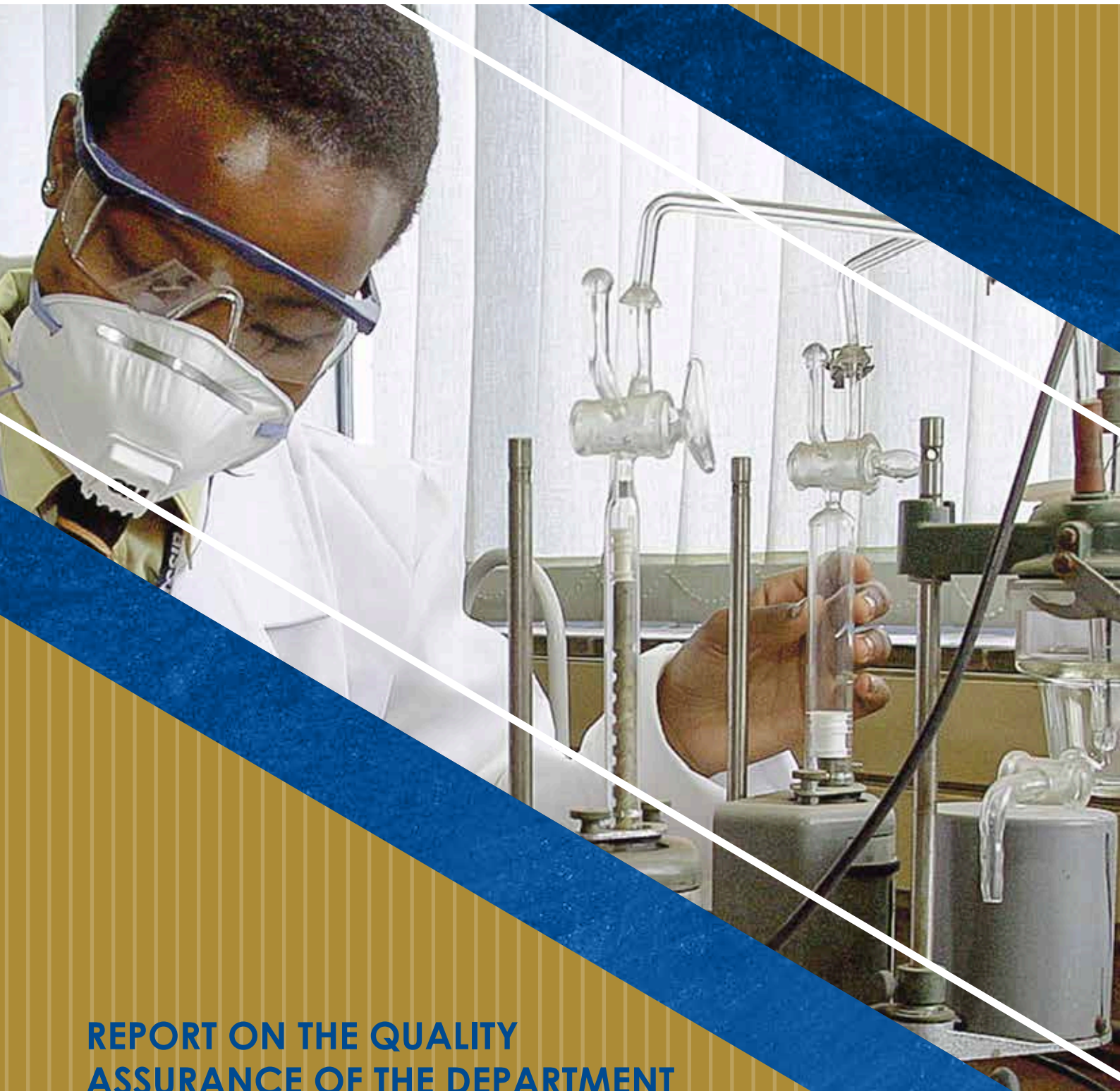


UMALUSI



Council for Quality Assurance in
General and Further Education and Training



**REPORT ON THE QUALITY
ASSURANCE OF THE DEPARTMENT
OF BASIC EDUCATION NOVEMBER 2019
NATIONAL SENIOR CERTIFICATE
EXAMINATIONS AND ASSESSMENT**

REPORT ON THE QUALITY ASSURANCE
OF THE DEPARTMENT OF BASIC
EDUCATION (DBE) NOVEMBER 2019
NATIONAL SENIOR CERTIFICATE (NSC)
EXAMINATIONS AND ASSESSMENT



Council for Quality Assurance in
General and Further Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Over the past years, Umalusi has made great strides in setting, maintaining and improving standards in the quality assurance of the National Senior Certificate (NSC).

Umalusi has managed to achieve its success by establishing and implementing an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessment and examinations. The system and processes are continuously revised and refined.

Umalusi judges the quality and standard of assessment and examinations by determining the:

- level of adherence to policy in the implementation of examination and assessment processes;
- quality and standard of examination question papers, the corresponding marking guidelines and school-based assessment (SBA) tasks;
- efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessment; and
- quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Furthermore, Umalusi has established a professional working relationship with the Department of Basic Education (DBE). As a result, there has been an improvement in the conduct, administration and management of the NSC examinations and their assessment. There is ample evidence to confirm that the relevant chief directorates of the DBE, the provincial offices, districts, as well as the examination and marking centres, continue to strive to improve systems and processes relating to the NSC examinations and assessment. However, despite numerous improvement initiatives there remain critical aspects, such as the conduct, administration and management of school based assessment in general that require attention in the forthcoming year.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in December 2019 to scrutinise evidence presented on the conduct of the November 2019 NSC examinations. Having studied all the evidence at hand on the management and conduct of the National Senior Certificate examination administered by the Department of Basic Education (DBE), Umalusi is satisfied that, apart from the instances of alleged irregularities noted, there were no systemic irregularities reported that may have compromised the overall integrity and credibility of the November 2019 NSC examination.

The Executive Committee of Council (EXCO) approved the release of the results of the November 2019 NSC examinations. However, the DBE is required to:

- block the results of the candidates implicated in the irregularities pending the outcome of further investigation by the DBE and approval by Umalusi;
- block the results of the unaccredited centres, submit a report to explain how these centres were allowed to administer examinations and motivate why the release of the results of these centres should be approved; and
- address the directives for compliance and improvement and submit an improvement plan to Umalusi by 14 February 2020.

The EXCO commended the DBE for conducting a successful examinations and noted with appreciation the reduced number of irregularities.

Umalusi will continue to ensure that the quality, integrity and credibility of the NSC examinations and assessment are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2019 NSC examinations.

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', with a stylized flourish at the end.

Dr Mafu S Rakometsi

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-point, approve the release of examination results and to certify candidate achievements.

The Act, in terms of these responsibilities, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

- must perform the external moderation of assessment of the different assessment bodies and education institutions;
- may adjust raw marks during the standardisation process; and
- must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of candidates if the Council is satisfied that the assessment body or education institution has:
 - conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - complied with the requirements prescribed by the Council for conducting assessment;
 - applied the standards, prescribed by the Council, with which a candidate is required to comply in order to obtain a certificate; and
 - complied with every other condition determined by the Council.

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2019 NSC examinations. The report also reflects on the findings; areas of improvement and good practice; and areas of non-compliance; and provides directives for compliance and improvement in the management, conduct and administration of the examination and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the DBE. Where applicable, comparisons are made with the November 2018 examinations.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national assessment and examinations.

The Department of Basic Education (DBE) conducted the November 2019 NSC examinations in 67 subjects.

This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- Moderation of question papers (Chapter 1);
- Moderation of school-based assessment (SBA) and verification of moderation of orals and practical assessment tasks (PAT) (Chapter 2);
- Monitoring the state of readiness to conduct examinations (Chapter 3);
- Audit of appointed markers (Chapter 4);
- Monitoring the writing of examinations (Chapter 5);
- Marking guideline discussion meetings (Chapter 6);
- Monitoring of the examination marking centres (Chapter 7);
- Verification of marking (Chapter 8);
- Standardisation and resulting (Chapter 9); and
- Certification (Chapter 10).

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the November 2019 NSC examinations or not.

The roles and responsibilities of the DBE are to:

- develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- develop and internally moderate SBA tasks and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- manage the implementation and internal moderation of internal assessment;
- conduct, administer and manage the writing of examinations in all examination centres;
- conduct the marking of examinations through the provincial education departments (PED) and submit results to Umalusi for the standardisation process;
- manage irregularities;
- report to Umalusi on the conduct, administration and management of examinations;
- have an IT system that complies with the policies and regulations, in order to be able to submit all candidate records according to the certification directives; and
- process and submit records of candidate achievements to Umalusi for certification.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that quality standards for the NSC examinations are maintained. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate format and are of high technical quality.

Improvement of 35.8% was noted in the number of question papers that were approved at first moderation in 2019 compared to 32.8% in the same period last year. However there has been a decline of 0.6% from 94% in November 2018 to 93.3% in November 2019 in the number of question papers that were approved in the first and second moderation. There was an increase of 3.7% in the number of question papers that were not approved in the first moderation from 6% to 9.7%. Although Umalusi noted an improvement of at least 5% in the November 2019 question papers with regard to technical details, internal moderation, quality of questions, language and

bias, conformity of marking guideline with the question paper; and the accuracy and reliability of marking guidelines, there was retrogression on compliance levels regarding the content coverage, predictability and overall impression.

Umalusi conducted moderation of the school based assessment (SBA) in two phases in July and October 2019. Fifteen and 13 subjects were moderated in July and October 2019 respectively across the nine PED. Umalusi also verified the moderation of orals in six PED for six languages and moderated PAT in seven PED. Umalusi moderates internal assessment to ensure that common standards, in terms of the quality of assessment tasks, are maintained. Notable improvements were seen in Visual Arts where learners were able to produce creative and innovative conceptual artworks; and in the conduct of the provincial moderation processes especially in Visual Arts in Limpopo PED. Although good practices were observed in the moderation of SBA, PAT and orals in some provinces, there were challenges that continued to be prevalent in some provinces, such as the use/recycling of questions from previous question papers without adaptation or innovation, inability of some teachers to use rubrics appropriately and inconsistent application of the marking guidelines.

The purpose of verifying the state of readiness of the DBE and PED to conduct the November 2019 NSC examinations was, largely, to:

- gauge the level of preparedness of the DBE and PED to conduct the November 2019 NSC examinations;
- track the progress made in addressing the directives for compliance and improvement issued after the November 2018 and June 2019 examinations;
- verify that the DBE had systems in place to ensure the integrity of the November 2019 NSC examinations; and
- report on any shortcomings identified during the evaluation and verification of the DBE systems

Umalusi noted improvements in the security of examination storage points in a number of PED. Umalusi further noted improvements in the marker selection processes and security of the printing process/facilities. This is proof that DBE took heed of the directives for compliance and improvement Umalusi issued. The PED have also established a pool of scribes and readers to be used by the examination centres. There were however challenges that the DBE needs to address which range from shortage of staff at strategic levels of the examinations, shortage of markers and lack of records of shredding or unavailability of the shredding register for record keeping purposes.

Audit of appointed markers is a vital quality assurance process that Umalusi undertakes to ensure that suitably qualified markers are appointed. To this end Umalusi audited appointment of markers in all PED. Umalusi observed with appreciation that PED used personnel administrative measures (PAM) as the basis for selection and appointment of markers. Some PED introduced some enhancements to the appointment criteria such as the performance of the Grade 12 learners of the applicants for the previous two years; and/or the outcome of evaluation of the applicant on the marking of the previous year. However some PED still have challenges complying fully with the requirements of PAM in the appointment of markers. The submission of the required qualification transcripts and statistical information on applicants such as the applicant's previous years pass percentage in the subject applied for, still remain a challenge.

Umalusi monitored the writing of examinations in 310 examination centres across the nine PED and one examination centre, Ubombo Technical and Commercial School (UTech) in eSwatini. Umalusi deployed monitors while the examinations were being written to check that the examination centres complied with the policy applicable to the conduct of examinations. The monitoring of writing is important to identify any irregularities that might have occurred during the writing of the examinations. Umalusi noted a general improvement of 3% from 91% to 94% in national average compliance in 2019. Among others, Umalusi noted the following improvements during the monitoring of the writing of examinations: there was a significant improvement in the systems of safekeeping of examination material (only 3.8% of centres monitored experienced challenges, compared to 10% in 2018); systems were put in place to improve invigilators' training, and this was evident in the overall improvement in invigilation, during the writing of the examinations; and packaging and transmission of answer books was done in accordance with policy at all centres monitored.

However the following challenges were also discovered that require the DBE's attention: unavailability of the back-up generators or uninterrupted power supply (UPS) in some of the examination centres offering Computer Applications Technology and Information Technology and lack of evidence of pre-writing audits of the examination centres.

Umalusi attended and participated in 132 marking guideline standardisation meetings in preparation for the marking of candidates' scripts for the November 2019 NSC examinations. Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated.

Umalusi observed that there were no late arrivals or early departures of delegates as a result of erratic flight bookings, as was experienced in 2018; and the pre-marking meetings were successfully planned and held for a full day, an improvement on the meetings of 2018, which were held in the afternoons and into the evenings. However, the following area, which was a cause for concern in 2018, was still prevalent: the non-adherence to the DBE Circular E25 of 2019 in terms of the provision of 20 scripts for pre-marking to the provincial chief markers and internal moderators in preparation for the marking guidelines discussions.

Umalusi sampled and monitored marking in 18 marking centres across the nine PED. Umalusi monitored the marking centres to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes. It was noted that the DBE had successfully addressed the directives for compliance and improvement issued in 2018 i.e. the timely provision of marking guidelines to all marking centres and improvement in the security management at the marking centres. Umalusi also noted a significant improvement in dealing with examination irregularities. All irregularities that were identified were managed in accordance with the Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate examinations by the Provincial Examination Irregularities Committee (PEIC), challenges experienced were captured per Provincial Education Department. The following challenges were noted which require DBE's attention: lack of back-up generators or UPS at some of the marking centres and unavailability of reports of external monitors who monitored the marking centres.

External verification of marking by Umalusi served to ensure that marking was conducted according to agreed and established practices and standards. Thirty-five subjects consisting of 81 question papers were sampled for the verification of marking. The verification took place in 94 marking centres across the nine PED. Umalusi observed an improvement in the following area: where changes and additions were made to the marking guidelines at the examination centres, due process was followed. However, the appointment of suitably qualified markers for South African Sign Language Home Language and Mechanical Technology who specialise in each of the three specialisations remains a challenge.

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.

The purpose of standardisation and statistical moderation of results is to mitigate the effects of factors other than candidates' ability and knowledge on performance, and to reduce the variability of marks from examination to examination. The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational, qualitative and statistical reasoning. Umalusi noted with commendation the high level of compliance in capturing examination marks in all provinces monitored. However, DBE needs to improve on the adherence to timelines regarding the submission of datasets to Umalusi.

Information on certification is included to inform interested parties of the state of certification of candidates' achievements. The certification chapter is based on the 2019 certification processes and not the certification of the November 2019 cohort. Umalusi was satisfied that all systems were in place regarding the registration of and the resulting of the candidates for the DBE to achieve a successful certification and issuing of certificates for the November 2019 NSC examinations. Umalusi noted that the use of SA-SAMS as the IT administration system in all schools for all the provinces increased the effectiveness of the registration process especially with the capturing of the registration detail on the mainframe.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2019 examinations, the Umalusi Council EXCO concluded that the November 2019 NSC examinations were conducted in line with the policies that govern the conduct of examinations and assessment. Generally, examinations and assessment were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results and commended the DBE for the maturing system.

Umalusi trusts that the report will provide the assessment body and other stakeholders with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives where improvements are required.

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards in adult education and training in South Africa.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
CEMIS	Central Educational Management Information System
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
EGD	Engineering Graphics and Design
ELRC	Education Labour Relations Council
EXCO	Executive Committee (of Umalusi Council)
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
GDE	Gauteng Department of Education
GIS	Geographic Information Systems
GPW	Government Printing Works
HL	Home Language
IECS	Integrated Examination Computer System
IT	Information Technology
KZN	KwaZulu-Natal
MEO	Multiple Examination Opportunity
NCS	National Curriculum Statement
NEIC	National Examination Irregularity Committee(s)
NSC	National Senior Certificate
NQF	National Qualifications Framework
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task(s)
PED	Provincial Education Department(s)
PEIC	Provincial Examination Irregularities Committees
PET	Practical Examination Task(s)
QI	Quality Indicator
QAA	Quality Assurance of Assessment

SAIC	School Assessment Irregularities Committee
SAL	Second Additional Language
SA-SAMS	South African School Administration and Management System
SBA	School-Based Assessment
SITA	State Information Technology Agency
Umalusi	Council for Quality Assurance in General and Further Education and Training
UPS	Uninterrupted Power Supply
UTECH	Ubombo Technical and Commercial School
WCED	Western Cape Education Department

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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 the question papers to ensure that they comply with the criteria set by Umalusi. The main aim of this moderation process is to ascertain that the question papers are fair, valid and reliable. The moderation process is premised on the prescripts of the curriculum and assessment policy statements (CAPS) and other related documents, such as the examination guidelines, which detail every aspect for each subject. The CAPS for each subject prescribes specific details to ensure that the question papers cover all the content/skill-sets and assessment aspects for each subject.

This chapter reports on the moderation of the question papers and their marking guidelines, developed for the November 2019 National Senior Certificate (NSC) examinations. The criteria used by Umalusi to determine the quality of the examination question papers submitted by the Department of Basic Education (DBE) for approval is described below.

1.2 Scope and Approach

In November 2019 the DBE compiled 150 question papers. Umalusi moderated and approved all 150 question papers; however, this report concentrates on the moderation of 134 question papers. The other 16 question papers and their marking guidelines were moderated, approved and reported on in previous Umalusi Quality Assurance of Assessment (QAA) reports and were not used in any examination. These question papers were sourced from the examination bank for use in the November 2019 NSC examination.

For a question paper and a marking guideline to be approved, they must be evaluated against a set of three overarching aspects: moderation of the question paper, moderation of the marking guideline and overall impression and general remarks. All the question papers and their marking guidelines were moderated using Umalusi criteria, as indicated in Table 1A.

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

Part A		Part B		Part C	
Moderation of question paper		Moderation of marking guideline		Overall impression and remarks	
1	Technical details (12) ^a	8	Conformity with question paper (3) ^a	10	General impression (9) ^a and General remarks
2	Internal moderation (3) ^a	9	Accuracy and reliability of marking guideline (10) ^a		
3	Content coverage (6) ^a				
4	Cognitive level and degree of difficulty (6) ^a				
5	Text selection, types and quality of questions (21) ^a				
6	Language and bias (8) ^a				
7	Predictability (3) ^a				

^a Quality indicators

Each of the ten criteria is divided into a variable number of quality indicators which, when all criteria are considered, add up to 81 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.

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 was witnessed with some of the question papers reported on. The question papers and marking guidelines that did not comply with Umalusi criteria at first moderation were resubmitted for subsequent moderation(s) until all criteria were met.

It is against this backdrop that only the first moderation reports were analysed to establish the level of compliance, or lack thereof, according to Umalusi criteria.

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

Ideally, all question papers and their marking guidelines should be approved by Umalusi at first moderation, as was the case with the question papers listed below:

Afrikaans First Additional Language (FAL) Paper 3	Afrikaans Home Language (HL) Paper 3
Dance Studies	Agricultural Management Practices
Design Paper 1	Computer Applications Technology Paper 1
Design Paper 2	Computer Applications Technology Paper 2
History Paper 1	Computer Applications Technology Paper 1 backup
History Paper 2	Dramatic Arts
Information Technology Paper 1 backup	IsiNdebele HL Paper 1
IsiNdebele HL Paper 2	IsiNdebele HL Paper 3
IsiNdebele Second Additional Language (SAL) Paper 1	IsiNdebele SAL Paper 2
IsiXhosa FAL Paper 2	IsiXhosa FAL Paper 3
IsiXhosa HL Paper 3	IsiXhosa SAL Paper 2
IsiZulu FAL Paper 2	IsiZulu FAL Paper 3
IsiZulu HL Paper 3	Life Orientation Common Assessment Task backup
Mechanical Technology: Fitting and Machining	Mechanical Technology: Automotive
Physical Sciences Paper 1	Mechanical Technology: Welding and Metalwork
Religion Studies Paper 1	Religion Studies Paper 2
Sesotho SAL Paper 1	Sepedi HL Paper 3
Setswana FAL Paper 2	Sesotho SAL Paper 2

SiSwati FAL Paper 1	Setswana HL Paper 2
SiSwati HL Paper 2	SiSwati FAL Paper 3
Tourism	SiSwati HL Paper 3
Tshivenda FAL Paper 1	Tshivenda FAL Paper 3
Tshivenda HL Paper 1	Visual Arts Paper 1
Visual Arts Paper 2	Xitsonga FAL Paper 1
Xitsonga FAL Paper 2	Xitsonga FAL Paper 3

Figure 1A represents the status of the November 2019 question papers at first moderation compared to that of the November 2018 question papers.

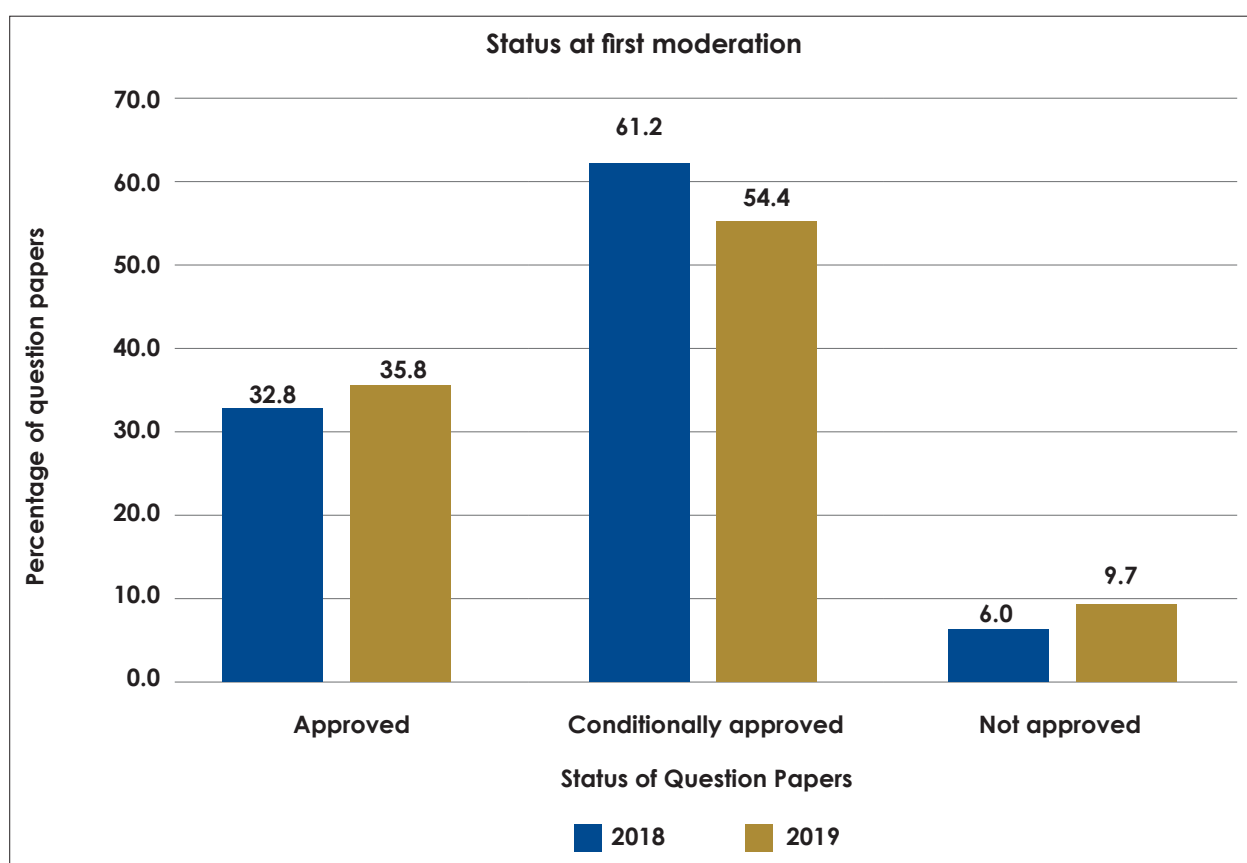


Figure 1A: Status of question papers at first moderation

Although the percentage of question papers approved at first moderation increased from 32,8% in 2018 to 35,8% in 2019, the percentage of question papers that were rejected also increased from 6,0% to 9,7% representing 13 question papers. The rejected question papers required resetting and/or rephrasing of more than 50% of the questions. The rejected question papers are listed below:

Consumer Studies	Economics Paper 1
Economics Paper 2	Geography Paper 1
Geography Paper 2	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Setswana HL Paper 1
Setswana HL Paper 3	Technical Mathematics Paper 1
Technical Mathematics Paper 2	

Mathematical Literacy Paper 2 is singled out as the only question paper of the 13 that was also rejected at first moderation during moderation of the November 2017, 2018 and 2019 examinations. Geography Paper 1, Economics Paper 2 and Technical Mathematics Paper 1 and Paper 2 were among the question papers rejected at first moderation in 2018. This clearly indicates that the examining panels of these question papers should be given a lot more support.

The next section of this chapter gives an overview of the overall compliance per question paper based on percentages, followed by an outline of factors that affected the approval of the 64,2% question papers that were conditionally approved or not approved, in order to make the assessment body aware of the aspects/areas that need improvement.

1.3.2 Overall compliance per question paper

Figure 1B graphically represents the overall compliance of question papers and their marking guidelines for the November 2019 NSC examinations. The compliance was measured against all quality indicators of the moderation instrument. During the first moderation of the question papers, only 34% of the question papers and their marking guidelines were fully compliant, with the rest being partially compliant.

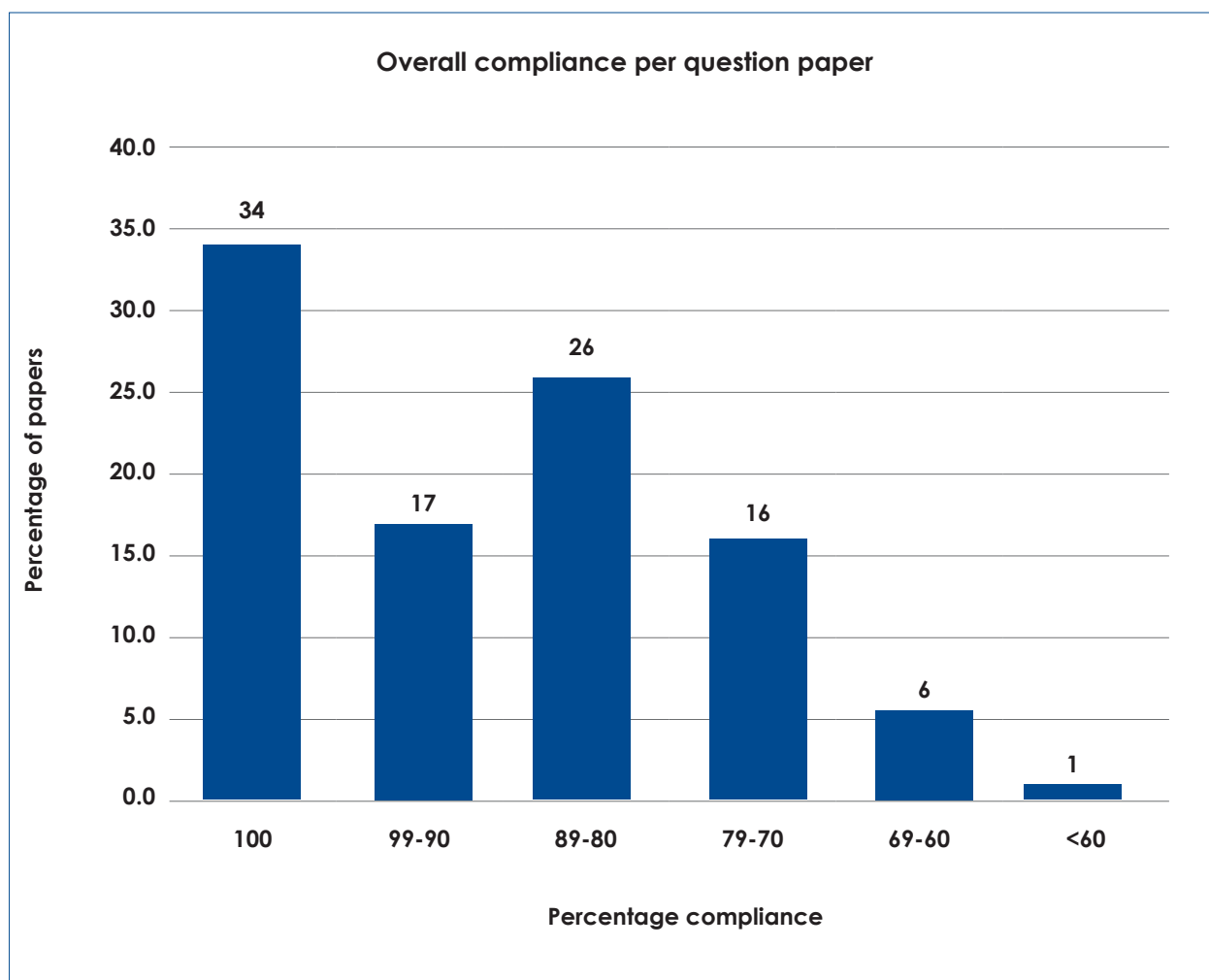


Figure 1B: Percentage overall compliance of question papers and marking guidelines at first moderation

The DBE made a concerted effort to ensure overall compliance at first moderation. The performance demonstrated that there was a significant improvement in terms of overall compliance as

compared to November 2018. The following eight question papers were below 70% compliance in the first moderation for the November 2019 examination.

Economics Paper 1	Economics Paper 2
English HL Paper 3	Geography Paper 1
IsiXhosa HL Paper 1	Mathematical Literacy Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2

It was evident that much still needs to be done to bring stability to the system, by ensuring that the panel members are experts in their subject fields or rigorous training is provided to bring the members up to speed with current developments within their respective subjects of specialisation.

Table 1B represents a comparison between 2018 and 2019. Thirty-four percent of the question papers were fully compliant in 2019 while only 15% were in 2018. It is of concern that the overall compliance of 7% of the question papers was found to be below the 70% compliant in 2019, while in 2018 only 3% of question papers had a compliance of below 70%.

Table 1B: Comparison of the overall compliance of question papers and marking guidelines at first moderation in November 2018 and November 2019

Compliance (%)	November 2018 (% of papers)	November 2019 (% of papers)
100	15	34
90–99	41	17
80–89	31	26
70–79	10	16
60–69	3	6
< 60	-	1

The table shows variable overall performance in the categories of compliance, where 23% of question papers and marking guidelines achieved below 80% compliance in the first moderation of question papers for the November 2019 examination, compared to 13% of question papers in the November 2018 examination.

To expatiate on this, the next section gives a detailed analysis of how each question paper and their corresponding marking guidelines contributed to this general decline.

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 ten criteria provided in Table 1C.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	54	45	1	0
Internal moderation	77	19	4	0
Content coverage	67	27	6	0
Cognitive skills	59	33	8	0
Text selection, types and quality of questions	49	41	10	0
Language and bias	64	33	3	0
Predictability	77	13	6	4
Conformity with question paper	65	28	6	1
Accuracy and reliability of marking guidelines	46	52	2	0
Overall impression	39	39	20	2

Similar to the November 2018 NSC examination and previous examinations, the criteria on the text selection, types and quality of questions; and the accuracy and reliability of marking guidelines posed a challenge for the setting panels. The year 2019 was no different. This ties in well with the fact that the criterion on content coverage did not achieve 100% compliance. The examining panels must strive to discern the CAPS and the assessment frameworks in order to attain 100% on content coverage. If this can be achieved, the challenges with the other criteria can be overcome, as they are mostly technical in nature. As can be seen from Table 1C, the technical details criterion also posed a challenge to the examining panels. As was stated in the 2018 report, it was discouraging that technical details, text selection, types and quality of questions; and accuracy and reliability of marking guidelines were the least compliant. The internal moderation, content coverage and predictability were still better complied with than was compliance with the balance of the criteria.

1.3.4 Question Paper and Marking Guideline Moderation Criteria

Drawing from the first moderation of the question papers and their marking guidelines, this section reports intensively on findings related to each criterion.

a) Technical details

Fifty-four percent of the question papers complied fully with technical details at first moderation, while 45% complied with most of the quality indicators. The English FAL Paper 1 question paper displayed limited compliance.

Specific challenges identified relating to technical details included:

- i) Supporting documents and, specifically, the analysis grid, were not included in the files for Mathematics Paper 2 and Setswana HL Paper 3 question papers.
- ii) Some relevant details, such as time allocation, name of the subject, number of pages and instructions to candidates were missing in:

IsiXhosa SAL Paper 1	South African Sign Language HL Paper 1
South African Sign Language HL Paper 2	Technical Sciences Paper 2
Xitsonga HL Paper 1	Xitsonga HL Paper 3

- iii) Instructions to candidates were either unclear or ambiguous in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 3
Agricultural Technology	Civil Technology: Civil Services
Civil Technology: Construction	Civil Technology: Woodworking
Economics Paper 2	Electrical Technology: Digital Electronics
Electrical Technology: Electronics	Electrical Technology: Power Systems
English FAL Paper 1	English FAL Paper 2
English FAL Paper 3	Geography Paper 1
Hospitality Studies	IsiNdebele FAL Paper 2
Mathematical Literacy Paper 2	Sepedi HL Paper 2
Setswana HL Paper 1	Technical Mathematics Paper 1

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

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Agricultural Sciences Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Music Paper 1
Music Paper 2	Sepedi FAL Paper 1
Sepedi HL Paper 2	Setswana FAL Paper 3
Technical Mathematics Paper 2	

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

Business Studies	English FAL Paper 2
IsiZulu FAL Paper 1	South African Sign Language HL Paper 2
Setswana SAL Paper 1	Technical Mathematics Paper 1
Xitsonga FAL Paper 1	

- vi) The pages of the following question papers were incorrectly numbered:

Civil Technology: Civil Services	Civil Technology: Construction
Civil Technology: Woodworking	Electrical Technology: Digital Electronics
IsiXhosa SAL Paper 1	Setswana SAL Paper 1

- vii) The headers and footers on each page of the following question papers were not consistent and thus did not adhere to the required format:

Civil Technology: Construction	Economics Paper 2
IsiXhosa SAL Paper 1	Sepedi FAL Paper 3
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho FAL Paper 3	Sesotho HL Paper 1
Setswana SAL Paper 1	

viii) The fonts were not appropriately used throughout the following question papers:

Business Studies	Civil Technology: Civil Services
Civil Technology: Construction	Civil Technology: Woodworking
Engineering Graphics and Design Paper 1	Engineering Graphics and Design Paper 2
English FAL Paper 1	English FAL Paper 2
IsiXhosa SAL Paper 1	Music Paper 1
Music Paper 2	

ix) Mark allocations of some of the questions were not clearly indicated in the following question papers:

Accounting	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Business Studies
Economics Paper 1	Setswana SAL Paper 1

x) The length of each of the following question papers was such that an average candidate could not complete writing within the allocated time:

Electrical Technology: Digital Electronics	IsiXhosa SAL Paper 1
Mathematical Literacy Paper 2	Physical Sciences Paper 1
Sepedi FAL Paper 1	Technical Mathematics Paper 1
Technical Mathematics Paper 2	

xi) The quality of drawings, illustrations, graphs and/or tables was not appropriate, clear, error-free and/or print ready in the following question papers:

Afrikaans HL Paper 2	Afrikaans HL Paper 3
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
Agricultural Technology	Civil Technology: Civil Services
Civil Technology: Construction	Civil Technology: Woodworking
Consumer Studies	Engineering Graphics and Design Paper 1
Engineering Graphics and Design Paper 2	Electrical Technology: Digital Electronics
Electrical Technology: Electronics	Electrical Technology: Power Systems
English FAL Paper 1	English HL Paper 1
English HL Paper 2	Geography Paper 2
History Paper 1	Hospitality Studies
IsiNdebele FAL Paper 1	IsiXhosa HL Paper 1
IsiXhosa SAL Paper 1	IsiZulu HL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Mathematics Paper 1	Music Paper 1
Music Paper 2	Physical Sciences Paper 1
South African Sign Language HL Paper 1	South African Sign Language HL Paper 3
Sepedi FAL Paper 1	Sepedi FAL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Tshivenda HL Paper 3	Visual Arts Paper 1

The technical details criterion was one of the criteria singled out in the November 2017 and 2018 directives because of a decline, from 53% in 2016 to 48% in 2017 and to 41% in 2018. The low performance in this criterion is cause for concern as the quality indicators are technical matters that can easily be remedied before a question paper is submitted for external moderation. Therefore, the poor performance in this criterion clearly shows that more needs to be done to remedy this situation.

b) Internal moderation

Seventy-seven percent of the question papers complied fully with the internal moderation criterion. This level of compliance is commendable, although there is room for improvement.

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

- i) There was insufficient evidence of internal moderation in files for the Sesotho FAL Paper 1.
- ii) The quality, standard and relevance of input from the internal moderator were inappropriate in the following question papers:

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans HL Paper 3	Business Studies
Civil Technology: Woodworking	Consumer Studies
Economics Paper 2	Engineering Graphics and Design Paper 2
English FAL Paper 1	English HL Paper 1
English HL Paper 2	Hospitality Studies
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
South African Sign Language HL Paper 1	South African Sign Language HL Paper 2
South African Sign Language HL Paper 3	Sepedi FAL Paper 1
Sepedi FAL Paper 3	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- iii) There was no conclusive evidence that all internal moderators' recommendations were addressed in the following question papers:

Consumer Studies	Economics Paper 1
Geography Paper 1	South African Sign Language HL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2

c) Content coverage

Sixty-seven percent was attained for content coverage as compared to a compliance rate of 84% in the November 2018 examination question papers. Given the explicit prescripts of the CAPS and the examination guidelines, which spell out clearly the specific content and the weightings of the different aspects of the content to be examined for each subject in each section of a question paper, it is of concern that there was a seven percent decline in the achievement of this criterion. The following were the challenges:

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

Setswana HL Paper 3	Xitsonga HL Paper 1
Xitsonga HL Paper 3	

- ii) The following question papers did not adequately cover the topics/skills as prescribed in the CAPS and the examination guidelines:

Economics Paper 1	Economics Paper 2
English HL Paper 1	English HL Paper 2
Geography Paper 1	Geography Paper 2
IsiXhosa HL Paper 2	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Sepedi HL Paper 3
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 2
SiSwati HL Paper 1	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Xitsonga HL Paper 1

- iii) There were questions in the following question papers that were not within the broad scope of the CAPS and the examination guidelines:

Engineering Graphics and Design Paper 2	English HL Paper 1
IsiXhosa HL Paper 2	South African Sign Language HL Paper 1
Sepedi FAL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- iv) The skills, topics or themes and concepts in some of the questions in the following question papers were not appropriately linked and integrated:

Economics Paper 1	Economics Paper 2
Geography Paper 1	IsiNdebele FAL Paper 3
IsiXhosa HL Paper 2	Mathematical Literacy Paper 2
South African Sign Language HL Paper 2	Sepedi FAL Paper 2
Xitsonga FAL Paper 3	

- v) The following question papers had questions that were not representative of the latest developments in their respective subjects:

Civil Technology: Woodworking	Dance Studies
Engineering Graphics and Design Paper 2	English HL Paper 3
Sepedi FAL Paper 2	Sesotho HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- vi) The content, including examples, text and illustrations, were not suitable, appropriate, relevant or academically correct/accurate in the following question papers:

Consumer Studies	Electrical Technology: Electronics
Electrical Technology: Power Systems	English FAL Paper 1
English HL Paper 1	English HL Paper 2

English HL Paper 3	Hospitality Studies
IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1
IsiZulu HL Paper 1	Life Sciences Paper 1
Life Sciences Paper 2	Mathematical Literacy Paper 2
South African Sign Language HL Paper 1	South African Sign Language HL Paper 2
South African Sign Language HL Paper 3	Sepedi FAL Paper 1
Sepedi FAL Paper 2	Sepedi FAL Paper 3
Setswana HL Paper 1	Setswana HL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2

d) Cognitive skills

Fifty-nine percent of the question papers complied fully with this criterion, which was similar to 59% performance in the November 2018 examination. The following are some of the factors that had a negative impact on achieving full compliance:

- i) It was not clear how the cognitive levels matched each question/sub-question in the analysis grids of the following question papers:

Economics Paper 1	Economics Paper 2
IsiNdebele FAL Paper 1	Life Sciences Paper 1
Life Sciences Paper 2	Setswana HL Paper 3

- ii) The cognitive skills for each question/sub-question were not accordingly distributed as per the prescripts of each of the respective question papers. Some question papers were found to be either less or more challenging.

The following question papers were deemed less challenging during the first moderation:

Afrikaans FAL Paper 1	Agricultural Technology
Civil Technology: Construction	Civil Technology: Woodworking
Economics Paper 1	English HL Paper 2
English HL Paper 3	Geography Paper 1
Geography Paper 2	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu HL Paper 1	Life Sciences Paper 1
Mathematical Literacy Paper 2	Music Paper 1
Music Paper 1	South African Sign Language HL Paper 3
Sepedi FAL Paper 1	Sepedi HL Paper 2
Sesotho HL Paper 1	Technical Mathematics Paper 2
Visual Arts Paper 1	Xitsonga HL Paper 1

On the other hand, the following question papers were deemed more challenging at first moderation:

Accounting	Afrikaans HL Paper 2
Agricultural Sciences Paper 1	Agricultural Sciences Paper 2
Civil Technology: Civil Services	Consumer Studies

Dance Studies	English HL Paper 1
Hospitality Studies	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematics Paper 1
Mathematics Paper 2	Physical Sciences Paper 2
Sesotho FAL Paper 1	Technical Mathematics Paper 1
Xitsonga HL Paper 2	

- iii) The cognitive demands of choice questions in the following question papers differed and this would have unduly advantaged or disadvantaged candidates:

Afrikaans HL Paper 2	Dance Studies
Economics Paper 1	Economics Paper 2
English HL Paper 2	Geography Paper 1
IsiXhosa HL Paper 2	Music Paper 1
South African Sign Language HL Paper 2	Sepedi FAL Paper 3
Sesotho FAL Paper 2	Sesotho HL Paper 2

- iv) Based on the initial external moderation, the following question papers did not provide opportunities to assess candidates' ability to reason, communicate, express an argument clearly or provide creative responses:

Economics Paper 1	English HL Paper 3
Geography Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	Music Paper 1
South African Sign Language HL Paper 3	Sesotho FAL Paper 2
Sesotho HL Paper 2	Technical Mathematics Paper 2
Visual Arts Paper 1	

- v) Irrelevant information that unintentionally increased difficulty was included in some questions in the following question papers:

Accounting	Economics Paper 2
Engineering Graphics and Design Paper 2	Hospitality Studies
English HL Paper 2	English HL Paper 3
Geography Paper 1	Geography Paper 2
Visual Arts Paper 1	IsiXhosa HL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 2	Sepedi FAL Paper 1
Sepedi FAL Paper 3	Setswana HL Paper 3
Technical Mathematics Paper 2	

- vi) There was no correlation between mark allocation, cognitive level and time allocation in:

Accounting	Civil Technology: Civil Services
Economics Paper 1	Economics Paper 2
Electrical Technology: Digital Electronics	English HL Paper 1

Geography Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	Life Sciences Paper 1
Mathematical Literacy Paper 2	South African Sign Language HL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Tshivenda HL Paper 2	Xitsonga HL Paper 1
Xitsonga HL Paper 2	

The interpretation of the cognitive levels, particularly in higher-order questions, remains an area of concern as compliance in all respects stagnated at between 59% and 60% from November 2016 to November 2019. The training of the panels in this respect needs to be intensified.

e) Text selection, types and quality of questions

An improvement in relation to the text selection, type and quality of questions criterion was registered at 49% in November 2019, compared to the 29% and 28% of the question papers that complied in all respects in November 2017 and November 2018 respectively. The following question papers achieved limited compliance with this criterion:

English FAL Paper 2	English HL Paper 2
English HL Paper 3	Geography Paper 1
History Paper 1	Hospitality Studies
IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	Sepedi FAL Paper 2
Sesotho HL Paper 2	Setswana HL Paper 1
Setswana HL Paper 3	Tshivenda FAL Paper 2

The following are some of the challenges that impacted heavily on compliance with this criterion:

- i) The Economics Paper 1 and the Sesotho FAL Paper 2 question papers did not include questions that allowed for creative responses.
- ii) Some source materials in Sesotho FAL Paper 1 were not subject specific.
- iii) Based on the prescribed CAPS and examination guidelines, some of the source materials in IsiXhosa FAL Paper 1 and Music Paper 2 were found not to be of the stipulated lengths.
- iv) Some source materials in the following question papers were not sufficiently suitable for their intended use:

Afrikaans HL Paper 1	English HL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 2	Hospitality Studies
IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	Life Sciences Paper 1
Life Sciences Paper 2	Music Paper 2
South African Sign Language HL Paper 1	South African Sign Language HL Paper 3
Sesotho FAL Paper 1	Sepedi FAL Paper 3
Sesotho HL Paper 1	Sesotho HL Paper 2
Setswana HL Paper 1	Setswana HL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- v) Some source materials in the following question papers did not allow for the testing of appropriate skills:

English HL Paper 1	English HL Paper 2
English HL Paper 3	Hospitality Studies
IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1

- vi) Some of the source materials in the following question papers could not allow for the generation of questions across the cognitive levels:

Consumer Studies	English FAL Paper 3
English HL Paper 1	English HL Paper 2
English HL Paper 3	IsiXhosa HL Paper 1
IsiXhosa SAL Paper 1	Technical Mathematics Paper 2
South African Sign Language HL Paper 2	

- vii) Some questions in the following question papers were not related to what was pertinent in the subjects:

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Hospitality Studies	Mathematical Literacy Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 2	Technical Mathematics Paper 1
Technical Mathematics Paper 2	

- viii) In the question papers, tabulated below, there were questions which had vaguely defined statements; ambiguous wording; extraneous, irrelevant and trivial information; or contained unintentional clues to the correct answers:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans SAL Paper 1	Agricultural Management Practices
Business Studies	Civil Technology: Construction
Dance Studies	Economics Paper 1
Economics Paper 2	Electrical Technology: Power Systems
English FAL Paper 1	English FAL Paper 2
English FAL Paper 3	English HL Paper 1
English HL Paper 3	History Paper 1
Hospitality Studies	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 1
IsiZulu HL Paper 2	Life Sciences Paper 1
Life Sciences Paper 2	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Mathematics Paper 1
Music Paper 1	Music Paper 2
Physical Sciences Paper 2	South African Sign Language HL Paper 3
Sepedi FAL Paper 1	Sepedi FAL Paper 3
Sesotho FAL Paper 2	Sesotho HL Paper 1

Setswana HL Paper 1	SiSwati FAL Paper 1
SiSwati FAL Paper 2	SiSwati HL Paper 2
SiSwati HL Paper 3	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Tshivenda FAL Paper 2
Tshivenda HL Paper 3	Xitsonga HL Paper 3

- ix) Some questions in the following question papers did not provide clear instructional action verbs, leading to nullification of questions:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans SAL Paper 1	Agricultural Technology
Economics Paper 1	Economics Paper 2
English FAL Paper 2	English HL Paper 2
Geography Paper 1	History Paper 1
Hospitality Studies	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
Life Sciences Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Music Paper 1
Music Paper 2	Sepedi HL Paper 2
Technical Mathematics Paper 1	Xitsonga HL Paper 3

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

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans SAL Paper 2	Dance Studies
Economics Paper 1	Economics Paper 2
English FAL Paper 1	English FAL Paper 2
English HL Paper 1	English HL Paper 2
English HL Paper 3	Geography Paper 1
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 1
IsiZulu HL Paper 2	Life Sciences Paper 1
Life Sciences Paper 2	Mathematical Literacy Paper 2
Sepedi FAL Paper 2	Sesotho FAL Paper 1
Sesotho HL Paper 3	Setswana HL Paper 3
SiSwati HL Paper 2	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Xitsonga HL Paper 2

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

Afrikaans HL Paper 1	Civil Technology: Woodworking
Economics Paper 2	English FAL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 1	Hospitality Studies
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 1
IsiZulu HL Paper 1	Life Sciences Paper 2

Mathematical Literacy Paper 2	Physical Sciences Paper 2
Sepedi FAL Paper 2	Sepedi FAL Paper 3
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 2	Setswana HL Paper 3
SiSwati FAL Paper 2	SiSwati HL Paper 2
South African Sign Language HL Paper 1	South African Sign Language HL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Technical Sciences Paper 1	

- xii) Some questions were negatively phrased in Geography Paper 1.
- xiii) Incorrect/irrelevant references to certain questions were made in the following question papers:

Electrical Technology: Electronics	English FAL Paper 2
English HL Paper 2	English HL Paper 3
Geography Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2
South African Sign Language HL Paper 1	South African Sign Language HL Paper 2
Tshivenda HL Paper 1	

- xiv) In the following question papers, some questions suggested the answer to other questions:

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Civil Technology: Woodworking	Economics Paper 1
Economics Paper 2	English FAL Paper 1
English FAL Paper 2	English HL Paper 1
Geography Paper 1	IsiXhosa SAL Paper 1
Physical Sciences Paper 2	Sepedi FAL Paper 1
Setswana HL Paper 1	Tshivenda FAL Paper 2

- xv) Some questions overlapped with others in the following question papers:

Civil Technology: Woodworking	Consumer Studies
Economics Paper 1	English FAL Paper 1
English FAL Paper 2	Geography Paper 1
IsiXhosa SAL Paper 1	Physical Sciences Paper 2
Sepedi FAL Paper 2	Setswana HL Paper 1
Tshivenda FAL Paper 2	

- xvi) Some options in the multiple-choice questions did not follow grammatically from the stem of the questions, in Geography Paper 1, IsiXhosa HL Paper 1 and Physical Sciences Paper 2.
- xvii) Some options contained logical cues that could have made one of the options an obvious choice in:

Civil Technology: Civil Services	Civil Technology: Construction
Civil Technology: Woodworking	Economics Paper 2
English FAL Paper 1	Hospitality Studies
IsiNdebele FAL Paper 1	IsiXhosa HL Paper 1
IsiXhosa SAL Paper 1	Sepedi FAL Paper 1
Sepedi FAL Paper 2	Setswana HL Paper 1

xiii) Some options in the following question papers were not of the same length:

Agricultural Management Practices	Hospitality Studies
Sepedi FAL Paper 1	Sepedi FAL Paper 2
Setswana HL Paper 1	SiSwati HL Paper 1

xix) In Business Studies, Consumer Studies and Dance Studies some of the multiple-choice questions had a word or phrase in the stem that was repeated in the correct answer.

xx) In Consumer Studies, Sepedi FAL Paper 2, Sesotho FAL Paper 1, Xitsonga HL Paper 1 and Xitsonga HL Paper 2, the correct answer in some of the options in the multiple-choice questions included elements common with other options.

Although the compliance rate of the text selection, types and quality of questions criterion for November 2019 has shown 20% improvement from 29% in 2017 to 20% in 2018 and 49% in 2019, more needs to be done since the compliance rate is still below 50%.

f) Language and bias

Compliance with this criterion was achieved at a rate of 64%, representing an improvement of 5% when compared to the November 2018 examination. Almost 33% of the question papers presented at first moderation complied in most respects, with a mere 3% of the question papers having limited compliance. The 3% of the question papers that had limited compliance posed a concern, since language can act as a huge barrier in accessing questions for most candidates.

The question papers that did not comply fully with this criterion presented the following issues of concern:

i) Subject terminology/data was used incorrectly in the following question papers:

Economics Paper 1	Economics Paper 2
Hospitality Studies	IsiXhosa HL Paper 2
Music Paper 2	Sepedi HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

ii) The language register in the following question papers was inappropriate for Grade 12 candidates:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2

English FAL Paper 1	English HL Paper 3
IsiXhosa HL Paper 1	IsiZulu FAL Paper 1
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Sesotho HL Paper 2	Tshivenda FAL Paper 2

- iii) Some questions in the following question papers had subtleties in their grammar that might have created confusion:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Economics Paper 2
Electrical Technology: Power Systems	English FAL Paper 1
English FAL Paper 2	Hospitality Studies
IsiXhosa HL Paper 2	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Music Paper 2
Sepedi FAL Paper 3	Setswana HL Paper 2
Setswana HL Paper 3	Technical Mathematics Paper 1
Technical Mathematics Paper 2	

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

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 2	Afrikaans HL Paper 3
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2
Agricultural Management Sciences	Agricultural Sciences Paper 1
Agricultural Sciences Paper 2	Agricultural Technology
Electrical Technology: Power Systems	English FAL Paper 1
Geography Paper 1	Geography Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Sepedi FAL Paper 1
Sesotho HL Paper 2	Setswana HL Paper 2
Setswana HL Paper 3	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Xitsonga HL Paper 3

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

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2
Business Studies	Economics Paper 1
Geography Paper 1	IsiXhosa HL Paper 1
Music Paper 1	Sepedi FAL Paper 2

- vi) There were no glossaries to accompany foreign names, terms and jargon used in the Geography Paper 1 and Sepedi FAL Paper 1 question papers.

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

Business Studies	Consumer Studies
English HL Paper 1	Geography Paper 1
IsiXhosa HL Paper 2	South African Sign Language HL Paper 3
Sepedi HL Paper 3	Sesotho HL Paper 3
Tshivenda HL Paper 1	Tshivenda HL Paper 3

- viii) The Geography Paper 1 and IsiXhosa SAL Paper 1 had questions that did not allow for adaptations and modifications for assessing special needs candidates, in the interest of inclusivity.

g) Predictability

Seventy-seven percent of question papers complied in all respects with this criterion, showing that careful consideration was given to avoiding questions from previous years' question papers when designing the questions. The remainder of the question papers encountered the following challenges:

- i) Although it was required that questions not be repeated within the past three years, the nature of some questions in the following question papers were easy to spot, or predict:

Business Studies	Civil Technology: Civil Services
Civil Technology: Construction	Civil Technology: Woodworking
Consumer Studies	Dance Studies
Economics Paper 1	Economics Paper 2
English FAL Paper 1	English HL Paper 3
IsiNdebele FAL Paper 2	IsiNdebele FAL Paper 3
Mathematical Literacy Paper 1	Physical Sciences Paper 2
Sepedi FAL Paper 2	Sepedi HL Paper 1
Sepedi HL Paper 2	Sepedi HL Paper 3
Sesotho FAL Paper 1	Sesotho FAL Paper 3
Sesotho HL Paper 3	

- ii) Some questions were repeated verbatim from question papers of previous years, or exemplar question papers, in the following:

Civil Technology: Civil Services	Civil Technology: Construction
Economics Paper 1	Economics Paper 2
Electrical Technology: Power Systems	English FAL Paper 1
English FAL Paper 2	Hospitality Studies
Life Orientation Common Assessment Task	Mathematical Literacy Paper 1
Sepedi FAL Paper 2	Sepedi HL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2

iii) The following question papers had limited innovation:

Civil Technology: Civil Services	Civil Technology: Construction
Civil Technology: Woodworking	Consumer Studies
Dance Studies	Economics Paper 1
Economics Paper 2	English HL Paper 3
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	Physical Sciences Paper 2
Sepedi FAL Paper 2	Sepedi HL Paper 2
Sesotho FAL Paper 2	Sesotho HL Paper 2
Technical Mathematics Paper 1	

h) Conformity with question papers

The percentage of the marking guidelines in November 2019 that complied in all respects was 65. Marking guidelines are supposed to be developed alongside each question paper as the process of setting unfolds. This is meant to guard against any mismatches between a question and the expected response(s). Despite numerous calls made over the years, the alignment between each of the questions set and the marking guidelines proves a recurring challenge. Factors that hindered the complete compliance of the marking guidelines in November 2019 were as follows:

i) There was misalignment between the question papers and the following marking guidelines:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans SAL Paper 1	Business Studies
Civil Technology: Woodworking	Dance Studies
Economics Paper 1	English FAL Paper 1
English FAL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 1	IsiNdebele FAL Paper 1
IsiXhosa FAL Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 2
Life Orientation Common Assessment Task	Music Paper 1
Sepedi FAL Paper 3	Setswana HL Paper 1
Setswana HL Paper 2	South African Sign Language HL Paper 1
South African Sign Language HL Paper 2	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Technical Sciences Paper 1
Xitsonga HL Paper 1	Tshivenda HL Paper 2
Xitsonga HL Paper 2	Xitsonga HL Paper 3

ii) There was a mismatch between certain responses in the following marking guidelines as they did not match the command words in the questions:

Afrikaans SAL Paper 1	Agricultural Management Practices
Economics Paper 1	Economics Paper 2

English FAL Paper 1	English HL Paper 1
English HL Paper 2	Geography Paper 1
IsiNdebele FAL Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 2
Music Paper 1	Sepedi FAL Paper 2
Sepedi HL Paper 2	South African Sign Language HL Paper 2
Sesotho HL Paper 2	Setswana FAL Paper 3
Tshivenda HL Paper 1	Xitsonga HL Paper 2

- iii) Some of the answers in the following marking guidelines did not correspond with the marks allocated per question in the question papers:

Afrikaans HL Paper 2	Business Studies
Civil Technology: Civil Services	Economics Paper 1
Engineering Graphics And Design Paper 2	Electrical Technology: Digital Electronics
Sesotho HL Paper 2	SiSwati HL Paper 1

i) Accuracy and reliability of marking guidelines

The accuracy and reliability of marking guidelines in the November 2019 examinations was a mere 46%. The following were some of the challenges noted during the first moderation:

- i) The marking guidelines of the following question papers were found to be incorrect in terms of their respective subject matters:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2
Civil Technology: Civil Services	Civil Technology: Woodworking
Electrical Technology: Electrical	Electrical Technology: Power Systems
English FAL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 1	Geography Paper 2
History Paper 1	Hospitality Studies
IsiNdebele FAL Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu HL Paper 2	Life Orientation Common Assessment Task
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Mathematics Paper 2	Music Paper 1
Physical Sciences Paper 2	Sepedi FAL Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2
Setswana HL Paper 1	Setswana HL Paper 2
SiSwati FAL Paper 2	SiSwati HL Paper 2
South African Sign Language HL Paper 1	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Technical Sciences Paper 1
Technical Sciences Paper 2	Xitsonga HL Paper 3

ii) The following marking guidelines had typographical errors or errors in language:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2
Agricultural Technology	Business Studies
Civil Technology: Civil Services	Civil Technology: Construction
Consumer Studies	Economics Paper 1
Electrical Technology: Power Systems	English FAL Paper 2
English HL Paper 1	Geography Paper 2
Hospitality Studies	IsiZulu HL Paper 2
Music Paper 1	Physical Sciences Paper 2
Sepedi FAL Paper 1	Sepedi HL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 3
Setswana FAL Paper 3	Setswana HL Paper 2
SiSwati FAL Paper 1	SiSwati FAL Paper 3
SiSwati HL Paper 1	SiSwati HL Paper 2

iii) The marking guidelines of the following question papers were not clearly laid out:

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans SAL Paper 1	Business Studies
Dance Studies	Economics Paper 1
English FAL Paper 2	Geography Paper 1
IsiXhosa HL Paper 1	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 2
Sepedi FAL Paper 3	Sesotho FAL Paper 2
Setswana FAL Paper 1	Setswana HL Paper 2
SiSwati HL Paper 2	Xitsonga HL Paper 1
Xitsonga HL Paper 2	

iv) The marking guidelines for Afrikaans HL Paper 1, IsiZulu HL Paper 2, South African Sign Language HL Paper 1 and Tshivenda HL Paper 2 were not complete in terms of showing mark allocation and/or mark distribution within each of the questions.

v) The marking guidelines for Economics Paper 1 and English FAL Paper 1 did not encourage the spread of marks within an answer.

vi) The marking guidelines for Music Paper 1, Physical Sciences Paper 2, South African Sign Language HL Paper 1 and South African Sign Language HL Paper 3 offered such a small range of marks that would not help in discriminating between low and high performers.

vii) There was not enough detail in the following marking guidelines:

Afrikaans HL Paper 1	Civil Technology: Civil Services
Civil Technology: Construction	Civil Technology: Woodworking
Economics Paper 1	Economics Paper 2
Engineering Graphics and Design Paper 2	English FAL Paper 2

English HL Paper 1	English HL Paper 2
English HL Paper 3	Geography Paper 1
IsiXhosa FAL Paper 1	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 2
Sepedi FAL Paper 1	Sepedi FAL Paper 2
Sepedi FAL Paper 3	Sesotho HL Paper 2
Setswana FAL Paper 3	Setswana SAL Paper 1
SiSwati FAL Paper 1	South African Sign Language HL Paper 2
Technical Mathematics Paper 1	Xitsonga HL Paper 1
Xitsonga HL Paper 2	

viii) The marking guidelines for the following question papers did not make provision for relevant alternative responses:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans SAL Paper 1	English HL Paper 1
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Mathematics Paper 1	Sepedi FAL Paper 1
Sesotho FAL Paper 1	Setswana FAL Paper 3
Setswana SAL Paper 1	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Xitsonga HL Paper 1

In the November 2018 and the 2017 NSC QAA reports Umalusi issued the directive indicating that the development of the marking guideline was one of the areas that required improvement. The DBE should therefore double its efforts to ensure that the compliance rate of this criterion is improved.

j) Overall impression and general remarks

This section focused on the professional judgements made by Umalusi for each question paper and marking guideline with regard to how the question papers and accompanying marking guidelines fared. The findings are summarised as follows:

i) Certain aspects of the following question papers were found not to be in line with the CAPS and/or guideline documents:

Consumer Studies	Dance Studies
Geography Paper 1	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Sesotho FAL Paper 1
Sesotho FAL Paper 2	Sesotho HL Paper 1
SiSwati HL Paper 2	Technical Mathematics Paper 1
Technical Mathematics Paper 2	

- ii) The following question papers and their corresponding marking guidelines contained elements that were unfair, invalid and unreliable:

Accounting	Afrikaans FAL Paper 1
Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans HL Paper 3
Agricultural Management Practices	Agricultural Sciences Paper 1
Agricultural Sciences Paper 2	Business Studies
Civil Technology: Civil Services	Civil Technology: Construction
Civil Technology: Woodworking	Consumer Studies
Economics Paper 1	Economics Paper 2
Engineering Graphics and Design Paper 2	Electrical Technology: Digital Electronics
English FAL Paper 1	English FAL Paper 3
English HL Paper 1	English HL Paper 2
English HL Paper 3	Geography Paper 1
Geography Paper 2	Hospitality Studies
IsiNdebele FAL Paper 2	IsiXhosa FAL Paper 1
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 1
IsiZulu HL Paper 1	IsiZulu HL Paper 2
Life Orientation Common Assessment Task	Life Sciences Paper 1
Life Sciences Paper 2	Mathematical Literacy Paper 1
Mathematical Literacy Paper 2	Mathematics Paper 1
Music Paper 1	South African Sign Language HL Paper 2
South African Sign Language HL Paper 3	Sepedi FAL Paper 1
Sepedi FAL Paper 2	Sepedi FAL Paper 3
Sepedi HL Paper 1	Sepedi HL Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho FAL Paper 3	Sesotho HL Paper 1
Sesotho HL Paper 2	Sesotho HL Paper 3
Setswana FAL Paper 1	Setswana FAL Paper 3
Setswana HL Paper 1	Setswana HL Paper 3
Setswana SAL Paper 1	SiSwati FAL Paper 2
SiSwati FAL Paper 3	SiSwati HL Paper 1
SiSwati HL Paper 2	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Tshivenda FAL Paper 2
Xitsonga HL Paper 1	Xitsonga HL Paper 2
Xitsonga HL Paper 3	

- iii) Some sections of the following question papers were deemed not to have assessed the objectives of the CAPS and other assessment frameworks:

History Paper 1	Mathematical Literacy Paper 2
Sesotho FAL Paper 1	Sesotho FAL Paper 2
Sesotho HL Paper 1	Sesotho HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

- iv) The standard of the following question papers was inappropriate when they were submitted for first moderation:

Accounting	Afrikaans FAL Paper 1
Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans SAL Paper 1
Afrikaans SAL Paper 2	Agricultural Sciences Paper 1
Agricultural Sciences Paper 2	Agricultural Technology
Consumer Studies	Economics Paper 1
Economics Paper 2	Electrical Technology: Digital Electronics
Engineering Graphics and Design Paper 2	English FAL Paper 1
English HL Paper 1	English HL Paper 2
English HL Paper 3	Geography Paper 1
Geography Paper 2	IsiNdebele FAL Paper 1
IsiNdebele FAL Paper 2	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Mathematics Paper 1	Mathematics Paper 2
Music Paper 1	Music Paper 2
Sepedi FAL Paper 1	Sepedi FAL Paper 2
Sepedi FAL Paper 3	Sesotho FAL Paper 1
Sesotho FAL Paper 3	Sesotho HL Paper 1
Sesotho HL Paper 2	Sesotho HL Paper 3
Setswana HL Paper 3	South African Sign Language HL Paper 1
South African Sign Language HL Paper 3	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Tshivenda FAL Paper 2
Tshivenda HL Paper 1	Tshivenda HL Paper 3
Xitsonga HL Paper 1	Xitsonga HL Paper 2
Xitsonga HL Paper 3	

- v) The standard of the following question papers did not compare favourably with that of previous years:

Accounting	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Business Studies
Consumer Studies	Dance Studies
Economics Paper 1	Economics Paper 2
Engineering Graphics and Design Paper 2	English FAL Paper 1
English HL Paper 1	English HL Paper 2
English HL Paper 3	Geography Paper 1
Geography Paper 2	IsiNdebele FAL Paper 1
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 2
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 1	Mathematical Literacy Paper 2
Physical Sciences Paper 2	South African Sign Language HL Paper 3

Sepedi FAL Paper 2	Sesotho FAL Paper 1
Sesotho HL Paper 1	Sesotho HL Paper 2
Setswana FAL Paper 1	Setswana FAL Paper 3
Technical Mathematics Paper 1	Technical Mathematics Paper 2

vi) Some aspects of the following marking guidelines were deemed unfair, invalid and unreliable:

Accounting	Afrikaans FAL Paper 1
Afrikaans FAL Paper 2	Afrikaans HL Paper 1
Afrikaans HL Paper 2	Afrikaans SAL Paper 1
Afrikaans SAL Paper 2	Business Studies
Civil Technology: Civil Services	Civil Technology: Construction
Civil Technology: Woodworking	Economics Paper 1
Economics Paper 2	Engineering Graphics and Design Paper 2
English FAL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 1	Geography Paper 2
IsiXhosa FAL Paper 1	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	IsiXhosa SAL Paper 1
IsiZulu FAL Paper 1	IsiZulu HL Paper 2
Life Orientation Common Assessment Task	Life Sciences Paper 1
Life Sciences Paper 2	Mathematical Literacy Paper 2
Music Paper 1	Sepedi FAL Paper 1
Sepedi FAL Paper 3	Sepedi HL Paper 1
Sepedi HL Paper 2	Sesotho FAL Paper 1
Sesotho HL Paper 2	Sesotho HL Paper 1
Sesotho HL Paper 3	Setswana FAL Paper 1
Setswana FAL Paper 3	Setswana HL Paper 1
Setswana SAL Paper 1	SiSwati FAL Paper 2
SiSwati HL Paper 1	SiSwati HL Paper 2
South African Sign Language HL Paper 1	Technical Mathematics Paper 1
Technical Mathematics Paper 2	Tshivenda FAL Paper 2
Xitsonga HL Paper 1	Xitsonga HL Paper 2
Xitsonga HL Paper 3	

vii) The standard of the following marking guidelines was inappropriate during the first moderation:

Afrikaans FAL Paper 1	Afrikaans FAL Paper 2
Afrikaans HL Paper 1	Afrikaans HL Paper 2
Afrikaans SAL Paper 1	Afrikaans SAL Paper 2
Consumer Studies	Economics Paper 1
Economics Paper 2	Electrical Technology: Power Systems
English FAL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 1	Geography Paper 2

IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 1
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 2	Music Paper 1
Sepedi FAL Paper 1	Sepedi FAL Paper 2
Sesotho FAL Paper 1	Sesotho HL Paper 1
Sesotho HL Paper 2	Sesotho HL Paper 3
Setswana FAL Paper 1	Setswana FAL Paper 3
SiSwati HL Paper 2	South African Sign Language HL Paper 1
Technical Mathematics Paper 1	Technical Mathematics Paper 2
Tshivenda HL Paper 1	Tshivenda HL Paper 2
Tshivenda HL Paper 3	Xitsonga HL Paper 1
Xitsonga HL Paper 2	Xitsonga HL Paper 3

viii) The standard of the following marking guidelines was not comparable to that of the marking guidelines of previous years:

Afrikaans HL Paper 1	Afrikaans HL Paper 2
Economics Paper 1	Economics Paper 2
English FAL Paper 2	English HL Paper 1
English HL Paper 2	English HL Paper 3
Geography Paper 1	Geography Paper 2
IsiXhosa HL Paper 1	IsiXhosa HL Paper 2
IsiXhosa SAL Paper 1	IsiZulu FAL Paper 1
IsiZulu HL Paper 1	IsiZulu HL Paper 2
Life Sciences Paper 1	Life Sciences Paper 2
Mathematical Literacy Paper 2	Sepedi FAL Paper 1
Sepedi FAL Paper 2	Sepedi FAL Paper 3
Sesotho HL Paper 2	Setswana FAL Paper 1
Setswana FAL Paper 3	Setswana HL Paper 1
Setswana HL Paper 2	South African Sign Language HL Paper 2
Technical Mathematics Paper 1	Technical Mathematics Paper 2

ix) Some sections of the following marking guidelines did not assess the necessary skills, knowledge, attitudes or values as expected:

Economics Paper 1	English HL Paper 1
English HL Paper 2	IsiXhosa HL Paper 1
IsiXhosa HL Paper 2	Mathematical Literacy Paper 1
Music Paper 1	Sepedi FAL Paper 2
Technical Mathematics Paper 2	

1.3.5 Comparison of compliance per criterion and levels of moderation: November 2017 to November 2019

Table 1D compares the compliance rates per criterion over a period of three years (November 2017, November 2018 and November 2019) at first moderation level.

Table 1D: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in 2017, 2018 and 2019

Criteria	November 2017 (% of question papers)	November 2018 (% of question papers)	November 2019 (% of question papers)
Technical details	48	41	54
Internal moderation	75	71	77
Content coverage	86	84	67
Cognitive skills	60	59	59
Text selection, types and quality of questions	29	28	49
Language and bias	56	59	64
Predictability	87	83	77
Conformity with question paper	66	59	65
Accuracy and reliability of marking guidelines	37	41	46
Overall impression	37	46	39

It is apparent that there was a fluctuation in the compliance rates of the different criteria, with some having improved while others have declined. This could be attributable to a number of factors that the DBE should strive to investigate, to bring an overall improvement in the development of the question papers.

Although the criterion on text selection, types and quality of questions posed consistent challenges, as compliance with this was always weakest of all, it has, however, shown a steady improvement, this was commendable. Adding to the challenge is the steady rate of decline in compliance with the criteria on content coverage and predictability. The assessment body must place extra effort on improving compliance with these criteria.

The improvement in compliance with certain criteria is applauded as it is a sign that the DBE made an effort to capacitate the examining panels, as directed in the QAA report for the November 2017 and November 2018 NSC examinations. However, full compliance with these and other criteria remain crucial, as compliance below 80% is an indication that more effort needs to be made to address the directives.

Figure 1C highlights the number of question papers approved at each level of moderation.

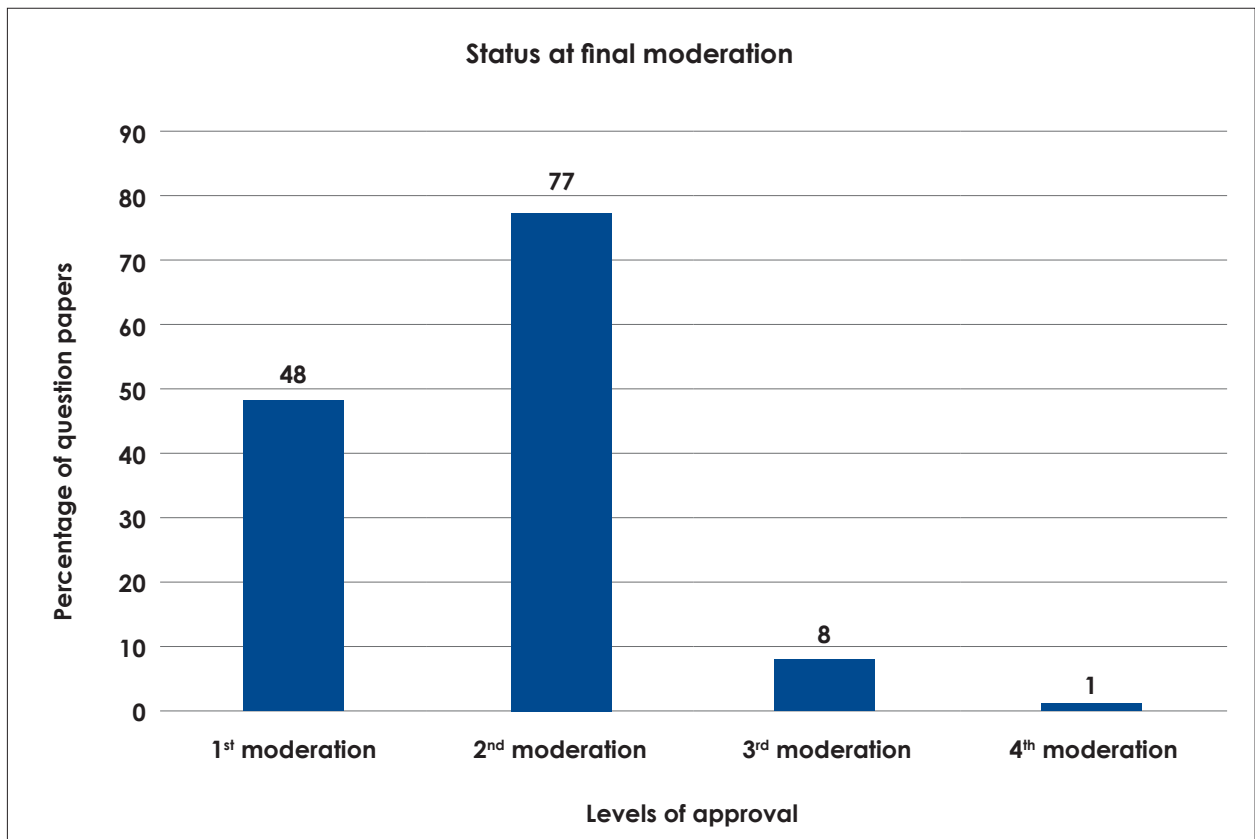


Figure 1C: Number of question papers approved at each moderation level

The November 2019 NSC examination question papers were mostly approved at the first three levels of moderation, as highlighted in Figure 1C, with the exception of one question paper, namely Economics Paper 1, which was only approved at fourth moderation. Nonetheless, the DBE is commended for the highest number of question papers approved at first and second moderation levels.

Table 1E shows the percentage of question papers approved at various levels of moderation in 2017, 2018 and 2019.

Table 1E: Percentage of question papers approved at various levels of moderation in 2017, 2018 and 2019

Number of moderations	November 2017 (% of papers)	November 2018 (% of papers)	November 2019 (% of papers)
One	17.3	32.8	35.8
Two	79.5	64.6	57.5
Three	3.2	2.6	6.0
Four	0	0	0.7

The DBE is commended for consistently increasing the percentage of question papers approved at first moderation during the three years. The increased number of question papers approved at first moderation demonstrates a stability and maturity in the system, particularly regarding policy interpretation and assessment thereof. However, it is of concern that the percentage of question papers that required more than two moderation has more than doubled when compared to the previous two years.

In 2018 Umalusi directed the DBE to support examining panels by conducting workshops to capacitate them in order to curb the many challenges encountered in various serial under-performing areas in the development of question papers. Although there has been a slight improvement in some areas, there remains room for improvement; support cannot be a once-off event. Ongoing support needs to take place to ensure stability in most subjects.

1.4 Areas of Improvement

The following areas of improvement were identified during moderation of the November 2019 NSC question papers and their marking guidelines:

- the DBE is commended for the improvement in the percentage of question papers and marking guidelines that were approved at first moderation - 35,8%, compared to 32,5% in 2018;
- the following criteria showed an improvement of at least 5% in the November 2019 question papers: technical details, internal moderation, quality of questions, language and bias, conformity of marking guideline with the question paper; and accuracy and reliability of marking guidelines; and
- Umalusi also noted the consistent performance of certain question papers that have been approved at first moderation level throughout the years, viz., Computer Applications Technology Paper 1 and Computer Applications Technology Paper 1 backup, Design Paper 1, Dramatic Arts, IsiZulu FAL Paper 2 and Mechanical Technology (including all three specialisations since 2018). It would be commendable if this practice could be replicated in most subjects.

1.5 Areas of Non-Compliance

Nonetheless, there are areas of performance that need constant support until they meet the required standard and these relate to the following:

- in 2017 and 2018 there were at least two criteria where the compliance rate was above 80%; however, in 2019 the highest overall compliance with the criteria was 77%. No criteria performed at 80% or higher; and
- the levels of compliance with the content coverage, predictability and overall impression criteria declined by at least 6%.

1.6 Directives for Compliance and Improvement

The DBE is required to conduct workshops to capacitate examiners and internal moderators in the setting of question papers, placing more emphasis on the criteria reflecting declining performance rates such as content coverage, predictability and overall impression; as well as those that displayed lower levels of compliance in the November 2019 NSC examination - technical details, cognitive levels, marking guidelines and overall impression.

1.7 Conclusion

The analysis of the moderation of the DBE November 2019 NSC question papers highlighted not only areas of improvement, but also areas of non-compliance that require intensified support. It is commendable that there are clear indications that the DBE considered the imperatives highlighted in the 2018 report and used those as a benchmark for improvement displayed in certain areas. However, the recurrence of low compliance with pertinent criteria, such as the text selection, types and quality of questions; cognitive skills; accuracy and reliability of marking guidelines; and technical details, as was reported on in the 2017 and the 2018 QAA reports, remains a great concern. This chapter concluded with the directive for compliance and improvement, which the DBE must address so that the weaknesses are overcome before the next moderation cycle.

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT AND VERIFICATION OF THE MODERATION OF ORAL AND PRACTICAL ASSESSMENT TASKS

2.1 Introduction

Umalusi conducts moderation of school-based assessment (SBA) to ensure that assessments undertaken at schools meet the required quality and standard. Umalusi also verifies the assessment bodies' moderation of oral and practical assessment tasks (PAT), as well as the accuracy of the marks awarded and their validity and reliability, as determined by the schools and endorsed by the provincial education departments (PED).

2.2 Scope and Approach

Umalusi moderated the SBA in selected subjects in all nine PED to verify and report on the practices currently determining the quality and standards (Table 2A). This was based on the sample of the work used to generate the SBA marks, as well as the fairness and reliability of the marks assigned by schools and endorsed by the PED. Umalusi also verified the moderation of oral and PAT in selected provinces, as indicated in Tables 2C and 2D.

This report refers to the three processes: SBA moderation, verification of oral moderation and verification of PAT moderation.

Table 2A represent the subjects moderated for SBA, per PED.

Table 2A: Subjects verified in July and October, per province

Province	Phase 1	Phase 2
Eastern Cape	Consumer Studies History Mathematics Physical Sciences	Business Studies Economics Geography South African Sign Language Home Language (SASL HL)
Free State	Economics Life Sciences	Consumer Studies Geography Life Sciences SASL HL
Gauteng	Accounting Dance Studies Geography	History Mathematics SASL HL
KwaZulu-Natal	Economics Life Orientation Mathematics	Life Sciences Physical Sciences Tourism SASL HL
Limpopo	Agricultural Sciences Business Studies History Life Sciences	SASL HL

Province	Phase 1	Phase 2
Mpumalanga	Accounting Geography Physical Sciences Tourism	Economics
Northern Cape	Business Studies Computer Applications Technology Geography	Agricultural Sciences Economics History
North West	Hospitality Studies Life Sciences Mathematics	Accounting Business Studies Physical Sciences
Western Cape		Accounting Business Studies Visual Arts SASL HL

Umalusi used the Moderation of SBA Instrument, consisting of two parts (Table 2B), to evaluate the PED moderation of SBA. Part 1 focused on the moderation of the teacher files (seven criteria); and Part 2 concentrated on the moderation of the learner files (three criteria).

Table 2B: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical criteria	Learner performance
Content coverage	Quality of marking
Quality of tasks	Internal moderation
Cognitive demand	
Marking tools	
Adherence to policy	
Internal moderation	

Table 2C indicates the subjects/ languages sampled for the moderation of orals in six PED.

Table 2C: Subjects and provinces selected for oral moderation

Province	Subject
Eastern Cape	IsiXhosa HL
KwaZulu-Natal	IsiZulu HL
Limpopo	Sepedi HL
Northern Cape	Afrikaans First Additional Language (FAL)
North West	Setswana HL
Western Cape	Afrikaans HL

The instrument used by Umalusi to verify the PED moderation of orals concentrated on the teachers' oral assessment files, quality of assessment tasks and internal moderation of the assessment tasks. Umalusi made an independent selection of the sample to be moderated. Three learners, low-, middle- and high-achievers, were selected for verification. Each learner had made

an independent selection of the topics for the Unprepared Speech, with a minimum of three minutes and maximum of five minutes for the speech.

Umalusi also conducted verification of the moderation of the PAT to ensure that quality standards were maintained in all components of the learners' marks. Table 2D indicates subjects and PED sampled for the PAT moderation.

Table 2D: List of provinces sampled for PAT moderation

Province	Subject
Eastern Cape	Music
Free State	Mechanical Technology: Automotive Mechanical Technology: Fitting and Machining Mechanical Technology: Welding and Metalwork
Gauteng	Consumer Studies and Hospitality Studies
KwaZulu-Natal	Civil Technology: Woodworking
Limpopo	Visual Arts
Northern Cape	Engineering Graphics and Design (EGD)
North West	Information Technology (IT)

Owing to the uniqueness of each of the subjects verified, Umalusi used an instrument suitable for each subject to verify the skills and competencies assessed by a particular subject for a particular skill.

2.3 Summary of Findings

The findings of the moderation of SBA and the verification of oral and PAT moderation are summarised, per PED, in this section.

2.3.1 Eastern Cape

In the Eastern Cape, the Alfred Nzo, Chris Hani, Joe Gqabi and OR Tambo Inland districts were sampled for moderation.

2.3.1.1 Teacher Files

a) Technical Criteria

The moderated teacher files contained, in most respects, the necessary documents such as the programme of assessments, annual teaching plans, assessment tasks, marking guidelines and mark sheets. However, in Consumer Studies, a small percentage of the schools in the sample adhered only partially to this criterion. The tasks that were administered were not clearly visible and not user-friendly. There was also limited compliance in Business Studies. The schools had incomplete programmes of assessment. Umalusi noted that the topics of the assessment tasks and dates for administering the tasks were not indicated. The layout of the signed SASL HL assessment done by the teacher was not numbered and the marks were not indicated on the slides. The teacher's presentation was hard to navigate, as there was no distinction between instruction slides and slides with questions.

For IsiXhosa HL, schools submitted teachers' oral assessment files, with the required documents such as oral assessment tasks, rubrics and mark sheets.

The teachers' files from the seven schools selected for moderation of the practical examination for Music included the assessment tasks, with the rubrics, and the mark sheets. There was no proof, such as an attendance register, that learners had presented themselves for the practical examination in Music, other than the mark sheet. The rubrics used were to the required standard. Marks allocated matched the learners' performance. Regarding the organisation of the examination, only one examiner assessed learners' performance, instead of a panel of at least two examiners, consisting of a moderator (subject advisor) and one instrumental specialist (teacher).

b) Content Coverage

All subjects, with the exception of Business Studies and Consumer Studies, had developed tasks that were grade appropriate and representative of the subject content prescribed in the Curriculum and Assessment Policy Statement (CAPS). The practical task used in Consumer Studies partially adhered to CAPS. Task 1 did not have evidence of written preparation for the practical task, as prescribed by the CAPS. There was non-adherence to the requirements of Task 1 for the SASL HL, which is observing and signing. Learners were given recorded texts for the observing and signing task, instead of live signing. Task 6, which is a Literature test, did not adhere to CAPS structure requirements.

c) Quality of Tasks

A large number of the moderated schools had administered common tasks in a number of selected subjects, set at district and provincial levels. The Geography research topics used were too broad and wide for a Grade 12 learner. Learners were requested to conduct research on South African issues, which could not be done within a term. Some schools had, in Mathematics, administered the assignment task, which was an investigation, which was not in accordance with the CAPS. The CAPS stipulates a clear distinction between an investigation and an assignment. Even though SASL HL test questions were signed, they were not presented in the correct PowerPoint format.

The texts in IsiXhosa HL selected for listening, which were on Literature analysis, integrated listening, reading and viewing. The majority of the learners' topics were about real-life scenarios. The instructions to learners were clearly articulated. Papers of different colours were used to indicate time allocations.

All aspects of the Music examination—Repertoire, Technical exercises, Sight-reading and Aural—were assessed. Learners were given sufficient time, of 30-40 minutes, to complete their examination. A copy of the Technical exercises was presented to the examiner for all the participating schools: two Vaccais/Vocal exercises; or one Vaccai and five Trinity exercises. None of the learners presented Repertoire below the required standard. No learner observed presented Indigenous African Music.

d) Cognitive Demand

There was an appropriate level of distribution of cognitive levels in the majority of the subjects sampled for SBA moderation, as prescribed by the CAPS. However, a few schools did not provide the cognitive levels' analysis grids. In Consumer Studies, questions were not appropriately scaffolded, as higher-cognitive level questions came before lower cognitive level questions in some tasks. All Economics assessment tasks encouraged problem-solving, critical thinking and reasoning skills. In SASL HL, the language structure and convention questions did not test SASL skills. Most of the tasks set by the SASL HL teachers were pitched at lower-order level.

e) Marking Tools

The marking guidelines in all sampled subjects were neatly presented and facilitated marking. It was noted, however, that for Mathematics and SASL HL, some schools did not add the alternative solutions in the marking guidelines; hence learners were not credited for those alternative responses. There were tasks where inaccurate marking guidelines were used: for example, in Business Studies, the rubric was inappropriate; in Geography, control test 2 had marks that did not correspond to the question paper; and Paper 2 of the trial examination contained invalid responses, so learners were disadvantaged because their marks were judged using incorrect information.

f) Adherence to Policy

There was an appropriate level of distribution of cognitive levels in Consumer Studies, Economics and History. The Business Studies term 1 test did not adhere to the norm of 30% lower-order, 50% middle-order and 20% higher-order tasks. The source material used in the assessment tasks was relevant across subjects and allowed for assessment of interpretation skills. The questions emanating from source materials were spread appropriately across cognitive levels. In most cases, there was evidence of school moderation in the sampled schools. However, few schools included the pre-moderation instrument in the teachers' files. It was evident that most schools focused more on post-moderation; the moderation process was thus not effective as it was found to be more a monitoring of compliance than moderation itself. In SASL HL, the minimum practice of Assessment for Learning was noted. Before all tasks, learners were to be provided with the criteria as part of the practice of Assessment for Learning, which was to be explained to them in SASL and not in spoken English.

There was adherence to the policies in Music, as learners were allowed sufficient time for their examination (30-40min) and all aspects—Repertoire, Technical exercises, Sight-reading and Aural—were conducted. Umalusi observed that one learner presented Rock Music without a backtrack, which is against policy. Learners who presented Vocal Music did not memorise as expected. This affected performance as learners focused more on the score and struggled to project and support their voices and thus could not interpret the music well. In IsiXhosa HL, there was minimal adherence to policy because each language level did not present the tasks as reflected in the programme of assessment.

g) Internal Moderation

In Consumer Studies there was no evidence of pre-moderation of assessment tasks at school level, except for the stamp and signature of the departmental head on the tasks. However, feedback to the teacher at the level of cluster moderation was available, in the form of completed moderation tools. In History, internal moderation was evident at school, cluster, district and national levels. In Mathematics, there was evidence of school, provincial and national level moderation in many of the sampled schools. However, district level moderation was minimal. Mark changes were evident in some instances, which was an indication that moderation had taken place. In SASL HL, no moderation took place at school level, except for moderation of Task 9 and Task 10.

The mark allocation for IsiXhosa HL (oral assessment) was consistent at all levels across all the schools, with no evidence of inconsistency identified.

In Music, there was no initiative from the province or the districts regarding moderation of the practical examination. Music subject teachers came together and organised the practical examination. They put together an examination timetable and then informed the PED. The

PED then advertised for markers and appointed the teachers who had taken the initiative and organised the practical examination.

2.3.1.2 Learner Evidence

a) Learners' Performance

The performance of learners varied across subjects. In Consumer Studies, most learners in the moderated schools were found to have performed better in the project. The majority of learners struggled with middle- and higher-order questions. The performance of learners varied in Mathematics. Many learners did well in the assignment task, compared to the March test. In some cases, learners struggled with level 1 questions. The performance of learners in History and Physical Sciences ranged from poor to average. Most of the learners' responses in the moderated schools met expectations and the demands of the assessment tasks. Some learners were able to respond to all the aspects at different levels of difficulty, as set in the tasks.

There was no proof that the learners being examined in Music were indeed the right learners, since they did not provide copies of their identity documents on entering the examination venue. Learners were able to present Repertoire that was of the required standard; however, none presented Indigenous African Music.

The learners were prepared for the IsiXhosa HL oral assessment. However, some topics that the learners presented were not suitable for a Prepared Speech. These learners did not provide evidence of research, such as posters, clue cards, collages, pictures and Microsoft PowerPoint presentations.

b) Quality of Marking

Poor marking and inconsistent totalling of marks was evident in some moderated schools in History and Physical Sciences; however, there were schools where marking was consistent and where the correct rubrics were used. Constructive feedback was given to learners. Most teachers in the sampled moderated schools struggled with the marking of comparison questions in History and the rubrics were not used to mark the paragraph and essay questions and research assignment tasks. Marking of Physical Sciences was poor in most schools moderated. A difference of more than five marks was identified in most moderated scripts that had undergone internal moderation. Teachers allocated marks for incorrect learner responses and, in some instances, learner responses were left unmarked. It was also observed that teachers in Physical Sciences completed learners' responses with red pens, thus making them "correct". There was no evidence of marking in Task 4 and Task 8 of SASL HL Paper 2 for the mid-year examination.

c) Internal Moderation

There was evidence of internal moderation in learners' work at school, cluster, district and national levels in most sampled subjects. The quality of internal moderation was acceptable; although it was not thorough, since it failed to pick up glaring mistakes resulting from lenient marking of tasks.

2.3.2 Free State

Umalusi sampled schools from the Fezile Dabi, Motheo, Thabo Mofutsanyana and Xhariep districts for moderation in Free State.

2.3.2.1 Teacher Files

a) Technical Criteria

All the moderated files were well organised and it was easy to access documents contained in the teacher files. Most moderated schools contained the specified documents: programmes of assessments, annual teaching plans, assessment tools, marking guidelines and rubrics. However, in Economics, some schools in the sample did not include the annual teaching plans and programmes of assessment. In one school offering SASL HL, the annual teaching plan was a copy from CAPS and not a personalised plan. There was no evidence of signed tasks in the teachers' file (USB) and no live signing was done.

The Mechanical Technology: Fitting and Machining teacher files were neatly organised with the required documents, which were easily accessible. The prescribed Mechanical Technology: Automotive PAT document for the current year was not included. The Mechanical Technology: Fitting and Machining mark sheets did not show any correlation. The mark sheets were not moderated at all levels of moderation. The Mechanical Technology: Automotive workshop was in a fairly good state to engage with practical work and it had all the necessary tools for this specialisation. The workshop used in Mechanical Technology: Welding and Metalwork was very well equipped with part of the Toyota technical education programme. The site had additional resources that added value to the PAT process.

b) Content Coverage

The moderated tasks covered the curriculum content as outlined in the CAPS document. In Life Sciences, tasks were representative of teaching strategies, project-based learning and discovery-learning in teaching, learning and assessment. The August test and preparatory examination administered in Geography was set at provincial level and contained detailed information about the task on the cover page. The preparatory examination was comparable with the final examination papers. In Consumer Studies the common test used in schools were compiled from previous Department of Basic Education (DBE) question papers.

The Mechanical Technology PAT were in line with prescribed policy and were grade appropriate. Learners managed to complete all simulations and practical processes as expected.

Prepared and unprepared speeches were confusing for the teacher in SASL HL. Only one task was compliant with CAPS requirements: a paper set by the DBE. Live signing (Task 1) was not done.

c) Quality of Tasks

Umalusi observed that the Geography tasks in the sample were of good quality, with clear and user-friendly illustrations and graphs. The Research project task had clear guidelines on what was expected of a learner when conducting research; however, some schools administered this as an assignment. Appropriate and relevant language and terminology were used in most cases. In Consumer Studies, for the most part, common tests have been used, and these were standardised with clear, legible source materials that were appropriate and enhanced the question paper.

d) Cognitive Demand

The Geography assessment tasks encouraged problem-solving, critical thinking and reasoning skills. Some questions in assessment tasks demonstrated an appropriate degree of innovation. The tasks had a variety of questions that measured the knowledge and skills of learners. The question

types ranged from objective to paragraph-style. Most of the Life Sciences' assessment tasks also encouraged problem-solving, critical thinking and reasoning skills. However, most teachers did not include the assessment framework/grid analysis of the cognitive levels.

e) Marking Tools

The marking tools that were used were accurate, relevant and appropriate for the set tasks and facilitated marking in most moderated subjects. However, the rubrics submitted by most schools for the Geography Research task were generic and found not to be responsive to the Research topic. There were, however, others that submitted excellent rubrics in Geography, with clear criteria for the awarding of marks.

The teachers in Mechanical Technology: Automotive and Mechanical: Welding and Metalwork developed model answers to work sheets and manufactured exemplar PAT Projects/Artefacts for each project chosen by the learners.

f) Adherence to Policy

Most moderated schools had adhered to content coverage policy, the number of tasks to be administered per term and the quality of the tasks. However, in Consumer Studies, several schools deviated from the norm for time for the administration of the task and mark allocation in the August test. The length of signing time for prepared/unprepared presentations, essays and transactional texts was not CAPS compliant at the moderated school for SASL HL.

The Mechanical Technology: Welding and Metalwork, Mechanical Technology: Automotive and Mechanical Technology: Fitting and Machining included the PAT management and assessment plan for the year in the file, as required by the DBE.

g) Internal Moderation

There was a lack of evidence of pre-moderation of tasks in most moderated schools that offer Consumer Studies and Economics. Evidence of feedback to teachers and learners was also non-existent in Life Sciences and SASL HL. Internal moderation could not identify non-compliance with CAPS, with regard to the administration of the project task in the moderated schools offering Economics.

There were internal moderation reports from school, provincial and national levels in Mechanical Technology: Automotive. However, effective feedback was lacking—this is necessary to help identify errors and aid development of learners' understanding of the content and skills. School moderation was not conducted in three of the schools moderated, in Mechanical Technology: Welding and Metalwork, due to the unavailability of the heads of departments. Four schools were able to do inter-school moderation, where teachers moderated each other's work.

2.3.2.2 Learner Evidence

a) Learners' Performance

The majority of the learners responded appropriately to all types of questions in Consumer Studies and Life Sciences across the moderated schools, although some performed poorly in the common tasks. The Economics assessment tasks set at provincial level were of good quality; however, learners performed poorly in these tasks. The majority of Geography learners performed well in

the lower- and middle-order questions and few could manage the higher-order questions. Some learners did not attempt questions perceived to be difficult and left blank spaces.

In Consumer Studies there was evidence that all the learners received all the prescribed content/ sections, including all the assessment criteria/rubrics, of the PAT document for the current year. The assessment was fair and consistently applied across all learners. However, in Mechanical Technology: Automotive and Mechanical Technology: Fitting and Machining the PAT management and assessment plan was not communicated to the learners. All PAT processes were completed by most learners. The teacher motivated learners to have their work completed and submitted within the prescribed timelines. All simulations and practical processes in Mechanical Technology: Welding and Metalwork were completed by learners. Learners submitted within the prescribed timelines. Although this was a very small cohort, it was evident that they had carried out the practical processes as required by the curriculum. Practical demonstrations were ongoing to assist learners in understanding the content and skills. Learners performed well in this specialisation.

b) Quality of Marking

Marking was consistent in Geography and Life Sciences and adhered to the rubrics/marketing guidelines. The awarding and transfer of marks to the mark sheet were correct. In some learner files in the two subjects there was evidence of feedback provided to learners; however, the quality of the feedback was poor. In Economics, there were noticeable inconsistencies in the marking of the case study at school level, which was not picked up at different levels of moderation. There was leniency, or sympathetic marking, by many teachers in Consumer Studies. Marks were awarded where facts were not clear or, in several cases, where they did not meet the specifics of the question. This resulted in fairly large mark discrepancies at most moderated schools. The variances in learners' marks after external moderation were in the range of more than 15 marks. In SASL HL, incorrect use of rubrics was observed.

c) Internal Moderation

There was evidence of internal moderation of learners' work at school and district levels in Life Sciences in the sample of schools moderated. In Economics, moderation of learners' work at school level was lacking in the majority of the sampled schools. Where moderation was conducted at district/provincial levels, the quality was poor. Internal moderation at district/provincial levels did not pick up errors committed by markers at school level.

Learners' work was moderated rigorously in Mechanical Technology: Fitting and Machining PAT and the marks allocated by Umalusi and the teacher were the same.

2.3.3 Gauteng

Schools from Gauteng West and Johannesburg Central districts were sampled for SBA moderation in the PED).

2.3.3.1 Teacher Files

a) Technical Criteria

Most teachers' and learners' files were well presented and easy to navigate for the evidence required. In Geography, not all the schools had included the annual teaching plans in the teacher files; consequently, a determination could not be made as to whether the content coverage in

the tasks was in line with the annual teaching plan. The moderation of the Map Work Task and the June examination Question Paper 2 were a challenge since the topographic and orthophoto maps were not included in most of the teachers' files. In most instances, the annual teaching plans were dated 2018 and were irrelevant in the three topics of Dance Studies. SASL HL teacher files were disorganised; assessment tasks were not in the correct order; and there were no backups of learner evidence and the assessment tasks on hard drive, as prescribed.

Two teachers offering Consumer Studies and Hospitality Studies were found to be working from one file. Illustrations of the product, depicting its expected appearance, were not included in the teachers' files.

b) Content Coverage

Generally, in Accounting, Geography, History and Mathematics, with the exception of Dance Studies, most assessment tasks administered covered the Grade 12 content as prescribed in CAPS. The assessment tasks covered the various forms of assessment. Most of the schools offering Dance Studies assessed irrelevant content in the two assessment tasks, such as Italian musical terms, note values and in-depth study of muscle theory, such as type of muscle contraction. These aspects relate to Curriculum 2005/National Senior Certificate (NSC) content. A Grade 10 question paper was used for the mid-year examination for SASL HL that was not grade appropriate. Content was not always grade appropriate. In Consumer Studies the selected menu was appropriate for the grade and was aligned with CAPS.

c) Quality of Tasks

Inconsistencies in Accounting were observed in the administration of provincial and district set assessment tasks. In most of the moderated schools in Ekurhuleni district, Task 1 of term 1, which was a written report, had only ledger accounts, while the other schools in this district and Gauteng East district had a company theory and then ledger accounts. Few of the moderated schools set their own June examination question papers, although some questions were taken from previous question papers. There was little evidence of the integration of the theory topics with the practical component in term 1 in most moderated Dance Studies schools.

d) Cognitive Demand

The assessment tasks in Geography encouraged problem-solving and critical thinking and few higher-order questions were included. The distribution of cognitive levels was appropriate and correlated with the mark allocation. However, in Accounting and Geography, questions were mostly from previous DBE NSC question papers. In most sampled schools, there was very little or no evidence that teachers made use of grids to analyse the cognitive demand and levels of difficulty when setting internal tasks, to ensure that they were of the required standard. The Dance Studies assessment tasks did not comply with the required cognitive level weightings, thus more lower-order questions/knowledge and recall questions were evident. The SASL HL assessment tasks concentrated mainly on lower-order levels.

e) Marking Tools

The marking tools in the majority of subjects were accurate, appropriate and facilitated consistency in marking. The mark allocation and mark distribution within the task complied with the CAPS requirements. However, most marking guidelines in Mathematics were not fully compliant with the requirements. Prevalent shortfalls were inconsistent numbering, lack of alternative responses and inaccurate mark distribution. In History, the marking of the essay questions at most schools

moderated, was not accurate. The teachers did not follow the prescribed procedure and symbols in the marking of the essay questions. Teachers awarded marks with no indication of the matrix used in History when awarding marks.

f) Adherence to Policy

Neither of the written report assessment tasks met the full criteria of a report that involves some investigation and analysis in Accounting. Assessment tasks in History allowed for various types of questions, as set out in the CAPS. The cognitive demands of tasks reflected testing of the full range of cognitive levels. The distribution of marks in the assessment tasks was generally correct and according to the norm. Almost all tasks had questions based on relevant, clear, user-friendly and unambiguous stimulus material. There was non-compliance to CAPS observed in Dance Studies regarding content coverage and the topics used in the June examination question paper, which were related to curriculum 2005 and not relevant for the Grade.

The Consumer Studies centre in one school verified consisted of a training kitchen and adjoining classroom (a teaching venue attached to a kitchen). The stoves did not have adjoining work surfaces and there was a shortage of sufficient suitable work surfaces. The lack of a hot water geyser necessitated the carrying of hot water from elsewhere to top up an urn. Water was then dispensed into plastic dishes for the washing of dirty equipment. There was no evidence of safety equipment at the centre. However, the kitchen was neat and clean.

g) Internal Moderation

There was evidence of internal moderation at school and district levels in the form of reports. None of the schools had evidence of pre-moderation in Mathematics. This was observed in term 3 tests, where the marking guidelines in most cases were full of unnecessary errors. In most schools only post-moderation was done. In Mathematics the district moderation tool used by Johannesburg Central schools, such as Adelaide Tambo, was framed on Bloom's taxonomy instead of TIMSS cognitive demands.

2.3.3.2 Learner Evidence

a) Learners' Performance

Most Geography learners were able to interpret the assessment tasks and provided appropriate responses. However, the writing of paragraph questions was challenging for some learners. Across the moderated schools, learners still struggled with calculations and GIS in Map Work, in most instances. It was very pleasing to note that there was a good spread of marks in History in the schools sampled for SBA moderation. Most learners were able to respond appropriately, with varying degrees of success, to the different types of questions. The Literature question was interpreted incorrectly by learners in SASL HL.

The correct Consumer Studies PAT guideline document was in each learner's file. Each learner had a PAT file with all the components of the PAT clearly identifiable. The six learners selected for moderation were the last learners to complete their PAT. Their marks ranged between 85 and 78, which did not show a good spread of abilities. It cannot be determined if the six learners were selected for moderation or whether they were the last group randomly. A good range of marks was evident for the learners who had previously completed their PAT, where marks ranged from 52 to 83.

b) Quality of Marking

The quality of marking in most subjects was valid, fair and reliable. The marks were accurately transferred to the mark sheets in the majority of the moderated files. However, poor quality of marking in Accounting was observed in some moderated schools. In one school, the learners' marks changed from 13 to 23 marks after external moderation. It was found that there were a number of correct responses that had been marked wrong. Learners in SASL HL were awarded full marks where they had given incorrect answers.

c) Internal Moderation

Evidence of internal moderation, indicated by green and black ticks for school and district moderation, with changes made in the marks, was observed. This aspect of moderation was handled well in most schools moderated. However, for History a very low level, or absence, of internal moderation at school, cluster and district level was noted, in most schools. Where moderation was done, it was a matter of verification, or checking for compliance, with no feedback to the learners.

In Consumer Studies PAT there was evidence of moderation and feedback at each level in the learners' files. The mark sheets of the teacher and moderator were available for comparison.

2.3.4 KwaZulu-Natal

The KwaZulu-Natal districts that were sampled for moderation were Pinetown, Ugu, uMlazi and uThukela. Schools that had attained 0% in 2018 were also moderated and were from Amajuba, Ilembe, King Cetshwayo and uMzinyathi. PAT was verified at Amajuba district.

2.3.4.1 Teacher Files

a) Technical Criteria

Most teacher files had the necessary documents, such as annual teaching plans, programme of assessment and assessment tasks administered, together with the accompanying marking guidelines. However, for Life Orientation there were teachers that did not include the Physical Education and Training (PET) assessment tools in their files. In Tourism, documents such as the programme of assessment, assessment task mark lists and moderators' reports were not included in the teachers' files. In all the moderated schools, sources were not clear in the majority of the assessment tasks, e.g. Project, March and May tests, which affected the responses of the learners. The project task had missing pages and incomplete assessment tasks in Physical Sciences. There were also no instructions provided to the learners, which rendered the assessment task unreliable. The SASL HL teacher used the incorrect rubrics for the Prepared Speech. The Life Sciences files in the majority of the schools had included blank mark sheets for the practical Task 3, assignment and preliminary examinations Paper 1 and Paper 2.

The moderated file in IsiZulu HL was well presented with accurate oral assessment mark sheets. There were no calculation and conversion errors picked up.

b) Content Coverage

Umalusi did not identify any major challenges with regard to content coverage. Almost all the moderated schools had covered the content perfectly well. The Physical Sciences common assessment tasks set by the PED which were: the June examination question paper and the

preliminary examinations, were all aligned to the CAPS in respect of content coverage and weighting of the content. The assessment tasks set by individual schools were also compliant with content coverage requirements.

c) Quality of Tasks

The assessment tasks set at district and provincial levels were of good quality. The questions in the assessment tasks were correctly numbered. The layout was reader-friendly and the required information was clearly indicated on the front page of the assessment task. The cognitive level analysis grids indicated an appropriate spread of questions across cognitive levels. Although most of the IsiZulu HL selected texts were of acceptable standard, it was found that some were longer, when compared to others. The teacher had not adhered to the number of words stipulated for the length of the selected text. Most questions were pitched at lower cognitive levels, which required learners to recall knowledge rather than apply, evaluate or create new knowledge.

The three learners who presented Prepared Speeches spoke from the heart, without using resources such as Figures, posters and key cards to show thorough preparation and research. As the result, two did not present their speeches well and lost track of the topic. This compromised the quality of the presentations in terms of content. However, one learner gave a flawless presentation, besides speaking from the heart.

d) Cognitive Demand

The spread of cognitive levels in both the Economics March common test and June examination question paper were in line with the prescripts of the CAPS. Questions covered all cognitive levels as per policy. The assignment tasks used in Accounting in most sampled schools concentrated more on lower cognitive levels. Analysis grids for the spread of marks across cognitive levels were provided. The Mathematics Assessment Tasks contained questions which promoted higher-cognitive level thinking. The Life Orientation June examination question paper did not make provision for assessing learners' problem-solving skills.

e) Marking Tools

The marking guidelines in the majority of the moderated schools were well constructed and facilitated marking. It was noted, however, that some schools did not add alternative solutions in the marking guidelines in some of the moderated subjects; hence, learners were not credited for those alternative responses. In Physical Sciences, the marking guidelines for the provincial assessment tasks were adequate in most respects. However, shortcomings were: insufficient alternative answers; lack of marking steps as used in national examinations; and lack of the use of rubrics in the assessment of the tasks on practical work. In two SASL HL tasks an incorrect rubric was used: a transactional text rubric was used instead of a prepared presentation rubric; and mark distribution was not indicated.

f) Adherence to Policy

Subjects varied in their adherence to policy with regard to full compliance with CAPS in the assessment tasks. There was non-compliance in Economics with regard to adherence to policy, where learners were expected to answer all questions instead of having a choice in the June examination question paper, which was not in line with the CAPS. There were no clear directives provided on how the assignment should be structured, except to say it must be source-based, for 50 marks. In Tourism the March Test, June examinations and preparatory examinations were common assessment tasks set by the PED. These tasks adequately adhered to policy with regard

to content and the requirements of the structure of the different assessment tasks, as outlined in the CAPS.

g) Internal Moderation

Evidence of school, cluster and district internal moderation was observed in the majority of the schools in the sample. In Tourism, the school moderation in most of the moderated schools was poorly conducted. Feedback given was not adequate to provide support and development to the teachers. In all cases the internal moderation of the tasks in Physical Sciences was not incisive enough to detect some of the flaws in the items used in the assessment. In Life Sciences, there were no internal moderation reports that indicated that the assessment tasks had been internally moderated at any level, in a large percentage of the moderated schools. Language in the English translation of SASL HL was, overall, incorrect and the signed version did not exist and was thus not moderated.

The misalignment of questions of Listening Comprehension with different cognitive levels in IsiZulu HL demonstrated that vigorous school-based moderation of this task did not take place; otherwise the irregularity could have been picked up earlier. It was noted that that four marks were added to the marks for each learner during district moderation; however, no full report was obtained with regard to the rationale behind the adding of the marks.

In Civil Technology PAT, no moderation was conducted at school and district levels. Only verification was done, as there was no subject advisor in the district. An overseer verified that the work was done.

2.3.4.2 Learner Evidence

a) Learners' Performance

In all the sampled schools that offered Tourism, learner performance varied from poor to good. Most of the learners performed well in questions that required them to recall and remember knowledge. They demonstrated a poor ability to respond to questions that required them to use stimulus material. In Physical Sciences, the marks obtained by the learners in the tasks on practical work in all the schools sampled were much higher than those obtained in the tests and in the preliminary examinations. This could be attributed to the manner in which the tasks on practical work were assessed: all the learners recorded identical results for experimental work and no form of assessment was awarded for the psychomotor skills involved in performing the experimentation.

In SASL HL learners could respond to all aspects of the language but struggled with the higher-level questions. Learners repeated facts and failed to respond appropriately to questions that required higher-level thinking. This can be ascribed to a lack of exposure to higher-order questions.

Civil Technology learners struggled to explain the procedures and skills needed to complete the PAT. This could be attributed to a language barrier. Mortice and tenon joints were not made during the PAT, which was one of the requirements, and pictures were not taken.

b) Quality of Marking

The marking guidelines were accurate, relevant, appropriate and facilitated efficient marking. The marking guidelines were clearly laid out and neatly typed. It was noted that some teachers did not add alternative solutions in the marking guidelines. In Life Orientation, the PET instructions

were not provided in the sampled teachers' files. There was no indication in the teachers' files as to how marks were awarded for PET in term 2. The Physical Sciences marks obtained by the learners in practical work/experiments in all the schools sampled were much higher than those obtained in the tasks on tests and in the preliminary examinations. Marking was inaccurate in SASL HL since incorrect rubrics were used.

c) Internal Moderation

There was evidence of internal moderation of learner evidence in all the schools. However, internal moderation of Tourism in all sampled schools was heavily weighted, or aligned more, on monitoring rather than moderation of assessment. There was no evidence of internal moderation in one of the SASL HL schools.

2.3.5 Limpopo

In Limpopo PED, only Phase 1 SBA moderation of the two phases was conducted by Umalusi. Phase 2 moderation of SBA in Limpopo did not take place as the PED was not ready to receive Umalusi moderators at the time of the scheduled visit. Limpopo PED participated in SBA moderation of SASL HL only, which coincided with Phase 2 SBA moderation.

2.3.5.1 Teacher Files

a) Technical Criteria

The teacher files of the moderated schools in Agricultural Sciences and Life Sciences were properly organised and user-friendly. All the SBA tasks administered to learners by schools were available in both teachers' and learners' files. The History teachers' files included the analysis of statistical reports for 2016, 2017 and 2018 as well as the comparative pass percentages. Pre- and post-moderation of school-based moderation reports of term 1 assessment tasks were also available in the teachers' files. Business Studies showed poor organisation of the teachers' files, since the majority of the moderated schools did not include the annual teaching plans. Some schools in the sampled districts did not adhere to policy with regard to the administration of the March test. Non-adherence to policy was as a result of the duration of the test, which was supposed to be 90 minutes instead of 60 minutes; and inconsistency in the structure of the essay questions for Question 5 and Question 6.

One teacher for SASL HL gave learners two days to prepare for the Prepared Speech, which was deemed insufficient. Live signing was not used for observing and signing. The teachers' oral assessment files in Sepedi HL were neat, with mark sheets and oral assessment rubrics included.

b) Content Coverage

The assessment tasks used in Life Sciences adequately covered the content as prescribed in the CAPS. They were representative of teaching strategies, project-based learning and discovery-learning in assessment. The teachers in most moderated schools that offered Business Studies had covered the content. However, the oral presentation of the Research assignment and the rubric used to assess the Research task were not included in most teachers' files. The term 1 assessment tasks for History covered the content as prescribed in the CAPS. The weighting and spread of the content were appropriate for Grade 12 learners. However, the Research assignment topics were not linked to any of the Grade 12 content. For example: "Conduct an investigation on the impact of missionaries on indigenous knowledge of black communities"; and "[Conduct an] Investigation

on the impact of service delivery protests in communities in one's province" were not appropriate for the Grade 12 content. Three of the 10 SASL HL assessment tasks were on Grade 11 work. The Grade 11 exemplar question paper was used on two occasions as the assessment task.

The tasks given to learners as Visual Arts practical themes were mere copies of old DBE NSC examinations and Paper 2 assignment briefs. Only one of the four schools moderated had an original assignment brief, but this was poorly structured and lacked proper instructions. The content of Sourcebook was poorly mediated and unpacked in the brief.

c) Quality of Tasks

The Agricultural Sciences June examination question paper, which was a common task, had an appropriate degree of innovation and creativity from the examiners as it was not the cut-and-paste phenomenon of previous question papers. Both districts are commended for developing common assessment task exemplars for schools, which were found to be of good quality and standard. The distribution of questions was within the prescribed question paper format for Grade 12, as outlined in CAPS. The Business Studies Research assignment tasks did not cover all sections that had to be covered in the term. Only two sections out of the five sections were covered. The source-based questions in History that included paragraphs and essay questions were administered and the visuals, photographs, photos and texts were subject-specific and of appropriate length. In SASL HL, only one task was presented in PowerPoint format, as prescribed in CAPS, and only one activity (Activity 9) was not provided in signed format.

Sepedi HL learners were given a variety of topics from which to choose. Time allocation was omitted in all the activities; consequently, some speeches were too short. The Context and Language Listening Comprehension task was appropriate for Grade 12 learners and assessed high-, medium- and low-order thinking skills. Learners did not use resources to enhance their speeches. The oral assessment topics were aligned to CAPS and teachers were fair enough in assessing learners, with the learners' marks and performance commensurate. Learners were well prepared and presented themselves appropriately. Invalid questioning was evident in Visual Arts where learners were expected to discuss the colour of the visuals (on the question paper and visual sources), which were printed in black and white.

d) Cognitive Demand

The cognitive skills examined in the March test and June examination question paper were, in most subjects except Business Studies, applied correctly and in line with the CAPS. They adhered fully to the subject's cognitive demands, as prescribed in the CAPS. In Life Sciences both term 1 and term 2 tasks encouraged problem-solving, critical thinking and reasoning skills but lacked evidence of an appropriate distribution in terms of cognitive levels.

e) Marking Tools

Appropriate marking tools were employed in most subjects moderated. The correct marking rubric was used to mark paragraph- and essay-type questions in the majority of subjects. In most subjects, the mark allocation in each of the assessment tasks was accurate, relevant, appropriate and facilitated consistent marking. The rubric for the written presentation of the Research assignment in Business Studies was missing. The oral part of the presentation did not contain the marking guideline.

f) Adherence to Policy

In all subjects at all moderated schools policy was adhered to with regard to the number of tasks to be administered and content to be covered. The mark sheets that were submitted indicated the raw marks, converted marks and the weightings for each of the formal tasks. The moderated schools adhered to the prescribed assessment plans, with evidence of overcoming learning barriers provided.

There were no plans to conduct a Retrospective exhibition in Visual Arts in the PED. The province was under the impression that the sample moderation was the Retrospective exhibition, which contributes 25% of the promotion mark at the end of the year. Even though the internal moderator had received training in marking a Retrospective exhibition, the PED could not explain the process or provide plans to conduct this process. This process has not been conducted in the province for the past few years.

g) Internal Moderation

There were internal moderation and feedback reports in Life Sciences that indicated that the assessment tasks were internally pre-moderated at school and district levels. The quality, standard and relevance of inputs from internal moderation provided guidance to the teachers. While there was evidence of internal moderation in SASL HL, feedback to the teacher was minimal.

There was evidence of school and district moderation in the Sepedi HL oral assessment. The learners' marks had matched their performance. In Visual Arts PAT, the internal moderation was not of a good standard. There was a lack of feedback for improvement, or constructive input regarding the task.

2.3.5.2 Learner Evidence

a) Learners' Performance

Learners' responses met the expectations and demands of the assessment tasks. The best learners managed to respond to all aspects at different levels of difficulty, as set in the tasks. Most moderated schools performed well in term 1, possibly because of the amount/scope of work assessed. Underperforming learners in Life Sciences struggled to interpret tasks, especially essay questions.

b) Quality of Marking

In most moderated schools, marking showed consistency and accuracy and adhered fully to the marking guidelines in both terms. The quality of marking for the examination scripts, research projects, assignments and practical tasks were of acceptable standard. The awarding and transfer of marks to the mark sheet was appropriate; however, in a few cases, lack of evidence of written, constructive feedback to learners was noticeable. Inaccuracies were noted in SASL HL where the teacher's mark was 52/80 while the external moderator's mark was 23/80.

c) Internal Moderation

There was evidence that learners' work was moderated at school and district levels. The quality of internal moderation was of an acceptable standard in all subjects and complied fully with the norms and standards as outlined in CAPS. Evidence of feedback to teachers was provided.

2.3.6 Mpumalanga

Schools selected for moderation in Mpumalanga were from the Bohlabela, Ehlanzeni, Gert Sibande and Nkangala districts.

2.3.6.1 Teacher Files

a) Technical Criteria

In Physical Sciences in most moderated schools, teachers' files were well organised and contained all required documents, including annual teaching plans, assessment tasks, marking guidelines, mark sheets and moderation reports. The assessment tasks' technical aspects were of acceptable standard. They contained a cover page, good layout, consistent fonts, clear structures/diagrams/images and clear mark allocation. The teachers' files in the moderated schools that offered Accounting, Geography and Tourism were also found to be compliant with the technical aspects of the assessment tasks. However, in some schools documents, such as programme of assessment, assessment tasks and mark lists with raw marks, were not included in the teachers' files. In 50% of the schools moderated, the Economics files were highly disorganised. In all sampled schools pre-moderation reports and the analysis grids for assessment tasks were not included. The assessment tasks were not included in the learners' files.

b) Content Coverage

The subject content for terms 1 and 2 was adequately covered in the assessment tasks in most schools moderated. The spread of content was grade appropriate and aligned to the CAPS. However, in the Economics assessment tasks, the content was unevenly distributed. In a few schools, the Accounting formal tests lacked innovation; and questions were copied from past question papers without modification/innovation and could be easily spotted.

c) Quality of Tasks

In Accounting in most sampled schools, the written report and the term 1 test lacked problem-solving questions to allow learners the opportunity to apply critical thinking skills. The set tasks mainly assessed application, while the written report assessed lower-order questions only. The control test assessed lower- and middle-order cognitive demands of Bloom's taxonomy. The instructions given to learners for term 1 assessment tasks in Geography were clear and the language used, unambiguous. However, the data-handling assessment task in some schools was invalid, since it was a recycled question paper that did not match the data-handling standard. All source materials were relevant and specific to the assessment tasks. In Physical Sciences in most moderated schools, the content covered in the Experiment task was outside the scope of the grade: it included the ring structures, which are outside the scope of the CAPS curriculum.

d) Cognitive Demand

The Geography tasks complied with CAPS requirements in terms of distribution of cognitive levels in the moderated schools. All the assessment tasks covered a variety of question types. The source material used in the set tasks covered all cognitive levels. In most schools offering Accounting, the written report assessed questions of low cognitive demand, which would not prepare learners adequately for external assessment; or distinguish learners in terms of abilities.

e) Marking Tools

The marking guidelines for most assessment tasks were neatly typed and mark allocation and distribution were clearly indicated. However, in some of the moderated schools the marking

guidelines contained inaccurate responses: for example, in Physical Sciences Experiment 1 in Gert Sibande district, some of the answers were incorrect. The marking guidelines for the March and May tests for Tourism did not have ticks to show the spread of marks per response. This affected the quality of marking as the spread of marks per item response was not standardised. It was difficult to establish the distribution of marks in learner responses.

f) Adherence to Policy

The moderation revealed that the sampled schools had adhered to the programme of assessment. However, in Accounting inconsistency was noted in the SA-SAMS mark sheets weightings in both sampled districts. The Experiment task conducted in Physical Sciences did not fully conform to the standard/requirements of the experiments as outlined in CAPS in most moderated schools.

g) Internal Moderation

There were no pre-moderation reports from all sampled files in Economics. School-based moderation was more an exercise of compliance, with no quality inputs put forward. Pre- and post-moderation was evident at different levels in the Nkangala district, but there was no evidence of pre-moderation in Gert Sibande district. In Nkangala district, Accounting presented assessment tasks of poor quality, despite pre-moderation having been conducted. In some schools the written report was administered with errors, despite pre-moderation of this assessment task. In Geography, pre- and post-moderations were evident in sampled schools; however the moderation tool was a mere checklist. Internal moderation was poorly conducted in Tourism, with inadequate feedback that would not provide support and development opportunities to the teacher.

2.3.6.2 Learner Evidence

a) Learners' Performance

The source materials in Tourism were not clear in most of the assessment tasks, which affected the responses of the learners. The visual and textual information on pictures were faded in most assessment tasks in the majority of the schools. This was caused by the reuse/recycling of previous question papers, which led to duplication of several questions. The quality of the assessment tasks was compromised. In Accounting, the poor quality of responses in unique transactions in some schools was of great concern. Although the tasks administered assessed only lower- and middle-order cognitive demands, there was no evidence of learners who achieved a level seven in most of the schools moderated in both districts.

b) Quality of Marking

The marking guidelines for most tasks were neatly typed and mark allocations and distributions were clearly indicated. However, in a few schools, in Accounting there were inaccuracies in the transfer of marks to the mark sheet, i.e., three learners were awarded 30 marks each although they had achieved 4, 7 and 11, respectively, on their answer books. Furthermore, in Physical Sciences the response/answers in some marking guidelines in the moderated schools were inaccurate. For example, in Experiment 1 in Gert Sibande district some answers were partially incorrect, which compromised the quality of marking. In Tourism, the marking guidelines for the March and May tests in most moderated schools did not have ticks to indicate the spread of marks per response. This created difficulty in establishing the distribution of marks in learner responses and it affected the quality of marking because the spread of marks, per item response, was not standardised. Some responses in the case study in Economics did not answer the question. There was inconsistency in the marking of Economics assessment tasks, especially in questions where discretionary awarding of marks was applied.

c) Internal Moderation

School-based moderation was merely an act of compliance, with no contributions of quality being put forward. In one of the schools sampled, in Accounting, huge variances of 9, 17 and 20 were detected. The internal moderation did not pick up such discrepancies and instead, the internal moderator had simply followed, or shadowed, the teacher's marking pattern.

2.3.7 Northern Cape

Schools from Francis Baard, John Taolo Gaetsewe, Pixley ka Seme and ZF Mgcawu districts were sampled for SBA moderation and verification of oral and PAT moderation.

2.3.7.1 Teacher Files

a) Technical Criteria

The teachers' files were neat and well organised. They contained all the required documents, including annual teaching plan, assessment tasks, marking guidelines, mark sheets and moderation reports. In History, all sampled schools adhered to the assessment policies and systemic assessment practices. The mark sheets, the converted marks and the weighting for each formal assessment task were available in teachers' files. The topographic maps and orthophoto maps were not included in the teachers' files in most schools in the sample. The exclusion of these maps made the moderation of the Map Work task in Geography difficult to conduct. Agricultural Sciences learners' files did not have a declaration of authenticity, signed by a learner and the teacher, and summary of marks.

There was evidence of oral assessment tasks administered in Afrikaans FAL. The assessment tasks had the necessary instructions and relevant marking guidelines clearly set and outlined. There was no evidence of the next level of moderation, other than school-based, in Engineering Graphics and Design. While the different components of the PAT could be identified, the numbering of these components was not shown.

b) Content Coverage

The majority of the schools administered the common tasks, which adequately covered the content for the grade as prescribed in the CAPS. The assessment tasks measured the knowledge and skills intended to measure. However, in Agricultural Sciences, the content weighting for the June examination was done incorrectly in all the verified schools. Learners were supposed to write only one paper (150 marks) instead of two papers, which contributed to poor spreading/distribution of content.

c) Quality of Tasks

Most of the moderated schools administered common assessment tasks that were of good quality. These assessment tasks were in keeping with the requirements of the CAPS. The sources in the scenarios were subject-specific and adequate to elicit good responses. In Economics, the questions in the tests did not prepare learners for the final examinations, as outlined in the examination guideline. The multiple choice questions in most schools did not contain four distractors, as per examination guidelines. The essay-type questions varied from school to school, with regard to structure and layout. Most sampled schools did not submit analysis grids for the cognitive levels for all the assessment tasks.

In Afrikaans FAL, the teacher gave clear guidance and instructions to the learners on what was expected for the oral assessment. An average to difficult Listening Comprehension test was used. The learners used visuals to support the Prepared Speech, whose length was according to CAPS requirements. The mark allocation of the Listening Comprehension test and the Prepared Speech were in line with CAPS requirements.

d) Cognitive Demand

The weighting and spread of the content for term 1 and term 2 assessment tasks were appropriate for Grade 12. The correct action verbs were used; and sub-questions were scaffolded appropriately. None of the sampled schools submitted an analysis grid for the cognitive levels for any of the Computer Applications Technology assessment tasks.

e) Marking Tools

The marking guidelines for all subjects in the sample were appropriate and comprehensive with alternative responses for all the SBA tasks administered to learners. However, in Agricultural Sciences, marking rubrics used by most schools for practical tasks and research projects were poorly developed/designed. As a result learners achieved very high marks on these tasks.

f) Adherence to Policy

The marking guidelines in most moderated schools were accurate, relevant and appropriate for the set task. The marking guidelines catered for relevant, alternative responses. In most cases, the marking guidelines were complete, with mark allocation and mark distribution within the assessment task. The amount of data provided in the Case Study of Economics was bulky and some of the data was not used in the questions.

In Computer Applications Technology, with reference to the PAT, most of the schools adhered to the assessment policies and systemic assessment practices as required by the CAPS. However, the majority of the moderated schools did not submit CDs containing the learners' data files for the practical tasks. This posed serious challenges in the moderation process.

g) Internal Moderation

There was evidence of internal moderation at school and district levels in most of the sampled subjects. Evidence of pre- and post-moderation was provided in the form of reports. Although evidence of post-moderation of tasks in Computer Applications Technology was noted in all the moderated schools, the quality was poor, superficial and, in most instances, a mere checking of marks. In Afrikaans FAL, there was no evidence of school-based moderation in the teachers' files. However, district moderation was evident. The differences between the mark of the teachers and that of the district moderator were not more than 10%. The district moderator provided constructive feedback on the moderation conducted.

3.7.2.2 Learner Evidence

a) Learners' Performance

The learner performance in most schools ranged from fair to good. The majority of the learners interpreted the assessment tasks correctly and provided appropriate responses. Most learners performed well in the assignments, project and case study and poorly in the tests and examinations. In Computer Applications Technology, there were many instances where learners did not attempt

certain questions in most of the application packages of the practical task. Most learners still struggled with calculations and map interpretation in Geography.

The presentations for Engineering Graphics and Design PAT were not well presented. Although the different components of the PAT could be identified, the numbering of these components was not shown. The quality of the PAT was poor. The research work was done well by all learners. Some presented/provided extra work to get to the final presentation.

b) Quality of Marking

Marking at most of the moderated schools was reliable. Marking was done in accordance with the marking guidelines and was of an acceptable standard. The transfer of marks onto the mark sheets in most of the moderated schools was done correctly. There was leniency in the marking of the Theory task in Computer Applications Technology, in most instances, especially where learners were required to qualify their responses. Umalusi could not verify the marking of the practical task, since schools did not submit the CDs with the necessary data files of the learners.

c) Internal Moderation

There was evidence that the learners' work was moderated at school and district levels. There were no comments provided to the learners as feedback in most subjects. Moderation of the Computer Applications Technology practical tasks was poorly done in schools, as it was merely a checking of marks. Evidence of internal moderation of the Engineering Graphics and Design PAT at district/provincial level(s) was non-existent.

2.3.8 North West

SBA moderation was conducted on a sample of schools from Bojanala, Dr Kenneth Kaunda, Dr RS Mompoti and Ngaka Modiri Molema districts. PAT moderation was verified in Bojanala district.

2.3.8.1 Teacher Files

a) Technical Criteria

The majority of the teacher files submitted for moderation contained all the required documents, such as the annual teaching plans, assessment tasks, programmes of assessment, marking guidelines, mark sheets and moderation reports. The programmes of assessment in the teacher files were aligned to the CAPS, except for the dates of execution of tasks in Life Sciences, which were not indicated in some of the moderated teacher files.

In Setswana HL the teacher's oral assessment file did not include the consolidated oral assessment mark sheet in alphabetical order, as per requirements. The teacher presented class lists only. The teacher files for Information Technology PAT were very well presented and included references to additional material which could be used by the learners. The evidence included a folder that contained the electronic versions of the learners' submitted work for each phase. The files contained a detailed history and the moderation reports of previous moderation sessions.

b) Content Coverage

The assessment tasks adequately covered the Grade 12 content as prescribed in the CAPS by all the moderated schools. The weighting and spread of the content was as per policy. The assessment tasks were representative of the subject-specific teaching strategies and assessment of the subject.

The Information Technology PAT sourcebooks lacked content, experimentation, artist research and concept development.

c) Quality of Tasks

Most of the assessment tasks in the moderated schools were of good quality. The SBA tasks administered assessed real-life scenarios and problem-solving questions. The assessment tasks allowed for creative responses. The assessment tasks for Life Sciences enabled learners to apply critical thinking skills. The language and terminology used was appropriate for Grade 12. The source material of the SBA tasks in the moderated schools complied in most respects, was subject-specific and appropriate for testing interpretation skills. The cognitive level analysis grids in Mathematics indicated an appropriate spread of questions at all levels in the tasks administered by the schools in the sample. It was commendable to note that the investigation tasks were effective in promoting discovery-learning of compound angle work, thus using time spent on the task optimally. All the assessment tasks contained questions that promoted higher-level cognitive thinking.

In the oral moderation of Setswana, the text selected was relevant and grade appropriate. It was found that the teacher gave little evidence of guidance for the Prepared Speech to learners. This was evidenced by learners not fully understanding the topics. For example, one learner presented the speech as a guest speaker, instead of talking about introducing the guest speaker. Not all learners used information cards, pictures and posters, which could have been used to show thorough preparation and research. Appropriate rubrics were used in assessing learners.

d) Cognitive Demand

The weightings and spread of the cognitive levels were appropriate and aligned to the CAPS in all subjects and schools in the sample. Different action verbs were used and a variety of question types were used. Although there was an appropriate distribution of cognitive skills in the administered tasks in most schools, no weighting grids were provided. It was noted in Mathematics that the investigation task was effective in promoting discovery-learning of compound angles, thus using time spent on the assessment task optimally.

e) Marking Tools

The marking tools were accurate, relevant and appropriate for the set tasks. The marking tools were clearly laid out and complete with mark allocation and mark distribution within the tasks. All the Civil Technology marking guidelines, throughout, had signatures of DBE internal moderators and Umalusi external moderators, since teachers had used the previous paper without adjusting it. The reason for this was that all the schools from the two districts presented for moderation wrote the NSC June 2019 paper for the preliminary examination. It was noted in Mathematics that some schools did not add alternative solutions in the marking guideline. Consequently, learners were not credited for those alternative responses. In Hospitality Studies, the rubric used to mark the project did not provide a specific breakdown of marks per aspect/criteria.

f) Adherence to Policy

In all the schools moderated the teachers adhered to and implemented the subject programme of assessment. Mark sheets contained learners' raw marks, the converted marks and the weightings for each of the moderated formal assessment tasks. All the schools moderated used the SA-SAMS programme for capturing and analysis of marks.

The Information Technology PAT complied in all respects with CAPS requirements. It was grade appropriate. It addressed the appropriate skills, which were aligned to CAPS requirements. The administration of PAT was done in line with the management plan. The Information Technology workshop that was conducted earlier in the year to mediate the administration and the conduct of the PAT contributed to the successful conducting of the PAT.

g) Internal Moderation

There were internal moderation reports that indicated that the assessment tasks were internally pre-moderated at school level in most schools. However, in most of the sampled schools, there were a huge number of technical errors in the formal tests of Life Sciences, which indicated that the standard of school moderation was not intense. Feedback to teachers was mainly done after post-moderation by all levels of moderators. The quality, standard and relevance of the inputs from the provincial moderators after post-moderation were appropriate. The provincial and sub-district moderators identified many errors in marking, as well as in the marking guidelines.

There was no evidence of internal moderation of Setswana HL orals at school level. There was also no indication of district or sub-district moderation, since the sub-district moderation took place at the same time as Umalusi verification.

2.3.8.2 Learner Evidence

a) Learners' Performance

The performance of learners varied from poor to good. Many learners performed better in assignments and investigations compared to formal tests.

The supporting materials used by the teacher to teach the different components of the Information Technology PAT were included in the files of the learners. The learner assessment and content for phases followed on from previous phases. The learner evidence of PAT was authentic. The quality of evidence of each phase in the conduct of PAT correlated with the mark allocation on the rubric.

b) Quality of Marking

In most moderated schools, the quality of marking in general was of an acceptable standard. There were variations in marks between the internal moderator and the markers, which were indications of the rigour of internal moderation. However, there were few instances where variances of more than five marks occurred in the allocation of marks between the marker and the external moderator. In Accounting, poor quality of marking was evident in one school. The marking of the interpretation of financial statements indicated that the teacher lacked content knowledge in some aspects. Inappropriate responses were awarded marks by the teacher. The marking of the Information Technology PAT was fair and valid. The marks given to the learners were a true reflection of their abilities.

c) Internal Moderation

There was evidence that the learners' work was internally moderated at school, sub-district, provincial and national levels in most of the moderated schools.

2.3.9 Western Cape

SBA moderation in Western Cape was conducted in Phase 2 only. Schools that were sampled were drawn from Eden, Central and the Overberg districts.

2.3.9.1 Teacher Files

Teachers' files were neat, well organised and easily accessible. Relevant documents such as question papers, marking guidelines, moderation reports and mark sheets were included in the majority of the moderated schools. In Visual Arts the PAT guideline document was not included in the teacher files. One school in Business Studies had a September test and preliminary examinations marking guidelines that were handwritten, instead of being neatly typed. Term 3 tasks in Accounting were not available in the teachers' and learners' files.

The verified school in Afrikaans HL for oral moderation presented a well-organised and neat file. The file contained all relevant documentation, such as the assessment mark sheet, assessments with clear instructions to learners, and rubrics. The time allocations for the assessment tasks were also clearly indicated.

a) Content Coverage

The assessment tasks covered the content adequately, as prescribed in the CAPS, in almost all the moderated schools. However, in Business Studies, a project conducted in term 3 in one school tested the topic on Ethical Responsibility, which was done in term 2. In SASL HL the teacher adhered to and implemented the subject programme of assessment; however, Task 5 and Task 8 were not done in one sitting, as prescribed in CAPS.

b) Quality of Tasks

The assessment tasks in the moderated subjects were of the required standard and quality. They were CAPS compliant in terms of question types, curriculum alignment, source/stimulus material and effectiveness of questioning. In one school offering SASL HL the background in most PowerPoint presentations were done against a whiteboard with an extremely reflective background; and Task 9 was recorded with a very distracting background.

The selected topics for the Afrikaans HL Prepared Reading and Unprepared Speech presentations were taken from the prescribed texts: *Onderwouerd* and *Die Krismis van Map Jacobs*. The complexity of the selected text and the language level were appropriate for a Grade 12 learner. The assessment tasks addressed all the cognitive levels appropriately. For the Unprepared Speech, each learner was given a variety of topics to choose from. Each presentation was timed for a minimum of three minutes and a maximum of five minutes. Six of the seven learners presented well-prepared and well-structured speeches. They displayed excellent vocabulary and confidence in the delivery of their speeches. However, the pronunciation of one of the learners was not perfect but an excellent effort was made to deliver the speech. In the Unprepared Reading, learners displayed good reading skills and intonation.

c) Cognitive Demand

There was an appropriate level of distribution of cognitive levels in the majority of schools, as prescribed by the CAPS. However, in Visual Arts, the June examination mainly consisted of low-order questions. Accounting assessment tasks assessed skills and knowledge that were beyond

assessing recall of content knowledge but more complex abilities. In SASL HL, the topics for the observing and signing were of good quality. The topics encouraged critical thinking as well as reasoning skills in the two moderated schools.

d) Marking Tools

The marking tools in most moderated schools were accurate, relevant and appropriate for the assessment tasks. However, the Accounting project task did not have a detailed marking guideline with alternative responses in some of the moderated schools. In SASL HL, the correct rubrics were used. However, in the test set by the teacher the marking guideline was not comprehensive; did not provide alternative responses; and did not indicate the distribution of marks.

e) Adherence to Policy

The sampled schools presented the programmes of assessment that were aligned to the CAPS in the teacher' files. The file provided valid and appropriate methods of assessment and tools of assessment. Teachers adhered to the prescribed assessment plans.

The observing and signing tasks of the SASL HL consisted of grade-appropriate topics. However, Task 6 questions were based on one poem instead of a poem and a short story.

f) Internal Moderation

The quality of the internal moderation of the Business Studies assessment tasks was of high standard. The internal moderator provided quality feedback to teachers on aspects that needed attention. The quality of the feedback provided by the head of department to the teacher assisted the production of assessment tasks of good quality. Most of the schools did not have evidence of pre-moderation in Accounting.

The quality of internal moderation in Visual Arts was not good. There was a lack of feedback for improvement or constructive input on the assessment task.

Internal moderation of the oral assessments in Afrikaans HL at school and sub-district levels was evident in the form of moderation reports. The quality of internal moderation was good.

2.3.9.2 Learner Evidence

a) Learners' Performance

Learners in Accounting showed good performance in the case study but performed poorly in the control test and preparatory examination. In Visual Arts, learners were able to produce creative, innovative and conceptual artworks. Where creative and challenging themes were provided for the PAT, learners responded well. In contrast, in the Theory question paper, learners struggled to write constructive responses in Question 1 and Question 2 because of irrelevant source material and the conceptual nature of stimuli. Learner performance in SASL HL was good. It was evident that learners were able to interpret the assessment tasks correctly.

b) Quality of Marking

The quality of marking was good. The variances in mark allocation given by the subject teacher and the department head were minimal. In Accounting, most schools did not check the operation before awarding a method mark and some did not follow the specific marking guideline per

question. Therefore, the adherence to marking guidelines in Accounting was poor. Marking in SASL HL was very lenient when it came to essays and transactional texts.

The marking of the Visual Art's practical work was mainly fair. However, there were cases where there was great variance in the marks of the June examination, between the teacher and external moderator, due to factual errors. Teachers credited non-substantiated information and awarded ½ marks.

c) Internal Moderation

There was evidence of internal moderation of learners' work at school and district levels in all sampled subjects. In some schools, it was more a case of following where the marker had ticked; and no feedback was given to learners. The quality of the Business Studies internal moderation was of a high standard, with constructive feedback provided in the form of reports.

2.4 Areas of Improvement

Umalusi noted the following areas of improvement:

- in Visual Arts learners were able to produce creative and innovative conceptual artworks; and
- provincial moderation processes have improved in the Limpopo PED for Visual Arts.

2.5 Areas of Non-Compliance

The following areas of non-compliance were observed in different subjects selected for moderation:

- the verbatim use of questions from past question papers without modification subdued innovation and impacted on the quality of the assessment tasks;
- outdated content from curriculum 2005 was used in Dance Studies;
- lack of policy guiding the addition/adjustment of marks during oral moderation across all levels of moderation;
- lack of clarity on the allocation and use of split marks on the marking guidelines (IsiZulu HL and Visual Arts);
- poor use of rubrics regarding the main points and the auxiliary points of the activities (Sepedi HL);
- One Music examiner assessed learners, instead of a panel of at least two examiners consisting of a moderator (subject advisor) and an instrument specialist (teacher) in Music; and
- Non-adherence to the conduct, administration and management of PAT/ practical examinations (Music, Consumer Studies and Visual Arts).

2.6 Directives for Compliance and Improvement

The DBE must:

- capacitate teachers on item development to improve the quality of assessment tasks;
- develop policy to pronounce on the adjustment/addition of marks during oral moderation;
- ensure that PED adhere to CAPS with regard to the conduct and administration of SBA, Orals and PAT;

- ensure that teachers use CAPS for teaching and assessment purposes (Visual Arts);
- capacitate teachers on the development and use marking guidelines/ rubrics for marking (Sepedi HL, IsiZulu HL and Visual Arts);
- provide the necessary support to schools/districts in the Limpopo PED regarding the conducting of the Visual Arts retrospective exhibition; and
- ensure that all schools offering subjects with PAT fully adhere to the conduct, administration and management of examinations as determined in CAPS and guidelines.

2.7 Conclusion

This chapter has presented a summary of the findings of the verification of the moderation of SBA in all the provinces. While there were areas of improvement noted in some subjects, there remain teachers who struggle to be innovative and develop new tasks. Hence, there is an over-reliance on past question papers. The verification of PAT subjects highlighted the need for the DBE to strengthen support to these subjects in terms of human and physical resources.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

In keeping with the risk management based approach as an independent, objective, value adding quality assurance process, Umalusi undertook this critical external audit activity to evaluate the state of readiness (SOR) of the Department of Basic Education (DBE) to conduct National Senior Certificate (NSC) examinations.

The audit specifically focused on examinations related risks. The main objectives of the verification was to:

- i. Evaluate the level of preparedness of the DBE and the Provincial Education Departments (PED) to conduct the November 2019 NSC examinations;
- ii. Track the progress made in addressing the directives for compliance and improvement issued after the November 2018 examinations;
- iii. Verify that the DBE/PED's systems to ensure the integrity of the November 2019 NSC examinations; and
- iv. Report on any shortcomings identified during the evaluation and verification of the DBE/PED systems.

The findings gathered from the audits conducted are provided in detail under 3.3 of the report with areas of improvement and non-compliance highlighted.

3.2 Scope and Approach

Umalusi audited all the nine PED on their readiness to administer the November 2019 National Senior Certificate examinations. The audit was undertaken between 11 September 2019 and 01 October 2019 as indicated in table 3A: Dates for verification audits:

Table 3A: Dates for verification audits

Verification audits across PED	Date
Limpopo	11-12 September 2019
Free State	16-17 September 2019
Gauteng	
Western Cape	18-19 September 2019
North West	19-20 September 2019
KwaZulu Natal	26-27 September 2019
Northern Cape	
Eastern Cape	30 September 2019 and 01 October 2019
Mpumalanga	

Umalusi adopted a risk management based approach strategy to evaluate the level of preparedness of assessment bodies to conduct the 2019 National Senior Certificate examinations. The intention was to timeously identify the areas, with potential risk to compromise the delivery of a credible examination.

The following process was implemented:

Phase 1: Requirements and Desktop evaluation

A. Documents to be submitted:

- i) Annual Management plans;
- ii) Improvement plans based on the directives for compliance and improvement issued at the end of the previous year's examinations;
- iii) Self-evaluation reports; and
- iv) The DBE reports on the review and support visits conducted on the PED.

B. Desktop evaluation conducted on:

- i) Submitted self-evaluation reports; and
- ii) Progress reports submitted on a quarterly basis.

Phase 2: Risk analysis and Feedback

Umalusi used the submitted documents to develop a risk profile of the DBE. The process informed Umalusi verification of the SOR of the PED.

Phase 3: Conduct of evidence-based verification audits

This process was used to evaluate the systems and related evidence as outlined in the submitted report and/or any other reports received from the DBE or the PED. Verification audit instruments were administered during the on-site verification visits, and the findings were classified according to the impact they might have on the forthcoming examinations.

The information set out in this report is limited to the findings from Department of Basic Education and the respective provincial education department audit visits and are subject to the evidence and data provided by the PED at the time of Umalusi visit and/or subsequent submissions.

3.3 Summary of Findings

The findings of the State of Readiness audit of the PED are detailed hereunder.

3.3.1 Management

Six out of the nine PED audited indicated staff shortages at different levels of offices due to delays in the appointment processes and/or budget challenges. PED put strategic measures in place to address the issue of the shortage of staff by deploying staff from other units to assist in the examination related units during the examination period. Affected provinces were also putting measures in place to address the budget deficits.

3.3.2 Registration of Candidates and Centres

a) Candidates registration

Registration process of fulltime and part-time candidates had been completed in all the nine provinces at the time of the audit and the PED were in the process of completing the final verification of the entries received from the examination centres.

For the November 2019 NSC examination cycle, the number of candidates registered were as follows: (As received from the DBE as at 7 October 2019)

- Full Time candidates : 620 871; and
- Part time candidates : 169 534

In comparison to the 2018 enrolments (629 141), the DBE experienced a drop of 8 270 full time candidates nationally and Gauteng and KwaZulu-Natal experienced a decline in the enrolment of part-time candidates. One hundred candidates and one were registered to write the South African Sign Language (SASL) Home Language, which will be administered in 15 schools nationally.

Umalusi made the following observations on the registration process at the time of the audit verification visits:

- Some of the immigrant candidates registered did not have valid documents;
- Some candidates' names were duplicated on the registration lists however, the PED were busy attending to them;
- Applications for concessions were finalised in all PED and they were found to be done according to policy; and
- All applications for change of subjects were approved based on policy.

b) Registered examination centres

Department of Basic Education registered 6 890 examination centres for fulltime candidates, out of these 4 274 examination centres are used as part-time centres as well. Audit of examination centres on its readiness to conduct the NSC examinations were completed in seven PED while in one PED such audit is conducted only in a cycle of three years and only 10% of centres were audited in the other.

Schools were profiled based on identified risk factors. Nationally 495 out of 6890 examination centres were identified as high-risk centres. The PED had plans to deploy resident monitors to centres identified as high-risk centres. The PED put various security measures in place to mitigate the risk factors identified; these included the following:

- a) Installed closed-circuit television (CCTV) cameras.
- b) Double locking systems available at examination centres and provincial nodal points where examination material will be kept overnight.
- c) Implementation of established norm time for distribution and return of examination material to the schools and back to the nodal points.

3.3.3 School Based Assessment

School Based Assessment (SBA) was moderated in line with the national guidelines. Effective internal moderation at district level was hampered by shortage of subject advisors in Technical and Technology subjects, SASL (HL) and subjects with PAT components. Capturing of SBA marks varied from province to province from schools capturing on South African School Administration and Management System (SA-SAMS) to capturing at district offices.

3.3.4 Printing, Packaging and Distribution

a) Printing and Packaging

All nine PED developed management plans for printing and packaging of question papers. However, the PED raised a concern that they may not be able to meet the printing timelines due to the late release of the question paper master copies by the DBE.

Five PED use in-house printing facility while three had outsourced the printing task to Government Printing Works (GPW) and one to State Information Technology Agency (SITA). All officials involved in the printing process were either already vetted or in the process and had signed declaration of confidentiality forms.

Umalusi noted following observations during the audit:

- Significant upgrades of the printing sites and facilities across PED that opted for in-house printing;
- Centralised monitoring system at head office to monitor all district offices/nerve centres and nodal points where examination materials were stored from installed CCTV cameras in one of the PED;
- Measures to allow for accurate printing of question papers were in place;
- Intensified monitoring of the storage of question papers when printing is in progress;
- Significant improvement in the security measures at the printing facilities;
- Lack of on-site technician at one printing facility;
- Lack of internal quality assurance of question papers at one province;
- Unavailability of a register to record the shredding of spoiled material at the printing facility in one PED; and
- Manual handling of live question papers in one province.

b) Distribution

Plans to monitor the distribution of question papers from the provincial printing facilities to provincial nerve centres and nodal points were in place in all the nine PED. In cases where printing was to be done at the GPW, the question papers were transported by GPW to the provincial storage facilities as part of the contract.

Many of the storage facilities audited were found to be compliant to security regulations. Storage facilities were fitted with CCTV cameras, alarm systems. Double locking system were introduced at all storage facilities and physical security guards were deployed to all such facilities. In one PED where examination material was stored at the examination centres, smart locking system was used and question papers were delivered to the centres on a weekly basis. Norms and standards for the collection and return of examination material had been established in eight PED.

3.3.5 Conduct of Examinations

The Department of Basic Education planned to administer the November 2019 NSC examinations in 6 890 fulltime centres and 4 274 part time centres. Seven PED audited all the examination centres for their state of readiness to conduct the examinations, the other two PED conduct audits in a cycle of three years. All the PED managed to classify their examination centres according to the risk factor criteria as prescribed by the DBE.

From the presented information by the DBE, 495 centres were identified as high-risk centres nationally and stringent measures of monitoring were put in place by respective PED to include amongst others, from taking total control of some of the centre to deployment of resident monitors at these centres.

Training of chief invigilators was complete across the PED and the training of invigilators was in progress in a number of PED at the time of Umalusi verification audit. It was further noted that PED reviewed the training manuals to enhance training of invigilators.

Umalusi also noted the following innovations:

- Audio visual videos were put together to use as practical exercise during training;
- The appointment of senior invigilators to assist chief invigilators who will also be in charge of daily electronic reports; and
- Full scale scanning of scripts across examination centres before submitting to the distribution points.

All nine PED adopted the implementation of a three tier-monitoring model with a target of 80% to 100% monitoring of examination centres. It was found that appointment and training of monitors was in progress across the PED during September when the SOR verification audits were taking place.

Umalusi noted the establishment of provincial database of scribes and readers where examination centres can source scribes and readers. This was noted as an improvement from what was noted in 2018. The central database will address the phasing out of the practice of individual centres recruiting scribes and readers on their own.

Examination centres conducted Life Orientation common assessment task as per national protocols across the PED. Provincial Education Departments had also put in place mitigating plans in case of any community protests that may affect the writing process of the examinations.

3.3.6 Appointment of Marking Personnel

The DBE had developed systems and plans for marking of scripts for November 2019 NSC examination, which will be conducted in 141 marking centres nationally.

Provisions of Personnel Administrative Measures (PAM) guided the appointment of markers in all nine PED. Umalusi noted with appreciation the provincial improvement strategies which the PED managed to put in place for appointment of marking personnel. Significant upward improvement in the process of marker appointment was evident on strict appointment criteria, which was set out across PED. Shortage of markers was noted in a few subjects however, the PED put measures in place to address the matter before the writing of the examinations.

In some instances, the shortages were due to the following:

- Double appointment of markers for different question papers; and
- Poor quality assurance and verification of markers recommended for appointment in one province.
- Two PED were in the process of arranging with other PED for marking scripts where shortages of markers were experienced.

Umalusi also noted the following improvements in the appointment of markers:

- A significant improvement in the process of marker appointment;
- Level of correctness at the stage of application verification;
- Online application for marking across majority of PED;

- The use of evaluation of markers from the previous marking session as additional criterion in the majority of the PED; and
- Inclusion of novice markers to the pool of markers for capacity building.

3.3.7 Capturing of Marks

All nine PED developed mark capturing management plans and data capturers appointed. Training of data capturers was in progress according to plan. Mark capturing will take place at dedicated capturing venues.

Umalusi also noted the following:

- Challenges regarding differentiating candidates absent with reasons (444) and absent without reasons (999) during capturing; and
- Double capturing of marks not implemented in all PED.

3.3.8 Management of Examination Irregularity

Provincial Examination Irregularity Committees (PEICs) were constituted in all the nine PED. The DBE initiated a national training for managers and officials managing the irregularities across the nine PED. Functionality of District Assessment Irregularity Committee (DAIC) and School Assessment Irregularity Committee (SAIC) could not be verified in all provinces. Except at one PED, all historical irregularity incidents have been resolved. PED had plans to train the markers to identify irregularities during marking.

3.4 Areas of Improvement

The following improvements and good practices were noted:

- Implementation of the 2018 directives issued by Umalusi;
- Registration of candidates completed as per PED management plan;
- Extended advocacy by PED on the concession application procedures;
- Increase in the number of candidates registered to write South African Sign Language Home Language from 58 in 2018 to 101 in 2019;
- Establishment of provincial pool of scribes and readers to be used by examination centres;
- Improvement of security features at the storage points, e.g. double locking system;
- Secure and well managed printing process;
- Storage of scripts electronically in soft copy and in hard copy;
- Norms and standards for collection and return of examination material;
- Increased coverage target of 80% to 100% monitoring of examinations;
- Appointment of health officials at marking venues;
- Improved marker selection processes by PED; and
- Improvement in resolving identified examination irregularities.

3.5 Areas of Non-Compliance

Umalusi identified the following areas of non-compliance during the audit visit:

- Recurring shortage of staff in the provincial examination sections, subject advisory unit and monitoring teams with a potential to affect the effective administration of 2019 NSC Examination;

- Unavailability of shredding reporting register at one printing facility; and
- Shortage of markers for identified subjects.

3.6 Directives for Compliance and Improvement

The following directives are provided by Umalusi to address concerns in 3.5 above for the attention of DBE and PED:

- Shortage of staff at various levels is addressed as a matter of urgency for the effective administration of 2019 NSC Examinations;
- All printing facilities should keep shredding recording register for control and accountability purpose; and
- Ensure that contingency plans are put in place to address the shortage of markers.

3.7 Conclusion

The audit on the state of readiness of the Provincial Education Departments confirmed the readiness of PED to administer November 2019 National Senior Certificate examinations. Umalusi noted that provincial education departments have made significant improvements in their plans to administer the National Senior Certificate examinations for the current year as compared to the previous year.

CHAPTER 4 AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi, as part of its mandate, audits the process of appointing marking personnel to ensure that those appointed are suitably qualified and are appointed as prescribed by the Personnel Administrative Measures (PAM) (Government Gazette No. 39 684, 12 February 2016) and regulations that relate to the conduct, administration and management of assessments for the National Senior Certificate (NSC) examinations. As its prerogative, the Department of Basic Education (DBE) must ensure that all provincial education departments (PED) appoint qualified marking personnel. Umalusi conducted an audit to verify compliance to the marker appointment criteria for the November 2019 NSC examinations.

4.2 Scope and Approach

This section outlines the subjects audited per PED and the criteria used for the audit of the appointment of the marking personnel. It provides a summary of the findings of the audit.

Umalusi conducted the audit of the appointment of marking personnel in preparation for the marking of the DBE November 2019 NSC examinations.

Table 4A below reflects the subjects audited per PED.

Table 4A: Subjects audited for appointment of marking personnel

Province	Subject
Eastern Cape	Accounting Business Studies Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 English First Additional Language (FAL) Paper 1 History Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2
Free State	Accounting Agricultural Sciences Paper 1 and Paper 2 Business Studies Civil Technology: Construction Electrical Technology: Power Systems History Paper 1 and Paper 2 Mechanical Technology: Fitting and Machining Technical Sciences Paper 2

Province	Subject
Gauteng	Accounting Civil Technology: Woodworking Economics Paper 1 and Paper 2 English Home Language (HL) Paper 1 Geography Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1
KwaZulu-Natal	Accounting Business Studies Computer Applications Technology Paper 1 and Paper 2 Civil Technology: Civil Services Civil Technology: Woodworking Electrical Technology: Power Systems Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 Mathematics Paper 1 Physical Sciences Paper 1 and Paper 2 Technical Sciences Paper 1 Tourism Visual Arts
Limpopo	Agricultural Sciences Paper 1 Business Studies Civil Technology: Construction Consumer Studies Geography Paper 1 History Paper 1 Life Sciences Paper 2 Mathematical Literacy Paper 1 Mathematics Paper 2 Physical Sciences Paper 1 and Paper 2 Sepedi HL Paper 1 Tshivenda HL Paper 1 and Paper 2
Mpumalanga	Accounting Agricultural Sciences Paper 1 Business Studies Electrical Technology: Power Systems History Paper 1 and Paper 2 IsiNdebele HL Paper 1 Life Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 Physical Sciences Paper 1 Tourism

Province	Subject
Northern Cape	Accounting Agricultural Sciences Paper 1 Business Studies Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 English HL Paper 1 and Paper 2 Geography Paper 2 History Paper 1 Mathematics Paper 2 Physical Sciences Paper 1 Tourism
North West	Business Studies Electrical Technology: Digital Systems Electrical Technology: Electronics History Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematical Literacy Paper 1 Mathematics Paper 2 Mechanical Technology: Automotive Mechanical Technology: Fitting and Machining Mechanical Technology: Welding and Metalwork Physical Sciences Paper 1 Technical Mathematics Paper 1 Technical Sciences Paper 1
Western Cape	Accounting Afrikaans HL Paper 1, Paper 2 and Paper 3 Civil Technology: Civil Services Civil Technology: Construction Civil Technology: Woodwork Geography Paper 1 and Paper 2 Hospitality Studies isiXhosa HL Paper 1, Paper 2 and Paper 3 Life Sciences Paper 2 Mechanical Technology: Automotive Mechanical Technology: Fitting and Machining Mechanical Technology: Welding and Metalwork Physical Sciences Paper 2 Technical Sciences Paper 1 and Paper 2

Table 4B provides the criteria used for the audit of the appointment of marking personnel, as well as the categories of the marking personnel audited. The PED use the PAM criteria as listed in Table 4B in selecting and appointing marking personnel, as prescribed by Section 4D of the PAM document. Some PED also enhance the PAM requirements by considering the following aspects:

- The performance of the Grade 12 learners of the applicants for the previous two years; and/or
- The outcome of evaluation of the applicant on the marking of the previous year.

Table 4B: Criteria used for the audit of the appointment of marking personnel

Marking personnel	Criteria
Markers	Compliance to notional marking time
Senior markers	Qualifications of markers
Deputy chief markers	Teaching experience
Chief marker	Marking experience
Internal moderators	

4.3 Summary of Findings

The findings of the audit are discussed according to the criteria as noted in Table 4B. The first level of verifying the qualifications and suitability of applicants took place at school level, with principals endorsing applicants from their schools who satisfied the requirements of the PAM. The PED panels appointed the marking personnel for each subject from a summary list compiled per subject.

4.3.1 Markers

a) Compliance to Notional Marking Time

In all PED, the number of markers was determined based on the number of candidates enrolled for a subject and the notional marking time per script. Almost all the PED adhered to the ratios recommended by the PAM document.

In Limpopo, no information was provided regarding the number of candidates or the appointed markers for Agricultural Sciences and Geography. The ratios for these subjects could therefore not be determined.

In the Western Cape, no markers were appointed for Civil Technology: Civil Services, Woodworking and Mechanical Technology: Fitting and Machining, due to low number of candidates. The appointed chief marker and the internal moderator will mark the scripts. In Civil Technology: Construction, Mechanical Technology: Welding and Metal, Mechanical Technology: Automotive and Technical Sciences Paper 1 and Paper 2, the number of appointed markers did not correspond with the number of candidates enrolled for these subjects as per the notional marking time per script, which has to be taken into account. In Accounting, Afrikaans HL Paper 1, Paper 2 and Paper 3, Geography Paper 1 and Paper 2, IsiXhosa HL Paper 1, Paper 2 and Paper 3 and Technical Sciences Paper 1 and Paper 2, a shortage of markers was evident. The PED had plans in place to address the matter in the second round of appointments.

b) Qualifications and Subject Specialisation

To be appointed as a marker, the PAM stipulates that an applicant should have a recognised three-year post-school qualification that includes the subject applied for at second or third-year level, or other appropriate post-matric qualification in the subject.

In the Eastern Cape, the academic transcripts used to verify the qualification level in the subject for which a marker was appointed (English FAL Paper 1) did not indicate completion of an English module at any level. In History Paper 1 and Paper 2, not all markers submitted all the necessary documents.

In Gauteng in the sample verified, a number of markers appointed to mark English HL Paper 1 did not submit qualification transcripts and certificates. Verification was therefore compromised.

In KwaZulu-Natal, the criterion for appointing markers was relaxed in Electrical Technology: Power Systems, Technical Sciences Paper 1 as these subjects were considered new.

In Limpopo, two markers who did not possess qualifications in the field were appointed to mark Agricultural Sciences. In Civil Technology one under-qualified marker was appointed although there was a qualified marker on the reserve list. In Consumer Studies, one marker who did not meet all the criteria was appointed to mark scripts for candidates who offered the subject in Afrikaans. The appointment was made because of a shortage of markers competent to mark scripts for candidates offering the subject in Afrikaans. For Sepedi HL Paper 1, one marker was appointed with only a Sepedi FAL qualification.

In the Northern Cape, three markers for Economics Paper 2 did not meet the subject level criteria, which is second-year Economics or above. In Physical Sciences Paper 1, the qualifications of three markers could not be verified as transcripts were not presented for verification.

In North West, not all transcripts of markers were submitted for Life Sciences Paper 1 and Paper 2, Physical Sciences Paper 1, Business Studies and History Paper 1 and Paper 2.

The Mpumalanga PED used an online application system to appoint marking personnel. Umalusi verified the details of the appointed markers online and noted an improvement in the uploading of documents, where challenges had been experienced in 2018.

c) Teaching Experience

This criterion requires applicants to have extensive experience as an educator in the particular subject or a related area and at least two years' teaching or other curriculum-related experience within the last five years at the appropriate level. Most appointed markers whose appointments were verified had adhered to the stipulated criteria.

In KwaZulu-Natal, the verified markers in Electrical Technology: Power Systems and Technical Sciences Paper 1 did not meet the criteria; however, they were appointed because these were new subjects.

In Limpopo, a marker for Physical Sciences Paper 2 had only one year of Grade 12 teaching experience. All the markers appointed for Physical Sciences Paper 2 indicated competency in English only; no markers indicated that they could mark scripts for candidates that offered Physical Sciences in Afrikaans. However, the PED undertook to attend to the matter before the commencement of the examinations.

In the Northern Cape, one marker for Physical Sciences Paper 1 indicated teaching of Technical Sciences, not Physical Sciences.

d) Marking Experience

In most cases, the appointed markers met the criterion for marker experience stipulations, as provided.

In KwaZulu-Natal, the marking experience criterion for Technical Sciences, which was considered a new subject, was relaxed.

e) Learner Performance

The learner performance criterion was an enhancement to the PAM, hence not all PED considered this criteria when appointing marking personnel.

In the Eastern Cape, the learner performance for two markers for Economics Paper 1 was not provided. In Economics Paper 2, the learner performance of three markers was lower than expected.

In the Northern Cape, the learner performance of six Physical Sciences Paper 1 markers did not meet this criterion, which was included by the province to enhance marking.

In the Western Cape, the learner performance of applicants was available as part of the online application process. From the 2018 pass percentages verified, most appointed markers met the criterion.

4.3.2 Senior Markers

a) Compliance to Notional Marking Time

The 1:5 ratio of appointed senior markers to markers was adhered to. The following exceptions were evident:

In the Eastern Cape, the ratio of senior markers to markers was 1:9 in Engineering Graphics and Design Paper 1 and Paper 2. This ratio did not meet the norm of 1:5. The Limpopo PED did not provide information regarding senior markers for Agricultural Sciences and Geography.

In Mpumalanga, senior markers were not appointed in terms of the 1:5 ratio in most of the subjects. This issue was also highlighted in 2018.

b) Qualifications and Subject Specialisation

The qualifications and subject specialisation requirements for senior markers is similar to those of markers. This was met in eight PED.

In KwaZulu-Natal, the criterion was relaxed in Electrical Technology: Power Systems and Technical Sciences Paper 1 since the subjects were considered as new. In History Paper 1 and Paper 2, not all senior markers submitted the necessary documents.

c) Teaching Experience

The appointed senior markers met the stipulated criteria in most instances.

d) Marking Experience Required

The senior markers appointed across the PED met the stipulated criteria.

e) Learner Performance

Senior markers appointed across the PED met the learner performance criterion for the PED that used it as an enhancement to the PAM.

4.3.3 Deputy Chief Markers

a) Compliance to Notional Marking Time

The 1:5 ratio of appointed deputy chief markers to senior markers was adhered to in six PED. The following exceptions were evident:

In KwaZulu-Natal, the 1:5 ratio of deputy chief markers to senior markers was not adhered to in Accounting, Business Studies, Geography Paper 1 and Paper 2, History Paper 1 and Paper 2, Life Sciences Paper 1 and Paper 2, Mathematical Literacy Paper 1, Mathematics Paper 1, Physical Sciences Paper 1 and Paper 2 and Tourism. Although this was raised in the 2018 report for KwaZulu-Natal, there were insufficient deputy chief markers again appointed for 2019.

In Limpopo, no information was provided regarding deputy chief markers for Agricultural Sciences and Geography. The ratios in these subjects could not be determined.

In North West, the appointment ratio of 1:5 deputy chief markers to senior markers was not met in Mathematical Literacy Paper 1, Physical Sciences Paper 1 and Technical Sciences Paper 1.

b) Qualifications and Subject Specialisation

The appointed deputy chief markers in all PED met the criteria.

c) Teaching Experience

The appointed deputy chief markers met the criteria, except in Gauteng where two deputy chief markers for Accounting did not indicate Grade 12 teaching for the current or previous two years.

d) Marking Experience Required

The appointed deputy chief markers met the criterion.

e) Learner Performance

The appointed deputy chief markers who were verified met the stipulated criterion.

4.3.4 Chief Markers and Internal Moderators

The PED appointed the chief markers and internal moderators in 2018 on a two-year contract; as a result no new appointments were made in 2019.

a) Compliance to Notional Marking Time

The chief markers and internal moderators for all question papers were appointed in all PED.

b) Qualifications and Subject Specialisation

The appointed chief markers and internal moderators met the criterion. The qualifications of some were verified in 2018.

c) Teaching Experience

The information provided by PED indicated that chief markers and internal moderators met the stipulated criterion of eight years' teaching experience at Grade 12 level in the subject.

d) Marking Experience Required

Verified information indicated compliance with the stipulated criterion of five years' marking experience as a marker, three years' experience as a senior marker and experience as a deputy chief marker.

4.4 Areas of Improvement

The following areas of improvement were observed across the PED during the audit of markers appointed to mark the DBE November 2019 NSC examination scripts:

- all PED were found to have acceptable administration systems to document information pertaining to the appointment of marking personnel;
- the Western Cape administered competency tests, which assessed both content knowledge and marking skills, and the results were used in applying the selection criteria;
- the inclusion of novice markers by all PED to build capacity and for succession planning was evident; and
- verification of the accuracy of applicants' information by the panels at school and district level in the Eastern Cape enhanced the validity of applications.

4.5 Areas of Non-Compliance

The following areas of non-compliance were noted during the audit of the appointment of markers in various PED:

- although Umalusi had sent a letter to all PED requesting supporting documents for all marking personnel appointments, the non-submission of qualifications and academic transcripts of applicants hampered proper verification of such information in selected subjects across PED;
- a lack of statistical information in Limpopo, such as the number of candidates enrolled and the number of marking personnel appointed for Agricultural Sciences Paper 1 and Geography Paper 1, made it difficult to determine whether the number of appointed marking personnel adhered to the expected ratios or not; and
- Despite non-compliance with the ratio of appointed deputy chief markers in KwaZulu-Natal being highlighted in 2018, similar incorrect ratios of appointments were observed in 2019. Non-compliance with this criterion was noted in Accounting, Business Studies, Geography Paper 1 and Paper 2, History Paper 1 and Paper 2, Life Sciences Paper 1 and Paper 2, Mathematical Literacy Paper 1, Mathematics Paper 1, Physical Sciences Paper 1 and Paper 2 and Tourism.

4.6 Directives for Compliance and Improvement

To ensure that the appointment of marking personnel is reliable and valid, the DBE must ensure that:

- PED adhere to the PAM criteria when appointing marking personnel at all levels; and
- PED must submit the required qualification transcripts and statistical information on applicants, which are necessary for an effective audit.

4.7 Conclusion

This chapter presented the summary of the major findings of the audit of appointed marking personnel in all PED. The PED are commended for the areas of improvement observed. There were, however, areas of non-compliance noted in some PED, as discussed in the findings above. These areas of non-compliance were used to formulate the directives for the DBE to improve on, in order to standardise the appointment of marking personnel across PED.

CHAPTER 5 MONITORING THE WRITING OF EXAMINATIONS

5.1 Introduction

Umalusi monitors the conduct, administration and management of the national examinations to ensure delivery of a credible examination. The November examination cycle marks the final exit examination for candidates who are registered to write the National Senior Certificate (NSC), as managed by the Department of Basic Education (DBE).

The November 2019 NSC examination cycle commenced with the administration and management of examinations for subjects with a practical component. Computer Applications Technology and Information Technology practical examinations were examined on 16 and 17 October 2019 respectively. The administration of all other NSC subjects, whose examinations are pen-and-paper-based, commenced on 23 October 2019 and scheduled to write the final subject on 28 November 2019. Due to an unforeseen eventuality, the examination ended on 29 November 2019. The DBE administered a second chance sitting for the administration of the Computer Applications Technology and Information Technology practical examinations on the 29 November 2019. The two subjects were affected by power outage when Electricity Supply Commission (ESCOM) implemented load shedding on the two days when the two subjects were written.

5.2 Scope and Approach

The DBE conducted the November 2019 NSC examinations for 620 871 fulltime and 169 534 part-time registered candidates at 6 888 examination centres nationally, including one examination centre in eSwatini. Umalusi selected and monitored a sample of 311 examination centres, including Ubombo Technical and Commercial School (UTech) in eSwatini. This was an increase of 51 examination centres monitored by Umalusi as compared to 260 centres monitored in 2018. Table 5A gives the number of centres monitored per province and details of these centres are provided in Annexure 5A.

Umalusi evaluated the levels of compliance of examination centres to conduct, administer and manage the NSC examinations using the Instrument for Monitoring of the Examinations: Writing Phase; to collect data from the centres monitored. Umalusi adopted the following approach:

- data was collected using the monitoring of the writing instrument, comprised of seven indicator-critical criteria;
- data was collected through interviews with chief invigilators at the monitored centres;
- documentary evidence contained in the examination files available at the examination centres was verified; and
- observations made during monitoring were recorded and reported on.

The findings detailed in section 5.3 hereunder reflect a consolidated analysis of the reports on the monitoring of the writing of the November 2019 DBE NSC examinations from the nine provincial education departments (PED) and eSwatini.

The information and conclusions arrived at in this report were limited to findings from the sampled examination centres and were subject to the availability of evidence and data at the examination centres at the time of Umalusi's visit.

Table 5A shows the number of examination centres monitored, per province.

Table 5A: Number of centres monitored per province

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number of Life Orientation common assessment task (CAT) centres monitored	9	4	5	9	6	5	5	2	4	49
Number of centres monitored for other subjects	33	16	45	49	36	23	15	18	27	262
Total	42	20	50	58	42	28	20	20	31	311

The candidates registered with UTech examination centre in eSwatini were included in the KwaZulu Natal PED registration data.

5.3 Summary of Findings

Table 5B provides the percentage of compliance by examination centres, per province, with each criterion during the writing of Life Orientation CAT.

Table 5B: Summary of compliance percentage with criteria by provinces (Life Orientation CAT)

Criterion		Province								Average	
		EC	FS	GP	KZN	LP	MP	NC	NW		WC
Preparation for the examination		94	92	94	83	94	86	90	78	95	90
Invigilators and their training		89	79	95	19	83	25	60	25	81	62
Preparations for writing		94	89	93	71	86	83	88	50	71	81
Time management and activities during the examinations		96	91	100	74	97	97	98	88	96	93
Activities during writing		98	96	93	96	100	98	100	81	100	96
Packaging and transmission of scripts after writing		96	92	96	76	95	76	88	95	83	89
Monitoring by assessment body		33	50	100	11	0	60	80	0	75	45
Average	Including monitoring by assessment body	86	84	96	61	79	75	86	60	86	79
	Excluding monitoring by assessment body	86	90	95	70	93	77	87	70	88	84

Table 5C provides the percentage of compliance by examination centres as noted per province, during the writing of the examinations excluding the administration of the Life Orientation CAT.

Table 5C: Summary of compliance (percentage) to criteria by provinces (excluding Life Orientation CAT)

Criterion		Province										
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	ESW	Average
Preparation for the examination		96	96	96	95	96	95	96	93	97	88	95
Invigilators and their training		93	84	96	98	100	98	94	100	99	100	96
Preparations for writing		96	87	98	95	97	95	98	100	97	100	96
Time management and activities during the examinations		95	93	99	95	96	99	99	100	98	100	97
Activities during writing		99	99	95	100	99	99	99	100	95	100	99
Packaging and transmission of scripts after writing		98	93	96	99	98	98	99	99	97	100	98
Monitoring by assessment body		72	47	85	75	63	76	100	81	91	100	79
Average	Including monitoring by assessment body	93	86	95	94	93	94	98	96	96	98	94
	Excluding monitoring by assessment body	96	92	97	97	98	97	96	99	97	98	97

The variances in the average scores indicate a lack of administrative procedures during the writing of the Life Orientation CAT examination.

5.3.1 Preparations for the Examinations

The DBE administered the Life Orientation CAT on 2 September 2019, at the time the schools were administering the preparatory examinations. Of the sample of centres monitored on the day the Life Orientation CAT was administered, it was found the level of preparation to accommodate and administer the Life Orientation CAT under the controlled conditions was not acceptable.

The findings on the sample from monitored examination centres across the nine PED did not experience any notable challenges regarding provision of physical resources. Examination centres were adequately equipped with secure facilities in which examination material was stored overnight. A differentiated mode of collection and return of examination question papers was noted across PED. The chief invigilators or other authorised personnel and, in some cases, district examination officials, collected and delivered the question papers daily in eight PED; and in one PED an appointed courier service delivered the question papers weekly. The safekeeping of examination material was managed well by the centres monitored and of note was the following:

the question papers were stored in lockable safes/strong rooms; except at 12 centres where the material was left in the offices of the principals; or was taken directly to the examination rooms on arrival.

At the four centres where South African Sign Language Home Language (SASL HL) was administered, generators were not installed to back electrical supply despite the examination relying entirely on electricity for web-camera recording. In one centre where there were 33 candidates for SASL HL, the examination was conducted in two sessions owing to a shortage of work stations. Furthermore, it was reported that one examination centre did not implement a special concession granted for the writing of SASL HL Paper 1.

Umalusi noted a slight improvement in the compliance level with this criterion, from 94% in 2018 to 95% in 2019.

Generally, Umalusi noted effective procedural management of practical examination sessions when unexpected power interruptions occurred due to load shedding during the Computer Applications Technology and Information Technology practical.

5.3.2 Invigilators and Their Training

DBE made significant improvements in this area, from 87% average compliance with this criterion in 2018 to 96% (average) in 2019. Only at 18 centres (6%) were personnel other than the principals appointed as chief invigilators, compared to 15% in 2018 and 41% in 2017. Umalusi acknowledges the significant progress made in meeting this criterion over the last two years. While the appointment and training of invigilators and chief invigilators by the PED improved from the previous year, 27 centres did not have evidence of such appointments, compared to 36 centres in 2018. Once again, the timing of the administration of the Life Orientation CAT had an effect on this.

5.3.3 Preparation for Writing

An overall 96% compliance achieved in preparation of writing was noted. All the monitored examination centres demonstrated a significant improvement in the level of compliance with preparation of the examination venues. The venues were found to be conducive for the writing of the examination.

Furthermore, the findings revealed the following:

- Invigilators and candidates reported to the examination rooms on time as required, except at eight centres where candidates were admitted late; At 20 examination centres, candidates' identity was not verified.
- Examination centres maintained the required invigilator-candidate ratio, except during the Life Orientation CAT session. Seven centres did not produce a structured invigilation timetable and at 11 examination centres, no invigilator attendance register was available. Seating plans for candidates were not available at eight centres. Seven centres experienced challenges related to candidate registration.

Examination rooms were free from any undesirable material during the examinations. A 'no cell phone' policy in the examination rooms was maintained at all examination centres monitored.

The examination files were well managed by the examination centres monitored; however at nine centres the files did not contain all required records. Umalusi noted an improvement in the filing systems at examination centres compared to those of the previous year. The major challenge noted was the unavailability of examination files during the Life Orientation CAT examination.

The DBE made significant progress in improving compliance with this criterion, to 96%, compared with 93% in 2018.

5.3.4 Time Management

Umalusi noted that invigilators reported on time to the examination rooms and candidates were admitted to the examination rooms at least 30 minutes before the start of the official writing time, at 303 examination centres. At all examination centres monitored, candidates signed the attendance register and official answer books were issued. The chief invigilator or delegated invigilators, opened the question papers in front of the candidates.

The following challenges were noted during monitoring:

- at 21 examination centres question papers were not checked for technical accuracy;
- eleven examination centres did not observe the 10 minutes' reading time before writing; and
- examination rules were not read to the candidates at 16 centres.

Examinations started and ended at the stipulated times at all but five examination centres. The five exceptions were centres where Computer Applications Technology and Information Technology practical were conducted and where the examinations ended after the official time because of load shedding. A one-hour extension of time concession was granted for all three SASL HL question papers.

During the writing of Life Orientation CAT which coincided with the writing of the preparatory examinations, many regulations were not observed. A compliance variance of 4% was noted between the Life Orientation CAT examination and the rest of the examination.

Examination centres attained a 97% compliance rating for this criterion.

5.3.5 Activities during Writing

Activities during the writing process were well managed across the nine PED and an average compliance score of 99% was achieved with this criterion.

The following challenges were noted in this section of the monitoring:

- at four centres candidates were allowed to leave the examination room temporarily without an escort;
- at four centres candidates were allowed to leave the examination room during the last 15 minutes; and
- There were pockets of irregular practice noted during the writing session. These were limited to technical irregularities related to the registration of candidates for wrong subjects and missing names/numbers from the attendance register/mark sheet. The necessary irregularity forms were completed in all such instances.

5.3.6 Packaging and Transmission

All examination centres monitored complied with the packaging and transmission of scripts according to the assessment body's requirements.

The answer scripts were packaged in the correct sequence and tallied with the candidates' data. Scripts were sealed in satchels provided by the PED and submitted to the distribution points by authorised personnel. In the Western Cape, scripts were secured in electronically sealed bags provided; and locked in a strong room prior to collection by a courier service, as per the PED and courier company arrangements.

Compliance nationally stood at 98% in 2019, compared to 97% in 2018.

5.3.7 Monitoring by Assessment Body

At the time of the Umalusi visit, the PED monitored the conduct of examinations at 281 centres. There was no evidence of PED monitoring at 9.6% of the centres and a further 6.8% did not have reports of the assessment body monitoring visits available, although the centres reported that PED monitors had visited them. Where reports were available, no serious challenges were noted. The Life Orientation CAT session was not monitored at 55% of the centres at which Umalusi monitored.

5.4 Areas of Improvement

Umalusi noted a 3% general improvement in national average compliance in 2019, from 91% in 2018 to 94% in 2019.

Among others, Umalusi noted the following improvements during monitoring:

- the DBE granted a one-hour blanket special concession of writing time for SASL HL;
- there was a significant improvement in the systems of safekeeping of examination material (only 3.8% of centres monitored experienced challenges, compared to 10% in 2018);
- systems had been put in place to improve invigilators' training, and this was evident in the overall improvement in invigilation, during the writing of the examinations; and
- packaging and transmission of answer books was done in accordance with policy at all centres monitored.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted (refer to Annexure 5B for the detailed list of non-compliance and implicated centres):

- pre-writing audits of examination centres were not conducted, or evidence of such audits were not available, at 114 centres of the sample of 311 centres monitored;
- the Life orientation CAT administration was not managed strictly within an external examination setting as set out by the DBE;
- no backup generators at examination centres where computer-based examinations were being administered. To this effect, the disruption caused by load shedding remain a potential threat to the administration of practical examinations for subject with a practical component; and

5.6 Directives for Compliance and Improvement

The DBE must ensure that:

- the PED conducts pre-writing audits of all examination centres and provide copies of reports to the examination centres;
- Life Orientation CAT is administered in line with DBE examination guidelines and monitored by the PED; and
- all examination centres administering computer-based examinations have a backup plan for supply of electricity, in case of power outages; and

5.7 Conclusion

Umalusi acknowledges an overall improvement in the administration of the NSC examinations by the DBE. A notable upward movement was achieved in the levels of compliance evident among the sample of examination centres monitored by Umalusi. This significant improvement was due to the culmination of many factors, but was mainly based on the standardisation and streamlining of the examination process driven by the DBE.

Despite pockets of challenges experienced, as noted in the findings, the November 2019 NSC examinations were administered free from the occurrence of incidents that may have impacted on the delivery of credible examinations.

CHAPTER 6 MARKING GUIDELINE DISCUSSION MEETINGS

6.1 Introduction

The quality assurance of marking guideline discussion meetings is one of Umalusi's critical responsibilities. For the November 2019 Senior Certificate (NSC) examinations, Umalusi undertook the quality assurance of marking guideline discussion meetings for question papers developed by the Department of Basic Education (DBE). This was done to ensure that markers maintained an appropriate standard of marking, by applying marking guidelines fairly and consistently across all papers in all subjects.

The marking guideline discussion meetings were attended by provincial education department (PED) delegates (internal moderators and chief markers), members of the DBE examining panels, DBE officials and Umalusi.

Each of the marking guideline discussion meetings was required to achieve the following objectives:

- revise and amend the original marking guidelines by incorporating into them all alternative responses presented by the PED, including those resulting from discussions held among delegates;
- achieve a common understanding of the final marking guidelines;
- determine the appropriate tolerance range for each question paper; and
- authorise provincial chief markers and internal moderators to train and supervise markers at marking centres in their provinces.

6.2 Scope and Approach

The DBE conducted marking guideline discussions for 132 question papers at the DBE offices, Manhattan Hotel, Hotel 224 and Waterkloof High School, all situated in Pretoria.

The instrument that Umalusi uses for gathering information consists of three parts, as illustrated in Table 6A. 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 three criteria and 15 quality indicators. The number of quality indicators for each criterion is indicated in brackets.

Table 6A: Criteria for monitoring the marking guideline discussions

Part A	Part B	Part C
Pre-marking guideline and discussion meetings (1)	Processes and procedures (14)	Training sessions with dummy scripts (2)
Preparation by chief makers and internal moderators (2)		Quality of training (6)
		Quality of final marking guidelines (7)

The focus of Part A is on the pre-marking guideline discussion meetings held by the examination panels for each question paper together with Umalusi. This includes assessing

the level of preparedness of the chief markers and internal moderators as participants in the marking guideline discussions. Part B deals with processes and procedures followed during the marking guideline discussions. Part C addresses the quality of the training of provincial delegates, including the quality of the final marking guidelines.

6.3 Summary of Findings

This report provides findings arising from the marking guideline discussion meetings, based on the criteria and indicators listed in Table 6A.

6.3.1 Part A: Pre-marking Guideline Discussions and Preparations by Provincial Delegates

a) Pre-marking Guideline Discussion Meetings

This criterion relates to whether or not pre-marking discussions took place for each question paper in preparation for the marking guideline discussions.

There was full compliance with this criterion for most question papers. The exceptions were the following: English Second Additional Language (SAL) Paper 2; IsiNdebele First Additional Language (FAL) Paper 1, Paper 2 and Paper 3; IsiNdebele SAL Paper 1 and Paper 2; Dance Studies; Sepedi SAL Paper 1 and Paper 2; Sesotho SAL Paper 1 and Paper 2; Xitsonga FAL Paper 1, Paper 2 and Paper 3; Music Paper 1 and Paper 2; and South African Sign Language Home Language (SASL HL) Paper 1, Paper 2 and Paper 3. These subjects were marked centrally at national level, thus there was no need for the meetings as arranged for subjects marked in the provinces.

In all the question papers' pre-marking meetings, the examination panels and Umalusi scrutinised carefully each of the answers contained in the marking guidelines and, where necessary, effected amendments. Reports from provincial chief markers and internal moderators, where such contributions were not already reflected, were also incorporated into the marking guidelines. These amended marking guidelines formed the basis for discussions on the first day of the marking guideline discussion meetings.

b) Preparation by Chief Markers and Internal Moderators

According to DBE Circular E23 of 2019, provincial chief markers and internal moderators are required to pre-mark a minimum of 20 scripts each prior to the marking guideline discussion meeting. This serves to ensure that these personnel arrive well prepared and equipped to participate actively, and contribute meaningfully, to the standardisation process.

Umalusi noted that a number of question papers were non-compliant with the pre-marking requirement, as illustrated in Table 6B. The levels of compliance and non-compliance do not take into account question papers marked centrally, since the provincial delegates were not involved in those marking guideline discussions. Instead, markers were used and the pre-marking process did not take place.

Table 6B: Levels of compliance with pre-marking requirement, per subject, offered and marked per province

Province	Question papers offered	Question papers marked centrally	Met requirement	Non-compliant with requirement
Eastern Cape	82	14	72%	28%
Free State	97	17	59%	41%
Gauteng	115	22	56%	44%
KwaZulu-Natal	87	15	61%	39%
Limpopo	98	19	67%	33%
Mpumalanga	101	16	69%	31%
Northern Cape	77	16	36%	64%
North West	81	15	52%	48%
Western Cape	90	17	76%	24%

The Northern Cape reflected the highest level of non-adherence (64%) with the pre-marking stipulation of Circular E25 of 2019: this trend had previously been noted, of only ten scripts each being made available to the chief markers and internal moderators, across a number of question papers. The DBE must seek adherence to the pre-marking requirement from all PED.

6.3.2 Part B: Processes and Procedures

a) Attendance at Marking Guideline Meetings; Organisational and Logistical Arrangements

Umalusi observed that attendance at the marking guideline discussion meetings by examination panels and provincial delegates was acceptable for most question papers. However, in some, provincial panels were not represented because the PED did not offer the subjects in the 2019 schooling year. Electrical Technology: Digital Systems was not offered in the Eastern Cape, Mpumalanga, Northern Cape and Western Cape. Limpopo, Northern Cape and North West were not represented at the marking guideline discussion meetings for Religion Studies Paper 1 and Paper 2. The marking of scripts for Religion Studies Paper 1 and Paper 2 in North West was outsourced to the Free State PED. Northern Cape did not offer the subject in 2019. Similarly, Northern Cape PED was not represented at the marking guideline discussion meeting for Mechanical Technology: Automotive, because the marking of scripts for the question paper was outsourced to the Free State PED.

The DBE prepared well, both organisationally and logistically. The marking guideline discussions for the question papers that were marked centrally were held at Waterkloof High School. The DBE provided dummy scripts for the training and authorisation of chief markers and internal moderators. In all the venues, projection facilities were made available to project the marking guidelines under discussion onto screens. The DBE presided over all the marking guideline discussion meetings. The DBE provided excellent leadership and coordination of the meetings.

Umalusi observed that flight bookings were managed effectively by the DBE for all delegates who had to fly in and out for the marking guideline discussion meetings. The incidence of late arrivals and early departures of delegates observed in 2018 was not experienced in 2019.

b) Processes and Procedures During Marking Guideline Discussions

The marking guideline discussion meetings were held over three days for all the question papers. The meetings were coordinated by DBE internal moderators and chaired by a DBE official. The

second day was devoted to a question-by-question interrogation of the marking guidelines, in terms of correct answers, mark allocation and acceptable alternative answers. Umalusi observed that provincial delegates for all the question papers contributed meaningfully to the refinement and standardisation of marking guidelines. The amended marking guidelines were used by the provincial delegates to mark a first set of three dummy scripts, intended as training scripts. Further discussions followed, based on the mark allocations of the provincial delegates, to eliminate any significant variances between them.

The third day entailed marking a second set of three dummy scripts, individually and without discussion. These were then used by the examination panel to authorise the chief markers and internal moderators.

Umalusi noted that changes and/or additions made to the marking guidelines did not have an impact on answers/responses required for all but one question paper. The Information Technology question paper contained three questions that were based on a scenario. The panel decided to accept responses that may not have considered the scenario, thus lowering the cognitive demand of the questions.

Umalusi ensured the fairness, reliability and validity of the final marking guidelines for which they were responsible. They guided and adjudicated on the discussions and decisions. They thus signed off marking guidelines that were clear, unambiguous and easily interpreted.

6.3.3 Part C: Training at Marking Guideline Discussion Meetings

a) Training of Chief Markers and Internal Moderators

Umalusi observed that for the majority of question papers, dummy scripts were made available by the DBE for training and authorisation of the chief markers and internal moderators. Three scripts were used as training scripts and three for authorising delegates. However, in IsiNdebele FAL Paper 1, Paper 2 and Paper 3; English SAL Paper 1; Sepedi SAL Paper 1 and Paper 2; and Dance Studies, dummy scripts were not available for the training and authorisation of internal moderators and chief markers.

b) Quality of Training

The training of chief markers and internal moderators complied fully with the six quality indicators for this criterion. During the marking guideline discussions, alternative responses were identified and integrated into the marking guidelines. The delegates had the benefit of using the enhanced marking guidelines to mark the training and authorisation scripts.

The quality of training for all the question papers that the process engaged was of an appropriate standard.

c) Quality of the Final Marking Guidelines

All the approved marking guidelines were confirmed to be of an acceptable standard that would facilitate fairness and consistency in marking.

6.4 Areas of Improvement

The following areas of improvement were noted:

- there were no late arrivals or early departures of delegates as a result of erratic flight bookings, as was experienced in 2018; and
- the pre-marking meetings were successfully planned and held for a full day, an improvement on the meetings of 2018, which were held in the afternoons and into the evenings.

6.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- across a significant number of question papers the number of sample scripts marked by provincial chief markers and internal moderators did not comply with the stipulation in the DBE Circular E25 of 2019 that 20 scripts be provided; and
- in the Northern Cape there was a consistent trend of providing chief markers and internal moderators with only ten scripts each for pre-marking.

6.6 Directives for Compliance and Improvement

The DBE must attend to the following directive:

the DBE must ensure that chief markers and internal moderators are provided with the required 20 scripts each for pre-marking, in preparation for marking guideline discussion meetings.

6.7 Conclusion

Umalusi attended and participated in all the marking guideline discussions meetings arranged by the DBE for all question papers. This report has highlighted Umalusi's findings, based on the criteria and quality indicators of the Instrument for the Verification of Marking Guideline Discussion Meetings. In all the marking guideline discussions verified by Umalusi, the examination panels and provincial delegates produced comprehensive marking guidelines that would ensure a marking process that was fair, reliable and valid.

CHAPTER 7 MONITORING OF THE EXAMINATION MARKING CENTRES

7.1 Introduction

Umalusi monitors the established marking centres across the assessment bodies to evaluate the level of preparedness of the assessment bodies to conduct the quality assurance of the marking processes.

The Department of Basic Education (DBE) established 141 marking centres in all nine provinces. The provincial education departments (PED) facilitated the quality assurance of marking processes of examination scripts in the provinces. The marking started on 30 November and ended on 14 December 2019. Some PED adopted a staggered approach to the marking sessions.

The findings from the monitoring of a sample of marking centres are provided in detail under 7.3 of this report, with areas of improvement and non-compliance highlighted and directives for compliance and improvement issued.

7.2 Scope and Approach

The November 2019 National Senior Certificate (NSC) examination was written nationally in 147 subjects and marking of the scripts for these subjects was conducted at 141 marking centres across the nine PED. Umalusi monitored 18 marking centres, nationally.

Umalusi evaluated the readiness of marking centres using the Instrument for Monitoring of Marking. In order to collect data from the centres monitored. Umalusi adopted the following approach:

- data was collected through interviews with the centre managers of the monitored marking centres;
- documentary evidence contained in the marking centre manuals and prepared files available at the marking centres were verified; and
- observations made during site-evaluation monitoring of the centre were recorded and reported.

Table 7A provides details of the marking centres monitored in each province:

Table 7A: Marking centres monitored by Umalusi

No.	Province	Name of centres monitored	Date of monitoring
1.	Eastern Cape	Collegiate Girls' High School	7/12/2019
2.		Nico Malan High School	7/12/2019
3.	Free State	Eunice High School	30/11/2019
4.		HTS Louis Botha	1/12/ 2019
5.	Gauteng	Uitsig High School	11/12/2019
6.	KwaZulu-Natal	Harding Secondary School	09/12/2019
7.		Suid-Natal High School	09/12/2019

No.	Province	Name of centres monitored	Date of monitoring
8.	Limpopo	Northern Academy Primary School	02/12/2019
9.		Settlers Agricultural High School	02/12/2019
10.	Mpumalanga	Witbank High School	9/12/2019
11.		Steve Tshwete Boarding School	10/12/2019
12.	Northern Cape	Diamantveld High School	2/12/2019
13.		Kimberley Girls' High School	2/12/2019
14.		Northern Cape High School	3/12/2019
15.	North West	Hoërskool Lichtenburg	4/12/2019
16.	Western Cape	Durbanville High School	8/12/2019
17.		South African College (SAC) High School	9/12/2019
18.		De Kuilen High School	8/12/2019

The information and conclusions arrived at in this report were limited to the findings from the sampled marking centres and were subject to the evidence and data available at the marking centres at the time of the visit by Umalusi.

7.3 Summary of Findings

The findings provided hereunder address the key criteria indicators as outlined in Umalusi's Monitoring of the Marking Centre Instrument.

A summary of areas of non-compliance noted at the different marking centres is highlighted in Annexure 7A.

7.3.1 Planning for Marking

The different provinces conducted the marking process in line with their developed marking plans. Table 7B details the marking schedules of the provinces.

Table 7B: Marking schedule per province

Province	Dates of marking
Eastern Cape	29/11/2019–14/12/2019
Free State	30/11/2019–11/12/2019 03/12/2019–14/12/2019
Gauteng	02/11/2019–09/11/2019 14/11/2019–25/11/2019 27/11/2019–14/12/2019
KwaZulu-Natal	03/12/2019–12/12/2019
Limpopo	15/11/2019–26/11/2019 30/11/2019–11/12/2019
Mpumalanga	02/12/2019–12/12/2019
Northern Cape	01/12/2019–12/12/2019
North West	30/11/2019–14/12/2019
Western Cape	02/12/2019–14/12/2019

Marking teams arrived at the marking centres as per the management plan for training and marking processes. The DBE improved significantly in demonstrating overall compliance with the criteria of 100%. The dummy scripts and marking guidelines were received timeously. This allowed the marking guideline discussions and training of marking personnel to start as planned at all centres. At one marking centre an educator was dismissed due to failure to meet the tolerance range in 3 authorisation scripts and 3 dummy scripts used as part of the training and prior to actual marking commence.

All centres except one produced a comprehensive marking management plan. The plans were verified and the necessary information regarding the marking processes were well articulated in the plans. The lists of all marking personnel and marking venues to be used across the subjects to be marked were provided in the plans.

The norm time for daily starting times of marking at the different centres varied between 07:00 and 08:00 and ended between 19:00 and 20:00, with an average of ten hours per day. Attendance registers of marking teams were signed and were up to date at all centres monitored.

Overall, Umalusi noted that the planning for marking at each centre monitored was well structured and executed as planned.

7.3.2 Marking Centres: Resources and Activities

All marking centres monitored met the requirements for the establishment of marking centres. The following were noted:

- centres had adequate space to accommodate the marking of allocated subjects;
- furniture used at all marking centres and telecommunication infrastructure required to facilitate the effective management of marking centres were suitable; and
- appropriate accommodation to house the markers was generally of acceptable standard; however, one non-compliant case reported.

The flow of scripts differed slightly from one centre to another, but followed a uniform procedure as noted below:

- after delivery all scripts were checked and scanned in script control rooms;
- the scripts were dispatched from the script control rooms to the marking rooms/venues where they were to be marked;
- marked scripts were sent to a separate quality assurance room for quality control by examination assistants, who verified the accuracy of the marked scripts; and
- final batches of scripts were booked back to the control room, where they were recorded and scanned as received.

This process was intended to ensure that all questions were marked and marks were accurately accounted for. After marking and checking, the scripts were scanned again and sealed in numbered boxes. A summary of the contents of all boxes accompanied the shipment back to the script archive libraries across the PED.

All marking centres were compliant with occupational health and safety requirements. The following were noted:

- clean and functional ablution facilities were available for males and females;
- electricity connections were safe;
- all fire extinguishers had been serviced; and
- kitchen facilities from which meals were served were clean.

Meals were provided for the marking staff and provision was made for special meal preferences requested when markers arrived at the centre, except at the Gauteng marking centres, where marking personnel provided their own meals and claimed thereafter from the PED.

It was commendable that at two centres, generators had been installed at the hostels for use in the event of power outages.

Markers were generally satisfied with the accommodation provided and found it acceptable. However, it was reported in two PED that the conditions of some marking centres was found to be not conducive.

The marking centre managers were always available to address any unforeseen problems while marking was in progress.

7.3.3 Security

Adequate security was available at all monitored marking centres. The monitoring revealed the following:

- there was evidence of tight, strict protocols followed for access control at the entrance to the marking centres, such as verification of identity cards and searching of vehicles, except at one centre;
- the movement of scripts between marking rooms in the centres was monitored by security personnel;
- all marking centres had sufficient security features, such as alarm systems, burglar bars, surveillance cameras, access control and guards stationed at the front door entrance and throughout the premises;
- at marking centres monitored visitors were accompanied by security to the centre manager and issued with visitor cards; and
- the movement of all scripts was recorded and signed for by relevant parties to ensure that every answer script, mark sheet and any other examination material could be accounted for.

The importance of meeting this criterion was a directive for compliance and improvement in 2018. Umalusi noted that security challenges had been effectively addressed by the DBE.

The findings revealed that PED adopted different measures for the movement of scripts to and from the marking centres and the logistics varied from province to province. However, examination scripts were highly secured in transit since the PED had put in place stringent measures to ensure no scripts were lost or tampered with. All scripts were accounted for throughout the marking process until they were archived.

7.3.4 Handling of irregularities

It was found that the handling and reporting of irregularities identified at the marking centres were incorporated in the training of senior marking officials and the marking teams. The evidence provided at the sample of marking centres monitored showed that the presentations covered, among others, the reporting protocols to be followed when there was adequate evidence of a suspected irregularity in a script being marked. A procedural manual in which the handling of irregularities was clearly outlined was also provided.

At the time of Umalusi's monitoring across the marking centres, it was found that PED kept a clear record of all reported examination irregularities that the chief markers had confirmed. These were referred to the Provincial Examination Irregularities Committees (PEIC) for investigation.

All examination centres monitored put in place clear procedures on how to manage lost script situations at the marking centre. The following procedure was to be followed:

- the deputy centre manager would be the official confirming a lost script;
- a report would be compiled and submitted to the centre manager;
- a lost script report would be submitted to the Director of Examinations and the PEIC; and
- an application for a concession would be considered in cases where there was adequate proof of a lost script.

7.3.5 Monitoring by the Assessment Body

There was adequate evidence, as verified at the marking centres Umalusi monitored, that monitoring by the PED took place early during the preparatory phase of the marking season. There was evidence that the newly appointed centre manager of the Lichtenburg High School marking centre in North West was supported by the PED.

The external monitor registers were completed by all visiting officials. However, at some centres monitored by Umalusi it was found that external monitors' reports were either not available or the centre managers had not received a copy of the monitoring report.

7.4 Areas of Improvement

It was noted that the DBE had successfully addressed the directives for compliance and improvement issued in 2018: for the timely provision of marking guidelines to all marking centres; and changes to security management at marking centres.

Umalusi also noted a significant improvement in dealing with examination irregularities. This was evident in the manner in which processes had been streamlined in the managing and handling of examination irregularities identified at the marking centres.

7.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- no generators had been installed at three centres monitored by Umalusi where load shedding was experienced; and
- copies of external monitors' reports were not made available to centre managers as evidence of monitoring conducted.

Annexure 7A summarises areas of non-compliance observed or reported to Umalusi; and the centres implicated.

7.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

- marking centres where computer-based marking or online marking is planned have a backup plan for the supply of electricity in case of power outages; and
- reports from external monitors are made available to the marking centre managers across the established marking centres.

7.7 Conclusion

The marking of 147 different question papers in nine provinces was a logistical challenge that was handled very well by each PED. Hence, based on the reports received from Umalusi monitors across the country, it can be concluded that the marking process of the November 2019 NSC examination administered by the DBE was generally conducted in a manner that would not compromise the integrity or validity of the examination.

CHAPTER 8 VERIFICATION OF MARKING

8.1 Introduction

Verification of marking is a quality assurance process used by Umalusi to verify the marking process of all assessment bodies offering the qualifications Umalusi is mandated to quality assure. The rationale is to ensure that the marking of examination scripts in the case of the Department of Basic Education (DBE) is done according to the subject marking guidelines approved by Umalusi in all provincial education departments (PED). Umalusi verification of marking for the November 2019 National Senior Certificate (NSC) examination was conducted during the first two weeks of December 2019 for all provinces.

Umalusi conducted verification of marking for the DBE, to achieve the following specific objectives:

- to ensure that the Umalusi-approved marking guidelines were adhered to and consistently applied across PED;
- to establish that if changes were made to the marking guidelines due process was followed;
- to determine that mark allocations and calculations were accurate and consistent;
- to verify that internal moderation was conducted during marking; and
- to confirm that marking was fair, reliable and valid.

This chapter presents Umalusi's findings following analysis of the verification of marking process and the levels of compliance with the marking processes, in selected subjects.

Furthermore, the chapter provides the assessment body with areas of improvement, areas of non-compliance and directives for compliance and improvement.

8.2 Scope and Approach

Umalusi sampled 35 subjects, with a total of 81 question papers, for verification of marking. The sample included non-language subjects without a practical component as well as languages and subjects with a practical component.

Apart from Music and South African Sign Language Home Language (SASL HL), where on-site verification took place at national level, Umalusi conducted on-site verification of marking for all other subjects for the DBE at provincial marking centres. On-site verification provides an opportunity for Umalusi to intervene appropriately during marking and provide support to marking personnel, where necessary, while the marking process is under way.

As part of the verification process, Umalusi moderators were expected to moderate a sample of scripts at each of the marking centres they visited. The number of scripts sampled by external moderators depended on the total number of scripts and the time each external moderator spent at each marking centre.

Table 8A provides a list of question papers verified and the number of provinces (indicated in brackets) included in the verification process.

Table 8A: List of subjects and number of provinces (in brackets) included in the verification of marking

Subject	Subject
Accounting (7)	Life Sciences Paper 1 and Paper 2 (7)
Afrikaans Home Language (HL) Paper 1, Paper 2 and Paper 3 (3)	Mathematical Literacy Paper 1 and Paper 2 (6)
Agricultural Sciences Paper 1 and Paper 2 (4)	Mathematics Paper 1 and Paper 2 (9)
Business Studies (7)	Mechanical Technology: Fitting and Machining, Welding and Metal Work, Automotive (3)
Civil Technology: Civil Services, Construction, Woodwork (3)	Music Paper 1 and Paper 2 (National)
Computer Applications Technology Paper 1 and Paper 2 (4)	Physical Sciences Paper 1 and Paper 2 (6)
Consumer Studies (4)	Religion Studies Paper 1 and Paper 2 (2)
Dramatic Arts (4)	Sepedi HL Paper 1, Paper 2 and Paper 3 (3)
Economics Paper 1 and Paper 2 (8)	Sesotho HL Paper 1, Paper 2 and Paper 3 (3)
Electrical Technology: Digital, Electronics and Power Systems (2)	Setswana HL Paper 1, Paper 2 and Paper 3 (2)
Engineering, Graphics and Design Paper 1 and Paper 2 (3)	Siswati HL Paper 1, Paper 2 and Paper 3 (1)
English First Additional Language (FAL) Paper 1, Paper 2 and Paper 3 (8)	South African Sign Language (HL) Paper 1, Paper 2 and Paper 3 (National)
English HL Paper 1, Paper 2 and Paper 3 (3)	Technical Mathematics Paper 1 and Paper 2 (2)
Geography Paper 1 and Paper 2 (7)	Technical Sciences Paper 1 and Paper 2 (1)
History Paper 1 and Paper 2 (7)	Tourism (4)
isiNdebele HL Paper 1, Paper 2 and Paper 3 (1)	Tshivenda HL Paper 1, Paper 2 and Paper 3 (1)
isiXhosa HL Paper 1, Paper 2 and Paper 3 (3)	Xitsonga HL Paper 1, Paper 2 and Paper 3 (3)
isiZulu HL Paper 1, Paper 2 and Paper 3 (2)	

The Umalusi Verification of Marking Instrument, used for the quality assurance of the marking process, comprised of four criteria with a variable number of quality indicators. Criterion 1 focuses on notional marking time and policy and comprises three quality indicators. Criterion 2 deals with adherence to the marking guideline with three quality indicators. Criterion 3 covers quality and standard of marking and internal moderation with five quality indicators and a variable number of sub-quality indicators. Lastly, Criterion 4 deals with candidate performance with just one quality indicator (not relevant for this chapter).

Table 8B: Umalusi Verification of Marking criteria and quality indicators

Criteria	Quality indicators
Notional marking time and policy	Number of markers at each level Evidence of official appointment Any other issues
Adherence to the marking guideline	Application of the approved marking guideline Evidence of changes and or additions to the marking guideline Due process followed with amendment of the marking guideline
Quality and standard of marking and internal moderation	Consistency in mark allocation Tolerance range Internal moderation of marking Accurate addition of marks and transfer of totals Fair, valid and reliable marking
Candidates' performance	Candidates' overall performance

8.3 Summary of Findings

The findings on the verification of marking summarised in this section are discussed, based on the individual compliance criteria as noted in Table 8B. Each criterion is discussed separately and inconsistencies in specific question papers are noted where appropriate.

8.3.1 Notional Marking Time and Policy

a) Evidence of Officially Appointed Markers

Markers were officially appointed and were able to present to Umalusi the official letters of appointment they received from their respective PEDs.

However, Umalusi observed the following:

- i. In Limpopo, two Accounting markers taken from the reserve list to replace absent markers were not able to present appointment letters at the time of verification of marking. The chief marker indicated that their appointment letters were still being processed.
- ii. In KwaZulu-Natal, altogether 22 Accounting markers and senior markers did not report for marking. Replacement markers were not appointed; instead, the available markers shared the additional workload with an undertaking that it would not affect the marking schedule.
- iii. In Gauteng, one Business Studies marker who was not a current Grade 12 teacher was released from marking duties by the internal moderator and centre manager prior to commencement of marking.
- iv. In Gauteng, two Civil Technology (Woodworking and Construction) markers who were appointed late to assist with the marking of Eastern Cape scripts did not possess appointment letters. Although appointment letters were requested by Umalusi, the two markers, appointed on 8 December, could not be verified. However, the centre manager confirmed to Umalusi that they were on the original application list.
- v. In Limpopo, one marker for Economics Paper 1, whose name did not appear on the application list, presented an appointment letter and was added to the marking list.
- vi. In the Free State, six markers for English FAL did not report for duty. Consequently, six new markers for English FAL Paper 1 were appointed and trained on the second day of marking.

- vii. In North West, ten markers did not report for duty. During the marking process, another two markers excused themselves from marking due to unforeseen circumstances. The 12 markers were not reported to have been replaced.
- viii. In the Eastern Cape, one marker for Mathematics Paper 1 had only one year's teaching experience at Grade 12 level. The marker thus struggled to cope and requested to be released from duties as a marker and the request was granted.
- ix. In Mpumalanga, one marker for Mathematics Paper 2 who had no current Grade 12 teaching experience was relieved of his duties as he struggled with the marking process.
- x. At the centralised marking centre no evidence of appointment of some markers for Music Paper 1 and Paper 2 was observed as the markers were appointed late.

8.3.2 Adherence to the Marking Guidelines

a) Application of the Approved Marking Guidelines

The approved marking guidelines containing the DBE stamp and internal moderator and external moderator signatures, were applied in all sampled marking centres with one observed exception.

- i. The exception was Computer Applications Technology, where the marking guideline for the backup Paper 1 (necessary, owing to load shedding) was supplied to the provincial education departments (PED) by the DBE but was unstamped and did not bear the signatures of the internal and external moderators.

b) Evidence of Changes and/or Additions to the Marking Guideline and Process Followed

The sampled marking centres complied with the requirement by Umalusi to apply the approved marking guidelines. However, there were observations of evidence of changes and additions to the approved marking guidelines in five subjects. In effecting changes and making additions to individual approved marking guidelines, due process was followed. In all observed instances where changes were made to the approved marking guideline, the National Directorate: Examinations and Assessment in Schools, in collaboration with the Umalusi External Moderator, granted approval to such changes and additions. The following incidences were noticed:

- i. Computer Applications Technology Paper 1 and Paper 2: with permission from the DBE and Umalusi, this subject used a different approach to the management of additions/changes to the marking guidelines for both Paper 1 and Paper 2. If an answer was deemed correct, then a query was posted on a mailing list that included all affected provincial chief markers and internal moderators. Once consensus was established and approved, the response was posted back to the mailing list for access by all marking centres.
- ii. Mathematical Literacy Paper 1 and Paper 2: there were only minor changes to the marking guidelines which involved clarity of mark allocations or explanation of alternative solutions.
- iii. Mathematics Paper 2: in the Eastern Cape and Western Cape, an alternative correct answer to Question 8.2.1 was added to the marking guideline. No other province reported this addition.
- iv. Physical Sciences Paper 1 and Paper 2: alternative answers to questions were submitted to the internal and external moderators and discussed to ascertain their correctness and validity for a particular question. These were added to the marking guidelines and communicated to all affected centres accordingly.
- v. South African Sign Language HL Paper 2: this subject was centrally marked and moderated. Additional answers were provided at the marking centre to clarify and facilitate the marking. Synonyms were added to accommodate possible dialect differences.

8.3.3 Quality and Standard of Marking

a) Consistency in Mark Allocation

The allocation of marks was done correctly in all sampled subjects even though minor inconsistencies occurred during the early stages of the marking. Such inconsistencies included: the interpretation of essay-type questions where rubrics were used for marking; lenient marking; and marking without consistent reference to the marking guidelines. However, these inconsistencies were addressed instantly in the marking centres at different levels of moderation. The following were noted during the verification process:

- i. Accounting: in Gauteng, some markers did not take note of alternative answers written in small letters on the approved marking guidelines. Some markers applied the -1- mark allocation of foreign entries incorrectly. Through early moderation, these inconsistencies were resolved with the relevant markers.
- ii. Afrikaans HL Paper 1: in the Eastern Cape, isolated cases occurred where the interpretation of specific higher-order questions resulted in different mark allocations. This was addressed and deviations were reduced. Out of 80 scripts that were externally moderated, only three exceeded the tolerance range (by 1.2%, 2.5% and 1.2%) respectively.
- iii. Business Studies: in the Eastern Cape it was evident from the sample scripts moderated that some markers were not consistent in awarding marks. Eighteen out of 21 scripts (85%) moderated by the senior marker or internal moderator indicated differences. Marking guideline discussions for markers was done by deputy chief markers instead of chief markers and internal moderator, as per a directive from the PED. In four unmoderated scripts, significant differences were found after external moderation. This necessitated retraining of specific groups of markers by the chief marker and internal moderator.
- iv. Civil Technology: Civil Services: in Limpopo on day one of verifying, marks awarded for questions 1.5, 2.31, 3.6 and 5.4 were not a true reflection of the marking guideline. The external moderator retrained the chief marker and internal moderator on those questions and instructed them to retrain the markers and re-mark all the scripts for Civil Services completed at that stage.
- v. Civil Technology: Woodworking: in Gauteng neither the markers nor the moderators marked with a drawn template with regards to the question on scale drawings. Although the external moderator requested the template to be drawn, this was not done.
- vi. Economics Paper 1 and Paper 2: in Limpopo and North West a few cases were observed where repeated responses were credited with marks. The chief markers and internal moderators addressed the inconsistencies at the centre. In Limpopo, there was an inaccuracy in marking identified in marking Question 3.5 and Question 5 of Paper 2. As a result, markers were re-trained and instructed to re-mark the scripts that had already been marked. The main challenge was in Micro-Economics, especially with answers containing graphs. There was a vast discrepancy in the allocation of marks, which was far above the tolerance range. The inconsistency was resolved after re-marking.
- vii. Electrical Technology: Digital Electronics: In North West, owing to the low number of candidates the internal moderator and chief marker acted as markers for this subject. The marking of the chief marker was consistently found to be inconsistent and not according to the marking guideline. The chief marker was requested to re-mark the scripts. The internal moderator was requested to moderate scripts marked by the chief marker for accuracy and adherence to the marking guideline. This was addressed by the internal moderator and marking improved significantly afterwards.

- viii. Electrical Technology: Electronics: in Gauteng the chief marker allocated two questions to the novice marker for marking, totalling 30 and 60 marks respectively. Umalusi visited the marking centre on the third day of marking. Significant inconsistencies were found with the marked scripts of this marker. The chief marker confirmed that the marker was not yet comfortable with the content of the two allocated questions. Serious intervention only occurred after Umalusi questioned the variances between marks allocated by the marker and the chief marker on the moderated scripts. The chief marker re-marked all the scripts of this specific marker. Scripts marked after the arrival of Umalusi were scrutinised in depth and were extensively moderated to ensure compliance with the tolerance range.
- ix. Electrical Technology: Power Systems: in Gauteng, it became evident during the verification process that marks were awarded for responses that were not fully correct as per the marking guideline (full marks for unlabelled diagrams; full marks for incorrect formula and ratios used). These discrepancies were not corrected by the chief marker in the scripts moderated. Umalusi found numerous such instances in the 50 scripts externally moderated. The chief marker corrected these discrepancies.
- x. Geography Paper 1: in Limpopo, more than 70% of the scripts moderated had marks changed by the different levels of moderation. At the onset of marking, some scripts were above the tolerance range. After intervention by the external moderator, these deviations were within the tolerance range.
- xi. Life Sciences Paper 2: in Gauteng, two markers were allocated other questions to mark as their marking of the originally allocated questions continued to show discrepancies.
- xii. Mechanical Technology: Automotive; Mechanical Technology: Fitting and Machining and Mechanical Technology: Welding and Metalwork in KwaZulu-Natal and Limpopo, the differences in moderated marks were as a result of possible English language barriers of some markers. This was addressed and corrected during moderation. In Limpopo, a marker for the Mechanical Technology: Automotive was moved to another question due to inconsistent marking. All scripts for the originally marked questions were re-marked and moderated. The said marker was then allocated questions that did not require significant subject knowledge and was not steeped in subject theory.
- xiv. South African Sign Language HL Paper 1, Paper 2 and Paper 3: the marking guideline used was the English translation. Both the internal moderators and external moderators were of the opinion that too much emphasis was placed on the English translation and that correct signed responses (different dialects) were not always picked up by the markers. Consistency in the allocation of marks was compromised. In the sample, 76% (Paper 1), 12% (Paper 2) and 46% (Paper 3) of the scripts moderated showed the differences outside of the tolerance ranges. As these deviations from the tolerance range were significant in moderated papers, the candidates whose scripts were not externally moderated may be disadvantaged. Generally, the marking in all three papers was compromised due to the following:
- markers did not all teach in Grade 12 and were thus not fully conversant with the Grade 12 curriculum;
 - markers relied solely on the English wording of the marking guidelines and did not consider dialect variations, which impacted on how questions were answered by candidates; and
 - markers experienced difficulty in distinguishing correct alternative responses.

b) Tolerance Range

The tolerance range was achieved in most of the papers marked and moderated. Due diligence was exerted to ensure that tolerance ranges set for subjects were not exceeded. During the early stages of marking, tolerance ranges were exceeded in some papers. Intervention by internal moderators and chief markers ensured that tolerance ranges were adhered to as a whole. The following is worth mentioning:

- i. Economics Paper 1: in Limpopo, 18 of 41 scripts fell outside the tolerance range, with five of those scripts not moderated at any level. This was addressed with the respective markers by the chief marker.
- ii. English FAL Paper 1: in Limpopo, marking took place from 07:00 to 21:00. Scripts that were marked in the evening had huge deviations, which were above the tolerance range. One candidate was awarded 33 marks by the marker and 42 marks by the chief marker, a deviation of 12 marks. The final mark after verification was 45. Of the six scripts verified from that batch, three were significantly outside the tolerance range.
- iii. English HL Paper 3: in KwaZulu-Natal, some scripts marked on the first day exceeded the tolerance range by up to 15 marks. These batches of scripts were recalled for re-marking and moderation. All scripts were then within the tolerance range.
- iv. Geography Paper 1: in Limpopo, the marks of more than 70% of moderated scripts changed through moderation. Refer to the section on 'Fair, valid and reliable marking'.
- v. South African Sign Language HL: Mark discrepancies in all three papers were well above the set tolerance range. Refer to the section on 'Fair, valid and reliable marking'.

c) Internal Moderation of Marking

Senior markers, deputy chief markers, chief markers and internal moderators are expected to each moderate 10% of all scripts. Evidence of internal moderation at all levels was noticeable for all subjects verified. Quality of internal moderation was, on the whole, maintained. However, intermittent instances of inconsistencies in internal moderation committed at the levels of deputy chief marker, internal moderator and chief marker needs to be mentioned:

- i. Accounting: in KwaZulu-Natal, the chief marker and internal moderator only moderated scripts already moderated by the deputy chief marker and not scripts of the whole marking panel. Both the chief marker and the internal moderator were instructed to conduct whole-panel moderation and to ensure that the stipulated scripts, per norm time, were moderated. Umalusi observed a lack of control and monitoring regarding the moderation process, which led to a bottleneck with moderation problems, and possible shadow moderation, during the final stages of marking.
- ii. Business Studies Paper 1: in Gauteng, internal moderation of one or two questions per script was done and not full script moderation, as required by the DBE.
- iii. Civil Technology: Civil Services: in Limpopo, the quality of the internal moderation was not consistently accurate at all times. In some instances, clear mistakes were duplicated by the chief marker and the internal moderator. Marking principles discussed at the marking guideline discussions were thus not followed as expected.
- iv. Civil Technology: Woodworking: in Gauteng, the chief marker and internal moderator moderated selected questions within a script. This was pointed out to them as a concern and they were requested to moderate whole scripts. However, on verification and moderation by the external moderator, the chief marker and internal moderator had continued with their practice of moderating selected questions per script. This was again

discussed with them and they were again asked not to moderate only specific questions per script. The senior marker did not moderate any scripts, the reason given for which was that insufficient markers had been appointed to cover the marking of scripts.

- v. Dramatic Arts: in KwaZulu-Natal there was evidence of shadow marking by some senior markers and, particularly, the deputy chief marker. This was addressed with the chief marker. The deputy chief marker was new to the position and was adjusting to the responsibilities of the position. Evidence of a few incidents of shadow marking by the chief marker was also found with regards to the essay question. The chief marker was under pressure to complete all administrative tasks, plus adhere to the requests of the external moderator and still complete a daily quota of moderation required to stay on schedule. In addition, the internal moderator did not indicate or record moderated marks in and on scripts. The internal moderator provided a PED document that instructed all 'Analytical Moderators', apparently the same as an internal moderator, not to indicate moderated marks on the scripts. This was problematic as the internal moderator could not adjust marks if needed. This was discussed with the chief marker and internal moderator, who indicated that such marks would be adjusted, but evidence of this was not found.
- vi. Economics Paper 1: in Limpopo, the chief marker and internal moderator were preoccupied with logistics and with dividing markers into various groups in the marking centre. Marking only commenced the day prior to the arrival of the external moderator, which affected moderation from the first day of marking. As a result, both the chief marker and the internal moderator were unable to achieve their daily quotas of moderated scripts.
- vii. Economics Paper 2: in North West, the chief marker and internal moderator moderated 2% and 6% of scripts respectively because of administrative activities required during marking. In the Free State, the chief marker and deputy chief marker each moderated only 5% of scripts.
- viii. Electrical Technology: Electronics: although moderation occurred in Gauteng there was no moderation plan or systematic approach to the moderation of scripts.
- ix. Electrical Technology: Power Systems: in Gauteng, there was inconsistency in the moderation of scripts between the chief marker, internal moderator and senior marker. The comments in the 'Consistency in mark allocation' section clearly illustrate this. The quality of internal moderation was found to be inconsistent.
- x. Geography Paper 1: in Limpopo, only 3% of the scripts were moderated by the chief marker and internal moderator respectively. No reasons were provided for the low moderation percentage.
- xi. Sepedi HL Paper 2: in Mpumalanga, the chief marker and internal moderator were requested to compile a report for the PED during the marking. Full moderation quotas could therefore not be met as expected.
- xii. South African Sign Language HL Paper 1: One internal moderator was mostly occupied with administrative duties, which should have been the duty of the chief marker. In Paper 2, moderation was consistent and senior markers and the chief marker mostly corrected incorrect marking by markers. In some instances, the senior marker and chief marker agreed with incorrect interpretations of the finer nuances and dialects of South African Sign Language and tended to keep to the English wording on the marking guideline. In Paper 3, only one of the internal moderators moderated scripts. The other internal moderator attended only to administrative duties. Moderation done by some senior markers and the chief marker resulted mostly in mark allocations higher than those of the markers. After external moderation the marks tended towards the marks allocated by the

marker. The chief marker mostly moderated only one or two questions per script and not the whole script.

- xiii. Technical Mathematics Paper 2: in the Free State, the internal moderator and chief marker did not fully adhere to the DBE-prescribed minimum number of scripts to be internally moderated. Detailed records of moderation were also not available and were not diligently recorded.

d) Accurate Addition of Marks and Transfer of Totals

The verification of marking revealed that most addition of marks and transfer of totals were accurately captured. The following were noted during verification:

- i. Life Sciences Paper 2: in Gauteng variances of -11 to +27 were found. The relevant markers were made aware of these variances and examination assistants were alerted to be vigilant with calculation of marks.
- ii. Sepedi HL Paper 1: in Gauteng scripts provided for external moderation did not show totals on the cover page and mark sheets were submitted with no marks recorded. Mark sheets were only completed by one marker and the chief marker when more batches were marked.
- iii. Setswana HL Paper 3: in North West, five candidates wrote with concessions. Concession forms were not submitted; thus the type of concession could not be determined. These scripts were accompanied by CDs with recordings of the transcripts. The CD of one script was not audible and therefore the script was the only available source for marking. This candidate obtained 80%.

e) Fair, Valid and Reliable Marking

Umalusi found the marking of the different subjects and papers in the different provinces to be fair, valid and reliable. The only exception was South African Sign Language HL Paper 1, Paper 2 and Paper 3, which were marked nationally at a centralised venue given the small number of candidates (99 candidates per paper):

- i. South African Sign Language HL Paper 1, Paper 2 and Paper 3: of the sample moderated by Umalusi, 76% (Paper 1), 12% (Paper 2) and 46% (Paper 3) were outside the tolerance range. As these deviations from the tolerance range were significant in moderated papers, the candidates whose scripts were not externally moderated may be disadvantaged.

8.4 Areas of Improvement

In 2018, Umalusi issued directives for compliance and improvement to the DBE, and in 2019, some improvement were observed in the areas for which the four directives were given, as well as the following innovations:

- due process was followed with the approval of changes and additions to marking guidelines at the marking centres; and
- allocation of specific questions per script to markers allowed for more consistent mark allocation within the set tolerance ranges.

8.5 Areas of Non-Compliance

The following general areas of non-compliance were noted:

- appointed markers who either did not have the experience to mark at this level, or who did not report to the marking centres, negatively influenced the quality of marking at some centres;

- during long hours of marking, from 07:00 to 21:00 in some instances, the concentration levels of markers lapsed during the latter part of each day, which resulted in more discrepancies in mark allocation;
- in Gauteng, the chief marker for Civil Technology: Civil Services and Woodworking had to mark all Afrikaans scripts as no Afrikaans speaking marker had been appointed;
- problems regarding the marking templates of drawing-type questions in Civil Technology: Civil Services and Woodworking may affect the reliability of the marks obtained for such questions. Templates should be drawn up before the DBE marking guideline discussion takes place and must be presented as part of the marking guideline;
- Mechanical Technology consists of three specialisations. Markers were appointed to mark all three subject specialisations (Automotive; Fitting and Machining; and Woodworking), although they were not specialists in all three areas. This led to incorrect marking in an unfamiliar specialisation in the three PEDs verified; and
- appointed markers for South African Sign Language were not all Grade 12 teachers in this field and were thus not conversant with the Grade 12 curriculum. Marking and internal moderation of scripts did not consider different dialects, but only the English version of the marking guidelines.

8.6 Directives for Compliance and Improvement

The DBE must ensure that:

- appointed markers confirm their attendance for marking, prior to the commencement of the marking process;
- correct templates of drawing-type questions in Civil Technology: Civil Services and Woodworking should be completed prior to the DBE marking guideline discussion and must form part of the marking guideline;
- markers for Mechanical Technology who specialise in each of the three specialisations need to be appointed; and
- markers for South African Sign Language HL are current Grade 12 teachers in the subject.

8.7 Conclusion

Umalusi conducted verification of the marking of 35 subjects (81 question papers). The reports provided evidence of compliance for a large proportion of the sampled subjects. Umalusi was proactive in all DBE marking centres visited during the verification of marking. A large number of marking inconsistencies that emerged during marking were resolved timeously. All efforts were made by the DBE to ensure consistency and accuracy in marking.

CHAPTER 9 STANDARDISATION AND RESULTING

9.1 Introduction

The quality assurance processes conducted by Umalusi start with the moderation of question papers and continue through to the standardisation of results. This is done to control for variability in the performance of candidates from one examination sitting to the next. The process is informed by evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation of candidate mark distribution is to achieve an optimum degree of uniformity, by considering possible sources of variability other than candidates' ability in and knowledge of the subject. Variability in performance may occur as a result of errors that may have occurred in examination papers, changes in the levels of difficulty in the examination papers from one year to the next, as well as inconsistencies in marking across different provinces. Therefore the standardisation process is done to ensure that no candidates are unfairly advantaged or disadvantaged.

As articulated in section 17A (4) of the General and Further Education and Training Quality Assurance (GENFETQA) Act of 2001, as amended in 2008, the Council may adjust raw marks during the standardisation process. The process of standardisation commences with the checking of candidates' registration data and continues through verification of subject structures and capturing of marks by an assessment body. It also involves the development and verification of norms and standardisation booklets, in preparation for the meetings. During standardisation, Umalusi considers qualitative inputs such as external and internal moderators' reports, monitoring reports, post-examination analysis reports in selected subjects and intervention reports presented by assessment bodies, together with principles of standardisation. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

9.2 Scope and Approach

The Department of Basic Education (DBE) presented 67 subjects for the standardisation of the November 2019 National Senior Certificate (NSC) examinations. In turn, Umalusi developed the historical averages and conducted monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

9.2.1 Development of Historical Averages

Historical averages for the NSC examinations are developed using the previous five examination sittings. Once that has been done, as per policy requirements the DBE submits to Umalusi historical averages or norms for verification purposes. Where a distribution contains outliers, the historical average is calculated with the exclusion of data from the outlying examination sitting. Finally, historical averages are taken into account during the standardisation process.

9.2.2 Capturing of Marks

Umalusi verified the capturing of examination and school-based assessment (SBA) marks to ensure the reliability of the conduct, management and administration of the capturing process. Additionally, Umalusi developed a checklist to monitor the accuracy and reliability of the capturing process. The checklist covered, among others, the authenticity of the process, criteria

for the appointment of capturers and the management of the capturing centres, including the security systems for examination materials. The following five provinces were considered for verification of mark capturing: Gauteng, Western Cape, Northern Cape, Mpumalanga and North West. Moreover, Gauteng, Eastern Cape and Free State were sampled for verification of internal assessment marks.

9.2.3 Verification of Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets submitted by the DBE for verification purposes were found to be accurate. The datasets were verified and approved in good time, which, in turn, enabled timely printing of the standardisation booklets.

9.2.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the November 2019 NSC examinations were held from 21 to 23 December 2019. Both qualitative and quantitative evidence presented was considered by the Assessment Standards Committee (ASC) to assist in making evidence-based decisions. Qualitative inputs included evidence-based reports presented by the DBE, research findings from Umalusi's post-examination analysis of selected subjects and reports from Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis together with the standardisation principles.

9.2.5 Post-Standardisation

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

9.3 Summary of Findings

9.3.1 Standardisation and Resulting

a) Development of Historical Averages

The historical averages for all NSC subjects were developed using the previous five years' examination sittings, with the exceptions of the technology subjects and South African Sign Language Home Language, since these were introduced only in 2018. As such, the subjects did not have any historical data to calculate their norms. For the other subjects, the assessment body submitted historical averages for the purposes of verification in accordance with the management plan developed by Umalusi. It was found that there were no subjects with outliers for the November 2019 NSC examinations. With regard to the 12 new subjects introduced in 2018, a fictitious norm was developed by Umalusi and submitted to the assessment body.

b) Capturing of Marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. The process to capture marks was monitored to establish whether it was conducted accurately and credibly. The verification of the capturing of the NSC examination marks looked at, among other things, the verification of systems, the appointment and training of capturers, the management of capturing centres as well as the security systems for examination materials. This process provides an opportunity for

Umalusi to identify best practices and challenges encountered during the capturing of marks. The following provinces were sampled for verification of external marks: Gauteng, Western Cape, Northern Cape, Mpumalanga and North West.

The sampled provinces had measures in place to verify the authenticity of incoming mark sheets delivered from the marking centres. All mark sheets were generated by the system with unique barcodes. The different signatures on the mark sheets were checked to ensure that they had gone through all verification stages. There were no challenges encountered pertaining to the authenticity of mark sheets in any of the capturing centres monitored. Adequate numbers of personnel were appointed at all capturing centres to capture the marks. All provincial education departments (PED) considered the number of mark sheets to be received, the number of marks to be captured and the number of days available for capturing to determine the number of capturers and verifiers needed to complete the process in time to meet the target set by the DBE.

Only two provinces, Mpumalanga and Northern Cape, used permanent staff members, who were taken through a refresher course, and new temporary capturers, who were trained by the provincial system administrators. The three other provinces recruited and appointed temporary employees. All appointed capturers had appointment letters that clearly outlined their key performance areas and were signed by the Head of Examinations. All contract workers appointed for capturing were trained by the provincial system administrators. Attendance registers were provided to Umalusi as evidence of the personnel having attended the training. All provinces provided training manuals, or PowerPoint presentations, over and above attendance registers, as evidence of training. All personnel in charge of capturing had signed declarations of secrecy before assuming their duties. There were adequate resources available in these provinces for the capturing of marks.

In all the provinces there was online monitoring of mark capturing. The principle of double capturing was adhered to in provinces to ensure accuracy. The system used by the PED had different access functions for capturing and verification of marks. This measure was put in place to ensure that no mark sheets were captured and verified by the same person. Where there were unclear marks on mark sheets, the capturers discussed the issue with the senior data-capturer to resolve the matter. Where challenges could not be resolved, the mark sheet was submitted to the chief marker for further investigation.

Mark sheets, tracked and monitored through the use of control sheets, were transported by department officials from the marking centre to the capturing centre. Delivery of the mark sheets to the capturing centres in most provinces was recorded manually. On delivery, the batches of mark sheets were verified against control lists at the capturing centre. In Gauteng, in addition to the scanning of a barcode, both the mark sheets and candidates' answer books were image-scanned in real time for digital storage. Designated personnel were appointed to collect the mark sheets from the respective marking centres daily. All the capturing centres were under 24-hour security surveillance. There was access control at all capturing centres monitored. Only centres situated in Gauteng and the Northern Cape were equipped with CCTV cameras. All provinces had satisfactory security measures in place for the storage of examination material.

At all the centres monitored in Gauteng and the Northern Cape, contingency plans were in place to guard against disruption caused by unplanned power failures. These included backup computers, daily backup of captured data and standby generators. However, Mpumalanga, Western Cape and North West did not have such measures in place.

Some of the PED had signed Memoranda of Understanding (MoU) with well-resourced high schools, colleges or institutions to assist in the event of continued power failures or any other unforeseen circumstances. It was found that in Eastern Cape there were no contingency plans for power failures. All backing up of data was done, daily, at the State Information Technology Agency (SITA) national office.

c) Electronic Datasets and Standardisation Booklets

In preparation for the standardisation processes, Umalusi and the DBE verified the systems through dry runs, to ensure that the mainframe was ready for the end-of-year data processing. The process also checked for compatibility of data and formulae used in data processing. The DBE participated in all processes to ensure the correct resulting of candidates. The submitted standardisation datasets and electronic booklets for the NSC examinations conformed to the requirements prescribed by Umalusi.

9.3.2 Pre-Standardisation and Standardisation

During the pre-standardisation meetings both the qualitative and quantitative inputs provided evidence about factors that might have positively or negatively affected candidate performance. The qualitative input included issues around irregularities emanating from the moderation of question papers, marking guideline discussions and also the marking process. These issues might have unfairly advantaged or disadvantaged candidates. The assessment body also presented interventions or challenges that might have had an impact on candidate performance. Quantitative inputs included pairs analysis and the performance of candidates in the previous five years' examinations. All this information was considered, together with standardisation principles.

9.3.3 Standardisation Decisions

The ASC and the DBE agreed on all the standardisation decisions for the 67 subjects presented for the November 2019 NSC qualification. Table 9A summarises how the subjects were standardised.

Table 9A: Standardisation decisions for the November 2019 NSC examinations

Description	Total
Number of subjects presented	67
Raw marks	47
Adjusted (mainly upwards)	13
Adjusted (downwards)	7
Number of subjects standardised:	67

9.3.4 Post-Standardisation

The standardisation decisions were submitted to the assessment body, were implemented correctly and were on time.

9.4 Areas of Improvement

The following areas of improvement were observed:

- the DBE submitted all the qualitative input reports in the correct format as required;
- the DBE presented error-free standardisation booklets; and
- the high level of compliance in capturing examination marks in all provinces monitored was highly commendable.

9.5 Areas of Non-Compliance

The electronic datasets and standardisation booklets from SITA/DBE were not submitted in time, as stipulated on the management plan.

9.6 Directive for Compliance and Improvement

The DBE must ensure that the electronic datasets are submitted as per the Umalusi management plan.

9.7 Conclusion

The standardisation process was conducted in a fair and credible manner and in accordance with standardisation principles. The decisions taken on whether to accept raw marks or to adjust the mark distribution upwards or downwards were based on evidence presented as well as adherence to standardisation principles.

CHAPTER 10 CERTIFICATION

10.1 Introduction

Umalusi is mandated by 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 South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The responsibilities of Umalusi are, furthermore, defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of candidate achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere 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.

The quality assurance processes instituted by Umalusi in terms of certification ensure that the qualification awarded to a candidate complies with all the requirements for the qualification as stipulated in the regulations. Assessment bodies are required to submit all candidate achievements to Umalusi, as the quality council, to quality assure, verify and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification, to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done to ensure that the correct results are released to the candidates, that all results are approved by Umalusi before release and that the certification of the candidates' achievements are in accordance with the approved results.

This chapter focuses on the overall certification processes and the compliance of the Department of Basic Education (DBE), as assessment body, to the directives for certification, as specified in the regulations for certification.

10.2 Scope and Approach

This report covers the period 1 December 2018 to 30 November 2019. All requests for certification received during this period that were finalised, including feedback provided to the assessment body by Umalusi, is addressed in this report. The main examination covered is that of November 2018.

Certification of candidate achievements cannot be pinned to a single period in the year because it is a continuous process and certificates are issued throughout the year. The bulk of the certification usually happens within three months of the release of the results. Certificates are requested throughout the year, either as first issues, duplicates, replacements due to changes in status, or re-issues.

To ensure that the data for certification is 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 and a specific type of certificate.

This chapter focuses on shortfalls in terms of compliance with certification directives by the assessment body and how this can affect the quality assurance processes and the certification of candidates' achievements.

In addition, this chapter includes statistics on the number of requests received, in the form of datasets, and indicates the percentage rejected as a result of non-compliance with the directives. The number and types of certificates issued over this period is also provided.

During the processing of the requests for certification in the period of reporting, a number of findings were made. These are highlighted and expanded on; but should not be regarded as a comprehensive list of findings and should be seen as key points to be addressed.

10.3 Summary of Findings

Every examination cycle starts with the registration of candidates for the academic year. This must be done according to an approved qualification structure that lists the required subjects, subject components, pass percentages, combinations of subjects and the like. The specification of the qualification is a very important aspect because it lays the foundation for a credible qualification.

Therefore the first aspects to be focused on are the submission of the subject structures for approval and alignment of the IT systems. Any changes in the subject structures and/or new subjects must be applied for, at least 18 months in advance, through Umalusi. With the submission of the subject structures, the DBE must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi.

Two submissions of registration data are required, the first three months after registration and the final dataset at the end of October. The first is regarded as preliminary registration, while the second is the final set of registrations. The first submission of candidate registration data was received but the final datasets were not submitted.

During the state of readiness visits, it was noted that at least two preliminary schedules of entries were generated and issued to schools to verify the correctness of registration data. All corrections were effected on the IT systems.

It was discovered that some candidates with special educational needs were not correctly marked on the examination systems of the provincial education departments (PED). This resulted in such candidates' certification being rejected.

After an assessment body has conducted the end-of-year examination all results are submitted to Umalusi for standardisation, statistical moderation and resulting of the candidates' achievements. All candidate records must be submitted to Umalusi for approval before the results may be released. Umalusi approves the results for release to candidates only after several quality assurance processes.

During processing of the certification datasets, it was discovered that a small percentage of the records for candidates requesting certification had not been approved during the resulting process. This delayed certification and the issuing of certificates to candidates.

The general principles that must be adhered to are that all results must be approved before release; and the request for certification must be submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, marks cannot be corrected by submitting mop-up datasets. A re-issue must be requested to correct marks on any certificate that has already been issued.

Requests were received to cancel certificates so as to effect changes, either in personal details or in marks. However, the re-issue policy states clearly that for a change in personal details to be made, a re-issue must be requested.

It is important that irregularities are recorded and finalised so as to ensure that certificates are issued correctly to deserving candidates. Assessment bodies must continuously inform Umalusi of all irregularities so Umalusi can record such instances on their IT system. It is of utmost importance that Umalusi be updated on the status of all irregularities (pending, guilty, not guilty) before requests for certification are submitted. If irregularities have not been finalised, it is possible that candidates will not receive their certificates and the issuing of certificates will be delayed.

The submission of datasets for certification was done within three months after the release of results. However, the required declaration forms did not accompany all requests and Umalusi had then to request these.

It was also discovered that candidates who enrolled for the June 2019 supplementary examination were not excluded when extracting the certification dataset for the main examination (November 2018). Due to system constraints, the DBE was not able to do combinations in bulk for candidates after they had completed the June examination, which affected the certification of the June 2019 examination. It was also noted that candidates who sat for the June NSC examination had not written the November examination. These candidates are yet to be certified and the PED face serious problems in accomplishing this. The PED are experiencing problems combining results in bulk across two examinations for candidates, i.e., in combining the November and June examination results.

Umalusi has also noticed that candidate records that have been rejected because of non-compliance with the directives for certification have been re-submitted for certification without the error/s having been corrected. This, too, delays the issuing of certificates to candidates. In some cases, the rejected record was not even re-submitted for certification.

Regarding applications for re-issues of certificates already issued, it was found that cancellation reasons did not match the requests for changes. Any change owing to correction of personal details on the national population register must be requested as a legal change and the evidence provided must be in the form of certified documents from the Department of Home Affairs.

The following Figures summarise the numbers and types of certificates issued for the period 1 December 2018 to 30 November 2019, per PED and the DBE.

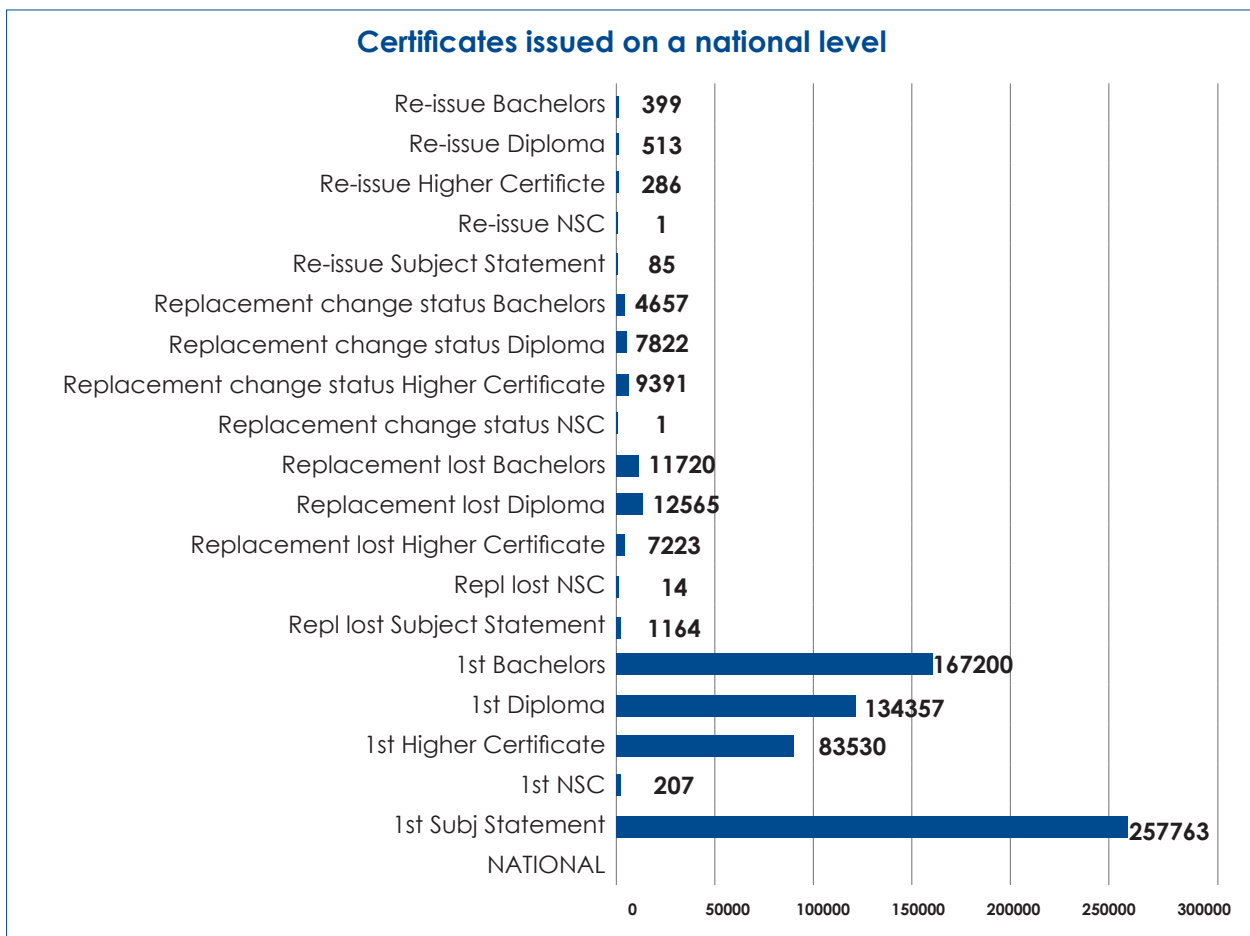


Figure 10A: Certificates issued during the period 1 December 2018 to 30 November 2019 for all provinces and the national DBE

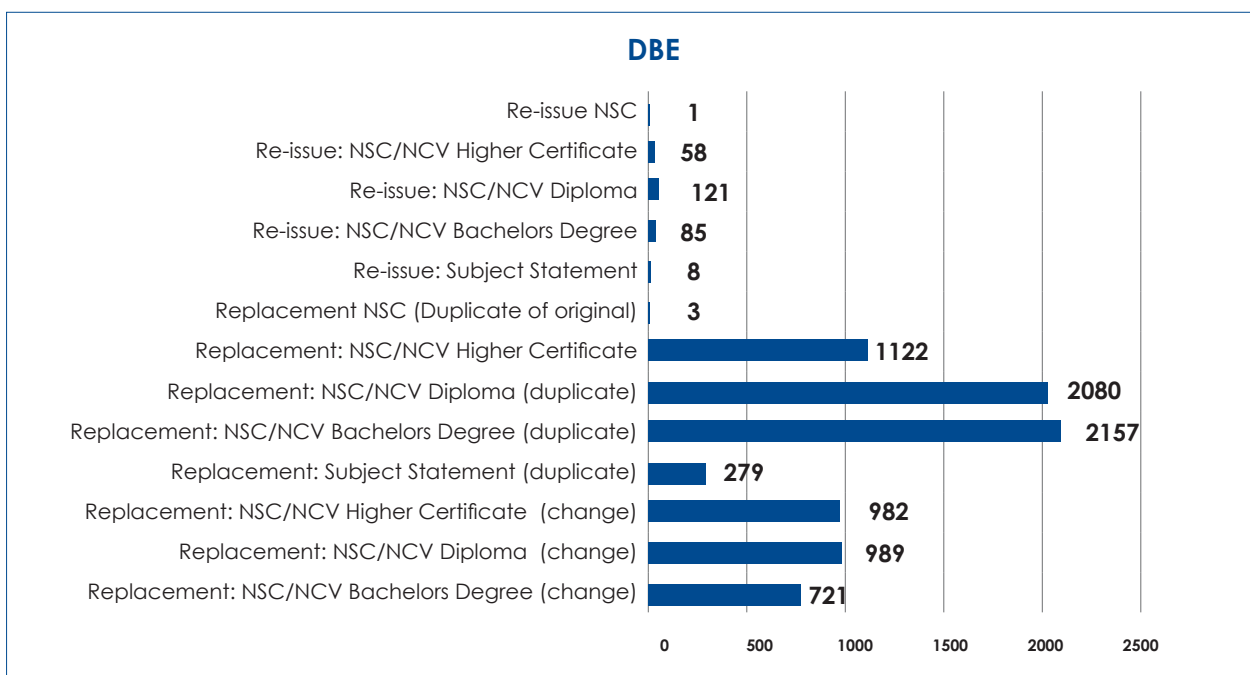


Figure 10B: Department of Basic Education

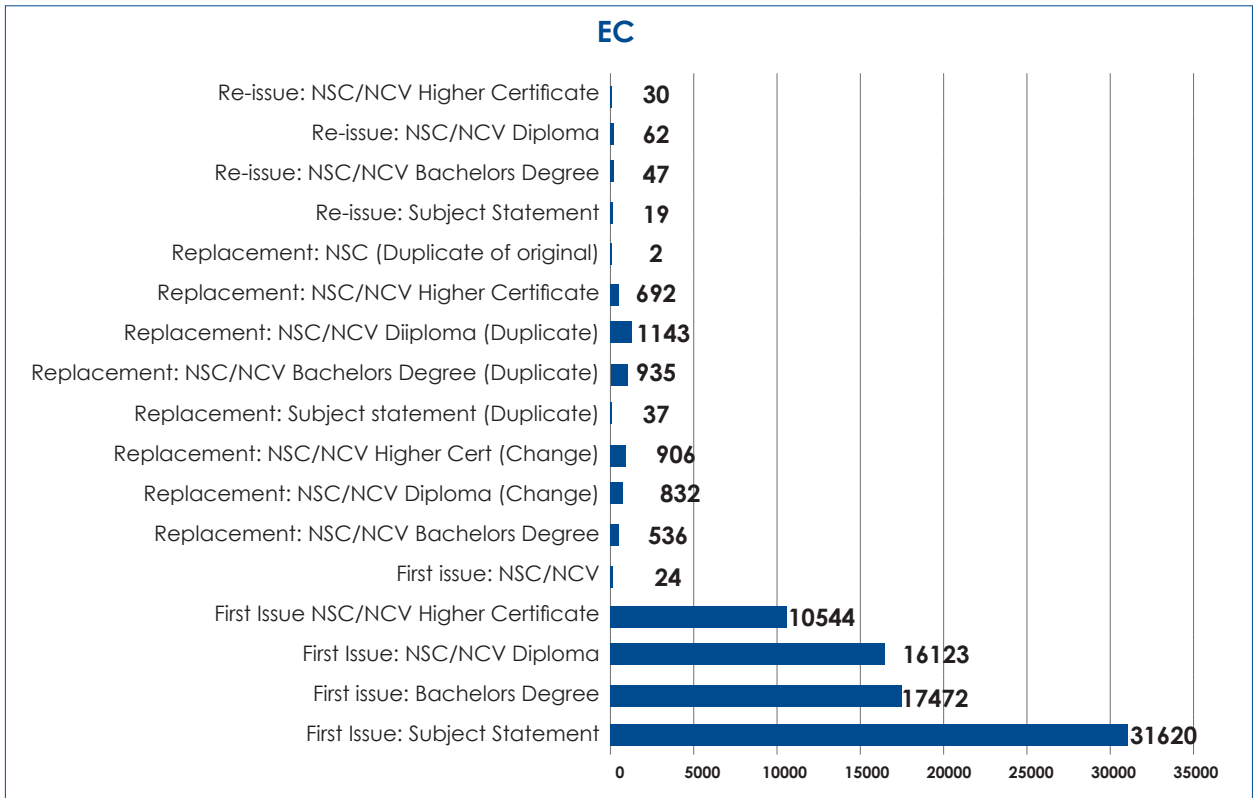


Figure 10C: Eastern Cape

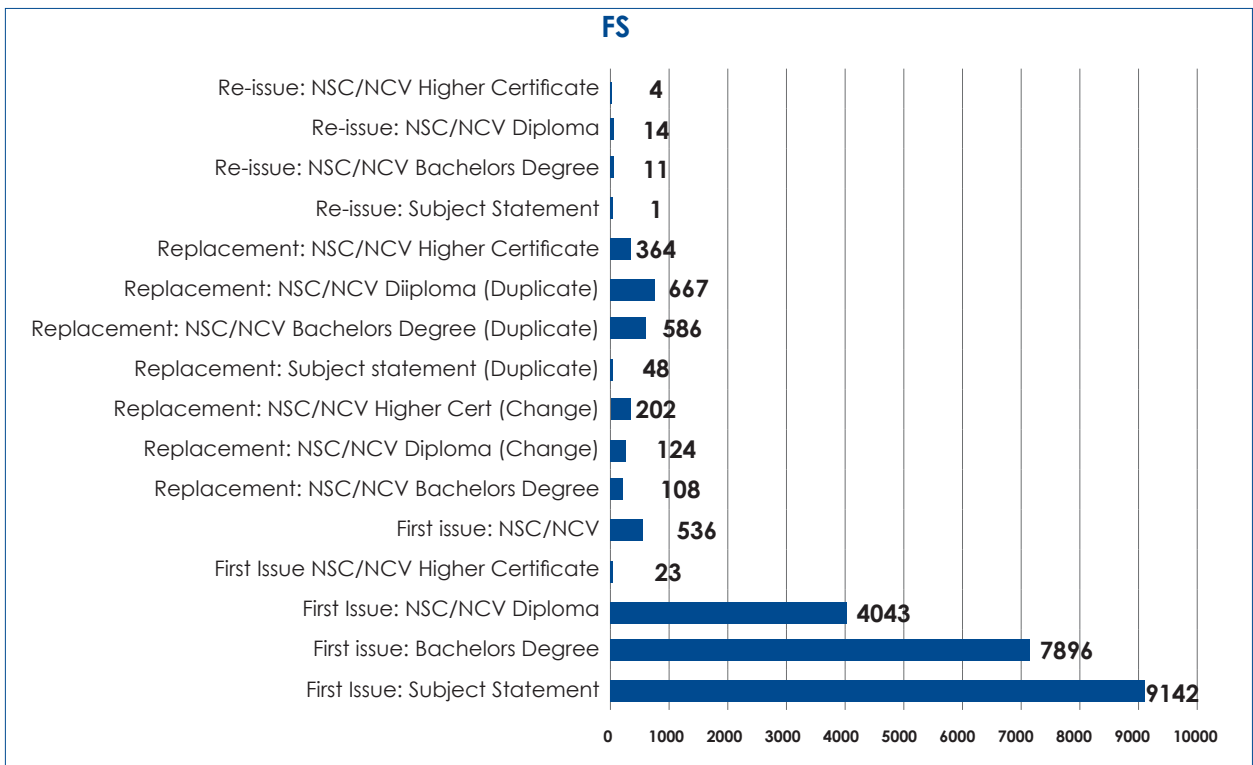


Figure 10 D: Free State

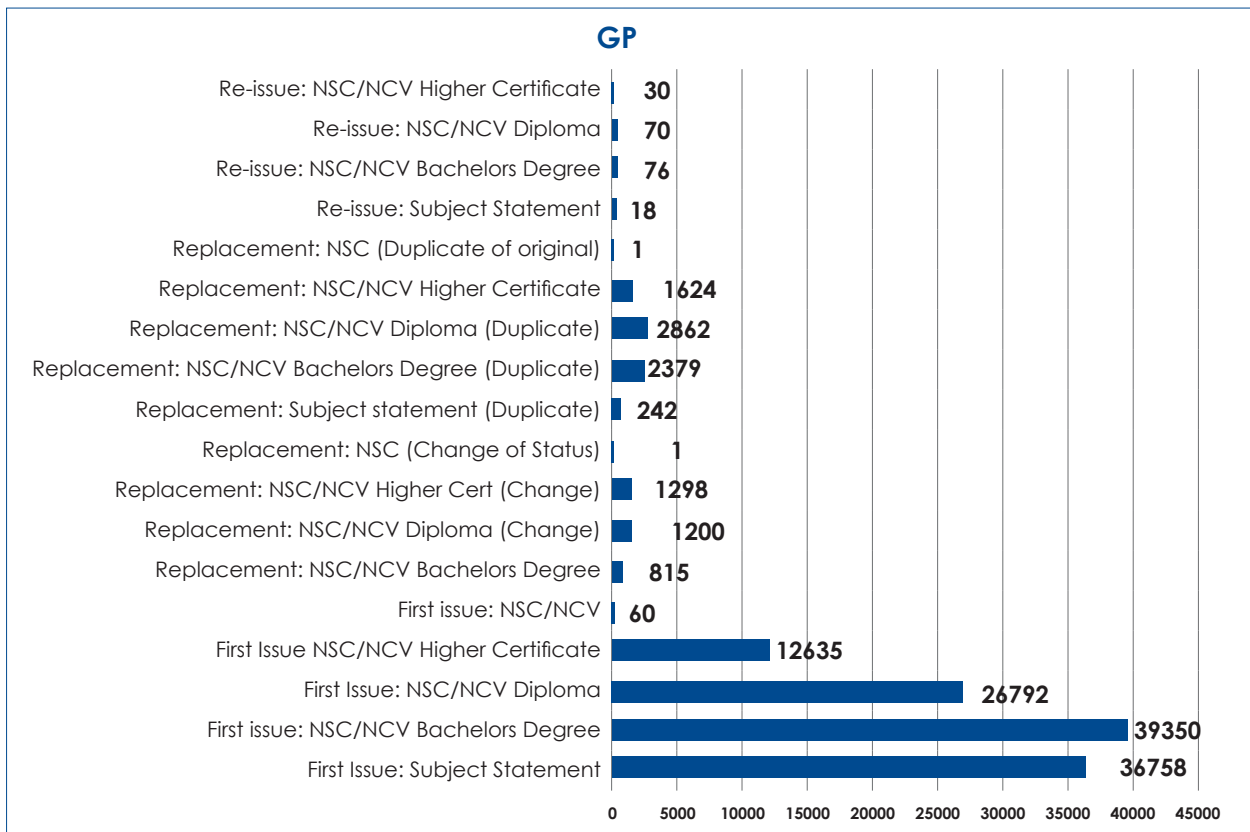


Figure 10E: Gauteng

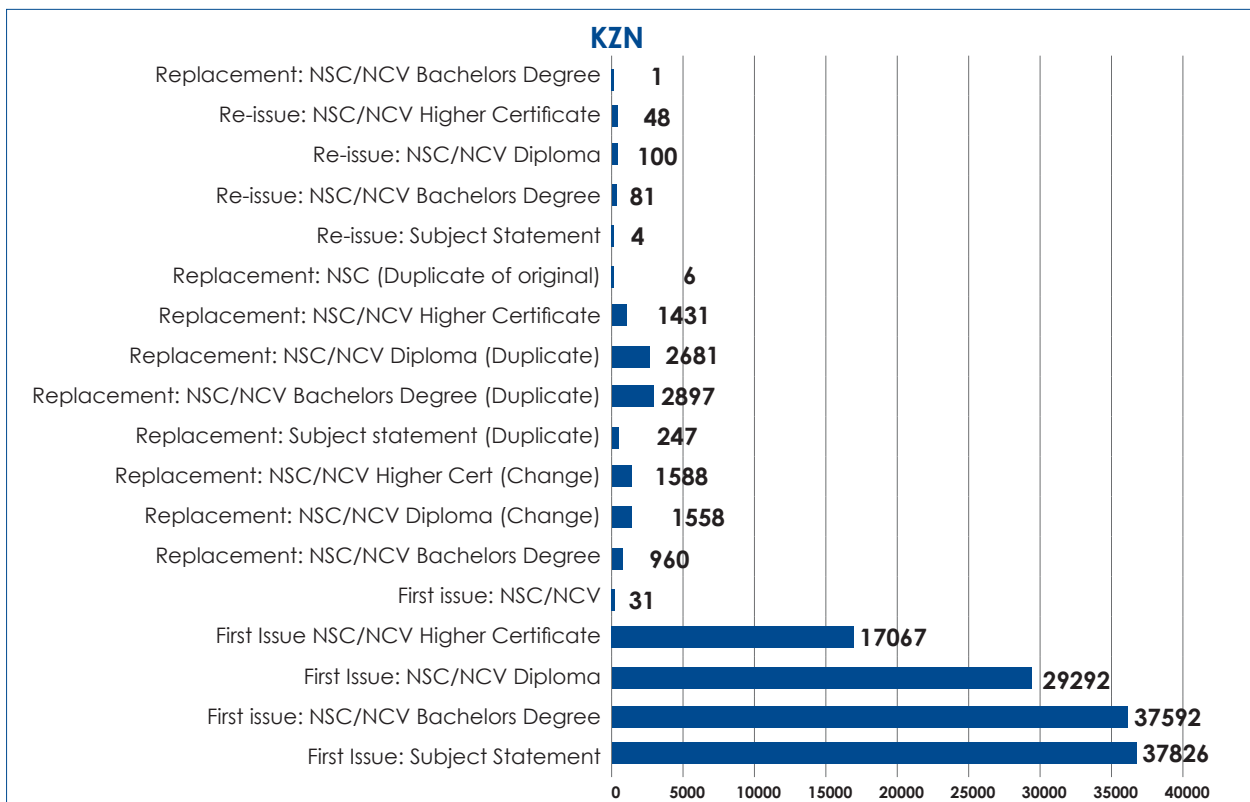


Figure 10F: KwaZulu-Natal

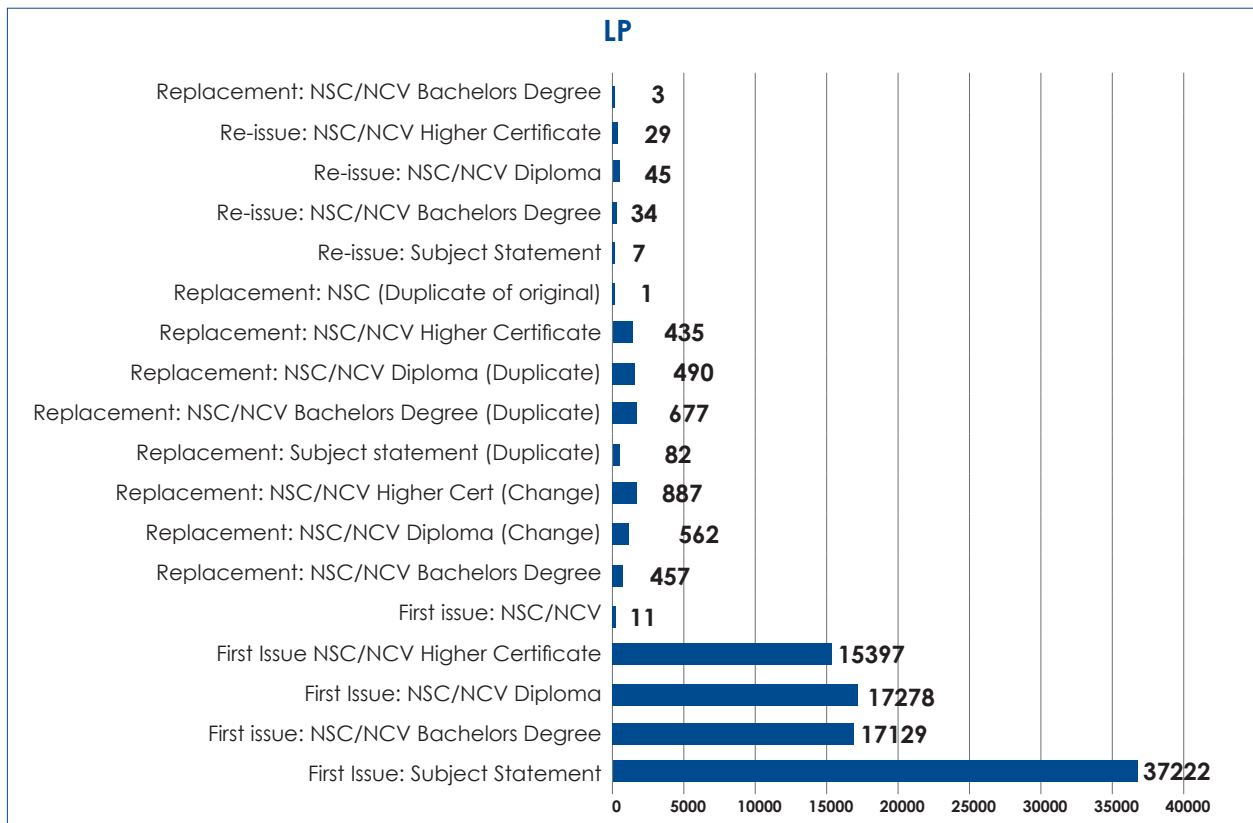


Figure 10G: Limpopo

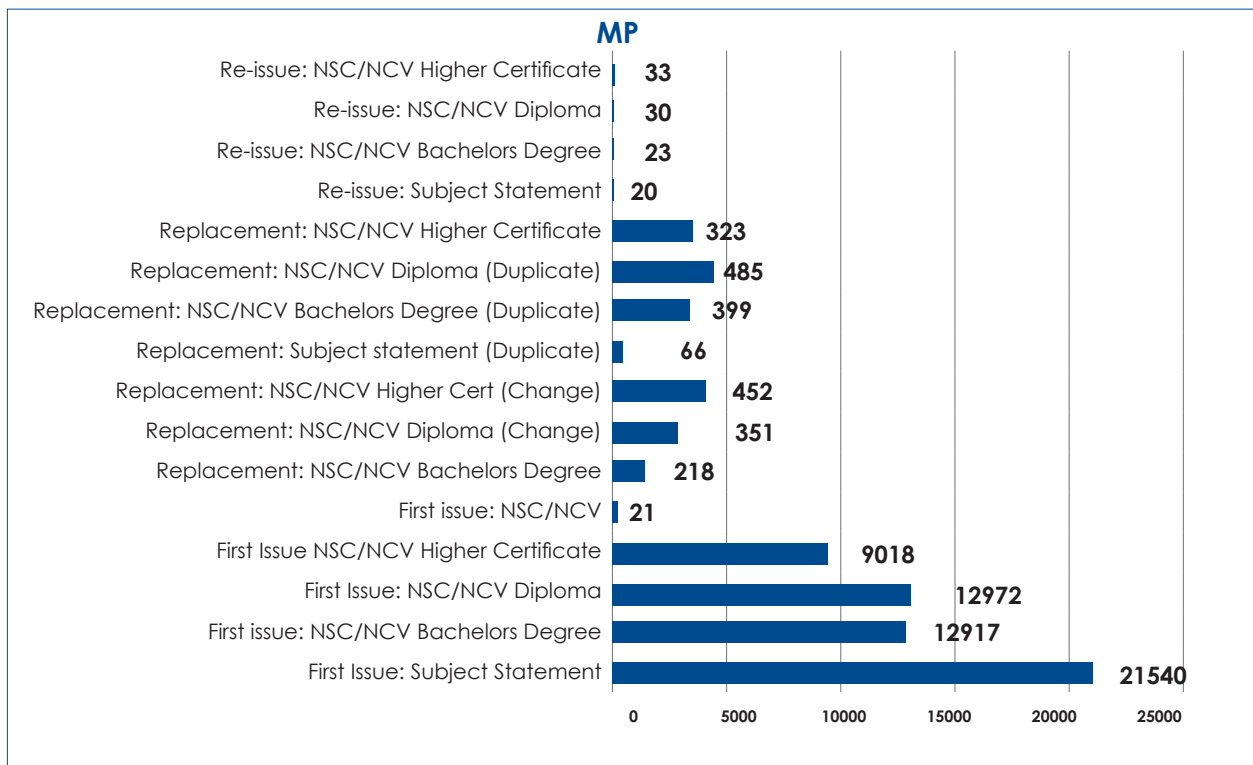


Figure 10H: Mpumalanga

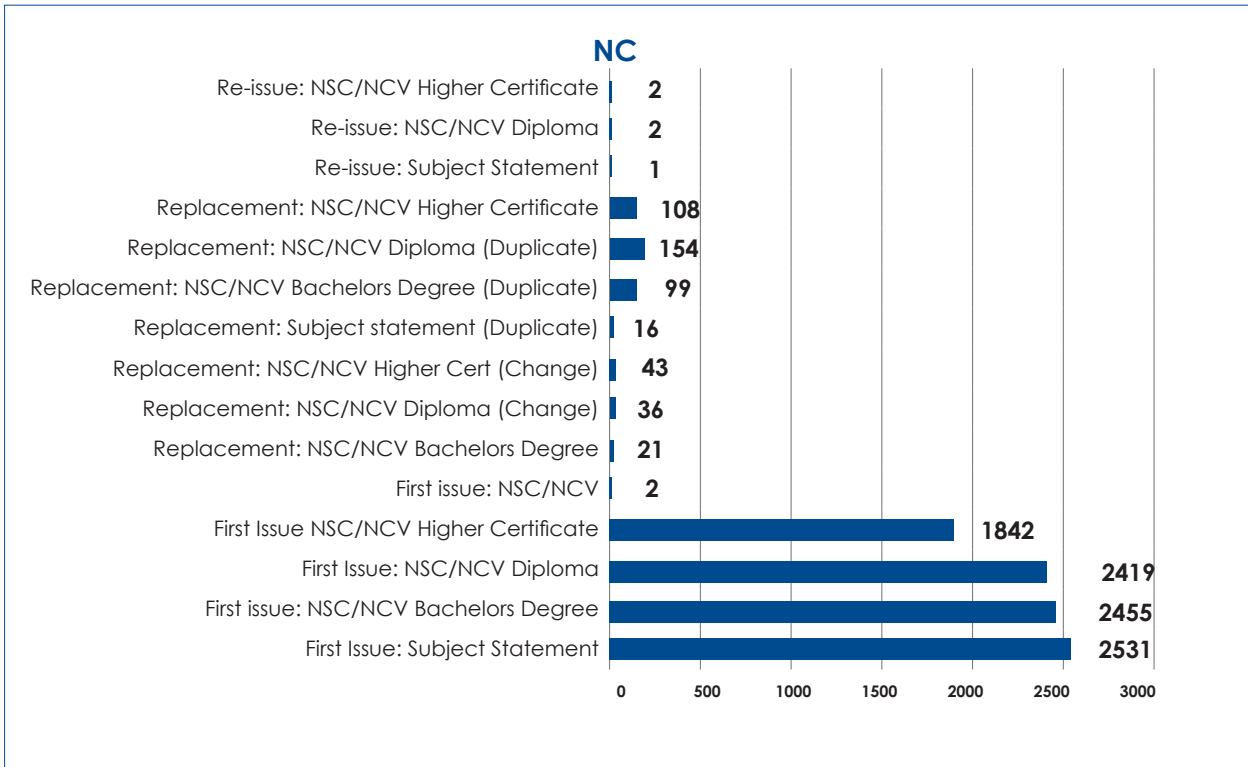


Figure 10I: Northern Cape

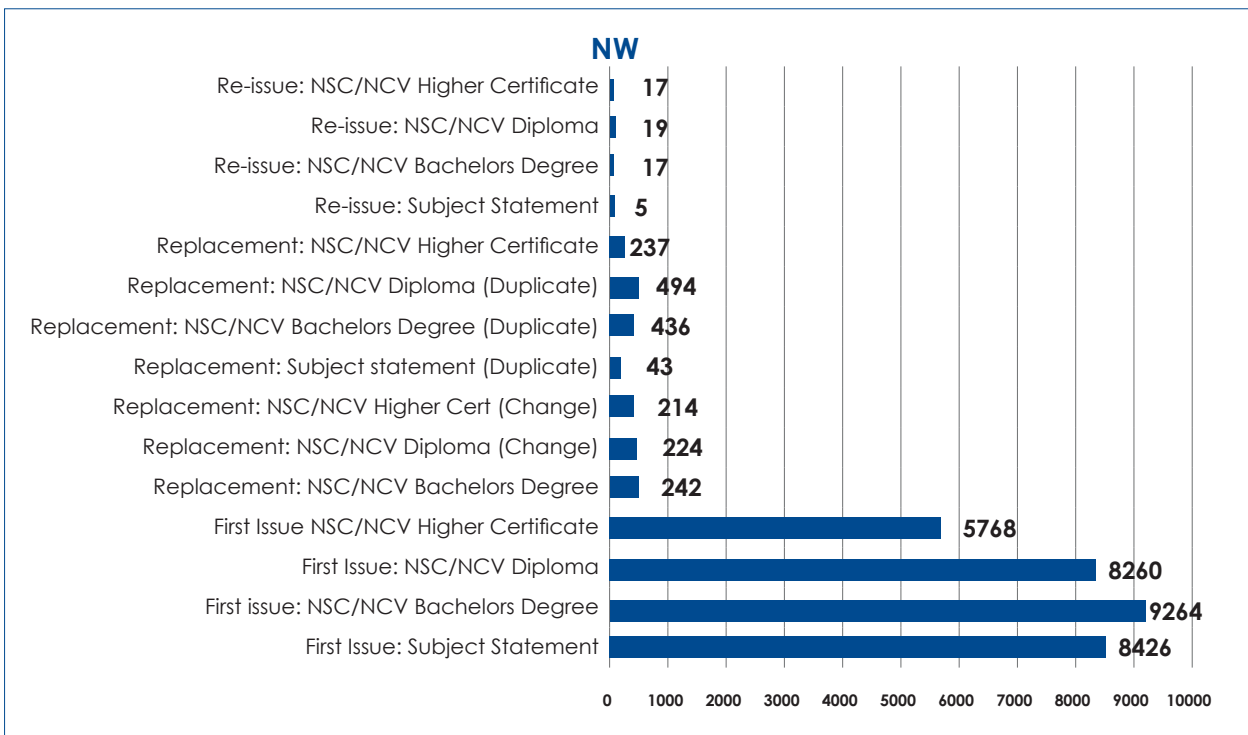


Figure 10J: North West

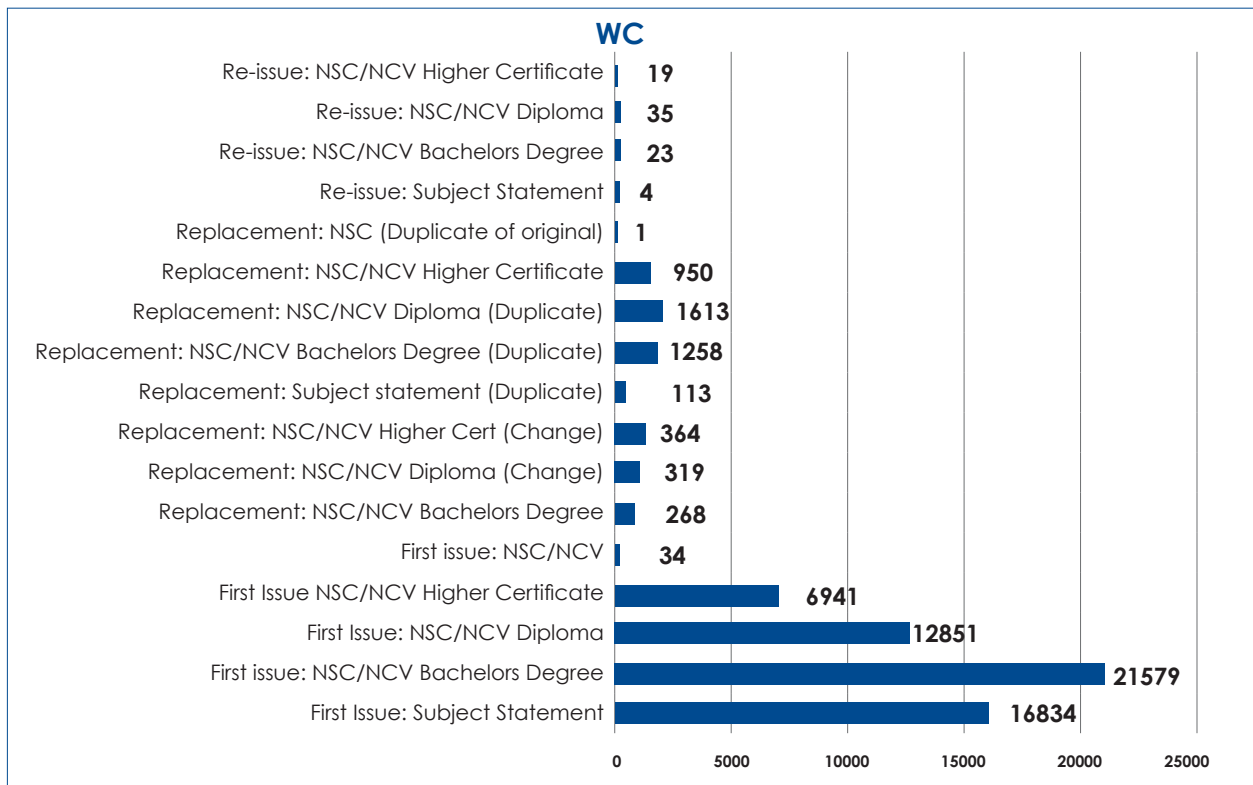


Figure 10K: Western Cape

Table 10A: Number of datasets and transactions received during the period 1 December 2018 to 30 November 2019 – NSC

Province	National Senior Certificate						
	No. of data-sets	No. of datasets accepted	Percentage accepted	No. of records submitted	No. of records accepted	Percentage accepted	Number rejected
Eastern Cape	84	76	90.5	96 834	94 231	97.3	2 603
Free State	158	153	96.8	59 876	31 475	52.6	28 401
Gauteng	460	452	98.3	145 937	138 915	95.2	7 022
KwaZulu-Natal	230	186	80.9	165 004	159 343	96.6	5 661
Mpumalanga	128	114	89.1	68 803	67 661	98.3	1 142
Northern Cape	35	21	60.0	11 581	11 272	97.3	309
Limpopo	224	213	95.1	110 968	108 769	98.0	2 199
North West	90	89	98.9	36 891	36 516	99.0	375
Western Cape	75	74	98.7	127 267	70 815	55.6	56 452
Department of Basic Education	70	63	90.0	9 110	8 452	92.8	658
Totals	1 554	1 441	92.7	832 271	727 449	87.4	104 822

Table 10B: Number of datasets and transactions received during the period 1 December 2018 to 30 November 2019 – Senior Certificate (amended)

Province	Senior Certificate (amended)						
	Number of datasets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected
Eastern Cape	21	21	100.0	12 545	12 415	99.0	130
Free State	52	50	96.2	921	265	28.8	656
Gauteng	111	103	92.8	88 280	86 099	97.5	2 181
Kwazulu-Natal	74	62	83.8	52 790	51 243	97.1	1 547
Mpumalanga	21	18	85.7	15 330	14 957	97.6	373
Northern Cape	10	10	100.0	121	91	75.2	30
Limpopo	41	38	92.7	22 042	21 317	96.7	725
Northwest	48	45	93.8	15 725	15 356	97.7	369
Western Cape	33	27	81.8	20 517	20 020	97.6	497
Department of Basic Education	83	80	96.4	1 007	771	76.6	236
Totals	494	454	91.9	229 278	222 534	97.1	6 744

Table 10C: Number of datasets and transactions received during the period 1 December 2018 to 30 November 2019 – Senior Certificate

Province	Senior Certificate						
	Number of datasets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected
Eastern Cape	82	80	97.6	2 405	2 156	89.6	249
Free State	91	90	98.9	1 567	1 045	66.7	522
Gauteng	634	604	95.3	5 437	4 861	89.4	576
Kwazulu-Natal	88	82	93.2	6 144	5 105	83.1	1 039
Mpumalanga	59	55	93.2	1 120	1 055	94.2	65
Northern Cape	23	23	100.0	480	450	93.8	30
Limpopo	86	81	94.2	1 510	1 374	91.0	136
Northwest	110	109	99.1	1 077	994	92.3	83
Western Cape	82	79	96.3	3 479	3 308	95.1	171
Department Of Basic Education	236	222	94.1	5 428	5 165	95.2	263
Totals	1581	1425	90.1	28 917	25 690	88.8	3 226

10.4 Areas of Improvement

The following areas of improvement were noted:

- the decision to implement the South African School Administration and Management System (SA-SAMS) as the IT administration system in all schools for all the provinces increased the effectiveness of the registration process, especially the capturing of registration details on the mainframe. The integration of the two systems can be improved; and, not all provinces are using SA-SAMS yet. Using SA-SAMS led directly to the DBE being able to provide registration data, at the earliest stage, to Umalusi;

- there has also been an improvement in decreasing the number of rejected certifications, with fewer rejections caused by the differences between the approved results and the requests for certification; and
- the directive to certify within three months of the release of results has been adhered to, with re-marks and capturing of outstanding marks completed as per the management plan.

10.5 Areas of Non-Compliance

The following areas of non-compliance are of concern:

- Umalusi requested that PED submit two sets of registration data: the first no later than three months after closing of registration, which was complied with, but final registration data was not submitted before the writing of the main examinations commenced;
- the biggest area of non-compliance was that not all candidate records were submitted for approval: PED's however released the results via Departmental statements of results and submitted only for certification. The supplementary examination, which was moved from February to June, played a major role. The provinces face challenges in requesting certificates for candidates who had marks outstanding from the November 2018 examination;
- requests for certification were submitted although the results had not been approved for release;
- results requested to be certified were different from the approved results; consequently, requests were rejected;
- candidate records were re-submitted for certification without the identified errors having been corrected, which delayed certification. PED and the DBE must investigate and correct errors before re-submission to Umalusi for certification;
- PED must ensure that candidates with special needs are registered correctly on the system, and with the correct indicator to the barrier of learning. The absence of such leads to rejection, since the concession cannot be applied correctly;
- finalisation and completion of irregularities was another area of non-compliance. The status of identified irregularities reported to Umalusi must be communicated to Umalusi in the prescribed data format (a spreadsheet). Additionally, updated irregularities reports must also be submitted to Umalusi before bulk certification is requested. The absence of these updated reports caused unnecessary delays and rejections; and
- the PED and DBE may not request re-issues of certificate where results have been combined for candidates who have passed subjects in multiple examinations.

10.6 Directives for Compliance and Improvement

The following directives must be implemented by the DBE and PED:

- the PED must ensure that the second and final set of registration data is submitted to Umalusi. This submission will confirm that all registrations have been verified and correctly captured on the system. This will prevent requests for re-issues of certificates owing to incorrect personal details of candidates;
- the PED must ensure that all candidate records are approved by Umalusi prior to extracting certification datasets to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates have had a re-mark or where marks have changed;

- the PED must ensure that they submit information concerning all candidates involved in irregularities during approval meetings and information must be submitted on Umalusi's prescribed spreadsheet. This information must be uploaded to Umalusi's resulting and certification system to prevent the issuing of incorrect certificates. All pending irregularities from previous examinations must be finalised;
- the PED must ensure that correct indicators are used to identify candidates with special education needs;
- the IT system must be updated to allow for the re-issue of a certificate where results were combined across examinations. Linked to this, the PED and the DBE must ensure that it is possible to request certificates in bulk for candidates who have achieved and passed subjects across multiple examinations. Provision must also be made for the combining of candidate records where a candidate has passed subjects with a private assessment body—this is important for the issuing of a Senior Certificate (Amended), since private assessment bodies do not offer this qualification.

10.7 Conclusion

The DBE, as the assessment body, was compliant and executed the directives for certification in most respects. The PED also adhered to the requirements and followed the directives. The deviations from the directives in terms of procedures and business rules were minimal. The non-compliances were a result, mainly, of limitations and challenges experienced with the IT system.

Most candidates are resulted and certified without any problems. It remains a challenge to get the certification rate to 100% and to certify with no problems. Taking into account the scope of the examination and the complexity of the system, the status of the system can be viewed as acceptable, with acknowledgment that there is room for improvement.

ANNEXURE 5A EXAMINATION CENTRES MONITORED - WRITING PHASE

	Province	Centre	Date	Subject	Registered	Wrote
1	Eastern Cape	AD Tshayingca Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	273	261
2		Alphandale Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	146	146
3		Bambilanga Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	38	36
4		Bertram Secondary School	02/09/2019	Life Orientation Common Assessment Task	113	108
5		Malcomess Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	79	77
6		Marymount Convent High School	02/09/2019	Life Orientation Common Assessment Task	61	60
7		Masibonisane Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	43	43
8		Nosizwe Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	60	57
9		Union High School	02/09/2019	Life Orientation Common Assessment Task	70	70
10		Blyletts Combined School	16/11/2019	Computer Applications Technology Paper 1	7	7
11		Hexagon High School	16/11/2019	Computer Applications Technology Paper 1	25	25
12		Umtata High School	17/11/2019	Information Technology Paper 1	21	21
13		Dumezweni Senior Secondary School	23/10/2019	English First Additional Language Paper 1	292	241
14		Indwe High School	23/10/2019	English Home Language paper 1	29	29
15		Mnceba Senior Secondary School	24/10/2019	IsiXhosa Home Language Paper 1	312	281
16		KT Mchasa Senior Secondary School	24/10/2019	IsiXhosa Home Language Paper 1	211	205
17		St Thomas School for Deaf	24/10/2019	South African Sign Language HL Paper 1	6	6
18		Algoa College	25/10/2019	Mathematical Literacy Paper 1	522	262

	Province	Centre	Date	Subject	Registered	Wrote
19	Eastern Cape (cont.)	Bizana Senior Secondary	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	262 123	233 97
20		Get Ahead College	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	39 55	39 55
21		Loyiso Senior Secondary School	25/10/2019	Mathematical Literacy Paper 1	36	32
22		Majali Technical High School	25/10/2019	Mathematics Paper 1 Technical Mathematics Paper 1	73 26	69 25
23		Mtebele Senior Secondary School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	56 23	42 15
24		Ndalisio Senior Secondary School	28/10/2019	Mathematics paper 2	141	110
25		Ggcinubuzwe Combined School	29/10/2019	History Paper 1	13	10
26		Somagunya Senior Secondary School	29/10/2019	History paper 1	35	28
27		Makaula Senior Secondary School	31/10/2019	Economics Paper 1	265	245
28		Dumalisile Comprehensive School	01/11/2019	Technical Sciences Paper 1	18	14
29		Jongilanga High School	01/11/2019	Physical Sciences Paper 1	6	5
30		Smuts Ndamase Senior Secondary School	04/11/2019	Physical Sciences Paper 2 Technical Sciences Paper 2	34 16	34 16
31		Sangoni Senior Secondary School	05/11/2019	Geography Paper 1	233	182
32		Khorong Senior Secondary School	08/11/2019	Life Sciences Paper 1	130	125
33		Qumbu Technical High School	11/11/2019	Engineering Graphics and Design Paper 1	37	27
34		Zululiyazongoma Senior Secondary School	11/11/2019	Life Sciences Paper 2	132	117
35		Ngangelizwe Senior Secondary School	14/11/2019	Economics Paper 2	32	26

	Province	Centre	Date	Subject	Registered	Wrote
36	Eastern Cape (cont.)	Bulelani Senior Secondary School	15/11/2019	Agricultural Sciences paper 1	86	80
37		Nathaniel Pamla High School	15/11/2019	Agricultural Sciences Paper 1	106	92
38		Zangqolwane Senior Secondary School	18/11/2019	Agricultural Sciences Paper 2	26	26
39		Lusikisiki Christian School	19/11/2019	IsiXhosa Home Language Paper 3	29	28
40		Newton Technical High School	20/11/2019	Civil Technology	37	
41		Southernwood High School	25/11/2019	History Paper 2	27	25
42		Dweba Senior Secondary School	26/11/2019	English First Additional Language Paper 3	74	59
43	Free State	Barnard Molokoane Secondary School	02/09/2019	Life Orientation Common Assessment Task	125	125
44		Boiphihlelo Secondary School	02/09/2019	Life Orientation Common Assessment Task	127	127
45		Diamanthoogte Combined School	02/09/2019	Life Orientation Common Assessment Task	49	49
46		Dikwena Secondary School	02/09/2019	Life Orientation Common Assessment Task	20	20
47		The Beacon Senior Secondary School	16/10/2019	Computer Applications Technology Paper 1	61	61
48		Leseding technical School	17/10/2019	Information Technology Paper 1	21	21
49		Iketsetseng Comprehensive School	23/10/2019	English First Additional Language Paper 1	216	216
50		Bartimea	24/10/2019	South African Sign Language Home Language Paper 1	4	4
51		Kheleng Secondary School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	42 73	42 73
52		Louw Wepner Combined School	25/10/2019	Mathematics Paper 1	17	16
53		Dr Reginald Cingo Combined School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2 Technical Mathematics Paper 2	31 61 40	25 60 23

	Province	Centre	Date	Subject	Registered	Wrote
54	Free State (cont.)	Ithabeleng Secondary School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	21 104	20 102
55		Harmony Secondary School	07/11/2019	Business Studies	90	86
56		Mamello Secondary School	08/11/2019	Life Sciences Paper 1	130	128
57		Wessel Maree Hoërskool	06/11/2019	English Home Language Paper 2 English First Additional Language Paper 2	39 27	37 27
58		Kopanong Senior Secondary School	12/11/2019	Sesotho Home Language Paper 2	291	280
59		Libertas Combined School	12/11/2019	Sesotho Home Language Paper 2	26	26
60		Sand du Plessis High School	13/11/2019	Afrikaans Home Language Paper 2	98	95
61		Thiboloha School for the Deaf	19/11/2019	South African Sign Language Home Language Paper 2	1	1
62		Luckhoff Combined School	25/11/2019	History Paper 2	20	18
63		Gauteng	Abel Motshoane Secondary School	02/09/2019	Life Orientation Common Assessment Task	141
64	AB Phokompe Secondary School		02/09/2019	Life Orientation Common Assessment Task	142	140
65	Lesiba Secondary School		02/09/2019	Life Orientation Common Assessment Task	282	275
66	Mabuya Secondary School		02/09/2019	Life Orientation Common Assessment Task	167	164
67	Mahareng Secondary School		02/09/2019	Life Orientation Common Assessment Task	135	135
68	Hoërskool Brandwag		16/10/2019	Computer Applications Technology Paper 1	78	78
69	Hoërskool Woderboom		17/11/2019	Information Technology Paper 1	23	23
70	Soshanguve Secondary School		23/10/2019	English First Additional Language Paper 1	434	434

	Province	Centre	Date	Subject	Registered	Wrote
71	Gauteng (cont.)	St Vincent School for Deaf	24/10/2019	South African Sign Language Home Language Paper 1	3	3
72		Hoërskool Tegnieise Carel De Wet	24/10/2019	Electrical Technology	17	17
73		Hoërskool Zwartkop	25/10/2019	Mathematics Paper 1	164	164
				Mathematical Literacy Paper 1	105	105
				Technical Mathematics Paper 1	20	20
74		Ibhongo Secondary School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	17 160	17 160
75		Seana Marena High School	25/10/2019	Mathematics paper 1 Mathematical Literacy Paper 1	41 94	39 77
76		Star School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	1082 322	1042 309
77		Thetha Secondary School	25/10/2019	Mathematical Literacy Paper 1	72	68
78		Wordsworth High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	87 78	87 78
79		Leondale Secondary School	28/10/2019	Mathematics Paper 2	80	80
80		Unity Secondary School	28/10/2019	Mathematical Literacy Paper 2	230	194
81		Jintek Varsity College	29/10/2019	History Paper 1	15	14
82		Thuto-Lore Comprehensive School	29/10/2019	Sesotho Home Language Paper 1	127	127
83	Meadowlands Secondary School	30/10/2019	Accounting	15	13	
84	Fourways High School	31/10/2019	Afrikaans First Additional Language Paper 1	219	217	

	Province	Centre	Date	Subject	Registered	Wrote
85	Gauteng (cont.)	Summat Institute Tshwane Campus	01/11/2019	Physical Sciences Paper 1	226	174
86		ATM Schools	04/11/2019	Physical Sciences Paper 2	224	208
87		Katleho-Impumelelo Secondary School	04/11/2019	Physical Sciences Paper 2	64	55
88		Mpheti Mahlatsi Secondary School	05/11/2019	Geography Paper 1	305	293
89		Mpilsweni Secondary School	06/11/2019	English First Additional Language Paper 2	224	221
90		Alexandra Community Learning Centre	07/11/2019	Business Studies	180	128
91		Kgothalang Secondary School	07/11/2019	Business Studies	54	52
92		Cultura High School	08/11/2019	Life Sciences Paper 1	79	73
93		Daveyton Adult Centre	08/11/2019	Life Sciences Paper 1	210	174
94		Badirile Secondary School	11/11/2019	Life Sciences Paper 2	187	159
95		Dr WF Nkomo Secondary School	11/11/2019	Life Sciences Paper 2	31	30
96		Far North Secondary School	11/11/2019	Life Sciences Paper 2	126	126
97		HB Nyathi Secondary School	12/11/2019	Consumer Studies	132	98
98		Vereeniging Gimnasium	12/11/2019	Hospitality Studies	19	19
99		Isikhumbuzo Secondary School	14/11/2019	Economics Paper 2	65	36
100		Rephafogile Secondary School	14/11/2019	Economics Paper 2	70	70

	Province	Centre	Date	Subject	Registered	Wrote
101	Gauteng (cont.)	Dansa International College	15/11/2019	Computer Applications Technology Paper 2	14	13
102		Realogile High School	16/11/2019	English First Additional Language Paper 3	250	248
103		Minerva Secondary School	19/11/2019	IsiXhosa Home Language Paper 3	128	126
104		Sizwile School for the Deaf	19/11/2019	South African Sign Language Home Language Paper 2	11	10
105		Buhlebemfundo Secondary School	20/11/2019	Tourism P	88	85
106		Sharei Torah school	22/11/2019	Afrikaans Eerste Addisionale Taal P3	15	14
107		Seageng Secondary School	25/11/2019	History Paper 2	112	103
108		Success-Katlego Academy	25/11/2019	History Paper 2	14	14
109		Chiawelo Adult Centre	26/11/2019	English First Additional Language Paper 3	164	128
110		Freedom park High School	26/11/2019	English First Additional Language Paper 3	430	416
111		Watershed Christian School	26/11/2019	English First Additional Language Paper 3	32	31
112		Filadelfia School	27/11/2019	South African Sign Language Home Language Paper 3	34	33
113	KwaZulu-Natal	Amaoti No 3 Secondary School	02/09/2019	Life Orientation Common Assessment task	56	53
114		Amaphuthu High School	02/09/2019	Life Orientation Common Assessment task	23	23
115		Arena Park Secondary School	02/09/2019	Life Orientation Common Assessment task	217	214
116		Bande High School	02/09/2019	Life Orientation Common Assessment task	35	35

	Province	Centre	Date	Subject	Registered	Wrote
117	KwaZulu-Natal (cont.)	Banqobile High School	02/09/2019	Life Orientation Common Assessment task	145	143
118		Bheki Secondary School	02/09/2019	Life Orientation Common Assessment task	73	71
119		DNC Combined School	02/09/2019	Life Orientation Common Assessment task	59	58
120		Dwaleni High School	02/09/2019	Life Orientation Common Assessment task	135	130
121		Zephania High School	02/09/2019	Life Orientation Common Assessment task	101	99
122		Ukuthula Secondary School	16/10/2019	Computer Applications Technology Paper 1	10	07
123		Nkodibe Secondary School	17/10/2019	Information Technology Paper 1	23	23
124		Wingen Heights Secondary	17/10/2019	Information Technology Paper 1	40	40
125		Vuleka School for the Deaf	24/10/2019	South African Sign Language Home Language Paper 1	5	5
126		VN Naik School For The Deaf	24/10/2019	South African Sign Language Home Language Paper 1	4	4
127		Buhlebuyeza Secondary School	25/10/2019	Mathematics Paper 1	33	15
128		Enaleni High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	78 260	65 232
129		Ogwini Comprehensive Technical High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1 Technical Mathematics Paper 1	583 4 32	561 3 32
130		Edendale Technical High	28/10/2019	Mathematics Paper 1 Technical Mathematics Paper 1	212 99	198 91
131		Gorden Memorial High School	28/10/2019	Mathematics Paper 2	45	33

	Province	Centre	Date	Subject	Registered	Wrote
132	KwaZulu-Natal (cont.)	Ithala High School	28/10/2019	Mathematical Literacy Paper 2	83	74
133		Izibuko Secondary School	28/10/2019	Mathematics Paper 2	65	38
134		Luthuli High School	28/10/2019	Mathematics Paper 2	62	56
135		Velangaye High School	28/10/2019	Mathematics Paper 1	561	536
136		Mabizela High School	29/10/2019	History Paper 1		
137		Prince Mapikana High School	30/10/2019	Accounting	92	83
138		Muzokhanyayo High School	30/10/2019	Accounting	33	33
139		Mahlube Secondary School	31/10/2019	Economics Paper 1	27	16
140		Mpungamhlophe Secondary School	01/11/2019	Physical Sciences Paper 1	69	63
141		Westville Boys High School	01/11/2019	Physical Sciences Paper 1	188	187
142		Langa High School	04/11/2019	Physical Sciences Paper 2	146	106
143		Linpark High School	04/11/2019	Physical Sciences Paper 2 Technical Sciences Paper 2	37 23	35 22
144		Amangwane High School	05/11/2019	Geography Paper 1	134	134
145		Msinga High school	06/11/2019	English First Additional Language Paper 2		
146		Futura High School	07/11/2019	Business Studies	176	164
147		Jajile High School	07/11/2019	Business Studies	63	32

	Province	Centre	Date	Subject	Registered	Wrote
148	KwaZulu-Natal (cont.)	Shayamoya Area Secondary School	07/11/2019	Business Studies	337	290
149		Gijimani Secondary School	08/11/2019	Life Sciences Paper 1	6	6
150		Mathubusiwe High School	08/11/2019	Life Sciences Paper 1	99	92
151		Pietermaritzburg Girls High School	08/11/2019	Life Sciences Paper 1	209	207
152		Intution College	11/11/2019	Life Sciences Paper 2	191	148
153		Mnyamande High School	11/11/2019	Life Sciences Paper 2	148	112
154		Dokkies School	14/11/2019	Economics Paper 2	138	111
155		Igugu Lesizwe Secondary School	14/11/2019	IsiZulu Home Language Paper 2	669	644
156		Mtshekula Agrocultural School	18/11/2019	Agricultural Sciences paper 2	25	23
157		Fulton School for the Deaf	19/11/2019	South African Sign Language Home Language Paper 2	5	5
158		St Martins de Porres School	19/11/2019	South African Sign Language Home Language Paper 2	6	6
159		Ngono Secondary School	19/11/2019	IsiZulu Home Language Paper 3	519	482
160		The Woods	19/11/2019	IsiXhosa Home Language Paper 3 IsiZulu Home Language Paper 3 IsiZulu First Additional Language Paper 3	5 5 8	5 5 8
161		Qalakabusha Secondary School	20/11/2019	Tourism	9	8
162		Sahlumbe High School	20/11/2019	Tourism	259	99

	Province	Centre	Date	Subject	Registered	Wrote
163	KwaZulu-Natal (cont.)	Effingham Secondary School	21/11/2019	Dramatic Arts	28	28
164		Queensburh Girls High School	21/11/2019	Visual Arts	23	23
165		Banqobile High School	25/11/2019	History Paper 2	104	85
166		Usethubeni Youth School	25/11/2019	History paper 2	15	10
167		Bechet Secondary School	26/11/2019	English First Additional Language Paper 3	218	210
168		Busana Secondary School	26/11/2019	English First Additional Language Paper 3	205	203
169		Kwathintwa School for Deaf	27/11/2019	South African Sign Language Home Language Paper 3	4	4
170	Limpopo	Bankuna High School	02/09/2019	Life Orientation Common Assessment Task	54	54
171		Chakga Secondary School	02/09/2019	Life Orientation Common Assessment Task	45	44
172		EPP Mhinga Secondary School	02/09/2019	Life Orientation Common Assessment Task	257	257
173		Goodhope Secondary School	02/09/2019	Life Orientation Common Assessment Task	26	26
174		Vhusendeka Secondary School	02/09/2019	Life Orientation Common Assessment Task	15	15
175		Weenen Combined Secondary School	02/09/2019	Life Orientation Common Assessment Task	12	12
176		Good Shepherd Model School	16/10/2019	Computer Applications Technology Paper 1	19	19
177		Motsheudi Secondary School	16/10/2019	Computer Application Technology Paper 1	18	18
178		SJ Van der Merwe Technical High School	17/10/2019	Information Technology Paper 1	18	18

	Province	Centre	Date	Subject	Registered	Wrote
179	Limpopo (cont.)	Tshivhase Secondary School	23/10/2019	English First Additional Language Paper 1	435	435
180		Malatswa High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	20 29	7 15
181		Matshumane Secondary school	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	149 40	98 20
182		Mohlarekoma High School	25/10/2019	Mathematical Literacy Paper 1	18	09
183		Khaiso High School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	32 107	30 97
184		Nape-A-Ngwato Secondary School	28/10/2019	Mathematical Literacy Paper 2	45	43
185		Nghezimani High School	28/10/2019	Mathematics paper 2	23	12
186		Ozias Davhana Secondary School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	44 122	32 93
187		Hanyani Thomo High School	29/10/2019	Xitsonga Home Language Paper 1	151	151
188		Seo Secondary School	30/10/2019	Accounting	18	18
189		Ramotshabi Secondary School	31/10/2019	Economics Paper 1	40	34
190		Makobo High School	01/11/2019	Physical Sciences Paper 1	32	29
191		Ndalamo Secondary School	04/11/2019	Physical Sciences Paper 2	07	07
192		George Langa High School	05/11/2019	Geography Paper 1	43	36
193		Hoërskool Frans Du Toit	05/11/2019	Geography Paper 1	111	111
194		Moukangoe Secondary School	08/11/2019	Life Sciences Paper 1	30	13

	Province	Centre	Date	Subject	Registered	Wrote
195	Limpopo (cont.)	Nghonyama High School	08/11/2019	Life Sciences Paper 1	148	132
196		Nkube Secondary School	08/11/2019	Life Sciences Paper 1	43	38
197		Maahlamele High School	11/11/2019	Life Sciences Paper 2	37	30
198		Mamphodo Secondary School	11/11/2019	Life Sciences Paper 2	08	08
199		St Thomas College	11/11/2019	Life Sciences Paper 2	63	63
200		Mogale Wa Bagale School	11/11/2019	Engineering Graphics and Design Paper 1	77	77
201		Fetakgomo High School	12/11/2019	Consumer Studies	24	24
202		Samarela secondary School	14/11/2019	Economics Paper 2	24	22
203		Makgato High School	15/11/2019	Agricultural Sciences Paper 1	44	44
204		Shingwedzi Secondary School	15/11/2019	Agricultural Sciences Paper 1	30	28
205		Sephuti Senior Secondary School	18/11/2019	Agricultural Sciences Paper 2	60	56
206		Mphengwa Secondary School	19/11/2019	Sepedi Home Language Paper 3	48	37
207		Mogohlwane Secondary School	20/11/2019	Tourism	07	05
208		Dennis Mathlaba II Secondary School	25/11/2019	History Paper 2	33	31
209		Gwenane Secondary School	25/11/2019	History Paper 2	73	72
210	Mavhungu Andries Secondary School	25/11/2019	History Paper 2	29	28	
211	Setotolwane ELSEN School	27/11/2019	South African Sign Language Home Language Paper 3	02	02	

	Province	Centre	Date	Subject	Registered	Wrote
212	Mpumalanga	Amadlelo Aluhlaza Secondary School	02/09/2019	Life Orientation Common Assessment Task	129	128
213		Azalea Combined School	02/09/2019	Life Orientation Common Assessment Task	33	33
214		Dlamadoda Senior Secondary School	02/09/2019	Life Orientation Common Assessment Task	90	90
215		Glen Eland Combined school	02/09/2019	Life Orientation Common Assessment Task	53	51
216		Perdekop Agricultural Secondary School	02/09/2019	Life Orientation Common Assessment Task	20	20
217		Zacheus Malaza Secondary School	16/10/2019	Computer Applications Technology Paper 1	133	129
218		Hoërskool Nelspruit	17/10/2019	Information Technology	15	15
219		Samora Machel High School	24/10/2019	Electrical Technology	68	63
220		Ithafa MSTA School	25/10/2019	Technical Mathematics Paper 1	51	51
221		Moholoholo High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	29 23	25 5
222		Tikhotele Secondary	25/11/2019	Mathematics Paper 1	262	240
223		Makhosana Secondary School	28/10/2019	Mathematical Literacy Paper 2	51	27
224		Mayibuye Secondary School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	35 51	07 37
225		Mayflower Senior Secondary School	31/10/2019	Economics Paper 1	03	02
226		Dumisani Secondary School	01/11/2019	Physical Sciences Paper 1	44	43
227	Simtfolile Secondary School	01/11/2019	Physical Sciences Paper 1	193	174	

	Province	Centre	Date	Subject	Registered	Wrote
228	Mpumalanga (cont.)	Vukuzame Secondary School	04/11/2019	Physical Sciences Paper 2	72	55
229		Ximoyi Khosa Secondary School	04/11/2019	Physical Sciences Paper 2	140	91
230		Coronation Secondary School	05/11/2019	Geography Paper 1	131	125
231		Ed-U-College	08/11/2019	Life Sciences Paper 1	63	63
232		Mbhudula Secondary School	08/11/2019	Life Sciences Paper 1	37	27
233		Qedela Senior Secondary School	08/11/2019	Life Sciences Paper 1	79	77
234		Methula Secondary School	11/11/2019	Life Sciences Paper 2	450	405
235		Qhubulwazi Combined School	14/11/2019	Economics Paper 2	35	32
236		Mjokwane Secondary School	18/11/2019	Agricultural Sciences Paper 2	285	252
237		Laeveld Akademie	22/11/2019	Afrikaans Home Language Paper 2	08	08
238		Beestepan Agricultural High School	25/11/2019	Agricultural management Practices	31	25
239		Mabande Comprehensive High School	26/11/2019	English First Additional Language Paper 3	172	168
240		Northern Cape	AJ Ferreria High School	02/09/2019	Life Orientation Common Assessment Task	135
241	Bongani High School		02/09/2019	Life Orientation Common Assessment Task	78	77
242	Dikgatlong Secondary School		02/09/2019	Life Orientation Common Assessment Task	49	47
243	Garis High School		02/09/2019	Life Orientation Common Assessment Task	44	44

	Province	Centre	Date	Subject	Registered	Wrote
244	Northern Cape (cont.)	Moshawena High School	02/09/2019	Life Orientation Common Assessment Task	51	51
245		Pampierstad High School	16/10/2019	Computer Applications Technology Paper 1	20	20
246		Re Tlameleng School	24/10/2019	South African Sign Language Home Language Paper 1	01	01
247		Bongani High School	25/10/2019	Mathematical Literacy Paper 1	57	55
248		Nametsheaana High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	31 89	29 85
249		Kakamas High School	29/10/2019	History Paper 1	79	78
250		Steinkopf High School	31/10/2019	Afrikaans Home Language Paper 1	63	62
251		Technical High School Kimberly	01/11/2019	Physical Sciences Paper 1 Technical Sciences Paper 1	60 58	60 58
252		Boesmanland High School	07/11/2019	Business Studies	20	19
253		Kgomotso High School	08/11/2019	Life Sciences paper 1	247	246
254		Namakwaland High School	11/11/2019	Life Sciences Paper 2	33	33
255		SC Kearns High School	14/11/2019	Economics paper 2	66	52
256		Ba-Galotlhare High School	15/11/2019	Agricultural Sciences Paper 1	46	36
257		Hoërskool Gariep	20/11/2019	Tourism	61	61
258	Pabellelo High School	25/11/2019	History Paper 2	121	97	
259	Hotazel College	26/11/2019	English First Additional Language Paper 3	64	64	

	Province	Centre	Date	Subject	Registered	Wrote	
260	North West	Tlhaole Secondary School	02/09/2019	Life Orientation Common Assessment Task	58	57	
261		Tshedimosetso Secondary School	02/09/2019	Life Orientation Common Assessment Task	119	118	
262		Lighthouse Christian College	16/10/2019	Computer Applications Technology Paper 1	14	14	
263		Itshupeng Secondary School	17/10/2019	Information Technology Paper 1	17	17	
264		Mphe Bana Secondary School	23/10/2019	English First Additional Language Paper 1	175	170	
265		Molebatsi High School	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	15 100	10 79	
266		Tshebedisane Secondary School	25/10/2019	Mathematics Paper 1	144	95	
267		Charora Secondary School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	43 66	42 63	
268		Curro Academy Mahikeng	28/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	32 37	32 36	
269		Reivilo Combined Public School	29/10/2019	History Paper 1	32	26	
270		HTS Potchefstroom	01/11/2019	Technical Sciences Paper 1	42	42	
271		JM Ntsime Secondary School	01/11/2019	Physical Sciences Paper 1	103	103	
272		Kebalepile High School	04/11/2019	Physical Sciences Paper 2	34	27	
273		Boitekong Secondary School	05/11/2019	Geography Paper 1	247	246	
274		Mothelesi Secondary School	05/11/2019	Geography Paper 1	23	23	
275		Pudumong Secondary School	05/11/2019	Geography Paper 1	122	79	
276		Madibogo High School	11/11/2019	Life Sciences Paper 2	116	89	
277		North West (cont.)	Gaetsho Secondary School	12/11/2019	Setswana Home Language Paper 2	250	248
278			GS Phoi Secondary School	25/11/2019	History Paper 2	41	19
279			Mothoutlung High School	26/11/2019	English First Additional Language Paper 3	135	134

	Province	Centre	Date	Subject	Registered	Wrote
280	Western Cape	Haarlem Secondary School	02/09/2019	Life Orientation Common Assessment Task	51	51
281		Hermanus High School	02/09/2019	Life Orientation Common Assessment Task	175	175
282		Maitland High School	02/09/2019	Life Orientation Common Assessment Task	131	131
283		Hawstone Secondary school	02/09/2019	Life Orientation Common Assessment Task	-	-
284		Atlantis Secondary School	16/10/2019	Computer Applications Technology Paper 1	258	257
285		Protea Heights Academy	17/10/2019	Information Technology Paper 1	35	35
286		Herzlia High School	17/10/2019	Information Technology Paper 1	41	41
287		Hoërskool Bellville	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	104 106	102 106
288		Hoërskool Calitzdorp	25/10/2019	Mathematical Literacy Paper 1	46	44
289		Cederberg Academy	25/10/2019	Mathematics Paper 1 Mathematical Literacy Paper 1	9 111	9 101
290		Fairmont High School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	193 103	192 102
291		Kayamandi High School	28/10/2019	Mathematics Paper 2 Mathematical Literacy Paper 2	26 180	23 171
292		Stonefontein College Athlone	28/10/2019	Mathematical Literacy Paper 2	-	-
293		Emil Weder Secondary School	29/10/2019	History Paper 1	48	48
294		Hexvallei Secondary School	29/10/2019	History Paper 1	149	132

	Province	Centre	Date	Subject	Registered	Wrote	
295	Western Cape (cont.)	Oaklands High School	30/10/2019	Accounting	65	64	
296		Albertinia High School	31/10/2019	Afrikaans Home Language Paper 1	32	32	
297		New Eisleben Senior Secondary School	01/11/2019	Physical Sciences Paper 1	71	58	
298		Thembelihle Senior Secondary School	04/11/2019	Physical Sciences Paper 2	19	16	
299		Uxolo High School	04/11/2019	Physical Sciences Paper 2	43	27	
300		Dysselsdrop Secondary School	05/11/2019	Geography Paper 1	85		
301		Kensington High School	05/11/2019	Geography Paper 1	122	84	
302		Outeniqua High School	06/11/2019	English Home Language Paper 2 English First Additional Language Paper 2	24 315	24 314	
303		Ashton secondary School	08/11/2019	Life Sciences Paper 1	96	91	
304		Athlone School for the Blind	08/11/2019	Life Sciences Paper 1	77	45	
305		Malibu Sekondere Skool	11/11/2019	Life Sciences Paper 2	270	263	
306		De La Bat School of the Deaf	19/11/2019	South African Sign Language Home Language Paper 2	11	11	
307		Brandvlei Correctional Services Youth Centre	20/11/2019	Tourism	20	11	
308		Laingsburg High school	25/11/2019	History Paper 2	25	24	
309		Isilimela Secondary School	26/11/2019	English First Additional Language Paper 3	214	211	
310		Dominican School for Deaf children	27/11/2019	South African Sign Language Home Language Paper 3	04	04	
311		Swaziland	U-Tech	26/11/2019	English First Additional Language Paper 3	841	761

ANNEXURE 5B SUMMARISED LIST OF CENTRES IMPLICATED IN NON-COMPLIANCE TO THE CRITERIA – WRITING PHASE

Criteria	Nature of non-compliance	Centres implicated
Preparations for examinations	Examination material not kept in strong room on arrival at the examination centre	Marymount Convent High School Ggcinubuzwe Combined School Lusikisiki Christian school Arena Park Secondary School Edendale technical High Qalakabusha Secondary school Weenen Combined Secondary School Mogohlwane Secondary School Moholoholo High school Qhubulwazi Combined School GS Phoi Secondary School U-Tech
	No backup generator for computer based examination	Blyletts Combined School Protea Heights Academy St Thomas school for Deaf St Vincent School for Deaf Re Tlameleng School De La Bat
Invigilators and their training	Evidence of appointment of invigilators not available	Bambilanga Senior Secondary School Masibonisane Senior Secondary School Union High School Algoa College Bulelani Senior Secondary School Mnceba Senior Secondary School Barnard Molokoane Secondary School Boiphihlelo Secondary School Soshanguve Secondary School Chiawelo Adult Centre Amaoti No 3 Secondary School Amaphuthu High School Arena Park Secondary School Bheki Secondary School DNC Combined School Zephania High School Mahlube Secondary School Qalakabusha Secondary school EPP Mhinga Secondary School Amadlelo Aluhlaza Secondary School Azalea Combined School Glen Eland Combined school Bongani High School Dikgatlong Secondary School Tlhaole Secondary School Hawstone Secondary school Uxolo High School

Criteria	Nature of non-compliance	Centres implicated
Preparations for writing	Candidates admitted to the examination room late	Algoa College Dumezweni Senior Secondary School Sand du Plessis High School Luckhoff Combined School Mahlube Secondary School Pietermaritzburg Girls High School Shayamoya Area Secondary School Ngono Secondary School
	Candidates identity not verified	Ggcinubuzwe Combined School Kheleng Secondary School Harmony Secondary School Mamello Secondary School Wessel Maree Hoerskool Libertas Combined School Luckhoff Combined School Luthuli High School Muzokhanyayo High School Velangaye High School Shayamoya Area Secondary School Ngono Secondary School The Woods Tshivhase Secondary School Samarela secondary school Shingwedzi Secondary School Moholoholo High school Samora Machel High School Kakamas High School Uxolo High School
	Invigilation timetable not available	Algoa College Bulelani Senior Secondary School Lusikisiki Christian school Success-Katlego Academy Tshivhase Secondary School Dysselsdrop Secondary School Uxolo High School
	Invigilator attendance register not available	Ggcinubuzwe Combined School Velangaye High School Shayamoya Area Secondary School Ithafa MSTa School Dumisani Secondary School Mayflower Senior Secondary School Blyletts Combined School Leseding technical School Ukuthula Secondary School Motsheudi Secondary School Herzlia High School
	Seating plan for candidates not available	Ngangelizwe Senior Secondary School Velangaye High School Shayamoya Area Secondary School Ithafa MSTa School Dumisani Secondary School Mayflower Senior Secondary School Qedela Senior Secondary School Ba-Galotlhare High School

Criteria	Nature of non-compliance	Centres implicated
Time management of activities during the examination	Question papers not checked for technical accuracy	Algoa College Ggcinubuzwe Combined School Bulelani Senior Secondary School Lusikisiki Christian school Soshanguve Secondary School Freedom Park High school Luthuli High School Velangaye High School Futura High School Mathubusiwe High School Shayamoya Area Secondary School Ngono Secondary School Banqobile High School Busana Secondary School Tshivhase Secondary School Makobo High School Nape-A-Ngwato Secondary School Samarela secondary school Hotazel College Kayamandi High School Uxolo High School
	Reading time not observed	Algoa College Dumezweni Senior Secondary School Bulelani Senior Secondary School Newton Technical High School Kopanong Senior Secondary School Mahlube Secondary School Shayamoya Area Secondary School Makobo High School Ximoyi Khosa Secondary School Mjokwane Secondary School Athlone School for the Blind
	Examination rules not read to the candidate	Ggcinubuzwe Combined School Bulelani Senior Secondary School Lusikisiki Christian school Ithabeleng Secondary school Luckhoff Combined School Mpheti Mahlatsi secondary School Izibuko Secondary School Mpungamhlophe Secondary School Velangaye High School Ngono Secondary School Sahlumbe High School Tshivhase Secondary School Makobo High School Ndalamo Secondary School Makgato High School Mphe Bana Secondary School
Activities during writing	Candidates allowed to leave the room temporarily without escort	Lusikisiki Christian school Soshanguve Secondary School Jintek Varsity College Mpheti Mahlatsi secondary School
	Candidates allowed to leave in the last 15 minutes of the examinations	Dweba Senior Secondary School Daveyton Adult Centre Mogohlwane Secondary School New Eisleben Senior Secondary School

NOTES:



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