of question papers moderated using the new authoring system (continued)

Geography Paper 1	Geography Paper 2
German SAL Paper 1	German SAL Paper 2
History Paper 1	History Paper 2
Information Technology Paper 1	Information Technology Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Mathematics Paper 1	Mathematics Paper 2
Physical Sciences Paper 1	Physical Sciences Paper 2
Visual Arts Paper 1	Tourism

For a question paper and a marking guideline to be approved they must be evaluated against a set of three overarching aspects, namely moderation of the question paper, moderation of the marking guideline and overall impression and general remarks. These areas are comprised of 11 criteria, as stipulated in Table 1B.

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

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

^a Quality indicators

Each criterion is divided into a variable number of quality indicators which, when all criteria are considered, add up to 85 indicators. During the moderation of question papers and their marking guidelines, each criterion is summarily assessed against four degrees of compliance; that is, whether the question paper and/or the marking guideline comply with all quality indicators in a given criterion, which is rated as 100% compliance. A compliance of 60%–99% of the quality indicators in a particular criterion is rated as being compliant in most respects; compliance of 30%–59% of the quality indicators in a criterion is regarded as limited compliance; and compliance with fewer than 30% of the quality indicators in a criterion is regarded as non-compliant with that criterion.

All the question papers and their marking guidelines are expected to be internally moderated and therefore should be perfect, or near-perfect, at the time of submission for external moderation, as has been witnessed with 36 question papers in this report. The question papers and marking guidelines that did not comply with Umalusi criteria at first moderation were returned to the IEB and resubmitted to Umalusi for subsequent moderation(s) until all criteria were met.

1.3 Summary of Findings

The findings summarised below detail the status of the question papers moderated; overall compliance and compliance per criterion of the question papers and their marking guidelines at first moderation.

1.3.1 Status of question papers moderated

Of the 79 NSC question papers externally moderated, 36 were approved at first moderation, while the rest were approved either at second or third levels of moderation. The following is the list of question papers approved at first moderation:

Accounting Paper 1	Accounting Paper 2	Arabic SAL Paper 1
Arabic SAL Paper 2	Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 2	Agricultural Sciences	Design
Dramatic Arts	Spanish SAL Paper 1	Spanish SAL Paper 2
English FAL Paper 2	History Paper 1	IsiXhosa FAL Paper 1
IsiXhosa FAL Paper 2	IsiZulu FAL Paper 2	IsiZulu HL Paper 2
Life Sciences Paper 2	Life Sciences Paper 3	Mathematics Paper 1
Mathematics Paper 2	Music Paper 1	Setswana FAL Paper 2
Visual Arts Paper 1	French SAL Paper 1	French SAL Paper 2
German HL Paper 2 (DBE)	German HL Paper 3 (DBE)	German HL Paper 2
German SAL Paper 1	German SAL Paper 2	Information Technology Paper 2
Engineering Graphics and Design (EGD) Paper 1		EGD Paper 2
Agricultural Management Practices		

Although it was desirable that all question papers be approved at first moderation as was the case with these 36, this proved to be a work-in-progress when compared to the same period in 2017. An improvement of 8% in the number of question papers approved at first moderation was registered in November 2018. The external moderation of the November 2018 question papers at first moderation presented the largest number of question papers approved at first moderation. Among the 36 question papers approved at first moderation were Arabic SAL Paper 1 and Paper 2, Spanish SAL Paper 1 and Paper 2, which were moderated for the first time in 2018; as well as eight question papers externally moderated using the electronic examination authoring system introduced by the IEB for the first time in 2018.

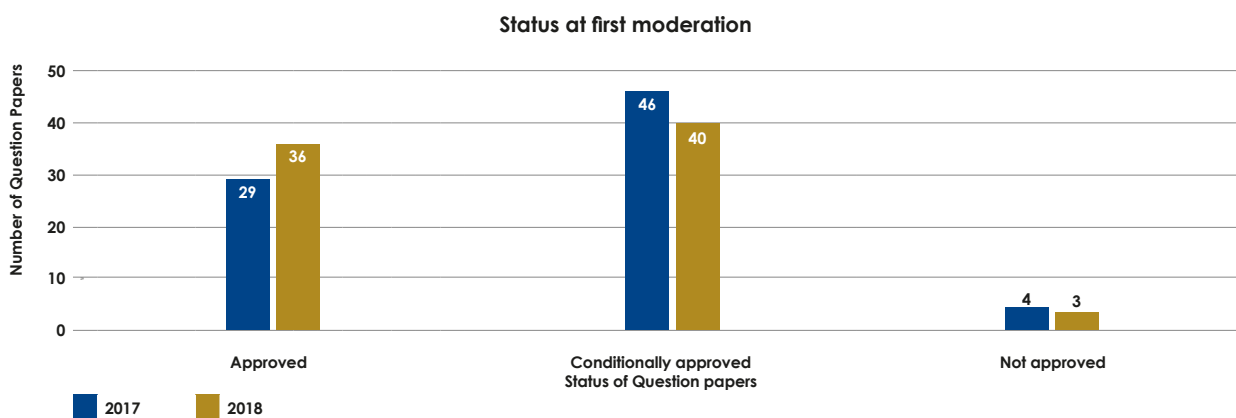


Figure 1A: Status of question papers at first moderation

It was also notable that at first moderation, most of the question papers were conditionally approved, while only three question papers were rejected, as shown in Figure 1A. The three question papers that were not approved at first moderation were Dance Studies, Mathematical Literacy Paper 1 and Visual Arts Paper 1. Mathematical Literacy Paper 1 and Visual Arts Paper 1 were also rejected at first moderation during the moderation of the November 2017 question papers.

In the next section of the chapter, factors that hindered the approval of the 43 question papers are discussed in detail to make the assessment body aware of the aspects/areas that need improvement.

1.3.2 Overall compliance per question paper

Figure 1B gives an overview of how compliant the November 2018 NSC question papers were with the moderation criteria at first moderation.

Although there was an increase in the number of question papers approved at first moderation, only 16% of those question papers were 100% compliant with all the criteria, while 68% were 90%–99% compliant. Approximately 15% of the question papers were 80%–89% compliant and only one question paper (Consumer Studies) was within 70%–79% compliancy. Mathematical Literacy Paper 2 and Consumer Studies were 70%–79% compliant during the moderation of the November 2017 examination. While Mathematical Literacy Paper 1 and Paper 2 managed to improve in 2018 to the 80%–89% compliance category, Consumer Studies had yet to improve.

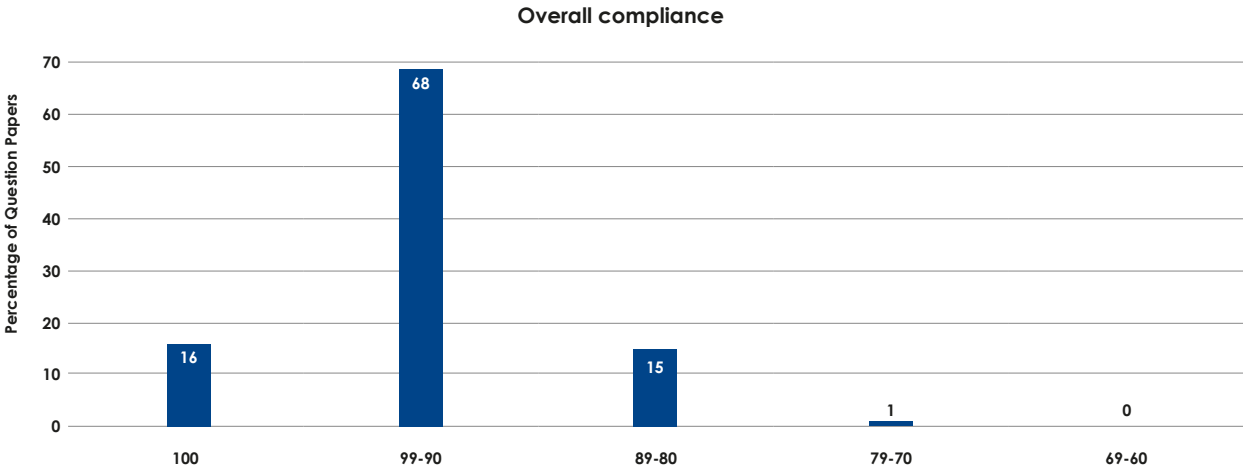


Figure 1B: Percentage overall compliance of question papers and marking guidelines at first moderation

Table 1C shows an upward trajectory when comparing the overall compliance in November 2017 and November 2018. In 2018, more question papers were 90–100% compliant, as compared to 2017 when the bulk of the remaining question papers were 80–89% compliant.

Table 1C: Comparison of overall compliance of question papers and marking guidelines at first moderation in November 2017 and November 2018

Compliance (%)	November 2017 (% of papers)	November 2018 (% of papers)
100	15.7	16.0
90-99	50.6	68.0
80-89	30.1	15.0
70-79	2.4	1.0
60-69	1.2	--

The report focuses further on the analysis of each criterion, to provide a clear picture of how each criterion contributed towards the overall analysis.

1.3.3 Compliance per criterion

This section details how question papers and their marking guidelines performed, pertaining to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) in relation to each of the 11 criteria provided in Table 1D.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	53	47	0	0
Internal moderation	80	20	0	0
Content coverage	84	14	2	0
Quality of questions	39	57	4	0
Cognitive skills	77	22	1	0
Language and bias	58	41	1	0
Predictability	99	1	0	0
Development of marking guidelines	92	8	0	0
Conformity with question paper	53	43	4	0
Marking guidelines	37	59	4	0
Overall impression	53	43	4	0

In the November 2018 examination, as was the case in 2017, content coverage and predictability outperformed the other criteria. It was commendable that examining panels took cognisance of questions that appeared in previous years' question papers to avoid predictability. It was equally commendable that content coverage was one of the criteria with high compliance, as its mastery means complete adherence to the prescripts of the SAG of the different subjects. However, limited compliance to marking guidelines, quality of questions and technical details criteria was of great concern, as these were also the three least-compliant criteria in the November 2017 examination.

1.3.4 Question paper and marking guideline moderation criteria

This section of the report presents an in-depth analysis of each criterion, drawn from the first moderation of the question papers and their marking guidelines. For a question paper to be

approved for use in the examination, all concerns raised at first moderation must have been addressed during subsequent moderation levels.

a) Technical details

Fifty-three percent of the question papers complied fully with technical details at first moderation, while the remaining 47% displayed compliance in most respects.

The following were specific factors that impacted negatively on technical details at the first level of moderation:

- i) Some of the documents, such as the analysis grid, marking guideline, answer sheets and/or addenda were not included in the files of Visual Arts Paper 1 and Visual Arts Paper 2.
- ii) A complete history of the development and moderation of the question papers was not presented for external moderation of Dramatic Arts, English HL Paper 1 and English HL Paper 2 question papers.
- iii) Relevant details such as time allocation and date of examination were not clearly indicated on the front cover of the Visual Arts Paper 2 question paper.
- iv) Instructions to candidates were either unclear or ambiguous in the following question papers:

Afrikaans HL Paper 1	Consumer Studies	Dance Studies
Information Technology Paper 2	Economics	English FAL Paper 1
Mathematical Literacy Paper 1	English HL Paper 2	History Paper 2
Physical Sciences Paper 1	Visual Arts Paper 1	Visual Arts Paper 2

- v) The layout of the following question papers was cluttered and, as a result, were not reader-friendly:

Accounting Paper 1	Dance Studies
English FAL Paper 1	English HL Paper 1

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

Afrikaans HL Paper 1	CAT Paper 2
Physical Sciences Paper 2	Sesotho FAL Paper 1
SiSwati HL Paper 1	Xitsonga FAL Paper 1

- vii) The headers and footers of each page of Sepedi FAL Paper 1 and Sepedi FAL Paper 2 were not consistent and thus did not adhere to the required format.
- viii) The fonts were not appropriately used throughout the English FAL Paper 2, Tourism and Visual Arts Paper 2 question papers.
- ix) The mark allocation in Consumer Studies and Physical Sciences Paper 2 was not clearly indicated.
- x) There were disparities in the mark allocation between the question papers and the marking guidelines of Arabic SAL Paper 1, CAT Paper 1, Design and Physical Sciences Paper 1.
- xi) The quality of diagrams, illustrations, graphs and/or tables was not appropriate, clear, error-free and/or print-ready for the following question papers:

Arabic SAL Paper 1	CAT Paper 2	Consumer Studies
EGD Paper 1	EGD Paper 2	English HL Paper 1
History Paper 2	Physical Sciences Paper 1	Sesotho HL Paper 2
Mathematical Literacy Paper 1	Life Sciences Paper 1	Music Paper 1
Mathematical Literacy Paper 2		

xii) IsiZulu HL Paper 1 did not conform to the prescribed format requirements of the SAG.

The question papers, as highlighted above per quality indicator, contributed to the low compliance levels. The areas specified require more attention during the training of the examining panels. The technical details criterion was one of the criteria singled out in the November 2017 directives because of its compliance decline, from 52% in 2016 to 45% in 2017. As part of the improvement plan, the IEB indicated that the materials production would review processes to include specific attention to technical details: this paid some dividends and led to an improvement of 8%. However, compliance was still very low.

b) Internal moderation

Eighty percent of the question papers complied fully with the internal moderation criterion, which was commendable. However, there remains room for improvement.

The question papers that did not comply in all respects with the criterion presented the following challenges:

- i) Internal moderators' reports for Afrikaans FAL Paper 1, Business Studies Paper 1 and Business Studies Paper 2 were not included with the files submitted for external moderation.
- ii) The quality, standard and relevance of the input from the internal moderator was inappropriate in the following question papers:

Afrikaans HL Paper 1	Consumer Studies
English HL Paper 1	English HL Paper 2
IsiZulu FAL Paper 1	Sesotho FAL Paper 1
Sesotho FAL Paper 2	

- iii) There was no conclusive evidence that all internal moderators' recommendations were addressed in German HL Paper 1 and Sesotho HL Paper 2.

c) Content coverage

The intention of this criterion is, generally, to ensure that questions are aligned to the prescripts of the assessment guidelines. Eighty-four percent of the November 2018 question papers were compliant in all respects with content coverage. Such high compliance is always expected with the explicit prescripts of the SAG, which explain the specific content and the weightings of the different aspects of the content to be examined for each subject.

The remaining question papers and their marking guidelines did not comply fully with content coverage, due to the following challenges:

- i) There was no indication of how each question was linked to a topic or skill in some questions in the following question papers:

Information Technology Paper 2	Arabic SAL Paper 1	Arabic SAL Paper 2
Mathematical Literacy Paper 1	IsiZulu HL Paper 1	Xitsonga FAL Paper 2
Mathematical Literacy Paper 2		

- ii) Disproportionate coverage of the topics/skills, as per the prescripts of the SAG, was noted in the following question papers:

Consumer Studies	Mathematics Paper 2
Music Paper 2	Setswana FAL Paper 1

- iii) There were questions in Arabic SAL Paper 2 and Life Sciences Paper 1 that were not within the broad scope of the SAG.
- iv) Some of the questions in the Business Studies Paper 1, Sesotho FAL Paper 1 and Sesotho FAL Paper 2 question papers were not representative of the latest developments in the respective subjects.

d) Quality of questions

It was disconcerting that the quality of questions criterion had a 39% compliance rate at first moderation. Compliance with this criterion showed an 8% decline when compared to the 47% compliance of the November 2017 examination.

The following question papers achieved limited compliance with this criterion:

Consumer Studies	IsiZulu FAL Paper 1	Visual Arts Paper 2
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Some of the factors that impacted heavily on compliance with this criterion are discussed below:

- i) The following question papers did not include questions of various types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life, problem-solving questions, as was expected:

Business Studies Paper 2	Information Technology Paper 2	Setswana FAL Paper 1
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- ii) The following question papers did not have questions that allowed for creative responses:

IsiZulu FAL Paper 1	IsiZulu HL Paper 1	Life Sciences Paper 1
Sepedi FAL Paper 1	Sesotho FAL Paper 2	Visual Arts Paper 2

- iii) There was minimum correlation between mark allocation, level of difficulty and time allocation in the following questions papers:

Consumer Studies	Dance Studies	Economics
English HL Paper 1	IsiXhosa FAL Paper 1	IsiZulu HL Paper 2
Sesotho FAL Paper 1	SiSwati FAL Paper 1	SiSwati HL Paper 1

- iv) Some of the source materials were found not to be subject-specific, in Business Studies Paper 2, Dramatic Arts, German HL Paper 2 and Sesotho HL Paper 1.
- v) Based on the prescribed SAG, some of the source materials were found not to be of the stipulated length:

Information Technology Paper 1	History Paper 1	History Paper 2
Information Technology Paper 2	English HL Paper 1	Setswana FAL Paper 1

- vi) Source materials in the following question papers were not sufficiently suitable for their intended purpose:

Consumer Studies	German HL Paper 1	IsiXhosa FAL Paper 1
Mathematical Literacy Paper 1	IsiZulu FAL Paper 1	Sepedi HL Paper 2
Mathematical Literacy Paper 2	Sesotho HL Paper 1	Sesotho HL Paper 2

- vii) IsiZulu FAL Paper 1 and Visual Arts Paper 2 question papers did not comply because of inappropriate language complexity for Grade 12 candidates.
- viii) Some of the source materials in IsiXhosa FAL Paper 1 and IsiZulu FAL Paper 1 did not allow for the appropriate testing of skills.
- ix) Some source materials could not be used effectively to generate questions across all cognitive levels, in Economics, Spanish SAL Paper 1 and Visual Arts Paper 2.
- x) Some questions were not related to what was pertinent, in the following subjects:

Consumer Studies	German HL Paper 2	IsiXhosa FAL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	

- xi) Some of the questions had either vaguely defined problems, ambiguous wording, extraneous or irrelevant information and trivial and unintentional clues to correct answers, in the following question papers:

Visual Arts Paper 2	Afrikaans HL Paper 1	Consumer Studies
Mathematical Literacy Paper 2	CAT Paper 1	CAT Paper 2
Physical Sciences Paper 2	Dance Studies	Design
Economics	English FAL Paper 1	English HL Paper 1
English HL Paper 2	French SAL Paper 1	IsiXhosa FAL Paper 1
IsiZulu FAL Paper 1	Sepedi HL Paper 1	Tourism

- xii) Questions that lacked explicitly clear instructional verbs were found in the following question papers:

Afrikaans HL Paper 1	Arabic SAL Paper 1	Consumer Studies
German HL Paper 1 (DBE)	Design	English HL Paper 1
Mathematical Literacy Paper 2	IsiXhosa FAL Paper 1	IsiZulu FAL Paper 2
Tourism	Visual Arts Paper 1	Visual Arts Paper 2

- xiii) It was noted that some questions did not have sufficient information to elicit appropriate responses, in the following question papers:

English HL Paper 1	IsiXhosa FAL Paper 1	Sepedi HL Paper 1
Sesotho HL Paper 2	Sesotho FAL Paper 1	Xitsonga FAL Paper 1
Mathematical Literacy Paper 2	German HL Paper 1 (DBE)	

xiv) The following question papers displayed factual errors in one way or another:

Design	IsiXhosa Paper 1	Visual Arts Paper 2
Sepedi FAL Paper 1	Sepedi FAL Paper 2	Sesotho HL Paper 2
Mathematical Literacy Paper 2		

xv) Negatively phrased questions were found in CAT Paper 1 and Visual Arts Paper 2.

xvi) Incorrect/irrelevant reference to certain texts, visuals, drawings, illustrations, examples, tables or graphs was made in the following question papers:

CAT Paper 1	Consumer Studies	English HL Paper 1
Physical Sciences Paper 1	Sepedi FAL Paper 1	

xvii) Multiple-choice options contained challenges pertaining to their formulation in the French SAL Paper 1 and Consumer Studies question papers.

The compliance rate of the quality of questions criterion was the lowest when compared with those of November 2016 and November 2017. The low rate of compliance with this criterion resulted in a directive in November 2017; the IEB did not provide a specific plan or strategy to improve the performance of this criterion. The IEB is urged to consider a clear and specific improvement plan to address the directive ensuring that when training the examiners and internal moderators emphasis is placed on text selection and quality of questions criterion.

e) Cognitive skills

The November 2018 examination question papers had an overall compliance rate of 77% at first level moderation for this criterion. This is an improvement of more than 4% when compared to the November 2017 examination. The following are some of the factors that hindered full compliance:

- i) The cognitive skills for each question/sub-question were not clearly indicated on the analysis grids of the Tourism and Xitsonga FAL Paper 2 question papers.
- ii) There was no appropriate distribution of the cognitive skills in the following question papers:

Consumer Studies	EGD Paper 1	Mathematical Literacy Paper 1
Mathematics Paper 1	Physical Sciences Paper 1	Sepedi HL Paper 1
Sesotho HL Paper 1	Tourism	Visual Arts
Xitsonga FAL Paper 1		

- iii) The choice questions in the Setswana FAL Paper 1 question paper differed in their cognitive demands and thereby could have unduly advantaged or disadvantaged candidates.
- iv) Based on the initial moderation, the following question papers were generally deemed less demanding or more challenging:

- The following question papers were found to assess more lower-order cognitive skills and were thus deemed less demanding:

Consumer Studies	IsiXhosa FAL Paper 1	IsiXhosa FAL Paper 2	IsiZulu FAL Paper 1
IsiZulu HL Paper 1	Life Sciences Paper 1	Music Paper 2	Sepedi HL Paper 1

- The following question papers were found to assess more higher-order cognitive skills and were thus deemed more challenging:

Mathematics Paper 1	Tourism	Xitsonga FAL Paper 1
Mathematical Literacy Paper 1	Dance Studies	

- v) Dance Studies, IsiZulu FAL Paper 1 and Visual Arts Paper 2 question papers included irrelevant information (in some questions) that unintentionally increased their degree of difficulty.

f) Language and bias

Compliance with this criterion achieved a rate of 58%, representing a drop of 14% from the 72% compliance rating of the November 2017 examination. The remaining question papers generally managed to comply in most respects with this criterion. There was no question paper that had limited compliance or no compliance at all, which was commendable as language can act as a huge barrier in accessing questions for most candidates.

The following issues were highlighted as areas of concern that hindered the remaining 42% of the question papers in achieving full compliance:

- Subject terminology/data was used incorrectly in French SAL Paper 1, IsiZulu FAL Paper 2 and Visual Arts Paper 2.
- The language register in IsiZulu FAL Paper 1 and Visual Arts Paper 2 question papers was inappropriate for Grade 12 candidates.
- Some questions in the following question papers had subtleties in grammar that might have created confusion:

CAT Paper 1	CAT Paper 2	Design
English FAL Paper 1	English FAL Paper 2	
Visual Arts Paper 1	Visual Arts Paper 2	

- iv) The language used in some questions in the following question papers was found to be grammatically incorrect:

Life Sciences Paper 1	Business Studies Paper 1	Business Studies Paper 2
Information Technology Paper 2	CAT Paper 1	CAT Paper 2
Mathematical Literacy Paper 1	French SAL Paper 1	French SAL Paper 2
Mathematical Literacy Paper 2	IsiZulu FAL Paper 1	IsiZulu FAL Paper 2
Sepedi FAL Paper 2	Sepedi HL Paper 1	

- v) Some questions in the following question papers contained over-complicated syntax (convoluted language):

Business Studies Paper 1	French SAL Paper 1	IsiZulu FAL Paper 1
Physical Sciences Paper 2	SiSwati FAL Paper 1	SiSwati HL Paper 1
Visual Arts Paper 1	Visual Arts Paper 2	

- vi) The question papers for Consumer Studies Paper 1, Spanish SAL Paper 1 and Visual Arts Paper 2 had foreign names, terms and jargon that were not accompanied by a glossary to explain these term and jargon in simple language of learning used in the subject.

- vii) The following question papers were found to have evidence of bias in one or more of the following aspects: culture, gender, language, politics, race, religion, stereotyping, province and region:

Geography Paper 2	Sesotho FAL Paper 1	Sesotho FAL Paper 2
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- viii) Some of the questions of Visual Arts Paper 2 did not allow for adaptation and modification in order to assess candidates with special needs in the interest of inclusivity.

g) Predictability

Ninety-nine percent of the question papers complied fully with this criterion, indicating that the majority of the panels were vigilant when they designed the questions.

Despite the fact that questions must not be repeated within the scope of the past three years, the nature of some of the questions in Dance Studies could have been easily spotted or predicted as they were similar to those found in question papers set within the previous three years.

h) Marking guidelines

Marking guidelines are supposed to be developed alongside each question paper, to guard against non-alignment of the questions and their responses. Nevertheless, only 37% of the marking guidelines achieved a full compliance rate. The other 63% failed to comply, attributable to the following challenges:

- i) The marking guidelines of the following question papers seemed not to have been developed alongside their question papers as there were recurrent identifiable mismatches:

Afrikaans FAL Paper 2	Afrikaans HL Paper 1	Business Studies Paper 2
CAT Paper 2	Consumer Studies	Design
Music Paper 2	Sesotho FAL Paper 1	Sesotho FAL Paper 2
SiSwati FAL Paper 2	Xitsonga FAL Paper 1	Xitsonga FAL Paper 2
Mathematics Paper 2		

- ii) Some answers in the marking guidelines of the following question papers did not match the command words in the questions:

Afrikaans FAL Paper 2	Consumer Studies	Dance Studies
English HL Paper 1	Information Technology Paper 2	IsiZulu HL Paper 1
Life Sciences Paper 1	Sepedi HL Paper 1	Sesotho HL Paper 1
Sesotho HL Paper 2	SiSwati FAL Paper 1	SiSwati HL Paper 1

- iii) The marks for some questions shown in the following marking guidelines did not correspond with those in the question papers:

Arabic SAL Paper 1	CAT Paper 1	Design
Physical Sciences Paper 1	Visual Arts Paper 2	

- iv) Some of the answers in the following marking guidelines were not correct in terms of the subject matter:

Business Studies Paper 1	EGD Paper 1	History Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Tourism
Information Technology Paper 2		

- v) The marking guidelines of the following question papers contained some typographical errors or errors in language:

Afrikaans HL Paper 1	Design	Tourism
Business Studies Paper 1	Business Studies Paper 2	CAT Paper 1
English FAL Paper 2	English HL Paper 1	English HL Paper 2
Geography Paper 1	Geography Paper 2	German HL Paper 1 (DBE)
IsiXhosa FAL Paper 1	IsiZulu HL Paper 1	IsiZulu HL Paper 2
Sepedi FAL Paper 1	Sepedi FAL Paper 2	Sepedi HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	SiSwati FAL Paper 1
SiSwati HL Paper 1	Visual Arts Paper 2	

- vi) The layout of the SiSwati FAL Paper 2 and Visual Arts Paper 2 marking guidelines needed attention.
- vii) Other than that, the following marking guidelines would not have successfully facilitated marking in the state that they were presented for first external moderation:

Afrikaans HL Paper 1	Consumer Studies	Dance Studies
English FAL Paper 1	English HL Paper 1	IsiXhosa FAL Paper 1
IsiZulu FAL Paper 1	Life Sciences Paper 1	Sesotho HL Paper 1
Sesotho HL Paper 2	Setswana FAL Paper 1	SiSwati FAL Paper 1
SiSwati FAL Paper 2	SiSwati HL Paper 1	Tourism
Visual Arts Paper 2	Xitsonga FAL Paper 1	Xitsonga FAL Paper 2

- viii) The following marking guidelines did not allocate marks in line with the demands of the questions/tasks:

Dance Studies	English HL Paper 1	IsiXhosa FAL Paper 1
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- ix) The IsiXhosa FAL Paper 1 marking guideline did not encourage an even spread of marks.
- x) The following marking guidelines offered such a small range of marks that it would be difficult to distinguish between low and high performers:

Consumer Studies	Dance Studies	English HL Paper 1	Sepedi HL Paper 1
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- xi) The following marking guidelines did not provide sufficient detail to ensure reliability of marking:

Afrikaans HL Paper 1	Dance Studies	Business Studies Paper 1
English HL Paper 1	IsiXhosa FAL Paper 1	Life Sciences Paper 1
Sesotho HL Paper 2	Setswana FAL Paper 1	

- xii) The following marking guidelines did not make provision for relevant, alternative, responses:

Consumer Studies	Dance Studies	Economics
English HL Paper 1	IsiXhosa FAL Paper 1	Life Sciences Paper 1
Music Paper 2	Physical Sciences Paper 1	Sepedi FAL Paper 1
Business Studies Paper 1	Spanish SAL Paper 1	Tourism
Mathematics Paper 1	Mathematics Paper 2	

- xiii) The following question papers and marking guidelines were not fair at first moderation; as a result they were not of an appropriate standard:

Business Studies Paper 1	English HL Paper 1	English HL Paper 2
Consumer Studies	Dance Studies	German HL Paper 2
IsiXhosa FAL Paper 1	IsiZulu FAL Paper 1	IsiZulu HL Paper 1
Life Sciences Paper 1	Xitsonga FAL Paper 1	Xitsonga FAL Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	Visual Arts Paper 2
Sepedi FAL Paper 1	Sepedi FAL Paper 2	Sepedi HL Paper 1
Sesotho FAL Paper 1	Sesotho FAL Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 2	Setswana FAL Paper 1	SiSwati FAL Paper 1
SiSwati FAL Paper 2	SiSwati HL Paper 1	Tourism

The November 2017 NSC quality assurance of assessment report emphasised in the directives that there was poor compliance with the marking guidelines criterion and that it was one of the areas that required improvement. In response, the IEB indicated in their improvement plan that care would be taken to ensure that examiners provided alternative, or partial, answers in the marking guidelines, where applicable. Although compliance with the marking guideline criterion showed some improvement, from 34% in November 2017 to 37% in November 2018, it remained the least compliant of all the criteria used to assess the question papers and their marking guidelines. The IEB needs to double its efforts to ensure that the compliance rate in this criterion improve even further.

1.3.5 Comparison of compliance per criterion and levels of moderation: November 2016 to November 2018

Table 1E compares the compliance rates per criterion over a period of three years (November 2016, November 2017 and November 2018) at first moderation level. From the Table it is evident that there was general improvement in internal moderation, content coverage, cognitive skills and predictability, while a decline was experienced in the quality of questions and the language and bias criteria.

Table 1E: Comparison of compliance per criterion of question papers and marking guidelines at first moderation in 2016, 2017 and 2018

Criteria	November 2016 (% of papers)	November 2017 (% of papers)	November 2018 (% of papers)
Technical detail	52	45	53
Internal moderation	78	76	80
Content coverage	74	84	84
Quality of questions	44	47	39
Cognitive skills	73	73	77
Language and bias	69	72	58
Predictability	90	99	99
Development of marking guidelines	87	86	92
Conformity with question paper	65	66	53
Marking guidelines	42	34	37
Overall impression	48	41	53

Technical details, quality of questions, cognitive skills, language and bias and marking guidelines criteria have, over the three years, performed at low levels of compliance at first moderation.

The IEB should share the external moderation reports with the examining panels and ensure that they pay more attention to these criteria.

The November 2018 NSC examination question papers were approved at various levels of moderation, as highlighted in Figure 1C. The IEB is to be commended for reducing the levels of moderation from five in the November 2017 examinations to three in November 2018. The highest number of question papers was approved at first moderation, compared with the November 2016 and November 2017 examinations.

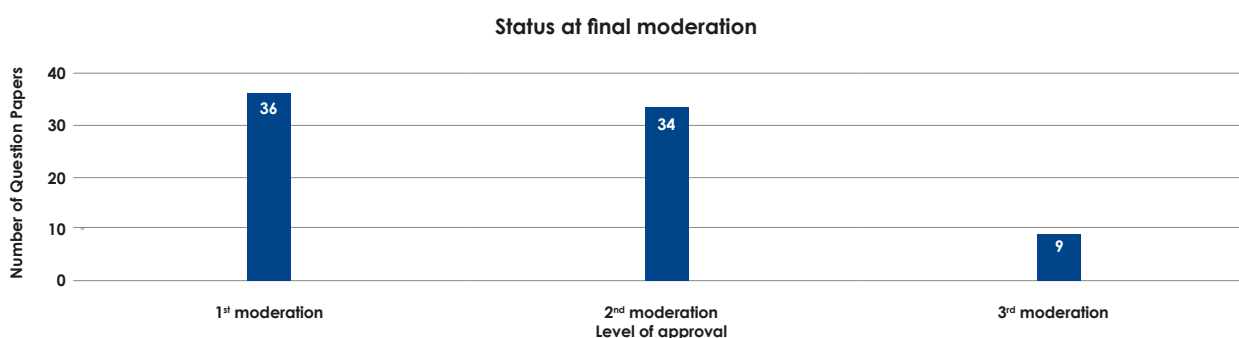


Figure 1C: Number of question papers at each moderation level

In 2016 and 2017, fewer than 8% of the question papers required more than two moderations. However, in November 2018, 11.4% of the question papers required more than two levels of moderation (see Table 1F below).

Afrikaans HL Paper 1, CAT Paper 2, IsiZulu HL Paper 1, Music Paper 2, Sesotho FAL Paper 1, Sesotho FAL Paper 2, Sesotho HL Paper 2, Setswana FAL Paper 1 and Visual Arts Paper 2 were the only question papers approved at third moderation level. Both Sesotho FAL Paper 1 and Sesotho FAL Paper 2 required more than two levels of moderation in the November 2017 examination, as they were respectively approved at fourth and fifth levels of moderation.

Table 1F: Comparison of the number of moderations required in 2016, 2017 and 2018

Number of moderations	November 2016 (% of papers)	November 2017 (% of papers)	November 2018 (% of papers)
One	42.0	36.7	45.6
Two	50.6	54.4	43.0
Three	7.4	6.3	11.4
Four	-	1.3	-
Five	-	1.3	-

In 2016 and 2017 Umalusi directed the IEB to investigate the challenges encountered in developing question papers that required more than two moderations. Out of the seven question papers that required more than two levels of moderation in the November 2017 examination, only Sesotho FAL Paper 1 and Paper 2 reappeared in the November 2018 examination list. The fact that five of the question papers that underwent more than two moderations in 2017 were approved at either first or second moderation is an indication that the improvement plan was implemented accordingly. However, seven new question papers had to undergo more than two moderations, indicating that the IEB need not only address the affected panels, but all the panels, to prevent the appearance of new question papers requiring more than two moderations.

1.4 Areas of Good Practice

The following areas of good practice were identified during the moderation of the IEB November 2018 NSC question papers and marking guidelines:

- a) Achieving acceptable standards in the setting of 36 question papers and noting an 8% improvement at first moderation level when compared to the November 2017 examination;
- b) Umalusi noted an improvement in full compliance at first moderation with the criteria for internal moderation, cognitive skills and predictability;
- c) All of the question papers that needed more than two moderations in 2017 were approved at lower moderation levels in 2018.

1.5 Areas of Non-compliance

The following were some of the areas that posed a challenge for the different question papers at first moderation in 2018:

- a) The low rates of compliance with technical details, quality of questions and quality of marking guidelines criteria;
- b) A sharp decline in full compliance with the criterion that focuses on language and bias.

1.6 Directives for Compliance and Improvement

The IEB is urged to:

- a) Emphasise those criteria with low levels of compliance during question paper development when building the capacity of the examining panels.

1.7 Conclusion

Although the number of moderations conducted on a question paper and its marking guideline might have negative connotations, the more moderations there are, the greater the chances of producing an error-free question paper. Hence, Mathematical Literacy Paper 2, which was rated at less than 80% compliant in 2017, attained 87.5% compliance in 2018. The same applied to Sesotho FAL Paper 1 and Paper 2, which were approved at fourth and fifth moderation levels respectively in the November 2017 examination; however, in the November 2018 examinations these were approved at third moderation level.

The major findings from the analysis of the question paper moderation reports for the November 2018 examination have been highlighted with the intention to not only applaud the IEB for good areas of practice, but also to provide the IEB with insight into areas that must be addressed to improve the design and development of question papers in the future. Umalusi applauds the IEB for excellent performance in some areas but, equally, urges the IEB to focus on recurrent areas of non-compliance in order to strive for 100% compliance at first moderation. The IEB is also urged to apply the directives for full compliance at first moderation. Adherence to the directives issued in 2017 as well as those issued in this chapter would help curb the challenges encountered in the development of the November 2018 examination question papers.

CHAPTER 2

MODERATION OF SCHOOL-BASED ASSESSMENT

2.1 Introduction

School-based assessment (SBA) is an assessment embedded in the teaching and learning process. It has a number of important attributes that makes it distinct from external assessments. Although SBA is premised on improving learners' understanding of the learning material and improving the effectiveness of teaching and learning, it also aims to complement external examinations in all subjects that are both internally and externally examined by assessing the skills that may be difficult to assess through an examination. SBA moderation remains a fundamental quality assurance process that Umalusi conducts to ensure that every learner receives fair treatment in terms of SBA administration. Umalusi verifies the moderation of the SBA tasks conducted by the assessment body.

This chapter summarises Umalusi's findings of the SBA moderation of the different subjects assessed by the Independent Examinations Board (IEB) for the November 2018 NSC examinations. The SBA moderation process was guided by SBA prescripts, regulations, guidelines and processes, as stipulated in the IEB and the subject assessment guidelines (SAG), as well as Umalusi criteria. During the moderation process, Umalusi identified intermittent areas of excellence and weakness and thus gave positive feedback where it was due, but also made recommendations for improvement for the assessment body's attention.

The findings are classified in four parts: 1) technical aspects; 2) teacher's file; 3) learner's file; and 4) a focus on the areas of good practice, concerns and recommendations made.

2.2 Scope and Approach

Umalusi conducts SBA moderation annually to ensure that the quality of assessment tasks and their intended outcomes are maintained and result in consistent and credible judgements of learner performance, irrespective of time, place and who marked the work. To this end, Umalusi verified the moderation of SBA in three IEB regions. Ten subjects, as listed in Table 2A, were selected across the three regions for the verification exercise. Forty-two teacher files and 167 learner files, selected for 10 subjects, were verified. The verification was conducted from 3–25 October 2018.

Table 2A: Subjects sampled for SBA moderation in 2018

Region	Schools sampled	Subject sampled
Gauteng	The King's College and Preparatory School	Accounting
	King's School: Robin Hills	
	Sacred Heart College	
	Sonneveld Akademie	
	Word of Life Christian School	
	Greenacres Private College	Physical Sciences
	Pretoria Chinese School	

Table 2A: Subjects sampled for SBA moderation in 2018 (continued)

Region	Schools sampled	Subject sampled
Gauteng (continued)	Summerhill College	Physical Sciences (continued)
	Education Incorporated High Schools	
	Reddam House Waterfall School	English Home Language (HL)
	Waterstone College	
	Lebone College of the Bafokeng	
	Heronbridge College	
	Kitsong High School	
	Redhill High School	Information Technology
	Enjabulweni High School	
	Selly Park Secondary School	
	Kitsong Independent School	
	Henley High and Preparatory School	Engineering Graphics and Design (EGD)
St Martin's School		
Covenant College		
Eastern Cape	St Andrews College	History
	Diocesan School for Girls	
	St Marks Community School	
	Harvest Christian School	
	St Georges College	Life Sciences
	Kingswood College	
	Vela School	
	Advance for Life Christian Academy	
Umtata Christian School		
KwaZulu-Natal	The Wykeham Collegiate	Business Studies
	St Dominic's Academy: Newcastle	
	Curro Hillcrest	
	Treverton College	
	Durban Girls College	Dramatic Arts
	Maris Stella High School	
	South City Christian School	
	Epworth Girls' High School	
	Our Lady of Fatima Dominican Convent School	
	Our Lady of Fatima Dominican Convent School	Geography
	Domino Servite School	
	St Henry's Marist College	
Thomas More College		

The moderation of SBA entailed a rigorous scrutiny of both teachers' and learners' files, using an Umalusi-developed SBA moderation instrument with 12 criteria. The verification scrutinised whether internal moderation had taken place at all moderation levels, observing all directives and policies. Umalusi then verified the files for accuracy and the validity of the SBA tasks administered, records of learners' performance and other relevant information. The findings of the verification process are reported hereunder in summary. Table 2B outlines the 12 criteria used for verification of internal moderation.

Table 2B: Criteria for moderation of SBA

Part 1 Technical aspects	Part 2 Teachers' files	Part 3 Learners' files
1. Technical detail	1. Curriculum alignment	1. Learners' performance
2. Adherence to policy	2. Technical layout of tasks	2. Quality of marking
	3. Effectiveness of questioning	3. Internal moderation
	4. Question types	
	5. Sources/stimulus material	
	6. Marking guidelines and rubrics	
	7. Internal moderation	

2.3 Summary of Findings

The findings below represent a summarised account of Umalusi's verification of the internal moderation process conducted by the IEB in the selected subjects.

2.3.1 Technical detail

a) Technical generic

Teachers' files were properly organised and neat, with a clear table of contents. While all teachers' files contained all the necessary documents as per Umalusi requirements, most did not contain programmes of assessment (POA) and the annual teaching plans (ATP). However, despite the absence of POA in the teachers' files, it was gathered from the evidence of assessments undertaken that the methods, techniques of assessment used and the assessment tools were of acceptable standard and quality. One school included informal assessment tasks in the file, which made it difficult for moderators to navigate through the files as they were bulky and not easy to handle due to unnecessary inclusions.

b) Adherence to assessment policies and systemic assessment practices

Assessment bodies are expected to have policies and regulations in place to ensure consistency and give direction to schools on how SBA should be undertaken, to ensure credibility to the assessment processes and practices. The IEB's specific SBA and examination requirements are detailed in the IEB SAG for each subject. These are the key documents required for preparing learners in Grades 10 to 12 for the National Senior Certificate (NSC) examinations conducted by the IEB. In addition to the SAG, schools have their own SBA policies to complement the SAG, such as a plagiarism policy to ensure authenticity of all assessments completed outside controlled settings.

Similar to 2017, adherence to policy varied among subjects. All subjects adhered to the programme of assessment because the requisite number of tasks per subject, and sections and processes leading to the completion of tasks, were adhered to by all schools moderated. Learners were provided with assessment criteria and guidelines for all the tasks, including research projects and controlled writing pieces. There was visible compliance with content coverage in most subjects with regard to the standard assessment activities prescribed for the tasks. It was also found that in all subjects, schools interpreted the SAG accurately. The assessment tasks were designed in such a way that content coverage was adhered to across the selected topics.

The learners' records of work kept by the teachers formed an integral administrative process. The IEB used mark sheets to record learner performance on the tasks administered. As a requirement, updated, working mark sheets that included learners' raw marks, converted marks and the weighting for all assessment tasks, were included in the files and the marks were transferred and recorded accurately.

2.3.2 Moderation of teachers' files

A teacher should keep a file with an array of contents ranging from the ATP, annual assessment or teaching plan, administered assessment tasks and their marking guidelines, moderation reports, mark sheets detailing the marks learners obtained for each task, among others. The contents should be in line with file requirements as regulated by IEB policy.

a) Curriculum alignment

Umalusi's mandate is to confirm whether there is curriculum alignment between the IEB curriculum and the minimum national curriculum requirement standards, educational programmes and their assessment. The IEB, as the assessment body, provides schools with curriculum guides and other documentation, such as the educational programmes, instructional materials and academic assessments, to demonstrate how they endeavour to meet the set minimum national standards. The assessment tasks administered were appropriately aligned to the SAG for individual subjects and they were found to be comparable to those defined in the CAPS. Subject content and weighting were found to be adequately spread according to the SAG prescription, which demonstrated adherence to policy.

The Dramatic Arts SBA was comprised of integrated practical tasks (IPTs), written theory tests and examinations, as well as an externally set integrated task (ESIT). This indicated that assessment and teaching followed the precepts laid down in the subject policy. In addition, different subjects used various policy-inclined forms of assessment specific to each subject to measure the knowledge and skills embedded in each subject's curriculum content. Most of the tasks administered covered the Grade 12 content and the appropriate learning activities adequately. Overall, the assessment tasks were found to be representative of subject-specific pedagogic and assessment strategies.

However, it was noted as a concern that at Word of Life Christian School, a topic on 'the fixed asset note' in Accounting was assessed repeatedly in both the preliminary examinations and the term tests, thus limiting assessment and content coverage to the same topic and conceptual knowledge. At Advance for Life Christian Academy, learners were given an option to choose a task and they mainly chose an essay that was drawn from the previous year's examination

question paper. This is a practice that is contrary to the SAG. Furthermore, it was noted that in EGD at Henley High and Preparatory School, St Martin's School and Covenant College, all the course drawings were assessed as either class-tests or tests, which is contrary to the SAG. Both Henley High School and St Martin's School were reported to have conducted the EGD tests as examinations.

b) Technical layout of tasks

The technical layout of tasks had to be in keeping with the aesthetic diligence of assessment standards. Assessment tasks should be numbered properly according to the assessment plan and instructions. Question items should be readable with appropriate, uniform font size, page numbering and footers.

The layout of the tasks, for most of the subjects moderated, was of acceptable standard; except in Life Sciences and Business Studies. In Life Sciences, at Advance for Life Christian Academy (preliminary examination Paper 1 and Paper 2, controlled test 1), Umtata Christian School (preliminary examination Paper 1) and Vela School (preliminary examination Paper 1 and Paper 2 and Summative Practical), the cover pages were not correctly labelled and were incomplete. For Business Studies, one school did not adhere to the size of the margins and a diagram was incorrectly numbered. Generally, all subjects moderated adhered to the technical layout as prescribed by SAG. The question papers and instruction sheets were mainly reader-friendly with appropriate fonts.

c) Effectiveness of questioning

Effective questioning implies that assessment items must produce the desired results. Such results would be, among others, furthering intellectual inquiry, fostering critical thinking, extending learners' thinking from the concrete and factual to the analytical and evaluative and thus enhance problem-solving skills, and evaluation and hypotheses formulation skills. Umalusi, as a quality assurance council, ensures that all assessment tasks adhere to the principles of effective questioning.

It was noted that in all subjects moderated, the questioning differed from task to task and subject to subject, with appropriate evidence of greater balance between the less cognitive-demanding and the high-cognitive demand items, as specified in the SAG. In most tasks, questions encouraged learners to think critically, work out solutions to problems and to use their evaluative and analytical skills. In some subjects, certain items challenged learners to extend their thinking from the concrete and factual to the analytical and evaluative thought processes. Interestingly, it was also noted that all schools used cluster-based assessment tasks for mid-year and the preliminary examinations, which were of good quality. It was also pleasing to note that, generally, there was correlation between mark allocation, level of difficulty and time allocation. The preliminary examinations in most subjects moderated were of high standard and were modelled on the structure of the final examinations, which provided an excellent exercise in preparation for the examinations.

Nevertheless, various non-compliant issues were identified in some subjects. For instance, in EGD, neither Covenant College nor Henley High School catered sufficiently for lower cognitive level question items in the preliminary examinations. At St Martin's School, the EGD principles of item design were not adhered to because part of the answer was provided in one question. The principle is that clueing or cueing should be avoided at all costs because it reduces the item's quality and

standard in terms of cognitive demand. In Life Sciences, in some tasks previous question papers and questions were used verbatim, while others were adapted for the preliminary examination question paper, Paper 3, at St George's College in Eastern Cape. Summerhill College, Education Incorporated and Greenacres Private College in Gauteng had included a large number of questions from previous examination question papers in the preliminary examinations.

Overall, most schools did their best to keep up with the requisite standards of effective questioning in all moderated subjects, while some schools were found to be lagging behind.

d) Question types

There are a range of assessment items which, together, assess a sampled domain of knowledge and/or skills. Depending on the assessment objective, some questions in an assessment task will require a learner to create or construct a response while others will require a learner to select or choose a response from given options. However, as per the subject requirements and the unique nature of the subject, certain types of questions may be used more than others in different subjects, as guided by the SAG.

Across the subjects moderated, the types of questions were compliant in most respects. Assessment tasks allowed for various types of questions as set out in the SAG, such as multiple-choice, short answer, paragraph, source-based response and real-life scenarios, among others. In the main, the questions ranged from short questions of two statements to paragraphs and full essays. Many of the question types were in keeping with what could be envisaged in the external examinations. The meta-language for each particular subject was correctly used at an appropriate level for learners.

It was also noted in most subjects that assessment tasks were, mainly, free from factual errors; vaguely defined problems; ambiguous wording; extraneous, misleading or irrelevant information; and trivial and unintentional clues to the correct answers. The assessment tasks provided clear instructional task words or action verbs related to the context of the questions. They also contained sufficient information to elicit appropriate responses.

The fact that the assessment tasks were generally free of errors, ambiguities, any form of bias and stereotyping in all moderated subjects was an indication that they were generally fair and reliable.

e) Source/stimulus material

Stimulus materials are resources used in assessment activities to provide information about context and the purpose of the assessment task, while giving focus to the assessment activity. In the case of pen-and-paper assessments, learners were exposed to the material through viewing, which calls for high quality prints and picture texture.

In general, the quality of the stimulus material was good even though it varied from subject to subject. Drawings, illustrations and graphs were mainly relevant, clear and functional, while texts used were of appropriate length and grade level with no traces of bias, stereotyping and prejudice. However, minor concerns were raised about the amount of reading the learners had to do for essay questions, while in some cases the readability of visuals were of concern because of the small font size used to label diagrams. In the preliminary examination Paper 1 of Life Sciences

at St George's College, the numbering on the X-axis of the diagrams was not in accordance with standards because the numbers were placed between the scale points. Overall, the quality and standard of the written and visual texts were thought provoking and encouraged critical thinking.

f) Marking guidelines and rubrics

It was noted that there were visible variations from subject to subject and school to school in compliance with the marking tools. In Dramatic Arts, all assessment tasks had an accompanying rubric specific to skills assessed in practical performance tasks like monologues and group scenes. It was also noted that essay marking in History was a challenge as teachers had difficulty following the prescribed procedure and symbols for marking essays. Overall, most of the marking tools were found to be acceptable because the schools verified had used the national rubric prescribed in the IEB handbook. Marking tools were clear, user-friendly and properly aligned with the assessment tasks, while also allowing for alternative responses.

g) Internal moderation

Internal moderation has to be done before administration of assessment tasks as pre-moderation, succeeded by post-moderation after the administration and marking of assessment tasks.

There was evidence of both pre- and post-moderation of assessment tasks in a number of teachers' files for schools that were moderated. A point of concern, however, was that much of the moderation done was more superficial. Where moderation was correctly conducted, there was evidence of moderators' reports that included constructive feedback for improvement. Evidence for moderation was at varying levels because moderators at different levels used differently coloured ink pens, it was not clear which colour ink represented which level of moderation.

It was also noted that the structure and form of moderation depended mainly on circumstances peculiar to individual regions. Certain regions had school, cluster and regional moderation; others substituted the cluster with district or region.

Overall, from the evidence provided, it was noted that the level of adherence to the moderation of SBA requirements was satisfactorily adhered to in a number of schools. In English HL in particular, there was a trail of emails between the members of the cluster working on a task to the point where there was consensus. This was clear evidence that the common tasks had undergone a rigorous pre-moderation process. It was also observed that only some schools conducted post-moderation.

2.3.3 Verification of learners' evidence

It was a requirement that the IEB sample five learners' files per subject from all sampled schools. However, it was unfortunate that Umalusi had to report that different subjects were sampled differently, with samples ranging from three to five learner files per subject. Non-adherence to the required sample numbers leads to limitations in both the findings and the reporting.

a) Learners' performance

The learners performed at different levels, from mediocrity to excellence. In EGD, learner performance was generally acceptable, even though a small proportion of learners performed poorly on certain items in the preliminary examinations. In the preliminary examinations, Paper 1 questions 2 and 3, requiring interpretation and development as well as perspective, proved to be challenging to most learners. The other questions found to be challenging were in Paper 2, questions 1 to 4, which required knowledge of analytical skills, 'isometric', 'cam', and 'mechanical assembly'. In Geography, learners did well in most topics, except Geomorphology. In Information Technology, learners preferred programming to theory. It was noted that in most schools, SBA marks were much higher than those for practical assessment tasks (PAT) except for one school where there was a huge difference in a learner's PAT and SBA marks for Information Technology. In this case, at a KwaZulu-Natal school, a learner obtained 42% for SBA and 81% for PAT. Overall, in all the other subjects it was evident that a large proportion of learners could handle different types of questions pitched at different levels of cognitive demand and difficulty levels, while very few struggled with the tasks.

b) Quality of marking

Generally, the marking of all subjects moderated was of an acceptable quality and standard. Marking was largely consistent and markers adhered to the marking guidelines. There was evidence of detailed, constructive personal feedback to the learners. The computation and transfer of marks was done accurately, except in the case of one learner at Kingswood College who was awarded a mark of 50, instead of 60, for a project. Furthermore, in the Eastern Cape there was no evidence of the marking of the essay question in Paper 2 of the Life Sciences subject, or evidence of marking the project, yet marks were recorded for the two activities. As a result, it was difficult to verify how the marks for the essay question and research project were awarded.

c) Internal moderation

There was evidence of internal moderation in the learners' files across all subjects in all schools sampled. However, this happened differently at different levels of the system, and at varying levels of acceptability. There were instances where moderation at school level did not happen at all. There were also cases where moderation at regional level targeted certain questions in the assessment task; whereas in some cases it occurred across the levels and for all the tasks. It is of concern that there were instances where the standard of internal moderation was unacceptable. Internal moderators were just re-ticking, not re-marking, the exercises. As a result, errors in the marking guidelines could not be picked up and some incomplete marking guidelines were found in the teachers' files. Some tasks contained unidentified computation errors and in other instances, feedback had not been given.

2.4 Areas of Good Practice

There were visible strides made by the IEB in working towards producing results through complying with policy. It was also evident that the IEB was keen to maintain quality, as an alternative to mandatory, legislated standards and practices. Hence the following areas of excellence were observed during moderation of the 2018 NSC SBA for the IEB schools:

- a) The design and administration of assessment tasks gave attention to academic rigour and met the requirements of the SAG in greater depth. This included innovative designs and good quality visual stimulus material as source texts; and
- b) The implementation of a policy prohibiting schools from using assessment tasks from previous examinations verbatim; and the introduction of a plagiarism policy to ensure authenticity of assessments completed outside the controlled setting of the classroom, was commendable.

2.5 Areas of Non-compliance

The following area of concern was identified during the moderation of the IEB November 2018 NSC SBA moderation:

- a) The depth and scale at which internal moderation occurred in Eastern Cape, particularly for EGD, remains a serious concern.
- b) There was lack of evidence of marking of the learners work in Life Sciences where rubrics were used.

2.6 Directives for Compliance and Improvements

To improve, the IEB should attend to the following directive:

- a) Provide focused SBA moderation support to new schools registering with the IEB, particularly in Eastern Cape, but also to all schools offering EGD.
- b) Capacitate the Life Sciences educators in the Eastern Cape region on marking using the rubrics.

2.7 Conclusion

This chapter presented a summary of the findings pertinent to the 2018 NSC SBA for the IEB. It was commendable that the IEB had considered and implemented some of the Umalusi directives of 2016 and 2017. As a result, a large number of schools adhered fully to the SAG across all subjects. However, the IEB is required to ensure that there is full adherence to the 2018 Umalusi directives regarding the EGD subject in the moderation of SBA in the Eastern Cape.

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

- a) Gauge the level of preparedness of the IEB to conduct the November 2018 NSC and the 2019 NSC supplementary examinations;
- b) Track the progress made in addressing the directives for compliance and improvement issued in the November 2016 and November 2017 NSC examinations quality assurance of assessment reports;
- c) Verify that the IEB had systems in place to ensure the integrity of the November 2018 NSC and the 2019 NSC supplementary examinations; and
- d) Report on any shortcomings identified during evaluation and verification of the IEB systems.

For 2018, Umalusi piloted a reconceptualised approach to carrying out the state of readiness processes and this approach is detailed in 3.2 below.

3.2 Scope and Approach

Umalusi's approach to the state of readiness monitoring process differed from that of previous years, from a once-off audit visit to a three-phased process that emphasised a risk management-based approach.

For Phase 1, a desktop evaluation, the IEB was required to submit the following:

- a) Improvement plans and progress reports related to the directives for improvement issued on the 2017 NSC examinations;
- b) Their annual assessment and examination management plan for the current year; and
- c) A completed self-evaluation instrument.

Phase 2 covered risk analysis and feedback. Umalusi used submitted self-evaluation reports to assess the level of preparedness of the IEB to conduct the NSC examinations. The reports were analysed and, from the information gathered, risks and gaps that might impact on the delivery of a credible examination were identified. Such identified potential risks and/or gaps informed the follow-up verification audits that Umalusi carried out.

In Phase 3, a summative evaluation of the IEB to deliver a credible examination was conducted at the IEB premises and at its question paper-printing site, to verify aspects listed on the risk profile report. This phase was critical in ensuring that all risks identified were understood and mitigated prior to the commencement of the writing of the examinations.

The verification process was conducted on various aspects, as outlined in the IEB risk profile.

These processes entailed various methods, which included, among others, observation, interviews, evidence-based verification of documents and testing of systems.

3.3 Summary of Findings

The summarised findings below are in line with the focus areas indicated in the instrument for monitoring the state of readiness.

3.3.1 Registration of candidates and examination venues

a) Registration of candidates

The IEB has established systems for registration of their candidates and the 2018 registration process was finalised successfully. A procedure document was used for authenticating promotion, and confirmation of promotion of candidates to Grade 12. Principals were required to submit affidavits confirming that all Grade 12 learners had met Grade 11 promotion requirements. These affidavits were submitted to the IEB in September 2018.

Candidate information was verified using a closely monitored system. The IEB emailed the verification reports to schools in March/April 2018 so that schools could check the accuracy of captured information. In July 2018, schools were again sent preliminary registration schedules, for re-checking. During this stage requests for changes to inaccurate candidate details could be made. The schools sent captured information to parents/guardians because parents/guardians were required to check and sign the consent forms, thus confirming that all candidate details had been captured correctly. The signed forms were kept at the schools as authentic records of registration. A final check was done again in September 2018, when all schools on the IEB November 2018 NSC examination database were able to print, and check, their candidates' registrations from the online portal.

The IEB has a policy that outlines the management and procedures for accommodations. These were verified during Umalusi's on-site verification visit. All applications for accommodations were evaluated by a committee that the IEB had established.

Table 3A below provides the number of IEB candidates registered for the November 2018 NSC examination.

Table 3A: Number of IEB candidates registered: November 2018 NSC examination

Candidate category	Candidates
Full-time candidates	11 514
Part-time candidates	858
Immigrant candidates	623
Candidates writing outside the borders of South Africa	533
Candidates granted accommodations	999

b) Registration of examination centres

The IEB audited all the seven schools which would be writing the NSC examinations for the first time in 2018. All examination centres sign an agreement, annually, that provides details on examination requirements. It was noted that not all examination centres had a safe in the principal's office or a strong room with burglar bars and an alarm system in which to secure examination material.

Table 3B below provides the number of IEB venues registered for the November 2018 NSC examination, and the risk level of the centres.

Table 3B: Number of centres registered and risk level of centres

Centre category		Number	
Full-time examination centres		217	
Part-time examination centres		18	
Examination centres outside SA borders:	eSwatini	6	
	Mozambique	1	
	Namibia	7	
TOTAL		249	
Summary of categories of centres			
Risk level category	Number of examination centres	Number of examination centres outside SA borders	Total
Low-risk	235	14	249
Moderate-risk	0	0	0
High-risk	0	0	0
Total	235	14	249

The IEB had strengthened security around monitoring the examination centres, by installing an electronic audio and video camera system. These monitoring cameras were installed at 103 of the 249 examination venues and would be viewed from a central point at the IEB head office. From the presentations made, the system allowed the IEB to monitor at any time and for any duration without the centre being aware that it was being monitored. An advantage of the system was that IEB could monitor the examination centres more than once without physically visiting the centres. The verification audit of the system to assess its efficiency and effectiveness was scheduled to take place when examinations were in progress.

The IEB does not audit examination venues annually; however, the centres are required to inform the IEB of any changes made to their premises or examination venues. The changed or altered venue would be required to be audited to verify that it continued to comply with the requirements for registration as an examination venue. The IEB conducted an audit of newly registered centres and the list of new centres was verified. This list included centres for the 2019 examination cycle, which the IEB would audit.

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

The IEB had systems in place to ensure quality assurance of SBA. These were in line with the prescribed requirements.

The IEB has in place policies with clear directives, guidelines, processes and procedures to guide the implementation and management of SBA. The IEB provided its schools with curriculum guides and other documentation, such as educational programmes, instructional materials, teaching techniques and academic assessments, to demonstrate how they endeavoured to meet the set national assessment standards. Among the many documents given to schools enrolled with the IEB were subject-specific subject assessment guidelines (SAG). The SAG outline, in detail, specific SBA and examination requirements. Schools enrolled with the IEB also received a policy document on plagiarism that aims to authenticate assessment tasks candidates complete outside classroom settings.

The IEB established processes for moderation through which it could trace that moderation had been conducted at each level. As a result, the IEB was then able to apply its policies and processes and penalise schools found to be non-compliant with moderation requirements.

3.3.3 Printing, packaging and distribution of examination materials

a) Printing and packaging

Since 2017 the IEB has strengthened security around examination question papers and developed a detailed management plan for monitoring printing, packaging and distribution. The IEB outsourced the printing of examination material. The contract between the service provider and the IEB stipulates, among others, the roles and responsibilities of each party. The security requirements and measures to be adhered to at the printing house were also articulated in the contract. On 8 August 2018, Umalusi audited the printing house and found that security measures were as stipulated in the contract. Packing of the question papers into distribution packages was done in-house at the IEB premises.

During the audit verification visit Umalusi verified the shedding area, where it was noted that security had been improved with the installation of cameras. This control measure demonstrated that the IEB had addressed a directive issued in the November 2016 NSC quality assurance of assessment report that stipulated that the IEB must ensure that control measures were in place for shredding and disposal of waste material at the printing site.

b) Distribution of examination papers/materials

The IEB had a detailed management plan in place for the distribution of question papers to all registered examination venues. A mixed strategy was used whereby the IEB distributed to nearby examination venues and the courier service to centres that were outside Gauteng. All contracts relating to the courier services had been signed by the time of Umalusi's verification visit.

All examination venues where examination materials were to be stored were audited and authorised to store such materials.

Sufficient security measures were in place for the distribution of master copies of question papers to the printer. These were password protected and PDF versions were sent electronically to the printers. All printed question papers and answer scripts, when moved from the printers to the IEB storage point and across the IEB examination venues, were secured in electronically smart-locked bags that the IEB could track.

The printed question papers were to be stored in IEB strong rooms where there was adequate security. At the level of the examination venues, the smart-electronic locking system was to be used for safekeeping of question papers, in addition to storage rooms at schools.

3.3.4 Conduct of the examinations

According to the information provided in the self-evaluation report, it was noted that the management plans for the monitoring of the conduct of examinations were finalised in August 2018.

At the beginning of every year, the IEB conducts roadshows for all its schools to share the findings on the monitoring of the previous year's examinations. The roadshows are regarded as measures to assist schools to improve on the conduct, administration and management of the examinations. The presentations made at the roadshows also covered Umalusi's findings, on which the IEB, through its schools, is expected to enact in the interests of improvement.

The IEB appointed and trained monitors for the November 2018 NSC examinations. A detailed monitoring plan, which was submitted to Umalusi as part of required evidence, was verified. The list of subjects offered by schools was shared with the monitors in August 2018 to allow them to develop monitoring plans. Monitors submitted their schedules to the IEB for approval and use in the finalisation of the monitoring of examinations plan.

The IEB trained the chief invigilators, who then trained their own invigilators. The training of the invigilators conducted by the chief invigilators was to be verified during the monitoring of the writing of the examination. In the quality assurance of assessment report of the November 2016 NSC examination, Umalusi issued a directive that the IEB should ensure that a clear retrieval procedure for examination stationery at examination centres was in place. It was noted during the verification visit that a manual for invigilators that outlined the retrieval process and procedures had been developed. Issues relating to the roles and responsibilities of invigilators were well articulated in the manual. The directives issued in the November 2017 examination report singled out the need to train newly appointed external monitors. The IEB provided evidence of the training for invigilators. In a manual for training of external monitors, which was verified during the visit, it was evident that the IEB had conducted focused training in regions for both invigilators and external monitors. The IEB had also indicated that constant communication with appointed monitors was maintained and new appointees would be shadowed during the conduct of the November 2018 examinations.

3.3.5 Appointment and training of marking personnel

At the time of the audit the IEB had appointed all markers for the November 2018 NSC examinations; and appointment letters had been issued.

For the November 2018 NSC examinations the IEB appointed marking personnel as follows:

Table 3C: Number of marking personnel

Marking personnel	Numbers
Marking centre managers	3
Examiners (chief markers)	66
Sub-examiners (markers)	1 850
Internal moderators	34
Senior sub-examiners (senior markers)	239
Data-capturing supervisors	2
Data-capturers	56
Examination assistants/checkers	400
IT infrastructure and system support personnel	4

Table 3D: Marking period

Marking	NSC
Commencement	7 December 2018
Completion	15 December 2018

The training of markers was to be conducted at the marking centre. The standardisation of marking focuses on training of markers for the specific examination question paper that they are appointed to mark.

The standardisation of marking, including the marking guideline discussions and pre-marking of dummy scripts, was to be done in every subject. In subjects that had a substantial number of candidates, the discussions involved large senior marking teams and were therefore conducted a day prior to the commencement of marking. Discussions with markers were then done within smaller groups, according to the questions assigned to markers in that group. For subjects with smaller numbers of candidates and fewer senior markers the discussions would be held with the full marking team.

The IEB developed and implemented clear criteria for the selection and appointment of marking personnel, as directed in the November 2016 NSC quality assurance and assessment report. Information and documentation regarding the selection, appointment and training of marking personnel were made available as evidence during the audit verification visit.

3.3.6 Marking centre and centre managers

It was noted that the IEB appointed marking centre managers from its full-time staff members who were experienced in managing marking centres. While assessment specialists monitor the marking of their subjects, senior managers visit the marking centres on a rotational basis, from time to time during the marking. The Chief Executive Officer is part of the monitoring team.

The IEB had committed to ensuring that, for the November 2018 NSC examination, great care would be taken at marking centres' access control points. Vehicles would be stopped and searched regularly and security guards would be properly trained.

It was emphasised that the security of scripts was to be reinforced. The vehicles used to transport examination material would remain locked at all times and would be escorted to and from the marking venues to ensure examination material was protected at all times.

3.3.7 Capturing of examination marks

The verification visit was conducted on 26 September 2018, and the following evidence was provided:

- a) The procedural manual for capturing of marks was in place. The marks would be captured according to the guidelines outlined in the manual; and
- b) The management plan for capturing of marks was available and would be adhered to strictly.

The IEB had nine permanently employed officials who would capture the examination marks on the electronic examination system. The personnel had been trained to work on the system and a training manual was available as evidence of the training. At the time of the audit, the IEB was recruiting contract data-capturers to augment the team of capturers. Plans were under way to train the contract data-capturers.

The examinations' computer system has a built-in mechanism to ensure that captured marks are verified before they can be saved. The IEB employs a double-capture method to ensure accuracy in the mark capturing.

3.3.8 Management of examination irregularities

The IEB has in place a well-structured and fully functional Independent Examinations Irregularity Committee (IEIC). Policies, processes and procedures are in place to guide the committee in dealing with alleged irregularities.

3.4 Areas of Good Practice

The following areas of good practice were noted:

- a) The IEB audited all newly registered schools that would be writing the NSC examinations for the first time in 2018;
- b) The IEB had put in place an electronic security system for the safekeeping of the question papers, as well as for monitoring examination venues and the distribution of materials for storage at schools;
- c) In 2018 the IEB implemented an audio-video monitoring system in 102 examination venues; and
- d) Each marking centre was to have a member of management permanently stationed at the marking centre as a centre manager.

3.5 Areas of Non-compliance

The following was identified as an area of non-compliance during the state of readiness audit verification:

- a) There were examination venues that did not have safes and/or strong rooms with burglar bars or alarms to ensure security of examination material.

3.6 Directive for Compliance and Improvement

The IEB must ensure that:

- a) All examination centres have either a safe or a strong room with burglar bars or an alarm system for securing examination material.

3.7 Conclusion

The findings indicated that the IEB was at an acceptable and satisfactory level of readiness to conduct the November 2018 NSC examinations. There was also evidence of improvements.

Umalusi noted the improvements made, as per previous years' directives for compliance. Addressing the non-compliance/adhering to the directives for compliance issued in the 2016 and 2017 NSC examinations is an indication of a maturing and notable level of stability for the conduct, administration and management of examinations by the IEB. However, the IEB is required to address the areas of non-compliance noted above.

CHAPTER 4

MONITORING OF WRITING AND MARKING OF EXAMINATIONS

4.1 Introduction

Umalusi monitored the writing and marking of the November 2018 National Senior Certificate (NSC) examinations conducted by the Independent Examinations Board (IEB). The examinations commenced on 17 October 2018 and ended on 28 November 2018. The marking was conducted from 7 to 14 December 2018.

The findings of the monitoring are outlined in this report in two sections: the monitoring of the writing of the examinations; and the monitoring of marking.

4.2 Scope and Approach

In 2018 Umalusi monitored 22 examination centres across the nine provinces. Additionally, four centres outside the borders of South Africa where IEB examinations were written were also monitored: two in Swaziland, one in Namibia and one in Mozambique.

This report is based on data collected through observations and interviews with principals and chief invigilators, as well as documents produced by the centres as evidence for information provided by the IEB in self-evaluation reports submitted to Umalusi during the state of readiness audit.

Table 4A provides information on the examination centres visited by Umalusi during October and November 2018.

Table 4A: Examination centres visited during the writing of the examinations

No.	Province	Centre	Date	Subject written
1	Eastern Cape	Advance for Life Christian Academy	15 November	Mathematical Literacy Paper 1
2	Eastern Cape	St Marks Community School	22 November 2018	English Home Language (HL) Paper 2
3	Eastern Cape	Umtata Christian School	22 November 2018	English HL Paper 2
4	Free State	St Dominic's College	30 October 2018	English HL Paper 1
5	Gauteng	Brainline Learning World	22 November 2018	English First Additional Language (FAL) Paper 2
6	Gauteng	Brescia House School	29 October 2018	Life Sciences Paper 1
7	Gauteng	Education Incorporated Fourways	26 November 2018	Geography Paper 1
8	Gauteng	Helpmekaar Kollege	8 November 2018	Afrikaans FAL Paper 2
9	Gauteng	Waterstone College	9 November 2018	Mathematics Paper 1
10	KwaZulu-Natal	Michaelhouse	22 November 2018	English HL Paper 2

Table 4A: Examination centres visited during the writing of the examinations (continued)

No.	Province	Centre	Date	Subject written
11	KwaZulu-Natal	Our Lady of Fatima Dominican Convent School	30 October 2018	English HL Paper 1
12	KwaZulu-Natal	St Dominic's Newcastle	16 November 2018	Accounting Paper 1
13	KwaZulu-Natal	St Nicholas Diocesan School	8 November 2018	IsiZulu FAL Paper 2 and Afrikaans FAL Paper 2
14	KwaZulu-Natal	Trinity House Palm Lakes	5 November 2018	Physical Sciences Paper 1
15	Limpopo	Curro Heuvelkruin	19 November 2018	Life Sciences Paper 2
16	Limpopo	Kingfisher Private School	23 November 2018	Physical Sciences Paper 2
17	Mpumalanga	Penryn College	15 November 2018	Mathematical Literacy Paper 1
18	Mpumalanga	St Thomas Aquinas School	16 November 2018	Accounting Paper 1
19	Northern Cape	Curro Kathu	9 November 2018	Mathematics Paper 1
20	North West	Curro Klerksdorp High School	02 November 2018	Business Studies Paper 1
21	Western Cape	Reddam House College Atlantic Seaboard	22 November 2018	English HL Paper 2
22	Western Cape	St Cyprian's School	5 November 2018	Physical Sciences Paper 1
Examination centres monitored outside SA borders				
23	eSwatini	Ka-Zakhali Private High School	26 November 2018	Geography Paper 1
24	eSwatini	Sisekelo High School	26 November 2018	Geography Paper 2
25	Namibia	Windhoek Afrikaans Privaatskool	26 November 2018	Geography Paper 1
26	Mozambique	Trichardt School for Christian Education	26 November 2018	Geography Paper 2

Umalusi monitored two of the three IEB marking centres, Roedean School and St John's College, in Gauteng, on 7 December 2018.

4.3 Summary of Findings

4.3.1 Monitoring the writing of the examinations

The findings below are summarised, in line with the criteria for monitoring the writing of examinations.

a) Delivery and storage of examination question papers

All the centres monitored received their examination papers in advance, delivered by courier service or by IEB officials or the examination centre collected them from a central nodal point used by the IEB. The dates on which question papers were received by the examination centres ranged from the day before the writing of the examination to two weeks before the writing of the paper.

At all centres the question papers were received in sealed plastic bags that were secured with an electronic locking device. All question papers delivered at schools were locked in a strong room/safe; except at Trichardt School for Christian Education, which did not have a safe. Here a lockable steel cabinet in the principal's office was used to store the sealed question papers. There was a surveillance camera outside the principal's office.

b) The invigilators and their training

The roles and responsibilities of invigilators are clearly outlined in the regulations. It was found that:

- The duty of chief invigilator was the responsibility of either the principal or it was delegated by the principal, in writing, to another official, as this was a recommended directive for compliance in the 2016 IEB quality assurance of assessment report.

There was proof of chief invigilator training in most centres monitored. Helpmekaar Kollege's chief invigilator indicated that, because of his experience he had not attended training; and at Windhoek Afrikaans Privaatskool, supporting evidence of the chief invigilator's training could not be produced.

There was a slight improvement in adherence to this criterion. The criterion was not adhered to in the November 2017 NSC examinations and, as a result, Umalusi issued a directive to the IEB to address the training of chief invigilators.

All centres except Brainline Learning World used current teachers as invigilators. Brainline Learning World used retired teachers from the local community. The invigilators were trained in invigilation processes. All but one centre supplied documents as evidence of the attendance and/or appointment and dates of training of their invigilators. Only Our Lady of Fatima Dominican Convent School did not supply evidence attesting to training of invigilators.

Some centres could produce written appointment letters as evidence of the appointment of invigilators. The IEB is encouraged to maintain the practice and make sure it is a requirement adhered to for all examination centres registered with the IEB.

c) Preparations for writing and of the examination venues

The following operational preparations were noted:

- All candidate registration data was verified;
- One Curro Roodeplaat candidate had special permission, in writing, to write at Curro Heuwelkruin. The Trinity House Palm Lakes candidates wrote their examination at Crawford College. All the examination centres had adequate space to accommodate all the registered candidates. At Curro Heuwelkruin, Afrikaans- and English-speaking candidates wrote in separate venues. Some centres used more than one examination rooms to accommodate candidates given examination concessions;
- All the examination centres had sufficient furniture (desks and chairs), adequate lighting and available water for candidates;
- Toilet facilities were available and in close proximity to the examination venues.

All centres were reported to have been conducive for the writing of the examination.

There was also compliance in the following areas:

- All but one centre had signage to indicate the examination venue;
- Cell phones were either collected from candidates or candidates were instructed to leave

them outside the venue. Brainline Learning World used a metal detector to ensure that no cell phones were taken into the venue;

- It was found that at Windhoek Afrikaans Privaatskool the IEB had issued instructions to invigilators on managing calculators, which included a clear process for erasing pre-stored information;
- Although not all centres had the same examination information displayed on boards, the information displayed was adequate; except at Brescia House School, Kingfisher Private School and St Marks Community School, where no examination information was displayed. Brainline Learning World made use of a data-projector and screen to display examination-related information;
- All centres except St Dominic's Newcastle had seating plans.

d) Time management

Centres managed the times of activities during the writing of the examination well.

The following were noted:

- Six centres admitted their candidates later than the prescribed 30 minutes before the start of the examination session. However, candidates were still given their full 10 minutes' reading time;
- If the examination was started slightly later than the official starting time, candidates were given their full writing time and were allowed to finish a few minutes later than the prescribed ending time. St Dominic's College only admitted their candidates to the venue at 8:43; and the examination paper was not checked for technical accuracy;
- Helpmekaar Kollege experienced technical problems with the opening of the electronic lock on the question papers, which resulted in them starting and finishing the examinations outside of the specified times. This was acceptable since it was due to unforeseen circumstances. Invigilators and candidates are to be commended for being on time for the start of the examination. No candidates arrived after the official start of the writing of the examination.

e) Checking the immediate environment

Candidates wrote their examinations in safe environments, with no internal or external disturbances or threats of any kind. Facilities at all the venues were of an adequate size to accommodate all candidates. Toilet facilities at all the venues were checked by the invigilators and were easy to access. Signage for and to the examination venue were visible at all but one centre, St Dominic's Newcastle. There was no visible material that could assist candidates with their writing in any of the main venues used. It was reported that at Helpmekaar Kollege there were 23 candidates with concessions, and that they wrote in a variety of different venues where the immediate surroundings had not been checked for material that could possibly assist them.

f) Activities during the writing session

All the centres complied with the necessary requirements when examinations were in progress, and the following were adhered to:

- No explanations of any part of an examination paper were given to candidates;
- No unauthorised personnel were allowed into the venue;
- No candidates were allowed to leave the venue unaccompanied;
- No candidate left the venue during the last 15 minutes of writing;
- No irregularities were discovered during the writing sessions;
- Invigilators focused on their duties as prescribed throughout the sessions.

Invigilators of the same gender accompanied candidates to the toilets; except during one session at Reddam House College when two female invigilators were on duty and a male candidate asked to go to the toilet.

Invigilators satisfactorily managed the candidates with concessions, in accordance with the nature of the concession and in line with the regulation.

The invigilators exercised their responsibility as required and examinations files were available at all the centres, although not always in the venue itself. The files were 90%-plus compliant regarding the documentation required in each. The non-compliance was observed at St Dominic's Newcastle, where the file had only four of 14 specified documents.

g) Packaging and transmission of examination scripts

At all the centres scripts were collected at the end of the session and counted. It was verified that the numbers corresponded with the number of candidates who had sat for the session. In a secure area, authorised personnel packed the scripts in the sequence of the candidate mark registers. These were sealed in official satchels in the presence of chief invigilators.

Not all centres completed situational reports. The general reason given was the belief that these were to be completed only if there was an irregularity.

The centres locked scripts in a strong room/safe/lockable steel cabinet until they were collected by a courier company or IEB officials, or were delivered to the nodal point.

h) Monitoring by the assessment body

The IEB put measures in place to monitor the examination venues in 2018, an initiative presented during the state of readiness audit visit. Umalusi observed the live operation of the new electronic audio-visual monitoring equipment.

No irregularities were reported on the days when Umalusi monitored venues. The IEB centres are to be commended for the high standard of invigilation and adherence to the prescribed regulations.

4.3.2 Monitoring the marking of the examinations

The findings on the monitoring of marking centres are presented here, in line with the criteria prescribed for the Umalusi monitoring of marking instrument.

a) Preparation and planning for marking

A hard copy of the management plan was provided to Umalusi at both marking centres. The management teams reported for duty at 07:00 on 7 December 2018 at Roedean School and St John's College, as per the management plan. At both centres the examiners, moderators and senior markers reported at 09:00. According to the management plan, markers were to report again on 8 December 2018.

A list of appointed marking personnel (examiners, moderators, senior markers and script controllers) was available at both centres. Each centre had marking guidelines, standardising scripts and question papers available.

The training of markers at both centres was scheduled for 8 December 2018, as per the management plan. The norm time for marking was nine hours. Marking was to commence at 08:00 and end at 17:00 daily.

b) Marking centre resources

Both marking centres were schools with enough spacious classrooms and furniture (tables and chairs), which adhered to the requirements for a marking centre. Both venues complied with the minimum occupational health and safety requirements, such as water and sanitation, electricity and fire extinguishers. Both centres were equipped with computers and printers and personnel had cell phones for communication.

Marking personnel were accommodated in nearby hotels as well as at the schools' boarding facilities. They were provided with meals and special dietary requirements were catered for. At St John's College, the markers who stayed in hotels bought their own dinners and were reimbursed by the IEB.

c) Security measures provided

Both centres had 24-hour security and armed response. There were security officers at the main gate and building perimeters. There were also surveillance cameras at both venues.

Security personnel stationed at the entrance to the marking venues allowed visitors onto the premises. Once they had established the purpose of the visit and produced identification documents, visitors would be directed to the visitors' parking bays.

The scripts were transported to the marking centres in unmarked cars with a mark sheet summary in each box. On receipt, the marking centre verified the information against the list from the control room.

Marked scripts were transported to St Stithians College for mark capturing. To avoid drawing attention, scripts were transported in unmarked vehicles, without any escort.

d) Handling of irregularities

Sub-examiners (markers) were trained to identify irregularities. If/when an irregularity was suspected the incident would be reported to the senior sub-examiner who in turn would then report it to the

examiner. The incident would be investigated and the findings reported to the Senior Manager: Operations.

All scripts were checked on delivery to and collection from the centre, in order to account for any possible lost scripts and to trace the scripts before the batches were collected to be taken to the mark capturing centre.

The Senior Manager: Operations kept a record of irregularities. The Irregularity Committee within the marking centre was comprised of the CEO, the Senior Manager: Operations, a subject specialist and an IEB lawyer.

e) Monitoring by the assessment body

Umalusi's visit was the first monitoring visit to the two marking centres, as the marking process was still at preparation stage, with the arrival of the senior marking personnel.

4.4 Areas of Good Practice

The use of technology had certainly led to areas of good practice. The following uses of technology were noted at the examination centres:

- a) The IEB is commended for the creative use of technology to enhance the examination process, for example, using electronic audio-visual devices to monitor the writing of examinations in 103 centres;
- b) Brainline Learning World used video recording to share the examination rules with candidates and a data-projector and screen to project examination information for candidates; and
- c) At Windhoek Afrikaanse Privaatskool invigilators were trained to erase pre-stored information from candidates' calculators (the information was deleted by pressing Mode 1 on the calculator).

4.5 Areas of Non-Compliance

Areas of non-compliance noted are highlighted in more detail in Annexure 4A.

4.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- a) Invigilator training at the level of the schools/examination venue is conducted and closely monitored;
- b) The schools/examination venues must keep evidence of such training.

4.7 Conclusion

The findings of this report show improved levels of compliance among the sample of examination centres monitored during the writing and marking phase of examinations. However, the IEB is required to attend to the highlighted areas of non-compliance.

CHAPTER 5

MARKING GUIDELINE DISCUSSIONS AND VERIFICATION OF MARKING

5.1 Introduction

Quality assurance of marking guideline discussion meetings and verification of marking processes are two of the many mandatory responsibilities of Umalusi. For the November 2018 National Senior Certificate (NSC) examinations, Umalusi embarked on a quality assurance of these processes to ensure that the marking guidelines are fairly and consistently applied to all papers in all subjects.

The marking guideline discussion meetings and verification of marking quality assurance processes were conducted at selected venues by the Independent Examination Board (IEB) – St John's College, St Stithians College and Roedean School – between 7 December 2018 and 15 December 2018. Umalusi verified the marking guideline discussions and conducted on-site marking verification of the IEB 2018 NSC examinations. IEB marking started immediately after the marking guideline discussions. On-site marking verification allowed Umalusi to identify discrepancies and inconsistencies that occurred during the marking process and made the necessary adjustments immediately.

This chapter reports concurrently on the marking guideline discussion meetings and the verification of marking, as different sections.

5.2 Scope and Approach

The IEB marking guideline discussion meetings and on-site verification of marking were held for 12 subjects, comprised of 22 question papers, written in the 2018 NSC examinations. Umalusi participated in the marking guideline discussion meetings for the subjects listed in Table 5A. The meetings were chaired and facilitated by either an internal moderator or a chief examiner. After discussion, each response was endorsed by Umalusi before ratification of the marking guideline.

Since this chapter reports on marking guideline meetings and verification of marking, the summary of findings is divided into sections 5.3.1, which reports on marking guideline discussion meetings; and 5.3.2, which reports on verification of marking. The remaining areas are reported as an integrated component.

Table 5A: List of subjects verified by Umalusi

Subjects sampled			
1	Accounting Paper 1 and Paper 2	7	Information Technology Paper 1 and Paper 2
2	Drama	8	Life Sciences Paper 1, Paper 2 and Paper 3
3	Design	9	Mathematics Paper 1 and Paper 2
4	Economics	10	Mathematical Literacy Paper 1 and Paper 2
5	English HL Paper 1 and Paper 2	11	Physical Sciences Paper 1 and Paper 2
6	Geography Paper 1 and Paper 2	12	SiSwati Paper 1 and Paper 2

The quality assurance of the marking guideline discussions for the IEB was conducted using the Umalusi instrument, comprised of three parts: Part A consists of two criteria and three quality indicators; Part B consists of one criterion and 14 quality indicators; and Part C consists of two criteria and 10 quality indicators, as indicated in Table 5B. The instrument also made provision for Umalusi to present general comments, conclusions and reflections. The number of quality indicators for each criterion is indicated in brackets in the table below.

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

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

For verification of marking, the instrument used was comprised of four parts consisting of a variable number of criteria, presented in Table 5C. Part A, Adherence to marking guidelines, consists of three criteria; Part B, Quality and standard of marking, four criteria; Part C, Candidates' performance; and Part D, Findings and suggestions.

Table 5C: 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 chief examiner
2	Changes made to marking guidelines at the marking centre	5	Accuracy in addition of marks and calculation of totals				
3	Process followed in changing the marking guidelines	6	Internal moderation of marks				
		7	Fairness, validity and reliability				

5.3 Summary of Findings

This section reports on findings arising from both the marking guideline discussions and the verification of marking.

5.3.1 Marking guideline discussions

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

5.3.1.1 Part A: Pre-marking guideline discussion and preparation of chief markers and internal moderators

Umalusi reports on the 12 subjects revealed that pre-marking guideline discussion meetings were held for nine subjects in 2018. This was a significant improvement on 2017, where pre-marking guideline discussion meetings with Umalusi were held for only two subjects. In 2018, pre-marking guideline discussions could not be held for the following six subjects.

English HL Paper 1 and Paper 2	Mathematics Paper 2
Life Sciences Paper 1 and Paper 2	Mathematical Literacy Paper 1 and Paper 2

The external moderator for English HL was not invited to the discussion meeting; and for Mathematics and Mathematical Literacy, the discussion meetings were held concurrently for all question papers.

5.3.1.2 Part B: Processes and procedures

The 12 sampled subjects for the marking guideline discussions indicated that the IEB was in full compliance, except for Life Sciences Paper 1 and Paper 2, with regard to the quality indicator, adherence to organisational and logistical arrangements. Life Sciences Paper 1 and Paper 2 reported that only the English versions of the question papers were discussed; and a final, ratified marking guideline was not provided to markers. Markers had to use the original marking guideline, with annotations.

5.3.1.3 Part C: Training at marking guideline discussion meeting and quality of the final marking guideline

However, for all 12 subjects it was indicated that the marking guideline discussions were effective: participants engaged in vibrant and constructive discussions; alternative responses which were well motivated were included to facilitate fairness and consistency in marking; amendments to the marking guideline did not affect cognitive levels; and the training of senior sub-markers was efficiently effected. For the 12 subjects it was also noted that the final marking guidelines used were of high quality and would facilitate fairness and consistency in marking.

Regarding the criterion, conclusions and reflections, the 12 subjects' markers were all satisfied that the marking guideline discussions were conducted competently and efficiently. For Information Technology, it was suggested that the practice of making sample scripts available before the marking guideline discussion meetings should be extended to senior sub-markers and not only the examining panel.

5.3.2 Verification of marking

Table 5C is used in this section as a framework for reporting on the verification of marking of 12 subjects and 22 papers, as shown in Table 5A. Unlike in 2017, when the marking of Design, Economics and Information Technology subjects were piloted for online marking without the provision of access to the electronic system, in 2018 the three subjects were verified on-site by Umalusi. The following are the findings of the 12 subjects verified:

5.3.2.1 Part A: Adherence to marking guidelines

Although all 12 identified subjects were reported to have adhered fully to the marking guidelines, the following subjects reported anomalies:

English HL Paper 1	Life Sciences Paper 1, Paper 2 and Paper 3
SiSwati HL Paper 1 and Paper 2	

For English HL Paper 1, Umalusi was not invited to the marking guideline discussion meeting. In addition, for English HL Paper 1 and Life Sciences Paper 1, Paper 2 and Paper 3, it was reported that markers were not given final, ratified marking guidelines; instead, markers used the marking guideline originally approved at the time of moderation of the question paper with annotations provided by the internal moderator and chief examiner at the marking guideline discussion meeting. For SiSwati HL Paper 1 and Paper 2, it was noted that a marking guideline discussion did not take place. For the remaining 9 subjects, the internal moderator, chief examiner, senior sub-examiners and markers adhered to the marking guidelines that were ratified and signed off by the external moderators at the marking guideline discussion meetings.

In the English HL Paper 1 and Paper 2 marking guidelines, not all alternative answers could be provided for open-ended questions. Markers were astute in using their professional judgement in crediting convincing valid responses not captured in the marking guidelines. English HL also noted that consistency in marking of Paper 2 could be attributed to the intensive mediation of the rubrics at the marking guideline discussions. Economics reported that alternative responses not captured in the marking guideline were carefully assessed.

With regard to the second and third criteria pertaining to changes made to marking guidelines at the marking centre and the following of due process, respectively, all 12 subjects indicated full compliance. A large proportion of subjects used the marking guidelines that were ratified and signed off by external moderators at the marking guideline discussion meetings. Of note were Physical Sciences Paper 1 and Paper 2, which observed tight alignment with the marking guidelines. However, despite having shown full compliance, the following subjects' marking guidelines required a few amendments and there were minimal inconsistencies that were resolved immediately.

Accounting Paper 2	English HL Paper 2	Life Sciences Paper 3
Mathematics Paper 2	Mathematical Literacy Paper 1	Mathematical Literacy Paper 2

5.3.2.2 Part B: Quality and standard of marking

The 12 subjects sampled for verification indicated that consistency in the allocation of marks was maintained. However, four subjects, Drama, Economics, Information Technology and Life Sciences, added that while consistency in marking was maintained for most of the sampled scripts, there were instances of inconsistencies that were identified and immediately resolved. In Drama, two contextual questions and the essay question were marked generously. In Economics, a marker was responsible for discrepancies in two specific questions; the marker was required to be re-trained

and the questions were re-marked. In Information Technology, one marker showed confusion in content knowledge for a specific question; this was identified and resolved. In Life Sciences Paper 1, Paper 2 and Paper 3, the inconsistencies were located in open-ended questions.

With regard to accuracy in calculation of marks, 12 question papers, i.e. 54.5% of the sample, revealed that the computation of marks was accurate. The following 11 question papers indicated errors in computation.

Information Technology Paper 1	Design	English HL Paper 1
Information Technology Paper 2	Life Sciences Paper 1	Life Sciences Paper 2
Life Sciences Paper 3	SiSwati HL Paper 1	SiSwati HL Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2	

Design, English HL Paper 1, Information Technology Paper 1 and Paper 2 and SiSwati Paper 1 and Paper 2 showed discrepancies in one to three scripts; and Life Sciences Paper 1, Paper 2 and Paper 3 flagged computation errors where the differences were 10 and 30 marks in scripts.

The third quality indicator for the quality and standard of marking elicited data that provided evidence of internal moderation for all 12 subjects. Thoroughness and rigour of moderation were noted in all subjects. In Accounting Paper 1 and Paper 2, and Geography Paper 2, monitors were particularly complimentary of moderators who exceeded their 10% quota of scripts. This practice contributed significantly to consistency in marking.

For all 12 subjects it was stated that by the end of the verification process, inconsistencies were resolved and the marking could be declared fair, valid and reliable.

5.3.2.3 Part C: Candidate performance

This part of the instrument requires Umalusi to comment on candidates' performance with specific reference to questions in which candidates excelled or struggled, with an option to include a chart on the average mark per question. Umalusi presented data using different methods; thus an effective equitable, comparative comment could not be made.

The number of scripts verified ranged from 10 (Information Technology Paper 2) to 100 (Life Sciences Paper 3), depending on norm time. The remaining subjects showed a range from 16 to 30 verified scripts. The average percentage for each subject and paper is provided in Table 5D.

Table 5D: Average percentage per subject per paper

Average percentage per paper					
No.	Subject	%	No.	Subject	%
1	Accounting Paper 1	59	12	Life Sciences Paper 1	72
2	Accounting Paper 2	54	13	Life Sciences Paper 2	53
3	Dramatic Arts	70	14	Life Sciences Paper 3	82
4	Design	59	15	Mathematics Paper 1	52
5	Economics	51	16	Mathematics Paper 2	55
6	English HL Paper 1	66	17	Mathematical Literacy Paper 1	82

Table 5D: Average percentage per subject per paper (continued)

7	English HL Paper 2	61	18	Mathematical Literacy Paper 2	78
Average percentage per paper					
No.	Subject	%	No.	Subject	%
8	Geography Paper 1	52	19	Physical Sciences Paper 1	54
9	Geography Paper 2	75	20	Physical Sciences Paper 2	53
10	Information Technology Paper 1	62	21	SiSwati Paper 1	61
11	Information Technology Paper 2	65	22	SiSwati Paper 2	73

The above data reveals that the best performing subjects – at an average of 82% each – were Life Sciences Paper 3 and Mathematical Literacy Paper 1. The two were followed by Geography Paper 2 (75%), Life Sciences Paper 1 (72%), Mathematical Literacy Paper 2 (78%) and SiSwati Paper 2 (72%), which achieved averages in the 70%–79% category. The remaining subjects demonstrated satisfactory results. The worst performing subject was Economics, which scored an average of 51%. Of note, in comparison to results of 2017 English HL showed an improvement of 8%.

Another interesting observation from the sample of script moderated was that, for the large majority of subjects that consisted of two question papers, the average between the question papers was consistent. However, there were significant differences in performance between Geography Paper 1 (52%) and Paper 2 (75%); and Life Sciences Paper 1 (72%), Paper 2 (53%) and Paper 3 (82%). In Geography, candidates performed very well in Paper 2 which dealt with map work but demonstrated average knowledge of content information in Paper 1. In Life Sciences, Paper 3 showed particularly excellent performance, having attained an average of 82% and an achievement of 100% pass rate.

Ten subjects recorded three or more distinctions in the scripts sampled for verification. The number of distinctions per subject is indicated in brackets.

Design (5)	Economics (3)
English HL Paper 1 (5)	English HL Paper 2 (5)
Geography Paper 1 (4)	Geography Paper 2 (4)
Information Technology Paper 1 (3)	Information Technology Paper 2 (3)
Life Sciences Paper 1 (6)	Life Sciences Paper 3 (68)
Mathematical Literacy Paper 1 (10)	Mathematical Literacy Paper 2 (5)
Dramatic Arts (9)	

The following observations were highlighted for subjects in the question-by-question analyses:

- In Accounting Paper 1, candidates showed good understanding of Manufacturing, VAT and Inventory but scored an average of 48% in Cash Flow Statement. Accounting Paper 2 showed average performance across the three questions.
- In Dramatic Arts, candidates performed well in the essay question but experienced challenges in the question on style.
- In Economics, candidates struggled with middle- to higher-order questions that required interpretation and application, and discussion of relationships between concepts.
- English HL Paper 1 candidates performed extremely well in the questions on summary and

grammar and well in comprehension but found unseen poetry a challenge. English HL Paper 2 noted excellent performance in literary works; candidates demonstrated insight and skill in response to higher-order questions. On the other hand, some candidates responded on literal levels. Candidates also displayed sound knowledge of the different genres of transactional texts.

- e) Geography reported excellent results in map work but only average knowledge of content information.
- f) Life Sciences observed an unusual phenomenon: candidates performed well in questions that required analysis, synthesis and evaluation, but far less so in recall questions. Life Sciences Paper 3 showed particularly excellent results; of the 100 scripts sampled for verification, 68 scored distinctions.
- g) Mathematics Paper 1 indicated excellent results in questions on finance and sequences but very poor performance on probability and optimisation. Mathematics Paper 2 showed that candidates did well in analytical geometry but struggled with drones within a geometrical context.
- h) Mathematical Literacy indicated very good performance across the questions for both Paper 1 and Paper 2.
- i) SiSwati HL reported that candidates struggled with unseen poetry and advertisements.

5.3.2.4 Part D: Findings and suggestions

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

- a) In most subjects the marking guidelines were adhered to and modifications were ratified by the relevant external moderator.
- b) Marking was declared consistent for all subjects, including those that showed initial inconsistencies. Hence, marking was declared as fair, valid and reliable.
- c) The internal moderator and chief examiner must be complimented for the rigorous training they provided to markers (English HL) and the senior sub-examiners must be commended for their thorough, insightful and articulate mediation of the rubrics with markers (English HL).
- d) The internal moderator and chief examiner must be praised for the rigour and intensity of the moderation (English HL, Life Sciences and Mathematics).
- e) The internal moderator and chief examiner must be commended for their excellent management of the marking process (Advanced Programme English, English HL and Geography).
- f) The chief examiner should train markers to show the difference between accuracy marks and method marks; ensure that all answers are shown proof of marking even if they are incorrect; and indicate where penalties are effected (Accounting).
- g) The internal moderator and chief examiner must be complimented for creating a professional, safe and supportive environment conducive to promoting good marking standards (English HL); and for on-going training sessions to ensure consistency in marking (English HL Paper 1).
- h) The internal moderator and chief examiner must be commended for training markers to judiciously assess alternative responses not captured in the marking guidelines (English HL Paper 1 and Paper 2)
- i) At the outset, the chief examiner should specify various technicalities such as use of different pen colours across the stages of marking and moderation (Life Sciences and Mathematical Literacy); specification of columns that should be used for marks and signatures; not to write

moderated marks over markers' marks.

- j) The internal moderator and chief examiner should caution markers against providing 'sympathy' marks to raise the marks of poor-performing candidate (Drama).
- k) Markers should be trained on the allocation of marks, especially for higher-order questions: answers must be correct to earn full marks (Economics).
- l) Sample scripts used for training should be treated with confidentiality; the cover page of the script should not be provided (English HL).
- m) More sample scripts should be used for training to ensure accuracy and consistency in marking; the chief examiner should train senior sub-markers to more closely monitor marks to identify and resolve inconsistent marking at the outset; and the internal moderator and chief examiner should develop a structure to ensure that markers do not mark the scripts of their own schools (Information Technology).
- n) Life Sciences should employ different moderators for each of the three papers to increase the number of scripts moderated and enhance quality of marking. In addition, markers should use a calculator to prevent computation errors.

5.4 Areas of Good Practice

Drawing on the quantitative and qualitative data from a sample of 12 subjects, the following areas of good practice were noted:

- a) The practice of moderating more than the prescribed 10% was commendable (Accounting and Geography);
- b) The good combination of novice markers with seasoned markers (English HL);
- c) The rigorous training of senior sub-markers and markers, which promoted consistency in marking (English HL); and
- d) The use of different coloured pens in all subjects except Life Sciences and Mathematical Literacy, which facilitated the moderation process.

5.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- a) The use of single-colour pens at the different levels of moderation, especially in Life Sciences; and
- b) The final marking guidelines were not printed for markers: they used annotated marking guidelines for English HL and Life Sciences.

5.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a) The final marking guidelines are printed for the markers in all subjects; and
- b) Set criteria regarding technical aspects, such as use of different pen colours; and recording of marks to facilitate the marking process, are established.

5.7 Conclusion

Umalusi attended marking guideline discussion meetings and verified the marking of 22 question papers. The reports thereof provided evidence of compliance for a large proportion of the sampled subjects. The findings have also demonstrated that the verification process undertaken for the sampled subjects was successful, hence the marking was declared fair, valid and reliable. Umalusi was proactive in all marking guideline discussion meetings and during the verification of marking, and was able to timeously intervene and assist in resolving inconsistencies that emerged. Compared to 2017, the IEB in 2018 witnessed significant improvement in terms of organisation, moderation and the training of markers. All efforts had been made by the IEB to ensure consistency and accuracy in marking.

CHAPTER 6

STANDARDISATION AND RESULTING

6.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than candidates' ability and knowledge. In general, variability may occur in the standard of question papers, the quality of marking and many other related factors. It is for this reason that examination results are standardised: to control their variability from one examination sitting to the next.

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

In broad terms, standardisation involves verification of subject structures, mark capturing and the computer system used by the assessment body. It also involves the development and verification of norms and the production and verification of standardisation booklets, in preparation for the standardisation meetings. During pre-standardisation, qualitative inputs from external moderators, internal moderators, monitoring reports, post-examination analysis reports in selected subjects, intervention reports presented by the assessment bodies and the principles of standardisation are used to inform decisions. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

6.2 Scope and Approach

The Independent Examinations Board (IEB) presented 62 subjects for the November 2018 National Senior Certificate (NSC) examinations for standardisation. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

6.2.1 Development of historical averages

Historical averages for NSC examinations are developed using the previous five examination sittings. Once that is done, as per policy requirements IEB submits to Umalusi historical averages, or norms, for verification purposes. Where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination sitting: Umalusi applies a principle of exclusion when calculating the historical average for such instructional offerings. Finally, Umalusi takes into account historical averages during the standardisation process.

6.2.2 Capturing of marks

Umalusi monitors mark capturing to establish whether the capturing was accurate and credible. The verification of the capturing of the NSC examination marks examined, among others, management of the capturing system and verification of the systems, including security systems, for the examination. Umalusi monitored mark capturing at St Stithians College, the IEB capturing centre.

6.2.3 Verification of datasets and standardisation booklets

The IEB submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved timeously, as a result of which final standardisation booklets were printed in a timely manner.

6.2.4 Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings for the November 2018 IEB NSC examinations were held on 20 December 2018. Umalusi was guided by many factors, including qualitative and quantitative information, in reaching its standardisation decisions. Qualitative inputs included evidence-based reports presented by the IEB, research findings from Umalusi's post-examination analysis in selected subjects and reports by Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

6.2.5 Post-standardisation

Beyond standardisation meetings, the IEB submitted the final adjustments and candidates' resulting files for verification and eventual approval.

6.3 Summary of Findings

6.3.1 Standardisation and resulting

a) Development of historical averages

The historical averages for NSC examinations were developed using the previous five examination sittings. For that to happen, the IEB submitted the historical averages for verification, in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using four examination sittings. Table 6A reflects the subjects with outliers for the November 2018 NSC examinations.

Table 6A: List of subjects with outliers

Subject code	Subject	Outlying year
15351024	Civil Technology	201611
13352594	Tamil Second Additional Language (SAL)	201611

b) Capturing of marks

The capturing of marks took place in accordance with the IEB management plan and the procedural manual on capturing. The data-capturers were trained to use the system; the training manual was provided as evidence of training. The data-capturers signed declarations of confidentiality prior to the commencement of the capturing process.

The IEB employed a double-capturing method to verify the accuracy of the captured marks. The first capture was performed by permanent staff and the second, by the contract data-capturers.

The IEB electronic examination management system has built-in mechanisms/measures to ensure that captured marks are verified before they can be processed and submitted to Umalusi for standardisation purposes. It is designed to ensure that a user cannot verify what s/he has captured.

The capturing facility was under 24-hour security surveillance. The centre was also equipped with an alarm system and a generator was on standby to mitigate any possible power failures.

c) Electronic datasets and standardisation booklets

In preparation for the standardisation processes Umalusi, in conjunction with the IEB, embarked on a process of verifying its systems through dry runs. The aim was to ensure proper alignment of the examination computer systems and to ensure compatibility of the data and formulae used for data processing. The IEB participated in all processes to ensure correct resulting of candidates.

The submitted standardisation datasets and electronic booklets for the NSC examinations conformed to the requirements as spelled out in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

6.3.2 Pre-standardisation and standardisation

The qualitative input reports, i.e. the IEB evidence-based report, report by the post-examination analysis teams and external moderators' reports, standardisation principles, the norm and previous adjustments, were used to determine the adjustments per subject.

6.3.3 Standardisation decisions

The qualitative reports produced by the external moderators, monitoring, post-examination analysis of question papers and intervention reports presented by the assessment bodies, as well as the principles of standardisation, informed decisions.

Tables 6B summarise the standardisation decisions taken.

Table 6B: Standardisation decisions for the November 2018 NSC examinations

Description	Total
Number of subjects presented	62
Raw marks	46
Adjusted (mainly upwards)	8
Adjusted (downwards)	8
Unstandardised	0
Number of subjects standardised:	62

6.3.4 Post-standardisation

The adjustments, statistical moderation and resulting files were submitted and approved on first submission.

6.4 Areas of Good Practice

The following areas of good practise were observed:

- a) The IEB submitted all the qualitative input reports as required;
- b) The IEB presented standardisation booklets free from error;
- c) High levels of compliance in capturing examination marks; and
- d) The adjustments, statistical moderation and resulting files were submitted and approved on first submission.

6.5 Areas of Non-Compliance

The following area of non-compliance was observed:

- a) IEB could not provide the status report for the number of records captured during monitoring.

6.6 Directives for Compliance

IEB must ensure that:

- a) Status reports are generated daily to track the capturing progress; and
- b) Are made available to the monitors when required.

6.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken to accept raw marks, or perform slight upward or downward adjustments, were based on sound educational reasoning. Most IEB proposals corresponded with those of Umalusi, which is a clear indication of a maturing examination system.

CHAPTER 7

CERTIFICATION

7.1 Introduction

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

Certification is the culmination of an examination process with different steps conducted by an assessment body, in this instance the Independent Examinations Board (IEB). This process commences with the registration of learners and continue at school level up to where learners write the examination. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked, the marks are processed and, only after quality assurance and approval by Umalusi, are candidates 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.

This chapter reports on the current state of the certification of candidate achievement for the November 2017 NSC, as well as for those candidates registered to write November 2018 the examinations through the IEB.

7.2 Scope and Approach

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

The IEB assesses candidates registered at private institutions of learning. Umalusi verifies all learners records received from the IEB. These learners records must correspond with the quality assured results. Where discrepancies are detected, the IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

The quality assurance processes, verification and checking of the results uphold the credibility of the certificates Umalusi issues to qualifying candidates. The issuing of certificates, subject statements, and confirmation of those candidates who have not qualified for any type of certificate, concludes the process. All these certification processes contribute to upholding the standard of the qualifications within the sub-framework for which Umalusi is responsible.

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

7.3 Summary of Findings

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

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

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

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

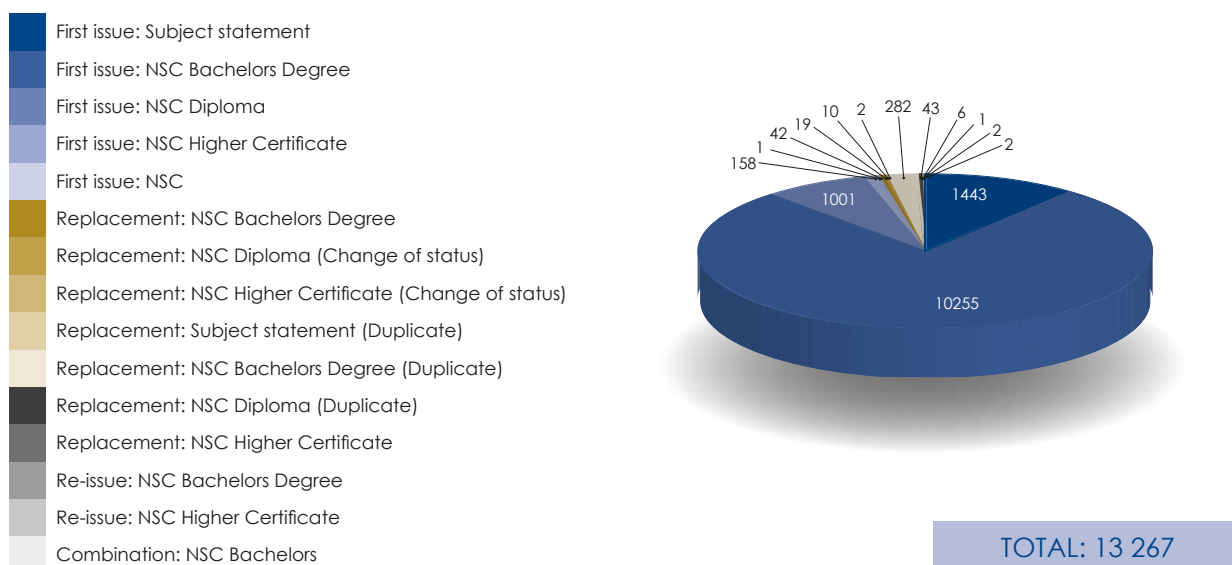
Immigrant candidates are registered in Grade 9 on submission of all relevant supporting documentation.

Concessions for candidates with learning difficulties were processed and managed in a satisfactory manner.

The resulting of the 2017 cohort was completed in time and the certification of candidate achievements happened early this year without any problems.

Table 7A: Certificates issued for the period 1 December 2017–30 November 2018

2018 CERTIFICATION STATS: IEB



7.4 Areas of Good Practice

The following areas of good practice were noted:

- a) Several verification processes were in place to ensure correctness of the examination entries;
- b) School principals were required to sign declarations of accuracy to confirm the quality of registration data. This declaration had to be submitted to the IEB;
- c) Examination timetables were submitted to candidates in September 2018;
- d) As required by Umalusi, registration data was submitted and subject structures were verified;
- e) All officials signed declarations of confidentiality at the beginning of the year;
- f) Good controls were in place for managing mark capturing, monitoring the movement of scripts and reporting on outstanding marks;
- g) User access and roles on the IT system were closely monitored and controlled;
- h) The IEB was acutely aware of security and implemented measures to ensure the integrity of the IT system.

7.5 Areas of Non-compliance

No areas of non-compliance were noted.

7.6 Directives for Compliance and Improvement

None

7.7 Conclusion

The IEB complied with Umalusi directives in terms of registration and certification. The NSC data for certification was reliable. The IEB fulfilled its role well as a private assessment body. A desktop evaluation was conducted on the IEB by Umalusi, based on the registration data submitted. Special attention was given to immigrant candidates as the IEB had many such candidates registered. Immigrants were correctly allocated subjects, according to policy, and this information was captured as such on the IEB system. The IEB was the first assessment body to submit both November and supplementary datasets for certification. However, a challenge was presented with candidates from eSwatini, who were captured without dates of birth or ID numbers. German-Abitur certificates were printed for 54 candidates who offered both NSC and German subjects.

ANNEXURES

Annexure 4A: Areas of non-compliance

Criteria	Nature of non-compliance	Centres implicated
Preparation for the examination	No evidence of a 2018 state of readiness report (either no evidence or only 2017 evidence available)	Gauteng – St Dominic's College (No evidence) Gauteng – Brescia House School (2017) Gauteng – Helpmekaar Kollege (No evidence) KwaZulu-Natal – Michaelhouse (2017) KwaZulu-Natal – Our Lady of Fatima Dominican Convent School (2017) KwaZulu-Natal – Trinity House Palm Lakes (No evidence) Mpumalanga – Penryn College (No evidence) Mpumalanga – St Thomas Aquinas School (No evidence) Mozambique – Trichardt School for Christian Education
Invigilators and their training	The principal was not appointed as the chief invigilator	Educational Incorporated Fourways (Academic head appointed) Waterstone College (Deputy principal appointed)
	Chief invigilator training	Helpmekaar Kollege (The appointed chief invigilator did not undergo training for 2018 as he had been invigilating for the past four years)
	Invigilators were not appointed in writing	Helpmekaar Kollege Reddam House College
	No evidence of invigilator training	Our Lady of Fatima Dominican Convent School Trichardt School for Christian Education (no evidence of training of chief invigilator)
Preparations for writing	Candidates not admitted 30 minutes before the commencement of the examination	Educational Incorporated Fourways Helpmekaar Kollege Reddam House College St Dominic's College St Thomas Aquinas School Trichardt School for Christian Education
	No relief timetable for invigilators	St Nicholas Diocesan School Trichardt School for Christian Education
	No seating plan of candidates	St Dominic's Newcastle
	Candidates not seated according to a seating plan	St Dominic's Newcastle
	No information board displaying relevant information pertaining to the examination	Brescia House School Kingfisher Private School St Marks Community School
	Examination venue(s) not free of material that might assist candidates in the examination	Helpmekaar Kollege (The venues used for concession candidates)

Annexure 4A: Areas of non-compliance (continued)

Criteria	Nature of non-compliance	Centres implicated
Time management of activities during the examination	Technical accuracy of papers not checked	Curro Kathu St Dominic's College St Nicholas Diocesan School Trichardt School for Christian Education
	Examination rules not read	Curro Kathu Kingfisher Private School St Thomas Aquinas School
Monitoring in 2018 by the assessment body	No evidence on or before Umalusi visited the centre	Brainline Learning World Brescia House School Curro Kathu Curro Klerksdorp High School Helpmekaar Kollege Kingfisher Private School Michaelhouse Our Lady of Fatima Dominican Convent School St Dominic's Newcastle St Thomas Aquinas School Trinity House Palm Lakes Waterstone College Trichardt School for Christian Education
Identification of the invigilators	Invigilators did not wear name tags	Brescia House School Curro Heuvelkruin Curro Kathu Curro Klerksdorp High School Kingfisher Private School Michaelhouse Our Lady of Fatima Dominican Convent School St Cyprian's School St Dominic's Newcastle St Marks Community School St Nicholas Diocesan School St Thomas Aquinas School Waterstone College

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NOTES

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ISBN 978-1-928445-25-8

