



Report on the Quality Assurance of the Independent Examinations Board (IEB) November 2020 National Senior Certificate examinations and assessment

UMALUSI



Quality Council for General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE
INDEPENDENT EXAMINATIONS BOARD (IEB)
NOVEMBER 2020 NATIONAL SENIOR CERTIFICATE
EXAMINATIONS AND ASSESSMENT

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FOREWORD

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) examinations.

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 assessments and examinations by determining the:

- a. Level of adherence to policy in the implementation of examination and assessment processes;
- b. Quality and standard of examination question papers and practical assessment tasks;
- c. State of readiness of assessment bodies to conduct the national examinations;
- d. Efficiency and effectiveness of examination processes and procedures for the monitoring of the conduct, administration and management of examinations and assessments; and
- e. Quality of marking, as well as the quality and standard of quality assurance processes that the assessment body has put in place.

Furthermore, Umalusi has established a professional working relationship with the Independent Examinations Board (IEB). As a result, there has been a notable improvement in the conduct, administration and management of the NSC examinations and their assessment. There is ample evidence to confirm that the IEB continues to strive to improve systems and processes relating to the NSC examinations and assessment.

The Assessment Standards Committee (ASC), a committee of Council met in January 2021, and the Executive Committee of Council (EXCO) met in February 2021 to scrutinise evidence presented on the conduct of the November 2020 NSC examinations. Having studied all the evidence presented, the Executive Committee of Council (EXCO) noted the isolated irregularities reported during the writing and marking of examinations. However, EXCO is satisfied that there were no systematic irregularities reported which might have compromised the credibility and integrity of the November 2020 NSC examinations administered by the IEB. EXCO approved the release of the IEB results of the November 2020 NSC examinations. However, the IEB is required to address the directives for compliance and improvement highlighted in the quality assurance of assessment report and submit an improvement plan to Umalusi by 26 March 2021.

The EXCO commends the IEB for conducting a successful and credible examination, despite the challenges presented by COVID-19.

Umalusi will continue to ensure that the quality, integrity and credibility of the NSC examinations and assessments are maintained. Umalusi will also continue in its endeavour 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 relevant stakeholders who worked tirelessly with a view to ensuring the credibility of the November 2020 NSC examinations.

A handwritten signature in black ink, appearing to read 'Mafu S Rakomeisi', written in a cursive style.

Dr Mafu S Rakomeisi
CHIEF EXECUTIVE OFFICER

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act No. 67 of 2008 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:

- a. Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- b. May adjust raw marks during the standardisation process; and
- c. 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:
 - i. Conducted the assessment free from any irregularity that may jeopardise the credibility and integrity of the assessment or its outcomes;
 - ii. Complied with the requirements prescribed by the Council for conducting assessment;
 - iii. Applied the standards prescribed by the Council with which a candidate is required to comply to obtain a certificate; and
 - iv. 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 Independent Examinations Board (IEB) November 2020 National Senior Certificate (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 IEB.

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 gravity of adherence to policies and regulations promulgated to regulate the conduct, administration and management of national assessment and examinations, thereby ensuring their credibility.

The results of the November 2020 NSC examinations have been released and the quality assurance of assessment reports are available on the Umalusi website.

The IEB November 2020 NSC examinations were quality assured and reported on by Umalusi. This report covers nine quality assurance processes (i.e. summarised into eight chapters) conducted by Umalusi, for which a brief outline is given below:

- a. Moderation of question papers (Chapter 1);
- b. Moderation of school-based assessment (SBA) and practical assessment tasks (PAT) (Chapter 2);
- c. Monitoring the state of readiness to conduct the examinations (Chapter 3);
- d. Audit of appointed markers (Chapter 4);
- e. Monitoring the writing and marking of examinations (Chapter 5);
- f. Marking guideline discussions and verification of marking (Chapter 6);
- g. Standardisation and resulting (Chapter 7); and
- h. Certification (Chapter 8).

The findings from these quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the IEB November 2020 NSC examinations, or withhold them.

It is the duty of the IEB to:

- a. Develop and internally moderate examination question papers and their accompanying marking guidelines and submit these to Umalusi for external moderation and approval;
- b. Develop and internally moderate SBA tasks and their accompanying marking guidelines and submit these to Umalusi for external moderation and approval;
- c. Manage the implementation and internal moderation of internal assessment;
- d. Conduct, administer and manage the writing of examinations in all examination centres;
- e. Conduct the marking of examination scripts and submit results to Umalusi for the standardisation process;
- f. Manage irregularities;
- g. Report to Umalusi on the conduct, administration and management of examinations during the approval of the release of the results meeting;
- h. Have an IT system that complies with the policies and regulations, so as to be able to submit all candidate records according to the certification directives; and
- i. Process and submit records of candidate achievements to Umalusi for certification.

Umalusi moderated and approved 93 question papers and their marking guidelines at various levels of moderation. For a question paper and a marking guideline to be approved, each 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 on the question paper. The ultimate approval of a question paper is determined by its level of compliance with criteria in line with Umalusi standards.

The findings by Umalusi of the 2020 external moderation of question papers indicated that most question papers were approved at second moderation, as was the case in 2019. There was a downward trajectory of question papers that were approved at first moderation, with a decline of 0.4%. The low approval rate at first moderation had a domino effect on question papers that were conditionally approved, as these numbers remained high, albeit lower than in 2019. Compliance with a number of criteria showed a slight improvement between November 2019 and November 2020, while a decline was observed in compliance with four criteria.

Umalusi sampled ten subjects for SBA moderation and two subjects for PAT moderation. Although the moderation was conducted online owing to COVID-19 circumstances, the process was conducted successfully, with significant improvements observed in a number of areas. Some schools/centres displayed a thorough and sound understanding of assessment practices, while others still lacked the

implementation competencies required to be responsive to the achievement of high-level educational imperatives.

The IEB state of readiness (SOR) to conduct the November 2020 NSC examinations was carried out differently, and successfully, from that of the previous years. The IEB supporting evidence for audit evaluations was submitted to Umalusi electronically and was evaluated online. The new approach and procedures were necessitated by the COVID-19 pandemic. However, the process provided critical information that was instrumental in Umalusi deciding on the IEB's state of readiness to conduct, administer and manage the November 2020 NSC examinations. Despite the threats and limitations presented by the COVID-19 pandemic, the findings from the SOR audit indicated that the IEB was adequately prepared to conduct, administer and manage the November 2020 NSC examinations.

An audit of appointed markers is undertaken by Umalusi to ensure that all assessment bodies' internal controls, processes, guidelines and policies for appointing markers for the NSC examinations are adhered to and in compliance with the Personnel Administrative Measures (PAM). These provide the requirements to be adhered to by the assessment body when appointing personnel to the various NSC examination-related positions. In 2020, the IEB was audited in ten sampled subjects. A desktop approach was, for the first time, implemented in 2020 to evaluate the evidence submitted by the IEB electronically. While there were minor policy deviations in terms of the submission of required documents for the audit and the 1:5 ratio requirement for the appointment of senior sub-examiners in two subjects, the IEB satisfactorily complied with all requirements when appointing marking personnel.

Umalusi monitored the writing of examinations at 43 examination centres and the marking sessions at two marking centres. The monitoring was conducted in a sample of centres selected from the 261 IEB-established examination centres and six writing centres. The monitored examination centres demonstrated high levels of compliance for the writing phase of the examination. The monitored marking centres, as with the examination centres, showed acceptable levels of compliance with the marking centre criteria, as determined by Umalusi. However, issues of non-compliance have been highlighted in the report for the IEB to address.

The verification of marking was undertaken in 15 subjects, comprised of 24 question papers. Umalusi was involved in both the marking guideline discussion meetings for these subjects and also the verification of marking. Umalusi noted with appreciation that the IEB marking personnel were well prepared for the marking guideline discussion meetings and the process ran smoothly. Due processes were followed verbatim in adding new responses to the marking guidelines in subjects where additions were made. The final approved marking guidelines for each of the subjects sampled were of a good quality. Overall, marking was fair, valid and reliable in all 15 subjects sampled for verification of marking. However, there were areas of non-compliance identified for the IEB to note and address.

The IEB presented 66 subjects for standardisation and statistical moderation for the November 2020 NSC examinations, and three Advanced Programme subjects. The standardisation and resulting processes were, for the first time in the history of Umalusi, conducted virtually and without major hitches, with the process being systematic, objective and transparent. The decisions made during standardisation were based precisely on sound educational reasoning.

Lastly, the IEB adapted and aligned their processes to the quality assurance processes of Umalusi and was compliant in submitting the requests for certification accordingly. The candidates enrolled for the NSC through the IEB were resulted and certified with no problems presented. The IEB fulfilled its role in respect of certification in an exemplary fashion.

ABBREVIATIONS AND ACRONYMS

EXCO	Executive Committee of Council
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HL	Home Language
IEB	Independent Examinations Board
NQF	National Qualifications Framework
NSC	National Senior Certificate
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task/s
SACE	South African Council for Educators
SAG	Subject Assessment Guidelines
SAL	Second Additional Language
SBA	School-Based Assessment
SOR	State of Readiness

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

The external moderation of question papers is the sole mandate of Umalusi as a quality council. The Independent Examinations Board (IEB) is responsible for the development and internal moderation of question papers and their marking guidelines. Umalusi conducts moderation of question papers to ensure that assessment standards are comparable and that the question papers developed are fair, valid and reliable.

The aim of this chapter is to report on the findings related to the external moderation of the IEB question papers and their marking guidelines, which were developed for the November 2020 (merged June 2020 and November 2020) examinations. The external moderation process was conducted against the prescripts of the curriculum and assessment policy statements (CAPS) and the subject assessment guidelines (SAG) to determine the extent to which the question papers and their marking guidelines met set criteria, as evidenced in Table 1A.

1.2 Scope and Approach

The IEB presented 93 question papers and their marking guidelines for external moderation and these were approved at various levels of moderation. Annexure 1A lists all 93 question papers moderated for the November 2020 National Senior Certificate (NSC) examinations.

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. Each of the overarching aspects is comprised of a varied number of criteria, themselves consisting of different quality indicators, as indicated in Table 1A. Therefore, a question paper and its marking guideline must comply fully with these quality indicators for them to be approved.

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

Part A Moderation of question paper		Part B Moderation of marking guideline		Part C Overall impression and general 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 skills (6) ^a				
5	Text selection, types and quality of questions (21) ^a				
6	Language and bias (8) ^a				
7	Predictability (3) ^a				

^a Number of quality indicators

All question papers and their marking guidelines are expected to have gone through an internal moderation process that ensures that they are print-ready before they are presented to Umalusi for external moderation. The internal moderation process is also premised on the same criteria used for the external moderation of the question papers, to ensure that both the internal moderation and the external moderation use the same measure to judge the standard of the question papers and marking guidelines developed.

A question paper and its marking guideline are mapped against a variable number of quality indicators, as shown in Table 1A, in relation to their compliance or non-compliance. This process determines whether they comply in all respects, or comply in most respects, or have a limited compliance, or have no compliance at all with the quality indicators.

It is against this background that when a question paper and its marking guideline do not comply fully with the set criteria, they must undergo subsequent moderation, internally and externally. The next section details the challenges that hindered approval at first external moderation level.

1.3 Summary of Findings

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

1.3.1 Status of Question Papers Moderated

Ideally, question papers and their marking guidelines are expected to be approved at first moderation, as was the case with the 39 question papers noted in Figure 1A.

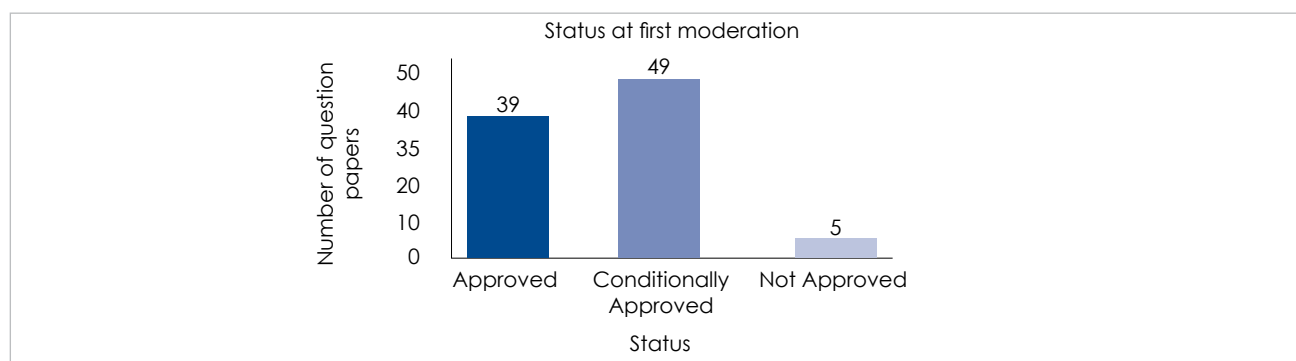


Figure 1A: Status of question papers and marking guidelines at first moderation

Figure 1A shows that 54 question papers had to be resubmitted for subsequent moderations, since 49 of them were conditionally approved and five rejected at first moderation. The 54 question papers were revised and, as they met the requirements, they were approved.

Although this is the case, a comparative analysis of the status of question papers developed for the November 2019 and November 2020 examinations, as referenced in Figure 1B, showed a decline of 0.4% of question papers that were approved at first moderation. As can be seen, the low approval rate at first moderation had a domino effect on question papers that were conditionally approved, as this increased slightly. The rate of non-approval reflected a 1% decline. This was attributable to several factors that will be outlined in the section that deals with the main findings of this report.

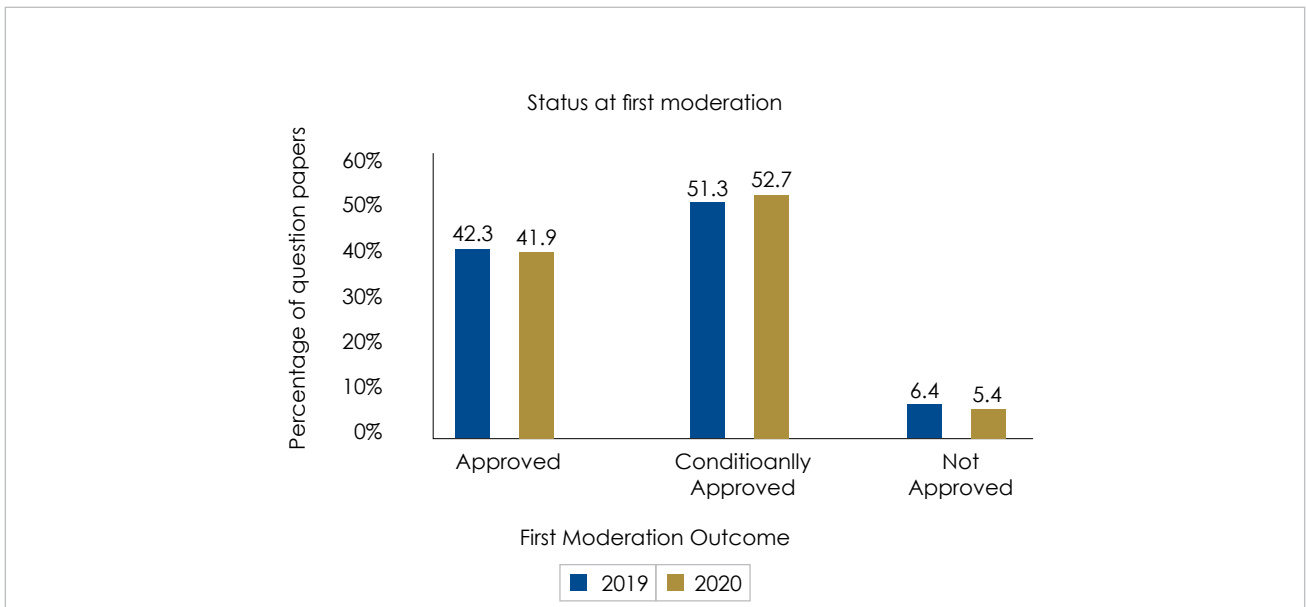


Figure 1B: Comparison of the status of question papers at first moderation for the November 2019 and November 2020 examinations

1.3.2 Compliance Rate 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 listed in Table 1B.

When a question paper and its marking guideline comply with all quality indicators in a particular criterion, it is rated as 100% compliant. Compliance with 60%–99% of the quality indicators in a particular criterion is rated as being compliant in most respects, while compliance with 30%–59% of the quality indicators in a criterion is regarded as limited compliance. A question paper complying with fewer than 30% of the quality indicators in a criterion is regarded as non-compliant in that criterion.

Table 1B: 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	43	55	2	0
Internal moderation	81	18	1	0
Content coverage	82	15	3	0
Cognitive skills	64	32	3	1
Text selection, types and quality of questions	31	68	1	0
Language and bias	60	38	2	0
Predictability	93	5	2	0
Conformity with question paper	64	30	6	0
Accuracy and reliability of marking guidelines	33	66	1	0
Overall impression	33	57	10	0

The criteria for technical details; text selection, types and quality of questions; and accuracy and reliability of marking guidelines posed a challenge for the setting panels as these were the least

compliant. For each of these criteria, fewer than 50% of the question papers complied in all respects. Consequently, the low level of compliance with these criteria affected the overall impression adversely. On the other hand, more than 80% of the question papers complied fully with the internal moderation, content coverage and predictability criteria.

An in-depth analysis of non-compliance of all the question papers and their marking guidelines for each of the criteria is illustrated below, while another section towards the end of the report dwells on a comparative analysis of compliance over three years.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

The section below reports, in detail, the findings per criterion drawn from the first moderation of question papers and their marking guidelines. The level of compliance per criterion of each question paper is summarised in Annexure 1A.

a) Technical details

Every process has guiding principles, just as every text is known for features that distinguishes it from others. All 12 quality indicators of the technical detail criterion outlined in the moderation instrument are specifically meant to identify a question paper and its marking guideline. Fifty-three question papers did not comply fully with this criterion, having failed to satisfy the following quality indicators:

- i. Four question papers were submitted without the inclusion of all relevant details, such as time allocation, name of the subject, number of pages and instructions to candidates. The lack of these items could have misled the candidates and jeopardised the integrity of the examination.
- ii. The instructions to candidates were not clear and/or ambiguous in 14 question papers. Instructions always need to be clear so that candidates can respond appropriately. Unclear instructions lead to nullification of questions and this affects the standard of an examination negatively.
- iii. The layout of six question papers was cluttered and not reader friendly. This could have delayed candidates' responses, with their having spent time trying to bring the pieces of information together and thus causing confusion.
- iv. Some questions in six question papers were incorrectly numbered. This potentially caused confusion for candidates, especially in instances where questions were choice questions.
- v. The pages of four question papers were not numbered at all, while some were incorrectly numbered. The numbering of pages helps with sequencing of questions. Therefore, in their absence, a lot could go wrong.
- vi. In five question papers the headers and footers on each page were not consistent and did not adhere to the required format. Had this not been detected, candidates could have been misled as to whether they were writing the correct question paper.
- vii. Appropriate fonts were not used throughout six of the question papers. It needs to be borne in mind that different font types and sizes are used to tell something to the audience. Therefore the use of inappropriate fonts, as opposed to the prescribed fonts, could have misled candidates.
- viii. Mark allocations do not only indicate how much each question is worth but also guides candidates in terms of the length of their responses. Therefore the non-indication of marks in some of the questions, as detected in five question papers, could have infringed on this benefit to candidates.
- ix. Three question papers were deemed too long and could not, therefore, have been completed in the time allocated.

- x. The quality of drawings, illustrations, graphs, tables, etc. in 29 question papers were either inappropriate or not clear, while some were riddled with errors and were therefore not print-ready. It is crucial to have high-quality illustrations, since questions are based on these. When this is not the case, the performance of candidates is impacted negatively. It, further, does not reflect well on the standards of the assessment.
- xi. Four question papers were found to have not adhered to the format requirements of the SAG. The prescribed format must be adhered to, to safeguard the integrity of an examination.

b) Internal moderation

Internal moderation plays a crucial role in eliminating mistakes that could be prevented, prior to external moderation. For this reason, the compliance rate for internal moderation stood at 81%, the third highest compliance rate after predictability and content coverage. However, 19% of question papers that did not comply fully with this criterion were affected by:

- i. Four question papers were presented for external moderation without a full history of the development of those question papers. This means a crucial step in internal moderation processes was not satisfied. This is required to establish whether proper guidance was provided during the development of a question paper. In its absence, the external moderation process may not be able to comment on the effectiveness of the inputs made by the internal moderator, or whether such inputs were implemented. Therefore, it has a domino effect on the other quality indicators within the criterion. This results in an external moderator having to speculate on the quality of a question paper.
- ii. Non-compliance with the quality, standard and relevance of inputs from the internal moderator was noted in 14 question papers. In some, there was no evidence that the internal moderators' recommendations were addressed. This ought to have been evident, to guard against a situation where the internal moderator is side-lined or undermined.

c) Content coverage

Seventy-six question papers out of the 93 presented for external moderation complied fully with content coverage. Knowledge of what content constitutes a question paper is a good indicator of understanding of the policy prescripts of a subject. It was therefore worrying to establish that 17 question papers were not fully compliant with the criterion on content coverage, due to:

- i. Eight question papers not covering the topics as prescribed in the policy and guideline documents. As alluded to earlier, this could have dire consequences. Therefore, the examining panels must ensure that they religiously follow the prescripts of the subject policy. Hence some of these question papers form part of a group of question papers that were found not to have been within the broad scope of the relevant SAG documents.
- ii. Two question papers had questions that were not representative of the latest developments in those subjects. Since subjects evolve, assessments must follow suit so as to gauge candidates' aptitude for current discourse on issues.
- iii. Content that included examples, text and illustrations in seven question papers were deemed either inapt, inappropriate, irrelevant or academically incorrect/inaccurate.

d) Cognitive skills

When developing a question paper, careful consideration must be taken to ensure that all candidates are catered for. In doing so, a question paper needs to make a distinction between candidates performing at the low and the high ends. This is guided by policy prescripts for the cognitive skills required for every question paper. Internal moderators of 59 question papers ensured that this prescript was adhered to before submitting the question papers for external moderation. However, 34 question

papers were submitted without ensuring compliance with this criterion. The following are some of the factors that hindered full compliance:

- i. Seven question papers had an analysis grid that did not clearly show the cognitive skills required for each question/sub-question. Depending on the extent of these deviations, speculation was rife as to whether it was an honest mistake by the internal moderator, even though there is no room for errors in this process. It could also mean that the internal moderators did not know where to place some of the questions. However, a concerted effort must be made to upskill in the subject entrusted to the individual.
- ii. Twenty question papers had varying degrees of inappropriate distribution of cognitive skills. Twelve of these question papers were deemed too challenging and the balance, too easy.
- iii. Two question papers had choice questions that were not of equal levels of cognitive challenge. This represents an unfair assessment practice since choosing an easy question may advantage one group of candidates, while those who chose the more challenging question would be at a relative disadvantage.
- iv. One question paper did not provide opportunities to assess candidates' ability to reason, communicate, translate verbal to symbolic, translate visual evidence to a written response, compare and contrast, see causal relationships, express an argument clearly or provide creative responses.
- v. The application of cognitive skills provides a platform for a question paper to assess candidates' ability to reason, translate information from one form to another or to respond appropriately so as to communicate the message most effectively. However, six question papers lacked this ability and focused on certain types of questions and neglected the other forms of assessment. This had a knock-on effect on the coverage of cognitive skills.
- vi. Irrelevant information was included in five question papers.
- vii. As noted earlier, mark allocation also guides candidates in the extent to which they must respond to a question. If there is disparity in the correlation between mark allocation, cognitive skills and time allocation, candidates may be misled in numerous ways. This disparity was found in 13 question papers.

e) Text selection, types and quality of questions

The criterion on text selection, types and quality of questions forms the crux of every question paper and non-compliance is, inevitably, tantamount to nullification of a question paper. Only 29 question papers complied, while 64 question papers were found wanting. Some reasons for non-compliance included:

- i. Two question papers did not include questions of diverse types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving. A lack of variety impinges on multiple intelligences of candidates as they learn differently by making deductions out of given scenarios, data, tabulations or paragraphs.
- ii. The selected source material in three of the question papers was not of appropriate length. A lengthy source can impact negatively on the candidates' ability to read for comprehension within the stipulated time frames and, therefore, could result in candidates running out of time and losing marks. Conversely, a noticeably short source material could yield skewed results in that candidates would be considered to have mastered the assessed aspect or question paper when they were advantaged by the source material.
- iii. The source materials used in nine question papers were either not functional or were irrelevant or inappropriate. This could indicate that the examining panels posed irrelevant questions to make up for the prescribed scope of questions.
- iv. The selected source materials would not have allowed for the testing of skills in five of the question papers and should, therefore, have been replaced with more suitable sources.

- v. The selected source materials in five question papers did not allow for the generation of questions across cognitive skills, either because they had little information, or the information was trivial to the intention of the question paper.
- vi. Equally important in incorporating references in questions to these source materials, whether they come in the form of prose texts, visuals, drawings, illustrations, examples, tables or graphs, is to ensure that the references are relevant and correct. In 11 question papers, this was not the case.
- vii. Of utmost importance is the quality of the questions derived from the source materials. In nine question papers, some questions did not relate to what was pertinent in those subjects. Therefore examining panels must design questions that have clear, decisive relevance to the subject at hand.
- viii. Questions must be straight to the point and be free of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers. But 25 question papers failed to comply with this criterion in this regard.
- ix. Some questions pinpointed in 15 of these question papers did not provide clear instructional key words/verbs. Key words/verbs are pivotal in any question as they act as a compass in giving candidates a determination of what is expected of them and how they should approach the response to the question posed.
- x. The crux of any question is pivotal in the information used to elicit appropriate responses and all questions are expected to satisfy this requirement. But 15 question papers had questions with insufficient information. This was potentially detrimental to the candidates in their selection of responses.
- xi. At the same time, examining panels must guard against factual errors or misleading information in the questions, as was detected in 17 question papers, as these could mislead candidates. In some instances, one question suggested an answer to another question, as was evident in five question papers. This would be giving away marks. As such, questions would be discredited if answers can be sourced within the same question paper.
- xii. One or two questions were found to overlap with another question in five question papers. This should be avoided at all costs because it is posing the same question differently.
- xiii. It was found that some of the options in the multiple-choice questions of 11 question papers did not satisfy standard prescripts in formulating multiple-choice options. Careful attention is needed when developing options for multiple-choice questions to avoid misleading candidate performance.

f) Language and bias

Language plays a pivotal role in the formulation of question papers; however, the language of learning and teaching for most learners is not their home language. The examining panels must take precautionary measures to guard against disadvantaging such candidates. While 56 question papers complied fully with this criterion, 37 question papers were not compliant, at distinct levels, for the following reasons:

- i. The subject terminology or data in nine question papers was used incorrectly. Examining panels should refer to the terminology used in the subject policies and the prescribed textbooks and must refrain from using regional dialects or terminology taken from elsewhere, as this could hamper candidates' performance.
- ii. The language register and the level and/or complexity of the vocabulary used in question papers must be appropriate for Grade 12 candidates. As stated above, policy documents and prescribed textbooks can guide in this matter. Five question papers failed in this regard.
- iii. Equally, an arrangement of words and phrases to formulate questions must be as direct as can be to formulate simple sentences and avoid over-complicated syntax. Seven question

papers failed in this regard. Consequently, candidates could have been lost in overly complicated syntax in those sentences and forfeited marks when they knew the responses to those questions.

- iv. Equally, subtleties in grammar were detected in 12 question papers. This must be avoided.
- v. Grammatically incorrect questions impinge on the standard of a question as one incorrect letter can result in a completely different word that changes the meaning of a question. Incorrect grammar was highlighted in 20 question papers and brought to the attention of the examining panels for correction.
- vi. There was evidence of the use of foreign names, terms and jargon in five question papers. While this is discouraged, if the examining panels feel compelled to make use of such, this usage must be accompanied by a glossary to explain the terms.
- vii. There was evidence of bias in respect of either culture, gender, language, politics, race, religion, stereotyping, province, region, etc. in two question papers. This must be avoided to ensure that question papers are not used to promote individual preferences and, therefore, coerce candidates.
- viii. In two question papers questions were found to have been designed in such a manner that they would not have allowed for adaptations and modifications for assessing candidates with special needs. This is necessary in the interests of inclusivity.

g) Predictability

Adherence to the criterion on predictability indicates a level of innovation, since repeating questions from previous question papers is prohibited. It is commendable that 86 question papers eliminated the challenge pertaining to predictability. This number translates into the highest percentage of compliance, compared to compliance rates with the other criteria. Only seven question papers did not satisfy full compliance with this criterion, because:

- i. Four question papers had questions that could have been easily spotted or predicted, given knowledge of previous question papers. This cannot be allowed. Creativity and innovation must be tapped into to create new ways of developing questions based on distinct aspects of the subject.
- ii. Three question papers contained questions that were repeated verbatim from question papers of the past three years. This sets a bad precedent because candidates use previous years' question papers for revision. Should this be detected by learners and their teachers, teachers will teach to those aspects in the future.
- iii. Even though innovation is advocated in the development of question papers, the examining panels of three question papers must ensure that such innovation is appropriate, to avoid confusing candidates.

As much as question papers are pivotal in the development of the examination process, marking guidelines are equally important in ensuring that the assessment is fair, reliable and valid for all candidates. To ensure this, marking guidelines are measured against two criteria. Some elements were not satisfied, as spelled out below.

h) Conformity with question papers

It is important for any question posed to have a corresponding response. Equally, when questions are altered during the internal moderation process, the correct responses must accompany the revised questions. To avoid mistakes, it is crucial that the two processes run concurrently. Sixty-four percent of the marking guidelines satisfied this criterion fully; however, 36% did not conform to the questions as they appeared on the question papers. This was a result of the following factors:

- i. Eighteen marking guidelines contained responses that did not correspond with the questions in the question papers. This could have negatively affected the validity of the assessment.
- ii. Responses in 14 marking guidelines did not match the command words in the questions. As it was alluded to earlier, command or key verbs have a crucial role in determining an expected response. If the marking guideline does not adhere to this, it could set a flawed precedent for future generations, since past question papers are used as a benchmark to gauge what is examined, as well as the expected responses.
- iii. Marking guidelines respond to the question papers and must, therefore, align with the question papers and the allotted marks for each (sub-) question. Failure to do so can be detrimental to the examination. Six question papers did not comply with this quality indicator.

i) Accuracy and reliability of marking guidelines

When question papers and marking guidelines are submitted for first moderation, careful attention must be paid to ensuring that each of the answers in the marking guideline responds accurately to the question posed. Failure to ensure this impinges heavily on the credibility, validity and reliability of the entire assessment. The compliance rate with the accuracy of the marking guidelines stood at 33%. The other 67% of the marking guidelines did not comply with the accuracy and reliability of marking guidelines criterion, because:

- i. Answers to some questions in 21 marking guidelines were incorrect in terms of the subject matter. This is detrimental as not only does it reflect on the competency levels of the examining panels; it impedes the process. Some question papers had to be returned to the examining panels twice or more for changes to be effected.
- ii. Typographical errors were picked up in 29 marking guidelines. This spells disaster as these checks were the least that both the examining panels and the internal moderators could have done.
- iii. In addition to the 29 marking guidelines containing typographical errors, 15 of them were not clearly laid out, which could have negatively impacted the marking,
- iv. Eleven marking guidelines were incomplete in that some showed no mark allocation or did not clearly show how marks were distributed within each of the questions.
- v. Some responses in two marking guidelines offered such a small range of marks that the ability to discriminate among low and high performers would have been compromised.
- vi. There was negative marking in one marking guideline.
- vii. Nine marking guidelines did not provide sufficient detail to ensure reliability of marking. While in some instances markers must apply their professional judgement when marking, not all instances of a marking guideline should leave it to a marker to make such judgements. Such judgements could create an assortment of problems, including introducing prejudice and bias and leaving the internal moderators and chief markers in an indefensible position.
- viii. No room was made for relevant/correct alternative responses in 12 marking guidelines where some questions might have had various responses, depending on how they were posed. This must be given careful attention.
- ix. Two marking guidelines did not use rubrics for questions where they were deemed appropriate. Careful attention must be paid to the SAG in guiding examining panels effectively.

j) Overall impression and general remarks

After moderating both a question paper and its accompanying marking guideline, external moderators must give an overall impression about the state of the examination documents. Thirty-nine question papers were approved at first moderation. The remaining question papers and marking guidelines did not go through, because:

- i. Ten question papers were deemed not to be in line with current policy or guideline documents. Most of these ten question papers were among the 34 that were deemed unfair, invalid and unreliable because they were found not to have assessed the objectives of the SAG or were not framed according to the assessment frameworks. They were also among another batch of 29 that were considered to be not of appropriate standard.
- ii. Seven question papers were not comparable to those of previous years in their standard.
- iii. Twenty-eight marking guidelines could not satisfy the quality indicator against fairness, validity and reliability. Consequently, the standard of 17 of these marking guidelines was questionable, while the standard of four of them could not compare favourably with those of previous years.
- iv. Two marking guidelines were found not to have provided answers that portrayed the assessment of skills, knowledge, attitudes and values.

1.3.4 Comparison of compliance per criterion and levels of moderation: November 2018 to November 2020

Table 1C compares the compliance rates, per criterion, over three years (November 2018, November 2019 and November 2020) at first moderation level.

Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2018, November 2019 and November 2020

Criteria	November 2018 (% of question papers)	November 2019 (% of question papers)	November 2020 (% of question papers)
Technical details	53	45	43
Internal moderation	80	78	81
Content coverage	84	73	82
Cognitive skills	77	62	64
Text selection, types and quality of questions	39	50	31
Language and bias	58	64	60
Predictability	99	94	93
Conformity with question paper	53	68	64
Accuracy and reliability of marking guidelines	37	42	33
Overall impression	53	22	33

When comparing the findings of the November 2020 and the previous two examinations with compliance in all respects, there is evidence of a decline in most criteria in how question papers and their marking guidelines fared during the first moderation. This is worrying and investigative effort must be made to establish what has led to this decline. It is even more worrying that the criteria for text selection, types and quality of questions and accuracy and reliability of marking guidelines are at the bottom of the list in compliance rates. These two criteria form the pillars of a question paper and unless they are mastered, most question papers will always need to undergo more than one moderation. Therefore, a concerted effort must be made by the examining body to remedy the situation so that it does not get worse. It is also of great concern that the compliance rate for technical details follows immediately after the two criteria. One would have hoped that the responsibility lay with the internal

moderator to ensure that all technical details were complied with before declaring a paper ready for external moderation. The same goes for content coverage. This is categorically spelled out in the policy document for every subject.

1.4 Areas of Improvement

The following areas of improvement were identified during moderation of the IEB November 2020 NSC question papers and their marking guidelines:

- a. It was commendable that there was an increase in the number of question papers that were approved at first moderation, from 33 in the November 2019 cycle to 39 in the November 2020 cycle; and
- b. The criteria for internal moderation, content coverage, cognitive skills and predictability showed improvement. This was a step in the right direction for stability in developing question papers.

1.5 Areas of Non-Compliance

Umalusi would like to highlight the following issues, as in previous years, as areas of non-compliance:

- a. The increase in the number of question papers and marking guidelines that did not comply fully with the criteria on technical details, text selection, types and quality of questions, as well as accuracy and reliability of the marking guidelines; and
- b. These criteria were, for the past three years, among those with the least number of question papers that complied in all respects.

1.6 Directives for Compliance and Improvement

The IEB is required to:

- a. Conduct workshops, as was directed in 2019, to address the criteria with the lowest compliance rates:
 - i. Technical details;
 - ii. Text selection, types and quality of questions; and
 - iii. Accuracy and reliability of marking guidelines.
- b. Establish the challenges highlighted in the reports on the nine question papers that required more than two levels of moderation; and provide training to the examining panels of the nine question papers.

1.7 Conclusion

This chapter summarised the major findings from an analysis of the question paper moderation reports for the IEB November 2020 examinations. Areas of improvement (and good practice), as well as areas of non-compliance, have been highlighted. This affords the IEB insight into areas that need intensified support so that the IEB can act on the challenges. The chapter also provides the IEB with directives to address non-compliance so as to curb the recurrence of challenges pertaining to the quality of questions and the accuracy and reliability of marking guidelines.

CHAPTER 2 MODERATION OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

2.1 Introduction

Umalusi conducts the moderation of school-based assessment (SBA) and practical assessment tasks (PAT) to ensure that tasks meet the required quality and standard, as prescribed in the assessment body's subject assessment guidelines (SAG). In addition, the learners' evidence of performance is quality assured to ensure that marking is fair, valid and reliable. In line with the above mandated responsibility, Umalusi verified the validity of the SBA and PAT components of the National Senior Certificate (NSC) examinations administered by the Independent Examinations Board (IEB).

2.2 Scope and Approach

Umalusi sampled ten subjects for SBA moderation and two subjects for PAT moderation for the NSC examinations, as indicated in Annexure 2A and Annexure 2B. Owing to COVID-19 circumstances, an online platform was used for this purpose. The SBA files, both the teachers' files and learners' evidence of performance, required for SBA moderation were made available electronically. The visuals (images) and video recordings of learners' performance in Visual Arts and Dramatic Arts, respectively, were also submitted online for moderation. The moderation took place between 14 November 2020 and 1 December 2020.

The subjects were moderated using the moderation instrument, which consists of two parts, as highlighted in Table 2A. The first part focused on the moderation of teachers' files (seven criteria) and the second part on the moderation of the learners' files (three criteria).

Table 2A: Criteria used for the moderation of SBA

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

2.3 Summary of Findings

The findings of the external moderation of the SBA and PAT are summarised below.

2.3.1 Moderation of Teacher Files

a) Technical aspects

A large proportion of the moderated teacher files across the subjects were neat and well organised, with all required documents such as assessment tasks, marking guidelines, mark sheets and internal moderation reports included in the files. However, there was non-submission of the annual teaching plans in Business Studies (one file), Life Sciences (one file), and English Home Language (six files). In Business Studies and Life Sciences, one school each did not submit the marking guidelines for the tests and, as a result, the learners' tests could not be moderated for the two subjects. In another centre, Physical Sciences' teacher files were cluttered with irrelevant documents from other subjects and omitted the programme of assessments, mark sheets and rubrics, as well as the annual teaching plans for the subject. Many schools/centres adhered to and implemented the subject programmes of assessment, which were aligned to the subject assessment guidelines. Schools/centres mainly used valid and appropriate assessment methods, as well as proper assessment tools or instruments.

Umalusi noted that three schools/centres included the IEB SBA checklist and/or the contents page, which indicated an alignment of tasks with the subject assessment guidelines in the teachers' files. In History, two schools/centres submitted mark sheets with marks correctly calculated. The assessment tools submitted for moderations were appropriate and signified that the assessment methods and assessment techniques used were appropriate.

Furthermore, the files for the PAT moderation were well maintained and all the necessary records were included. The files included clear, good quality images and videos for both the Visual Arts and Dramatic Arts. The layout of the tasks and the briefs of the PATs for the two subjects which were externally set was good.

b) Content coverage

Sixty percent of the sampled subjects adequately covered the topics/content prescribed for the academic year. Learning activities and assessment tasks were appropriate and adequately covered the prescribed content as stipulated in the SAG for each subject. Deviations were observed in English Home Language and Accounting subjects. In one centre, for the English Home Language (HL) common assessment task (CAT) Essay, preliminary examination question papers and the mark sheets were not submitted. One centre's assessment task for Accounting was not aligned to the SAG.

The PAT for Visual Arts and Dramatic Arts were aligned to the SAG requirements for content coverage. The content coverage for the Dramatic Arts PAT were mainly performing arts and included scenes that were presented via video, poem and monologue. The Visual Arts PAT were all completed as per the SAG.

c) Quality of tasks

The assessment tasks for Geography, History, Life Sciences, English HL and Afrikaans First Additional Language (FAL) were of appropriate quality and standard, and representative of subject-specific teaching strategies, such as project-based learning and discovery learning. However, in Business Studies, the quality of tasks was compromised in various ways in different schools/centres, a result

of “clueing in” the preliminary examination; misalignment between the question paper and the marking guideline; spelling errors and vague question formulation; and the use of the 2019 preliminary examination question paper for 2020.

The PAT questions for both the Dramatic Arts and the Visual Arts were challenging and innovative. The tasks encouraged creativity, problem-solving, critical thinking and reasoning skills. Both subjects were able to set and administer group and individual tasks. Nevertheless, in Visual Arts in three schools/centres, PAT questions could be easily spotted or predicted as the PAT had verbatim repetition and/or “cut and paste” questions from past question papers. For instance, all three schools/centres used the previous two year’s NSC final practical examination themes for the year. Two schools/centres used the 2019 theme, “Liminal”, while one centre/school used the 2018 NSC theme “Outside the centre”. The use of themes that have been in circulation for some time can compromise the credibility and quality of the tasks because they have the potential to render tasks more predictable and thus less challenging. Besides the repeated themes, the tasks were of good quality and inspired creativity, problem-solving, critical thinking and reasoning skills.

d) Cognitive demand

Umalusi observed sound understanding and application of cognitive levels in all subjects, but very little expression of the cognitive levels in Accounting. The setting or design of assessment tasks was underpinned by the application of cognitive levels. This exercise manifested itself in the variety of tasks and multi-layered questions, as well as multiple-choice and appropriately scaffolded questions, which appeared in the assessment tasks in all schools/centres.

Four schools/centres demonstrated exceptional ability to apply cognitive levels and distribute demand and challenge equitably to inspire critical thinking and creativity in English HL. In Geography, the application of probing questions was evident in the moderated tasks. In Life Sciences, there were good questions involving real-life scenarios and problem-solving activities.

Assessment tasks were free from factual errors, vaguely defined problems, ambiguous wording, extraneous, misleading, or irrelevant information, trivia and unintentional clues to the correct answers. Cross-referencing between the tasks and the source texts, the visuals, drawings, illustrations, examples, tables and graphs were relevant and correct. In nine subjects, exclusive of Accounting, assessment tasks included different types of questions covering all cognitive demands and all levels of difficulty. The use of assessment grids in the development of tasks brought improvement in the quality of tasks as this ensured appropriate distribution of cognitive levels (and degree of difficulty) in line with the SAG.

The PAT tasks also encouraged creativity, problem-solving, critical thinking and reasoning skills in both Dramatic Arts and Visual Arts. In Dramatic Arts, both the SBA and PAT contained a variety of question types, including written and oral. Learners were exposed to tasks that required group discussion, presentations and performance for practical work; and a range of short and long essay-type questions for the written aspect.

e) Marking tools

A large proportion of the moderated schools/centres submitted neat, comprehensive and user-friendly marking guidelines and rubrics. The marking guidelines were accurate, correct, relevant and appropriate for the tasks given. They were professionally presented, with adequate alternative responses. The marking tools for Afrikaans FAL, Engineering Graphics and Design, Geography and Physical Sciences did not have challenges or problems. The degree of compliance in English HL varied, with six schools/centres having detailed marking guidelines with appropriate mark allocation and

marking descriptors to support marking of the preliminary examinations. One school had a distorted marking rubric for essays, possibly because it was a scanned rubric. There were also policy deviations in Business Studies and Life Sciences. At one school, the marking guideline for Business Studies was inaccurate (non-aligned with the question paper, contained incorrect numbering and was non-compliant with the relevant question). One other school used the 2019 preliminary examination question paper, with names in the marking guideline changed by hand. In Life Sciences, one school did not make use of sub-totals where it was imperative. Another school did not include symbols to be used when marking the diagram. All these made moderation difficult, because it was not easy to determine the allocation of each mark. The marking guideline for the preliminary examination of Life Sciences Paper 2, Question 3, at one sampled school was not typed and possible answers were just highlighted on the source documents.

Marking tools and rubrics for Dramatic Arts, supplied with the PAT and those of the teacher's devising, were accurate, relevant and appropriate for the tasks moderated. No rubrics were submitted by any of the schools/centres moderated for Visual Arts.

f) Adherence to policy

Schools/centres amended their programmes of assessment according to circumstances around the national lockdown brought about by the global outbreak of COVID-19. This affected teaching and learning in various ways. The amended subject programmes of assessment were implemented accordingly for six subjects, adhering fully to the prescripts of the amended programmes and the SAG. The remaining four subjects (Business Studies, English HL, Life Sciences and Visual Arts) had various challenges that made it difficult, if not impossible, to verify completion of the tasks. The challenges varied from non-submission of the programmes of assessment in teachers' files (Life Sciences), non-submission of written component tasks (Visual Arts) and essays in the teachers' files, as well as non-submission of the CAT Essay and the preliminary examination papers (English HL at one centre) and their accompanying mark sheets.

The PAT for both Dramatic Arts and Visual Arts adhered to the required management policies and implementation plans. All practical tasks were successfully completed, as per evidence submitted.

g) Internal moderation

The submitted moderation reports served as evidence that internal moderation took place at different levels of moderation. However, policy deviations were identified in some subjects. In Engineering, Graphics and Design, one school had no evidence of internal moderation beyond school level. In Physical Sciences, there was no evidence of internal moderation in two schools that were moderated. In Visual Arts, internal moderation was found to be poor in two schools. One centre/school did, however, submit a spreadsheet showing moderated marks and signatures as proof of moderation at a higher level. In English HL, there were a number of shortcomings regarding lack of evidence of pre-moderation at centre/school level of CAT and the Extended Writing Essay. This was noted in all schools verified, except for one school that submitted evidence of internal pre-moderation. It was also observed that three schools/centres designed their own pre-moderation tools that were mere checklists and did not encourage detailed feedback. Although internal and cluster pre- and post-moderation were not conducted uniformly across all schools/centres that were verified, it was noted that both school/centre-based and regionally, post-moderation was an exercise of allocating a tick where it was previously found. There were instances where internal moderation did not pick up mistakes, either of the marker or in non-adherence to the marking guidelines.

In most centres/schools in English HL, constructive and developmental feedback was provided to the learners on their tasks as well as on the attached rubrics. There were also comments and other annotations on the rubrics to provide guidance to learners and teachers.

In Dramatic Arts, there was evidence of substantive inputs from the internal moderator, particularly for the teachers' work. It was difficult to gauge the quality of internal moderation on learners' work as access to their written work was limited.

2.3.2 Moderation of Learner Files

a) Learner performance

Despite severe challenges encountered during the year due to the national lockdown, the overall impression was that constructive learning took place in most subjects. Learners adapted quite well to the amended programmes and the "new normal". Based on the sample of subjects moderated, learner performance varied from subject to subject.

Learners performed well in most of the moderated subjects, except for Afrikaans FAL in the Literature work, "Asem", probably because of their lack of Afrikaans vocabulary. Although learner performance was good in most subjects, creative and problem-solving higher-order questions continued to pose challenges for many candidates in some subjects. It was noted that learners performed well in Engineering, Graphics and Design. The marks of the learners from two schools ranged from 60% to 91%; at another school, two learners obtained 40% and 56% but the third learner obtained 100%.

In Business Studies, the performance of the sampled learners ranged from below average to above average level. Learners performed well in Section A of the preliminary examination and poorly in Section C, specifically the creative problem-solving category of the higher-order thinking.

In Geography, based on six learners' evidence, performance was generally poor. Learners had challenges with the subject content, understanding of action verbs and instructions in questions. One learner in one school focused on theory about COVID-19 and overlooked the research on how it had affected South African households.

Regarding the PAT, there was evidence that learners completed these with varying degrees of ability. In Dramatic Arts, none of the work submitted for moderation indicated any lack of training in Dramatic Arts skills and knowledge. Learners demonstrated mastery of their Dramatic Arts competences. However, the Visual Arts quality and quantity of learners' work, to the contrary, differed from school to school. One school presented good concept development, strong application of skills, excellent documentation of the entire process and the application and influence of the research conducted. In the other two centres, pre-assessment reports submitted by the teachers highlighted some challenges. In another school, many candidates reacted to the first or second idea that came to mind; consequently, most of the concepts were superficial.

b) Quality of marking

The quality of marking in Accounting was of a good standard. In most cases the appropriate marking guidelines were used to mark the assessment tasks. Alternative responses given by the learners were considered and credited accordingly. The marking of tasks was, therefore, fair and reliable. Marking was done thoroughly in Afrikaans FAL, Geography, History, Physical Sciences and Engineering, Graphics and Design. In English HL, marking was rigorous, markers identified and commented on good arguments and provided guidance where the arguments lacked substance and evidence to

support viewpoints expressed. Markers also highlighted poor expression, language and spelling errors. In Business Studies, marking of the preliminary examination was consistent with reference to the Type 2 test (Section C). The correct totalling and transfer of marks to the rank order sheets was evident in Business Studies. However, the crediting of wrong answers, as well as incorrect totalling of marks, was noted in Life Sciences. The marking of the essay question in Life Sciences Paper 2 was problematic: teachers used a key when marking the essay, but the key was not indicated on the assessment rubric. This made it almost impossible to verify the marking of that question. There was clear evidence of accuracy in the totalling of marks, transfer of marks to the front page of the scripts and correct conversion to weightings.

Despite the poor quality of work in Visual Arts, the quality of marking was fair. The evidence and work presented in the digital files correlated with the level of achievement documented in the working mark sheet. In Dramatic Arts, teachers presented clear evidence of constructive feedback to the learners. The files included copies of marked rubrics with comments. All learners' work was consistently and thoroughly marked.

c) Internal moderation

There was evidence in the learners' work that internal moderation was conducted at school/centre level. The quality of internal moderation was of an acceptable standard, as marking errors were picked up in several subjects. Moderation was adequately conducted across all subjects moderated. Internal moderation on learners' work provided constructive feedback, which indicated the rigour that went into the quality assurance process. Although internal moderation was conducted thoroughly in several subjects, it did not identify a minor error in one school in Accounting until the error was picked up by the teacher after the task had been administered.

It was also found that in some cases, internal moderation at school/centre and regional levels targeted certain questions in the assessment task. This exercise was found to have compromised the integrity of internal moderation. Other cases of unacceptable practices of internal moderation that compromised the integrity of internal moderation included a tendency by internal moderators to confirm ticks, or simply re-tick, without thoroughly considering learner responses. Great improvements were noted where both school and regional internal moderation had provided feedback to learners and teachers.

2.4 Areas of Improvement

Internal moderation processes showed improvement in some areas when compared to previous years. The IEB is commended for successfully adapting to electronic means for the moderation of SBA and PAT, a result of challenges related to the global outbreak of COVID-19; and for its ability to cope with unexpected challenges. Over and above this, the following significant improvements were noted:

- a. The use of design grids to develop and design assessment tasks or set tests with appropriately weighted cognitive levels;
- b. The development of an assessment policy that clearly defined the structure and procedure required to ensure that assessment of learners was carried out in a fair, valid, reliable and practicable manner that was free of bias and discrimination; and
- c. The use of innovative and creative approaches, such as the "Thinking in a Social Context" (TASC) wheel in research in Geography.

2.5 Areas of Non-Compliance

The IEB must pay attention to the following areas of non-compliance:

- a. Non-inclusion of the requisite SBA moderation documents for moderation purposes in both teacher and learner files;
- b. Non-completion of formal reports by schools/centres for both pre- and post-moderation to provide feedback to the subject teacher; and
- c. The conducting of quality assurance of assessment tasks before they are administered, as well as moderation of learners' evidence of performance.

2.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. All required documentation for SBA moderation is included in both teacher and learner files, whether electronic or hard copy, when presented for SBA/PAT moderation; and
- b. Effective moderation of assessment tasks and learners' evidence of performance is conducted and reported on by all centres/schools to give feedback to the teacher and serve as evidence of internal moderation.

2.7 Conclusion

This chapter presented an account of the findings on the moderation of SBA and PAT conducted on a sample of teachers' and learners' files sampled from selected schools/centres for selected subjects. Although the files were submitted electronically to Umalusi, the administration and management of SBA was on the right track, with significant improvements in certain areas. However, in other areas, there is a need for improvement. Some schools/centres displayed a thorough and sound understanding of assessment practices, while others still lack the implementation competencies that will be responsive to the achievement of high-level educational imperatives. Umalusi will share with the IEB the names of the schools/centres that have not complied with the quality indicators for SBA and/or PAT requirements, as outlined in the IEB's subject assessment guidelines.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

Annually, Umalusi evaluates the state of readiness (SOR) of assessment bodies to conduct, administer and manage the national examinations, using a risk management-based approach.

The audit is conducted on each of the predetermined focus areas earmarked for monitoring the SOR process.

The administration of self-evaluation instruments, which capture the key indicators of readiness to deliver credible examinations, remains the most critical tool Umalusi has to audit and make a fair determination on the state of readiness of an assessment body to conduct, administer and manage the national examinations.

Umalusi audited the SOR of the Independent Examinations Board (IEB) to conduct, and manage National Senior Certificate (NSC) examinations, to:

- a. Evaluate the IEB's level of preparedness to conduct the November 2020 (merged June 2020 and November 2020) NSC examinations;
- b. Evaluate the systems in place for the delivery of credible examinations; and
- c. Track the progress made in addressing the directives for compliance and improvement issued in respect of the November 2019 NSC examinations.

3.2 Scope and Approach

The risk management approach was used to identify, timeously, areas with a potential risk to impact negatively on the delivery of credible examinations; and to advise the IEB accordingly.

The following process was followed:

- a. Completion by the IEB of a self-evaluation instrument;
- b. This allowed the IEB to conduct its self-evaluation on its state of readiness to administer and manage the examinations; and to submit a report to Umalusi. This report was analysed and a risk profile for the IEB SOR was developed; and
- c. Evidence-based audits were carried out.

The 2020 SOR process was carried out differently from that of previous years. Umalusi did not conduct on-site audits to evaluate the supporting evidence that is normally presented to confirm the state of readiness, as described in the self-evaluation report received from the IEB. Instead, evidence was submitted electronically and evaluated online by Umalusi, a procedural change necessitated by the COVID-19 pandemic.

The two processes provided critical information that was instrumental in Umalusi deciding on the IEB's state of readiness to conduct, administer and manage the November 2020 NSC examinations.

3.3 Summary of Findings

The findings of the IEB SOR audit are presented hereunder.

3.3.1 Compliance Status on the Readiness Levels to Conduct, Administer and Manage Examinations

a) Management

The findings of the IEB SOR audit are presented hereunder.

b) Registration of candidates and centres

i. Candidates' registration

The IEB registered 13 201 candidates to write the November 2020 NSC examinations. A total of 12 679 candidates were registered to write the November 2019 NSC examinations, reflecting an increase of 522 registered candidates for the November cycle examination. The figures represent the total number of candidates registered to write the June 2020 supplementary examinations and the November 2020 full-time NSC examinations.

ii. Examination centres

The IEB registered 13 201 candidates to write the November 2020 NSC examinations. A total of 12 679 candidates were registered to write the November 2019 NSC examinations, reflecting an increase of 522 registered candidates for the November cycle examination. The figures represent the total number of candidates registered to write the June 2020 supplementary examinations and the November 2020 full-time NSC examinations.

Table 2A: Criteria used for the moderation of SBA

Country	No. of centres
Eswatini	6
Mozambique	1
Namibia	7
Total	14

c) Printing, packing and distribution

The IEB entered into a contractual agreement with private service providers for the printing, packaging and distribution of the November 2020 NSC examination material. The evidence clearly indicated that tight security measures were in place and that the roles and responsibilities of the examination panel, as outlined in the service level agreement, were confirmed. The printing phase of the question papers was closely monitored and under 24-hour surveillance from a central control point at IEB headquarters.

Furthermore, all personnel entrusted with the handling of examination materials had signed confidentiality forms. The question papers were packed and locked, by means of an electronic smart-locking system, in sealed bags. Chief invigilators were provided with security codes to unlock the bags containing the question papers on examination days. Comprehensive plans were in place for the fortnightly delivery and collection of examination material by courier services to be closely guarded through camera surveillance.

The identified storage sites for examination materials, locally and outside the borders of South Africa, were audited by the IEB and tightly secured. The distribution of question papers was well documented

and closely monitored from a central control point at the IEB offices. Umalusi was satisfied with the tight security measures that were established for the printing, packaging and distribution of examination materials.

d) Management of internal assessment/school-based assessment (SBA) and practical assessment tasks (PAT)

The IEB has developed systems to conduct and quality assure successful management of the SBA component. Strategies and protocols for moderation of the SBA have been well developed, documented and were in order.

e) Monitoring of examinations

The IEB developed feasible plans to monitor the November 2020 NSC examinations. Audits of the examination centres were conducted and the IEB indicated that all centres would be equipped with electronic audio-visual monitoring devices. The audio-visual monitoring system would enable the IEB to monitor the examination processes from one central control point at the IEB head office, in addition to face-to-face monitoring, conducted on-site by monitors. The electronic monitoring devices would allow for playback in instances where irregularities might have occurred.

The IEB administered two training sessions for chief invigilators who, in turn, trained their appointed invigilators. The first training sessions were held in January 2020 at designated venues and a final training session in October 2020 via an online platform. Chief invigilators signed confidentiality forms, assumed accountability and committed to securing credible examination practices that were free from irregularities. In view of the COVID-19 pandemic, the IEB embarked on physical on-site monitoring visits and electronic audio-visual monitoring from a central control point at the IEB head office.

The IEB communicated examination-related protocols and COVID-19 protocols to the chief invigilators to address health and safety measures and restrictions relating to social distancing in the examination centres.

f) Management of examination irregularities

The IEB established a well-structured and fully functional Examinations Irregularities Committee (EIC), which was responsible for handling all examination irregularities. Effective strategies for managing possible irregularities were communicated to all chief invigilators.

g) Marker audit and appointments

By the time of the SOR audit, the IEB had finalised the process for the appointment of markers. No shortage of markers, across all subjects and papers, was identified. Umalusi analysed the policy and criteria for the appointment of marking personnel and the protocol for marking requirements and found that these covered all necessary criteria. Comprehensive management plans for marking processes were developed and the marking timelines were clearly defined. The management plan provided adequate information relating to the training of markers, designated marking venues and the duration of the marking.

The IEB increased the number of marking centres from four in 2019 to six in 2020. This was to cater to and allow for a reasonable number of marking personnel in each centre at a given time, in compliance with COVID-19 social distancing restrictions. However, the IEB retained its annual quota of appointed markers in each of the subjects.

It was noted that the IEB in all established marking centres would ensure that the centres were subject to all COVID-19 protocols developed for marking the November 2020 NSC examinations.

Table 3B indicates the number of established marking centres and the appointed marking personnel, per centre.

Table 3B: Number of marking centres and appointed marking personnel

Description	Year	Centre: 1	Centre: 2	Centre: 3	Centre: 4	Centre: 5	Centre: 6
Number of appointed markers	2019	254	Not used	1 447	335	283	Not used
	2020	231	713	490	350	243	270
Number of appointed mark checkers		40	150	100	40	60	50
Mark capturers		80					

h) Systems for capturing of examination and assessment marks

The evidence on the capturing of examination and assessment marks was in line with Umalusi audit requirements. The required standards were clearly outlined in the procedural documentation for capturing candidates' marks. The IEB mark-capture management plans were in place and related preparations towards end-of-year mark capturing had been finalised. The IEB employed 80 personnel who were responsible for mark capturing. Umalusi scheduled on-site verification of mark capturing for December 2020 when the IEB would have commenced with marking scripts.

i) Accreditation of examination centres

The IEB was found to be compliant with the regulations and Umalusi requirements that govern the accreditation and establishment of examination centres.

3.3.2 Areas with Potential Risk to Compromise the Credibility of the Examinations

Evidence from the SOR report found that no potential risks were anticipated that could compromise the administration of the November 2020 NSC examinations. Examination-related protocols and COVID-19 protocols were communicated in good time to all chief invigilators to ensure compliance.

3.4 Areas of Improvement

The IEB anticipated the necessity of using electronic audio-visual monitoring of its examinations across all 246 examination venues.

3.5 Areas of Non-Compliance

There were no areas identified as non-compliant that may have raised concerns regarding the preparedness of the IEB to deliver credible November 2020 NSC examinations.

3.6 Directives for Compliance and Improvement

The evaluated evidence on the state of readiness of the IEB to conduct the November 2020 NSC examinations satisfactorily met the key SOR requirements. Consequently, there were no directives for compliance and improvement issued to the IEB.

3.7 Conclusion

The findings from the SOR audit indicated that the IEB was adequately prepared to conduct, administer and manage the November 2020 NSC examinations. The evaluated evidence fully met the key indicators required to determine their readiness to conduct and administer the 2020 NSC examinations, despite the threats and limitations presented by COVID-19.

CHAPTER 4 AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi conducts an audit of appointed markers to ensure that assessment bodies' internal controls, processes, guidelines, and policies for appointing markers for the National Senior Certificate (NSC) examinations are adhered to and in compliance with the Personnel Administrative Measures (PAM) (Government Gazette No. 39684, 12 February 2016) and other regulatory measures as determined by the assessment body. The PAM provide assessment bodies with policy dictums to adhere to in appointing personnel to the various NSC examination-related positions. This ensures that only personnel with the requisite qualifications, skills and experience are appointed.

This chapter presents the audit report on the appointment of the marking personnel for the Independent Examinations Board (IEB) November 2020 NSC examinations.

4.2 Scope and Approach

Umalusi sampled ten subjects for the audit of the appointed markers (Annexure 4A). Owing to national restrictions on face-to-face meetings resulting from the global outbreak of the COVID-19 pandemic, a new approach in conducting the audit was adopted and implemented.

A desktop audit was conducted from the evidence made available by the IEB, as per requirements. The documents submitted for the audit of appointed markers included, among others:

- a. IEB requirements/criteria for appointment of markers across levels/positions;
- b. 2020 Circulars/advertisements for the recruitment of markers and the marker application form(s) issued;
- c. The database/spreadsheets/records/electronic files extracted from the database of all appointed markers for all subjects, including the lists of appointed markers and novice markers; and
- d. Minutes of the selection panel meetings.

Umalusi analysed the IEB submission, using criteria as listed in Table 4A.

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

Marking personnel	Criteria
Sub-examiners	Compliance to notional marking times
Senior sub-examiners	Qualifications and subject specialisation
Examiners	Teaching experience
Internal moderators	Marking experience
	Enhancements to PAM

4.3 Summary of Findings

4.3.1 Compliance to Notional Marking Time

a) Markers

Umalusi used the notional marking time and the number of days allocated for marking a subject to determine the sufficiency of markers per subject. The notional marking times varied from subject to subject. The number of markers appointed per subject for all the audited subjects tallied with the notional marking times, together with the allocated number of days for marking.

The number of appointed sub-examiners in the ten sampled subjects complied with the notional marking time requirement. In the sample of subjects audited, there were no shortages of markers (sub-examiners).

b) Chief markers and internal moderators

The number of senior sub-examiners appointed was dependent on the number of sub-examiners appointed. During the audit, it was evident that all sampled subjects complied with the IEB ratio of 1 (senior sub-marker): 7 (sub-markers); except for Mathematical Literacy, where the ratio of senior sub-examiner to sub-examiner was 1: 9 and Business Studies at 1:13. This, at the time of the audit, signalled non-compliance with the policy requirement of the ratio of senior sub-examiners to sub-examiners in the two sampled subjects.

c) Examiners and internal moderators

IEB appointed examiners and internal moderators for all question papers of the ten subjects audited. Therefore, the requirement as stipulated in Chapter D of the PAM policy document of appointing one chief marker and one internal moderator per question paper was met.

4.3.2 Qualifications and Subject Specialisation

The PAM document 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 to qualify for appointment as a marker (sub-examiner in case of IEB).

a) Sub-examiners

All the appointed sub-examiners in the verified subjects possessed a recognised three-year post-school qualification. However, it was not possible to establish whether the marking personnel for all the verified subjects had completed the second-year level in subjects they were appointed to mark. The IEB did not submit the transcripts of the sub-examiners' qualifications for verification.

b) Senior sub-examiners

The senior sub-examiners had recognised three-year post-school qualifications, similar to sub-examiners. However, due to the non-submission of transcripts, it was not possible to establish whether the appointed senior sub-markers had the subject concerned at the second-year level in the submitted qualifications.

c) Examiners and internal moderators

The appointed examiners and internal moderators complied with the criteria regarding qualifications for appointment in their various positions. All appointees had completed a three-year post-matric

qualification. Again, it was not possible to comment about the subject specialisation for each of the appointees, because the IEB did not submit their academic transcripts.

4.3.3 Teaching Experience

The PAM document states that to be appointed as a marker, an applicant must have extensive experience as an educator in a 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. The IEB also recognises teaching experience as a requirement, hence it is stated clearly in the application form that applicants must state their teaching experience of their subject of interest at an IEB school.

a) Sub-examiners

The audit established that the teaching experience of the sub-examiners spanned nine to 45 years across the audited subjects. All sub-examiners were teaching the subjects concerned in schools affiliated to the IEB at the time. As a result, all appointed sub-examiners whose appointments were verified adhered to the stipulated appointment criteria on teaching experience. The Sesotho Home Language-appointed sub-examiners' information was not submitted. As a result, it could not be verified.

b) Senior sub-examiners

The IEB examination instruction clearly states that for the appointment of all senior sub-examiners, an applicant must be an experienced marker. The instruction did not specify the number of years' teaching experience in the subject that was required to be appointed as a senior sub-examiner. Nevertheless, from the supplied IEB data, the teaching experience of the senior sub-examiners extended beyond five years, hence the IEB adhered to PAM requirements in this regard. However, no information about sub-examiners' teaching experience was provided for Sesotho Home Language.

c) Examiners and internal moderators

The appointed examiners and internal moderators complied with the PAM and the IEB requirements for appointment as examiners and internal moderators. They all had extensive teaching experience, including two years' teaching experience during the last five years, and had taught Grade 12 at an IEB-affiliated school.

4.3.4 Marking Experience

Additional to other PAM requirements for appointment as a marker, it is also required that an applicant must have experience as a marker.

a) Sub-examiners

The PAM and the IEB criteria for appointment of markers state marking experience as a requirement for appointment as a marker. However, the two documents do not specify the extent of the marking experience required to qualify for appointment. Consequently, given that all the sub-examiners appointed by the IEB for marking the November 2020 examinations had some marking experience, therefore all the appointed sub-examiners verified had some marking experience. Thus, the IEB essentially complied with the requirements regarding the criterion on marking experience.

b) Senior sub-examiners

The IEB had three provisos (requirements) for the appointment of the senior sub-examiners:

- i. The examiner must nominate the senior sub-examiner(s);

- ii. The nominated senior sub-examiner(s) must have marked the IEB paper previously, preferably at the last marking session; and
- iii. The nominated senior sub-examiner(s) should not be teaching at the same school as the examiner.

While all the senior sub-examiners had the required marking experiences, it was not possible to determine whether the appointed senior sub-examiner(s) taught at the same schools as the examiners, since there was no data to confirm whether this proviso was met. Nonetheless, all the senior sub-examiners had at some point marked the papers they were appointed to mark. Therefore, one can infer that they all complied with the IEB requirements.

c) Examiners and internal moderators

Additional to the PAM criteria for appointment as an examiner and an internal moderator, experience as an IEB marker (sub-examiner) was a requirement. All appointed examiners and internal moderators had experience as IEB markers and complied fully with the PAM requirements for appointment as examiners or internal moderators.

4.3.5 Enhancements to PAM

The IEB had two enhancement measures for the appointment of markers, across all content/subjects:

- a. Proficiency in both Afrikaans and English for appointment as a senior sub-examiner, in addition to their subject expertise; and
- b. Teaching experience at an IEB-affiliated school for appointment as sub-examiner, senior sub-examiner, examiner or internal moderator

These additional criteria were complied with in all the subjects audited.

4.4 Areas of Improvement

Umalusi observed nothing out of the ordinary across the subjects during the audit of appointed markers for the IEB November 2020 examination scripts.

4.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. Non-submission of the required documents for the audit, such as Grade 12 certificate, transcript of qualifications and South African Council for Educators (SACE) registration certificate of applicants; and
- b. Non-compliance to the 1:7 ratio requirement for the appointment of senior sub-examiners in Mathematical Literacy and Business Studies.

4.6 Directives for Compliance and Improvement

The IEB must:

- a. Ensure that all the necessary information and supporting documents for all the marking personnel appointments required by Umalusi for the audit of appointed markers are submitted; and

- b. Ensure that the ratio of 1 (senior sub-examiner): 7 (sub-examiners) is adhered to across all subjects.

4.7 Conclusion

The IEB requirements for the appointment of marking personnel were aligned to the PAM requirements. The IEB satisfactorily complied with all the requirements when appointing marking personnel. However, the IEB must attend to the areas of non-compliance outlined in this report.

CHAPTER 5 MONITORING THE WRITING AND MARKING OF EXAMINATIONS

5.1 Introduction

The Independent Examinations Board (IEB) administered and managed the November 2020 (merged June 2020 and November 2020) National Senior Certificate (NSC) examinations under unprecedented COVID-19 global pandemic conditions. Health and safety protocols put in place by the Department of Health to mitigate the spread of the virus required the writing of examinations to be conducted under strict health and safety measures.

The November 2020 examinations marked the first examination where the cohort of candidates registered for the June 2020 NSC examination had to write at the same time as the November 2020 full-time and part-time candidates. The examination commenced on 28 October 2020 and ended on 29 November 2020. Marking of the candidates' answer scripts was successfully conducted from 6 December to 15 December 2020.

Umalusi monitored both the writing of examinations and its marking sessions at sampled centres from the population of centres established by the IEB. The findings outlined in this chapter cover the two quality assurance processes undertaken: the monitoring of the writing of examinations and the monitoring of the marking centres.

The chapter provides a summary of findings of the monitoring conducted and, further, gives an account of areas of improvement, areas of non-compliance and highlights the directives for compliance and improvement that the assessment body is required to address and report on.

5.2 Scope and Approach

Umalusi conducted monitoring to assess the level of compliance with the regulations that govern the conduct of the NSC national examinations, as required, at a sample of the IEB-established examination and marking centres.

The IEB established 261 examination centres and six marking centres, and Umalusi successfully monitored 42 examination centres and two marking centres. In line with Umalusi's quality assurance approach, the data was collected through the instrument for monitoring of the writing of examinations and marking centres, and related methodologies (observations and interviews) used for the collection of empirical data.

Table 5A provides levels of compliance with examination procedures (refer to 5.3.2 (e)).

5.3 Summary of Findings

The summarised findings are congruent with the quality criteria prescribed by Umalusi for monitoring the writing of examinations and the marking thereof.

SECTION A: Monitoring of the Writing of Examinations

The findings hereunder, are based on the writing phase of the examination in line with the quality criteria prescribed by Umalusi.

5.3.1 General Administration

a) Management of examination question papers

The IEB closely monitored the storage of question papers and their movement before and after examinations were administered from a central control point at the IEB offices.

It was found that the IEB adopted a blended approach to delivering examination question papers and related materials. The question papers were delivered fortnightly by courier services to all examination venues; for some centres, the IEB used its own transport for distribution and deliveries.

The appointed chief invigilators carefully checked the specific delivery of question papers for correctness, signed delivery notes and subsequently placed the question papers in lockable strong rooms for safekeeping.

Question papers were packed, sealed in plastic bags and electronically controlled safety bags, which were kept locked. It was noted that the IEB had put measures in place for the opening and resealing of answer scripts. The chief invigilators used the security measures outlined by the IEB to unlock the black bags containing the sealed question papers on examination days.

The approach met the criteria set by Umalusi.

b) Appointment records of invigilators

It was found that the IEB appointed principals, or senior staff members, as chief invigilators, annually, in writing. The appointed chief invigilators trained internal and external invigilators. It was noted, at all the monitored venues, that appointment letters for chief invigilators and invigilators were available in the examination files. The appointed invigilators met the requirements for the appointment of invigilators for the NSC examinations.

c) Management of invigilators' attendance

The attendance registers were managed in an efficient way. All the invigilators signed the register on a regular basis. The attendance registers were readily available and duly signed by all the invigilators at all the monitored venues.

d) Examination document management

Chief invigilators prepared and managed examination-related documentation in accordance with policy prescripts. Examination files, in which the relevant documentation was safely and securely filed, were available at all the monitored venues.

5.3.2 Credibility of the Writing of Examinations

The credibility of the writing of examinations hinges on compliance with Regulations pertaining to the conduct, administration and management of NSC examinations (2014), regulation 33 (1) and 33 (2).

This sub-section details the findings of the criteria Umalusi uses to determine whether the examination may have been compromised or not.

The criteria establish, among others, the security of question papers before they are administered at examination centre level, at examination venues and/or at application of examination procedure level, while examinations are in progress. These criteria are applied to the handling of answer scripts by invigilators and examination incidents/irregularities that may have occurred during this phase of the examination.

The following findings were noted:

a) Security and supply of question papers

The distribution of examination question papers was tracked through tracking devices installed in the vehicles used for delivering question papers. The question papers were delivered fortnightly to the examination venues. Chief invigilators verified the correctness of the specific delivery of question papers before placing them in strong rooms. Question papers were sealed in plastic bags that were electronically locked in black bags, using a smart lock.

It was noted that chief invigilators at all the monitored venues had exclusive access to the strong room where the question papers were stored. Chief invigilators unlocked the black bags on examination days and opened the sealed plastic bags containing the question papers in front of the candidates.

b) Admission of candidates in the examination venue

In line with the COVID-19 social distancing requirement, it was found that candidates accessed the examination rooms 30 minutes, or earlier, before the start of the examination, depending on the size of the cohort of examinees. It was noted that no candidates reported late at any of the monitored examination venues.

c) Conduciveness of the examination venue

It was found that all the monitored examination venues were conducive and safe for the writing of the examination. The venues were sufficiently spacious to maintain the required social distancing of 1.5-metres between candidates, with adequate lighting, suitable furniture and free of any unauthorised materials.

All the monitored venues complied with COVID-19 safety requirements. All the venues were fumigated before the start of the examinations and sanitisers were readily available at all entrances to the venues.

d) Administration of the writing session

It was noted at all the monitored venues that candidate registration was verified in the sequence as they appeared on the attendance register and candidates were subsequently seated according to the seating plan. Chief invigilators read out the examination rules, before issuing the answer scripts for verification of information on the cover page. Thereafter, question papers were distributed and checked for technical accuracy, followed by a ten-minute reading time before the start of the examination.

e) Compliance with examination procedures

It was noted that all the monitored examination venues were fully compliant with the examination procedures, in line with the quality criteria prescribed by Umalusi.

Table 5A: Summary of the percentage compliance to examination procedures across monitored centres per province

Criterion	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Average
Preparation for the examination	97	100	98	100	100	95	100	100	97	98,5
Invigilators and their training	75	100	98	96	100	100	100	100	95	96
Preparations for writing	93	100	100	99	100	100	100	97	100	98,7
Time management and activities during the examinations	81	100	100	100	98	95	100	100	97	96,7
Activities during writing	96,7	100	100	100	100	100	100	100	98	99,7
Packaging and transmission of scripts after writing	100	100	100	100	100	100	100	100	100	100
Compliance with COVID-19 requirements	100	100	100	100	100	100	100	100	100	100

f) Handling of answer scripts

It was noted that at all the monitored venues the examinations ended on time, as stipulated on the question papers. Invigilators carefully checked the cover pages of the answer scripts to ensure that the subject and examination numbers of the candidates were correctly entered. The answer scripts were subsequently collected in the sequence reflected on the attendance registers. The answer scripts were placed in envelopes, together with copies of seating plans, signed invigilation registers and situational reports, before placement in the black bags. The black bags were electronically locked and placed in a strong room for collection by the courier services, in accordance with a schedule of pre-arranged dates.

g) Incidents/occurrences with possible impact on credibility of the examination session

It was noted during the writing of Computer Applications Technology examination paper that one centre did not have a backup generator or a contingency plan in case of power failure; fortunately, candidates were not affected as there was no power outage on the day in question. The IEB is, however, required to make sure that all centres offering subjects that require the use of electrical devices have contingency plans in place in case of any power failure. In addition, a candidate was found in possession of a cell phone during the writing of Accounting Paper 1. An irregularity report (situational report) was completed by the affected centre and immediately submitted to the IEB.

SECTION B: Monitoring of the Marking of Examinations

The findings of the monitoring of marking are presented below:

5.3.3 Planning and Preparation

The IEB demonstrated acceptable levels of compliance with the criteria for planning and preparation for marking examination scripts. The marking panels consisted of examiners, subject specialists, moderators, senior markers and part-time script controllers, all of whom were highly competent in their different roles.

It was noted that the IEB increased the marking venues from four in 2019 to six in 2020, so as to adhere to COVID-19 social distancing restrictions. It also reduced the number of subjects that were, in the past, allocated for marking at St Stithians Boys' College.

a) Appointment of marking personnel

The marking personnel was appointed in advance, based on the IEB protocols for marking requirements. The verification of appointed markers was conducted in November 2020 and is reported on in the verification of marking chapter (Chapter 6). The IEB did not experience any shortages of markers across all the subjects and papers.

b) Availability of marking management plans

Centre managers provided evidence of comprehensive management plans that highlighted marking-related information, in accordance with the quality criteria for marking. The management plans provided sufficient information about the training of markers.

c) Availability of scripts and marking guidelines

The IEB ensured that the scripts and marking guidelines were readily available on the first day of marking. Timely provision and availability of the marking guidelines prior to the training of markers, as well as logistical preparation and related activities, reduced anxiety and unforeseen disruptions that could have delayed the start of the marking processes.

d) Storage and safekeeping of scripts

The scripts were stored in examination rooms for safekeeping when the marking was in progress. Centre managers were provided with keys to the allocated marking rooms for the duration of the marking. Chief markers ensured that the marking rooms were locked at the end of every marking day. The marking venues were constantly under surveillance and security guards were on 24-hour patrol to ensure that no unauthorised persons entered the marking venues.

e) Management and control of scripts

Centre managers and chief markers managed and controlled the scripts in the control room and marking rooms. The centre managers issued the scripts for marking in boxes, together with mark sheet summaries, to the chief marker/examiner. Chief markers informed the centre managers when marking was concluded; the mark sheets were signed off; the answer scripts were packed into boxes. These were loaded into unmarked cars for transportation to the allocated data capturing venues.

5.3.4 Resources (Physical and Human)

The IEB utilised well-resourced schools that were close to the IEB head office as marking venues. All the monitored marking venues addressed required health and safety measures, as well as COVID-19 restrictions and regulations. The venues were equipped with computers, printers and telephones for direct communication with the IEB offices.

a) Suitability of the infrastructure and equipment required for marking

The marking rooms were sufficiently spacious to ensure 1.5-metre spacing between markers was maintained. Ablution facilities were near the marking rooms. There were ample parking facilities reserved for marking personnel.

b) Capacity and availability of marking personnel

The IEB appointed all marking personnel in advance. This allowed the marking process to proceed as planned and to end as scheduled.

c) Conduciveness of the marking centre and marking rooms (including accommodation for markers)

As mentioned, the rooms allocated for marking were large enough to maintain the required social distancing between marking personnel, had adequate lighting and suitable furniture. The water and toilet facilities were close by, for the convenience of the marking personnel. The marking personnel were provided with refreshments during tea breaks and lunch, with special dietary requirements catered for and COVID-19 protocols observed at refreshment stations. Markers from outside Gauteng were accommodated in nearby hotels where dinner was served, at the expense of the IEB, and transport between hotels and marking venues was provided.

d) Quality of food provided for markers

The IEB employed the services of experienced caterers who provided refreshments during tea breaks and served lunch to the marking personnel. The meals provided were acceptable.

e) Compliance with occupational, health and safety requirements

The monitored marking venues were equipped with basic first aid equipment and medical doctors were on call. In addition, COVID-19 specialists were present for the duration of the marking phase to monitor compliance with the regulations and attend to any marking personnel who showed symptoms of COVID-19. An isolation room was available at all marking venues.

5.3.5 Provision of Security Measures

Security checkpoints were tightly guarded at the monitored marking venues. This included 24-hour surveillance and strict security guards on 24-hour patrol. The security guards were stationed at the main gate, parking areas and around the building where marking was in progress.

a) Access control to the marking centre

Security personnel at the main gates took extra precautions before allowing marking personnel and visitors access to the marking venues. These included marking personnel being issued with identity cards that contained unique security codes. These were scanned at the main gates to gain access to the marking venues daily. Visitors completed concise questionnaires to determine the purpose of the visit. Before visitors were ushered to a parking bay, their identification cards were scanned and rescanned when they exited the marking venues. In addition, visitors had to complete access control forms that required detailed personal information to be used for tracing purposes.

b) Movement of scripts within the centres: script control and marking rooms

Centre managers issued boxes containing the scripts and mark sheet summaries to the chief markers for marking. On completion of marking, the centre managers signed off the mark sheet before the boxes of marked scripts were transported to the data capturing venue.

5.3.6 Training of Marking Personnel

Marking personnel were trained by subject specialists on 5 and 6 December 2020. The markers were trained on content specific to the subject for which they were appointed and to identify irregularities that might have occurred.

a) Training sessions across subjects

The training sessions across subjects were conducted effectively. Training was ongoing throughout the marking sessions.

b) Adherence to norm time

The IEB set the daily norm time for marking to nine hours a day, including tea breaks and lunch time. The management teams adhered to the norm time, with flexibility for marking times to be scheduled from 07:00 to 16:00 or 08:00 to 17:00. This was to cater for commuting markers who may be caught in traffic congestion, either to the marking venue or place of residence.

5.3.7 Management and Handling of Detected Irregularities

Markers were trained to identify irregularities. If alleged irregularities were identified, the scripts would be kept in bundles, fully marked, moderated and captured with the rest of the scripts. The detected scripts would be flagged and afterwards removed from the bundle by the centre manager. The alleged irregularities would be recorded in the irregularity register and handed over to the irregularity committee to address. A candidate was found in possession of a cell phone during the writing of Accounting Paper 1.

5.4 Areas of Improvement

The IEB is commended for the level of compliance noted in the conduct and administration of the November 2020 NSC examinations and notable COVID-19 measures, which were strictly managed.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. One examination centre did not have a generator or other contingency plan when Computer Applications Technology was written

5.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. The examination centres have contingency plans in place when subjects requiring electrical connections are written.

5.7 Conclusion

The findings deduced in this report are based on a sample of 43 IEB examination centres drawn from the 261 IEB examination centres registered to administer the writing of the November 2020 NSC examinations. All the monitored examination centres demonstrated high levels of compliance for the writing phase of the examination. The IEB should, however, address the areas of non-compliance highlighted in this report.

The findings in respect of the marking of scripts was based on the monitoring of two marking centres. The monitored marking centres, as with the examination centres, showed acceptable levels of compliance with the marking centre criteria, as determined by Umalusi.

The list of examination centres found not compliant with the criteria was shared with the IEB for their attention following the approval of results meeting, as part of the approval correspondence with the IEB.

CHAPTER 6 MARKING GUIDELINE DISCUSSIONS AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi participates in the marking guideline discussions to ensure that the marking panels, including external moderators, engage in a process of finalising the marking guidelines by discussing and agreeing on all possible and alternative responses. Umalusi subsequently approves and signs off the marking guidelines.

Verification of marking is conducted to determine whether the approved marking guidelines are adhered to by assessment bodies and applied consistently by the markers. Umalusi participated in the marking guideline discussions and verification of marking of the Independent Examinations Board (IEB) for the November 2020 National Senior Certificate (NSC) examinations, to approve the marking guidelines and confirm the fairness, validity and reliability of the marking process.

This chapter reports on the two processes: the marking guideline standardisation meetings and the verification of marking, of the November 2020 NSC examinations of the IEB.

6.2 Scope and Approach

The IEB held the marking guideline discussion meetings of the verified subjects on 4 and 5 December 2020. The focus of these meetings was to standardise the marking guidelines. Umalusi participated and signed off the marking guidelines of 15 subjects, comprised of 24 question papers, as listed in Table 6A; and immediately embarked on the verification of marking.

6.2.1 Marking Guideline Discussions

Below is the list of subjects/question papers sampled for marking guideline discussions:

Table 6A: Subjects/question papers sampled for marking guideline discussions

Subjects sampled			
1.	Accounting Paper 1 and Paper 2	9.	History Paper 1
2.	Agricultural Sciences Paper 1	10.	Hospitality Paper 1
3.	Business Studies Paper 1	11.	Life Sciences Paper 1 and Paper 2
4.	Dramatic Arts Paper 1	12.	Mathematical Literacy Paper 1 and Paper 2
5.	Economics Paper 1	13.	Mathematics Paper 1 and Paper 2
6.	Engineering Graphics and Design Paper 1 and Paper 2	14.	Physical Sciences Paper 1 and Paper 2
7.	English Home Language Paper 1 and Paper 2	15.	Sesotho Home Language (HL) Paper 1 and Paper 2
8.	Geography Paper 1 and Paper 2		

The criteria listed in Table 6B was used in evaluating the marking guideline discussions

Table 6B: Criteria for the marking guideline discussion meetings

Part A	Part B	Part C
Pre-marking guideline discussion meeting	Processes and procedures	Training at marking guideline discussion meeting
Preparation of chief markers (examiners) and internal moderators		Quality of the final marking guideline

Part A focused on the pre-marking guideline discussion meetings held by the examination panels, as well as Umalusi external moderators and verifiers, for each question paper. The meetings enquired into the level of preparedness of the examiners and internal moderators as participants in the marking guideline discussions. Part B dealt with processes and procedures followed during the marking guideline discussions, while Part C explored the quality of the training of markers and the quality of the final marking guidelines.

6.2.2 Verification of Marking

This part of the chapter reports on the findings of the verification of marking, conducted on the 15 sampled subjects, comprised of 24 question papers, as listed in Table 6A. The verification of marking process was analysed and evaluated using four criteria with a number of quality indicators, as listed in Table 6C:

Table 6C: Criteria for verification of marking

Criterion 1: Policy matters	Criterion 2: Adherence to the marking guideline (MG)	Criterion 3: Quality and standard of marking and internal moderation	Criterion 4: Candidates' performance
Statistics	Application of the approved marking guidelines	Quality and standard of marking	
Official appointment of markers (sub-examiners)	Evidence of changes and/or additions to the marking guideline and process followed	Internal moderation	
		Addition and transfer of mark	

Criterion 1 of the criteria for verification of marking, made up of two quality indicators, focuses on statistics and policy matters. Criterion 2, made up two quality indicators, focuses on adherence to the marking guideline. Criterion 3, made up of three quality indicators, focuses on the quality and standard of marking, internal moderation and the addition and transfer of marks. Lastly, Criterion 4 of the instrument focuses on candidates' performance.

6.3 Summary of Findings

6.3.1 Marking Guideline Discussions

a) **Part A: Pre-marking guideline discussion meetings and preparation of chief markers and internal moderators**

This criterion intends to elicit whether the pre-marking discussion meetings between the IEB examination panels and Umalusi took place for each question paper sampled; and what transpired at the meeting.

i. Pre-marking discussion meetings

The IEB convened pre-marking discussion meetings between the examiners and internal moderators in all subjects at various IEB marking centres. These took place a day before the marking guideline discussion meetings, to discuss and prepare amended marking guidelines, with alternative responses, for approval by the external moderators. Annotations on the marking guidelines and additional responses served as evidence of pre-marking discussion meetings. The panels at the pre-marking meetings managed to agree on alternative responses to be included on the marking guidelines for all 24 question papers.

ii. Preparation of examiners and internal moderators

The examiners and internal moderators were well prepared for the marking guideline discussions. They had conducted pre-marking of sample scripts in preparation for the marking guideline discussion meetings. The scripts marked in preparation for the marking guideline discussions ranged from three to 20 scripts. In several subjects, the examiners and internal moderators far exceeded the required minimum of four scripts. For instance, for Dramatic Arts Paper 1, the examiner and internal moderator each marked 20 scripts; for Business Studies Paper 1, the examiner marked five scripts and the internal moderator marked six scripts. However, in Agricultural Sciences, the examiner and internal moderator each marked three scripts. The examiners and internal moderators used candidate responses from the pre-marked sample of scripts to fortify the marking guidelines.

b) **Part B: Processes and procedures**

The internal moderators of the IEB led the process of standardising the marking guidelines of all the question papers. Umalusi noted that, overall, the IEB logistical arrangements were commendable. The assessment body provided question papers and marking guidelines, as well as sampled scripts for training markers, for the scheduled discussions.

The processes and procedures were structured and conducive for generating marking guidelines that promoted fair and consistent marking. The meetings clarified the roles and responsibilities of each role player. The examiners, internal moderators and senior sub-examiners, in the main, marked the required minimum of four scripts in preparation for the meetings.

c) **Part C: Training at marking guideline discussion meetings and quality of the final marking guidelines**

i. Quality of training

Umalusi appreciated the overall good quality of training which was observed at all the training attended. Internal moderators for each subject made sure the markers were ready to mark the papers to the best of their ability and in accordance with the approved marking guideline. The senior sub-examiners were requested to answer the question papers before coming to the marking guideline discussion meetings. Through observation during the marking guideline

discussion meetings, this was confirmed to be true since all marking personnel were well prepared for the marking guideline discussion meetings and engaged in robust discussions. This was also evident in their marking of the sampled scripts used for training and authorisation processes.

- ii. Quality of the final marking guidelines
After rigorous discussions and engagements in the various sampled subjects, the quality of the final approved marking guidelines was acceptable.

6.3.2 Verification of Marking

The criteria listed in Table 6C was used as a framework for the analysis of the findings for the verification of marking conducted for the 15 subjects selected for verification.

a) Policy matters

- i. Statistics
The quality indicator sought to establish whether sufficient marking personnel were appointed to mark the available scripts across subjects and question papers. To make this determination, the number of scripts, number of days scheduled for marking and the number of markers (sub-examiners) were considered.

The following subjects: Hospitality Paper 1, Sesotho Home Language Paper 1 and Paper 2 and Agricultural Sciences Paper 1 did not have senior sub-examiners, owing to the relatively low numbers of these scripts. There were sufficient markers (sub-examiners) appointed to mark all scripts in 24 sampled question papers.

- ii. Official appointment of markers (sub-examiners)
In all the subjects verified, the markers were officially appointed and possessed letters of appointment. It was observed that all markers for all the subjects verified were proficient in their subjects.

b) Adherence to the marking guidelines

This criterion was set to establish whether the marking guidelines used at the marking centres were the ones Umalusi approved at the marking guideline discussion meetings; whether there were any additions or changes made to the marking guideline post the marking guideline discussion meeting and if so, whether markers followed appropriate process to effect the changes; and whether all the sub-examiners adhered to the final approved marking guideline in their marking. In all the subjects sampled, there was adherence to the final approved marking guidelines.

- i. Application of the approved marking guidelines
IEB markers applied the final approved marking guidelines consistently in their marking. In Life Sciences Paper 1 and Paper 2, markers did not receive the printed final versions of the approved marking guidelines but, nonetheless, used the final approved marking guideline for marking. The use of annotated marking guidelines in Life Sciences did not affect the quality of marking.
- ii. Evidence of changes and/or additions to the marking guideline and process followed
In Dramatic Arts Paper 1, alternative responses to some of the questions were added post the marking guideline discussion meeting, this was done to enable variation of expression in

candidates' responses and to consider crediting the candidates appropriately. The process of approving the additions to the already approved marking guidelines involved discussion and consultation with the external moderators, with the latter approving these additions after careful consideration. To maintain consistency in marking, the senior marking personnel cascaded the additions to the final marking guideline to markers (sub-examiners).

c) Quality and standard of marking and internal moderation

i. Quality and standard of marking

There was consistency in the awarding of marks in 24 of the 25 question papers that were verified. Umalusi noted initial inconsistencies in Dramatic Arts Paper 1, where two markers were inconsistent in their marking of open-ended questions even though they marked within the agreed tolerance range. These markers received further training and guidance on how to mark the open-ended questions. Subsequently, the two markers' marking stabilised and improved.

For all the 15 subjects verified, Umalusi asserted that the overall marking process was fair, valid and reliable.

ii. Internal moderation

The aim of this exercise was to ascertain whether internal moderation of marking occurred at the various levels (i.e., by the examiner, internal moderator and senior sub-examiner), to establish the criteria used to sample scripts for internal moderation and whether the internal moderators engaged in part- or whole-script marking during the moderation process; and to determine the degree of variation in the awarding of marks.

Generally, there was compliance with the minimum requirement of a 10% quota for internal moderation. Internal moderation ranged between the set minimum of 10% and in some subjects even went as high as 20% and 50%. For instance, in Business Studies, internal moderation went as far as 20% whereas in English Home Language it exceeded the minimum requirement considerably (40%–50%). The process of internal moderation entailed either part- or whole-script marking in all the subjects.

There was overall consistency in mark allocations between markers in most of the subjects verified. There were, however, some inconsistencies in the awarding of marks in Economics Paper 1 and in English Home Language Paper 1. In the latter, there was a significant discrepancy in mark allocation between the marker (sub-examiner) and external moderator. The difference between the English Home Language Paper 1 external moderator and marker (sub-examiner) on two scripts was six and seven marks respectively, and the difference between the external moderator and internal moderator was four (outside the set tolerance range of three marks for this paper). In Life Sciences Paper 1, a significant discrepancy in mark allocation between the sub-examiner (a total awarding of 174 marks) and the senior sub-examiner (a total of 182 marks) with an eight-mark difference was noted. The marker (sub-examiner) was rather strict and had missed some of the candidate's correct responses. The affected sub-examiner was retrained to ensure consistency in marking. All marking mistakes and variations in the application of marking guidelines that were picked up during marking at all levels of moderation were corrected. This could be attributed to timely and effective interventions of senior sub-examiners and examiners.

iii. Addition and transfer of marks

In almost all the subjects verified, the calculations were generally accurate. The IEB does not use mark sheets to capture candidates' marks: the marks are captured directly from the candidates' scripts onto the examination computer system. Therefore, the transfer of marks onto the examination computer systems could not be verified.

d) Candidate performance

The analysis of candidate performance across all sampled subjects was based on the sample of scripts moderated by the external moderators. The performance of candidates varied in the various subjects verified and ranged from poor to good. For instance, in Hospitality Studies Paper 1, an overall poor candidate performance was noted, while in Physical Sciences Papers 1 and 2, a satisfactory candidate performance in each of the two papers was noted. In Sesotho Home Language Paper 2, on the other hand, the overall candidate performance for Paper 2 was better than that in Paper 1.

6.4 Areas of Improvement

Umalusi noted the following areas of improvement:

- a. Moderation across the three levels exceeded the required 10% threshold in Business Studies and English Home Language;
- b. Pairing novice markers with more seasoned/experienced markers for hands-on training of the former was commendable in English Home Language; and
- c. Constant interaction between moderators and markers (sub-examiners) contributed to significantly consistent marking.

6.5 Areas of Non-Compliance

The IEB must take note of and address the following area of non-compliance.

- a. Non-adherence to the minimum requirement of four scripts, the quota of the number of scripts to be marked in preparation for the marking guideline discussion meetings (Agricultural Sciences).

6.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. The Agricultural Sciences internal moderator and examiner mark the required quota of scripts in preparation for pre-marking discussion meetings.

6.7 Conclusion

Umalusi noted with appreciation that the IEB marking personnel were well prepared for the marking guideline discussion meetings and the process ran smoothly. Due processes were followed in adding new responses to the marking guidelines in subjects where additions were made. The final approved marking guidelines for each of the subjects sampled were of a good quality.

Overall, marking was fair, valid and reliable in all 15 subjects sampled for verification of marking. However, the IEB is urged to note and address the area of non-compliance identified.

CHAPTER 7 STANDARDISATION AND RESULTING

7.1 Introduction

Standardisation is a process that is informed by the evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur as a consequence of the standard of question papers, quality of marking and other related factors. It is for these reasons that Umalusi standardises examination results. Umalusi derives this function from section 17A (4) of the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001, as amended in 2008), which states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of norms, which culminate in the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors, intervention reports presented by assessment bodies and other related information which may be available at the time. The process is concluded with the approval of standardisation decisions per subject; statistical moderation; and the resulting process.

7.2 Scope and Approach

The Independent Examinations Board (IEB) presented 66 subjects for the National Senior Certificate (NSC) examinations and three Advanced Programme subjects for standardisation purposes. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

7.2.1 Development of Historical Averages

Historical averages for the NSC-related examinations were developed using the previous five examination sittings (November 2015–November 2019). Once that was done in line with policy, the IEB submitted to Umalusi historical averages, or norms, for verification purposes. In cases where performance distribution contains outliers, the historical average is calculated with the exclusion of data from the outlying examination sitting. After the application of the principle of exclusion in calculating the historical average, Umalusi considered the historical averages during its standardisation processes.

7.2.2 Capturing of Marks

Umalusi followed a three-phase procedure during the process of verification of capturing of marks. The first phase involved Umalusi officials visiting IEB marking centres to record candidates' marks on the scripts. The second one involved monitoring of the process of mark capturing at the IEB capturing centres and collection of copies of mark sheets. Finally, Umalusi verified the marks recorded on candidates' scripts against the IEB's standardisation data. The other reason to monitor the capturing of marks is to establish whether the capturing thereof was accurate and credible. The process of verification

of the capturing of the NSC examination marks looked at, among other things, management of the capturing system and verification of the systems used for the examination, including security systems. For the current year, Umalusi conducted verification of capturing of examination marks at St Stithians Boys' Preparatory School.

7.2.3 Verification of Datasets and Standardisation Booklets

The IEB submitted standardisation datasets and electronic booklets, as per the Umalusi management plan. The datasets were verified and approved timeously, something that enabled timely printing and submission of electronic standardisation booklets.

7.2.4 Pre-standardisation and Standardisation

The pre-standardisation and standardisation meetings for the NSC examinations were held on 26 and 27 January 2021. To reach its standardisation decisions, Umalusi was guided by a myriad factor, including qualitative and quantitative information. The qualitative inputs included evidence-based reports presented by the IEB, research findings from Umalusi's post-examination analyses in selected subjects and reports of 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 in connection with standardisation principles.

7.2.5 Post-standardisation

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

7.3 Summary of Findings

7.3.1 Standardisation and Resulting

a) Development of historical averages

The historical averages for the NSC examinations were developed using the previous five examination sittings. The IEB submitted the historical averages for verification, in accordance with the Umalusi management plan, to calculate these.

Only one subject had an outlier. Table 7A shows the subject with an outlier for the November 2020 NSC examinations.

Table 7A: Subject with an outlier

Subject code	Subject	Outlying year
16351144	Sport and Exercise Science	201511

b) Capturing of marks

The capturing of marks took place in line with the IEB's management plan and the procedural manual on capturing. The data capturers had been trained to use the system. A copy of the manual used during training was provided to Umalusi as evidence of training. The data capturers signed a declaration of confidentiality agreement prior to the commencement of the capturing process.

The IEB employs a double capturing method to verify the accuracy of the captured marks. The first capture is performed by permanent staff while the second one is done by contracted data capturers. The IEB's electronic examination management system has built-in mechanisms/measures to ensure that the captured marks are verified before they can be processed and submitted to Umalusi for standardisation purposes. It is designed to ensure that a user cannot capture and at the same time verify what s/he has captured.

The capturing facility was subject to 24-hour security surveillance. In addition, the centre is equipped with an alarm system, as well as a standby generator to mitigate any possible power failures.

c) **Electronic datasets and standardisation electronic booklets**

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

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

7.3.2 Pre-standardisation and Standardisation

The qualitative input reports, namely, the IEB evidence-based report, the report by the post-examination analysis teams, external moderators' reports, standardisation principles, the norm and previous adjustments were used in determining the nature of standardisation decision per subject.

7.3.3 Standardisation Decisions

Tables 7B and 7C outline and summarise the standardisation decisions taken.

Table 7B: List of standardisation decisions for the November 2020 NSC

Description	Total
Number of subjects presented	66
Raw marks	46
Adjusted (mainly upwards)	8
Adjusted (downwards)	12
Unstandardised	0
Number of subjects standardised	66

Table 7C: List of standardisation decisions for the Advanced Programmes

Description	Total
Number of subjects presented	3
Raw marks	1
Adjusted (mainly upwards)	1
Adjusted (downwards)	1
Unstandardised	0
Number of subjects standardised	3

7.3.4 Post-standardisation

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

7.4 Areas of Improvement

The following areas of improvement and good practice were observed. The IEB:

- a. Submitted all the qualitative input reports as required;
- b. Presented standardisation booklets free from error;
- c. Showed a high level of compliance during the capturing of marks; and
- d. Participated in dry run activities up to statistical moderation.

7.5 Areas of Non-Compliance

There were no areas of non-compliance that might have impacted the process.

7.6 Directives for Compliance and Improvement

There were no directives issued for compliance and improvement.

7.7 Conclusion

Although the process of standardisation was conducted on virtual platforms, there was no deviation in terms of the process being systematic, objective and transparent. The decisions taken on whether to accept raw marks or to perform upward or downward adjustments were based on sound educational reasoning. It was observed that the majority of the proposals by the IEB corresponded with those of Umalusi. This implies that the examination system is maturing.

CHAPTER 8 CERTIFICATION

8.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001, as amended in 2008), for the certification of learner 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 learner 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 regarding certification ensure that the qualification awarded to a learner complies with all the requirements for the qualification, as stipulated in the regulations. The Independent Examinations Board (IEB) is required to submit all learner achievements to Umalusi, 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 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 is done in accordance with the approved results.

This chapter focuses on the overall certification processes and the compliance of the IEB to the directives for certification, as specified in the regulations for certification.

8.2 Scope and Approach

The period covered in this report is from 01 December 2019 to 30 November 2020. All requests for certification received during this period that were finalised with feedback provided to the assessment body by Umalusi, have been included and addressed. The main examination covered is the November 2019 NSC examination.

Certification of learner/candidate achievements is a continuous process in which certificates are issued throughout the year. The bulk of the certification happens, usually, within three months of the release of the results. Throughout the year, however, certificates are requested, either as first issues, duplicates, replacements due to a change in status or re-issue.

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 the shortfalls in compliance with the certification directives by the assessment body; and how this can affect the quality assurance processes and the certification of learner achievements.

In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received. It includes an indication of the percentage of applications rejected as a result of non-compliance with the directives. The numbers and types of certificates issued in this period are also provided.

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

8.3 Summary of Findings

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

Therefore, the first aspect to focus on is 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, to Umalusi. With the submission of the subject structures, the IEB must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi.

Two submissions of the registration data are required, the first three months after registration and the final dataset at the end of October. The first is regarded as a preliminary registration while the second as the final set of registrations. Both submissions of learner registration data for the 2020 examination cycle were received.

During the desktop evaluation visit, various areas were examined relating to certification, with the focus on the registration of candidate information, the resulting of candidates and the actual certification submissions.

The registration of candidates is processed through an online registration system. Independent schools access the online registration platform using a username (user id) and a password. An electronic preliminary schedule of entries is generated and submitted to the schools for verification. Any changes that need to be effected are referred to the assessment body, the IEB, to perform at their offices.

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

After the IEB has conducted the end-of-year examination, all the candidates' raw marks must be submitted to Umalusi for standardisation, statistical moderation and the resulting of achievements. Umalusi must approve all candidate records before the results are released by the IEB. The approval of results follows after several quality assurance processes.

The general principle that must be adhered to is that all results must be approved before release and the request for certification submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, correction of marks cannot be effected by submitting mop-up datasets. A re-issue would have to be requested to correct marks on a certificate already issued. The IEB adhered to this procedure.

The submission of datasets for certification, together with the declaration forms, were submitted within three months, as required by Umalusi and despite COVID-19 challenges. The resulting of the 2019 cohort of candidates was completed without any problems.

Figure 8A shows a summary of certificates issued for the period 01 December 2019 to 30 November 2020 by the IEB. Table 8A reflects datasets and transactions received during the same period.

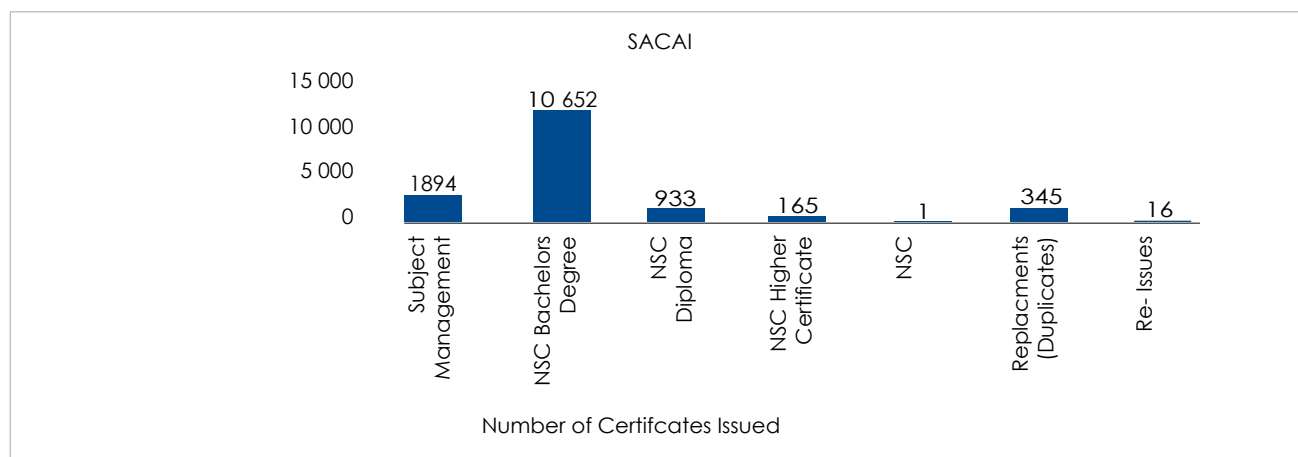


Figure 8A: Certificates issued during the period 1 December 2019 to 30 November 2020

Table 8A: Number of datasets and transactions received during the period 01 December 2019 to 30 November 2020

Qualification	Number of datasets	Number datasets accepted	% accepted	Number of records submitted	Number records accepted	% accepted	Number rejected
National Senior Certificate	364	355	97.5	13 583	13 427	98.9	151
Senior Certificate	95	91	95.8	187	122	65.2	216

8.4 Areas of Improvement

The IEB has adapted and aligned their processes to the quality assurance processes of Umalusi and submitted requests for certification accordingly.

8.5 Areas of Non-Compliance

No areas of non-compliance were noted.

8.6 Directives for Compliance and Improvement

The IEB must continuously 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. This is especially important in cases where candidates have been involved in a re-mark or where marks have changed. end of October after finalisation of the entries. This submission will confirm that all registrations have been verified and correctly captured on the system.

8.7 Conclusion

The IEB, as a private assessment body, was compliant and executed the directives for certification. The candidates enrolled for the NSC through the IEB were resulted and certified without any problems. The IEB fulfilled its role in respect of certification in an exemplary fashion.

ANNEXURES

Annexure 1A: Compliance per criteria at first moderation of each question paper

No	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
1.	Accounting Paper 1	M ¹	A	A	A	A	A	A	M ¹	M ²	M ³	2
2.	Accounting Paper 2	M ¹	A	A	A	A	A	A	A	A	A	1
3.	Afrikaans FAL Paper 1 June 2020	M ²	A	A	A	M ³	M ¹	A	A	M ²	M ¹	2
4.	Afrikaans FAL Paper 2 June 2020	A	A	A	A	M ¹	M ¹	A	A	M ¹	M ²	2
5.	Afrikaans FAL Paper 1	M ³	A	A	M ²	M ⁸	M ⁴	M ¹	M ¹	M ⁴	M ²	2
6.	Afrikaans FAL Paper 2	A	A	A	A	M ⁴	M ¹	M ¹	M ²	M ³	M ¹	2
7.	Afrikaans HL Paper 1 June 2020	M ²	M ¹	A	A	A	M ²	A	A	M ²	M ³	2
8.	Afrikaans HL Paper 2 June 2020	A	A	A	A	A	A	A	A	A	A	1
9.	Afrikaans HL Paper 1	M ¹	A	A	M ¹	M ¹	M ¹	A	M ²	M ²	M ²	2
10.	Afrikaans HL Paper 2	A	A	A	A	M ³	M ¹	A	M ²	M ³	M ⁴	2
11.	Agricultural Management Practices	A	A	A	A	A	M ¹	A	L ²	M ¹	M ¹	2
12.	Agricultural Sciences	A	A	A	A	A	A	A	A	A	A	1
13.	Arabic Second Additional Language (SAL) Paper 1	M ²	A	A	A	L ³	M ¹	A	L ²	M ¹	M ²	3
14.	Arabic SAL Paper 2	M ²	A	A	M ¹	M ¹	A	A	M ¹	A	M ²	2
15.	Business Studies	M ¹	A	A	A	M ³	M ¹	A	A	M ³	M ²	2
16.	Computer Applications Technology Paper 1	M ¹	A	A	A	M ²	M ²	M ¹	A	A	M ²	2
17.	Computer Applications Technology Paper 2	A	A	A	M ¹	M ²	M ²	A	M ¹	M ¹	M ²	3
18.	Consumer Studies	L ⁵	M ¹	L ³	L ⁴	M ³	M ²	A	L ²	L ⁵	L ⁶	2
19.	Dance Studies	M ¹	M ¹	M ³	M ¹	A	A	L ²	M ¹	M ¹	M ¹	1
20.	Design	M ²	A	A	M ¹	M ¹	A	A	M ¹	M ¹	M ²	1
21.	Dramatic Arts	A	A	A	A	M	A	A	A	A	A	1
22.	Economics	M ¹	M ¹	M ¹	M ²	M ¹	A	A	M ¹	M ¹	M ²	2
23.	Electrical Technology: Digital Systems	M ¹	M ¹	M ⁴	L ⁴	M ⁵	A	M ¹	A	A	M ⁶	2
24.	Electrical Technology: Electronics	M ¹	M ¹	M ⁴	L ⁴	M ⁵	A	M ¹	A	A	M ⁶	2

No	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
25.	Electrical Technology: Power Systems	M ¹	M ¹	M ⁴	L ⁴	M ⁵	A	M ¹	A	A	M ⁶	2
26.	Engineering Graphics and Design Paper 1	M ¹	M ¹	M ⁴	L ⁴	M ⁵	A	M ¹	A	A	M ⁶	2
27.	Engineering Graphics and Design Paper 2	M ¹	A	A	A	A	A	A	M ¹	A	A	1
28.	English FAL Paper 1	M ¹	M ¹	M ¹	M ²	M ²	M ³	A	L ³	M ¹	M ¹	2
29.	English FAL Paper 2	A	A	A	M ¹	A	M ¹	A	A	A	A	1
30.	English HL Paper 1 June 2020	M ¹	A	A	M ¹	M ⁶	M ²	A	L ²	M ⁴	L ⁶	2
31.	English HL Paper 2 June 2020	M3	A	A	A	M1	A	A	A	M1	M2	1
32.	English HL Paper 1	M ¹	A	A	M ¹	M ⁵	A	A	M ¹	M ³	L ⁶	2
33.	English HL Paper 2	M ¹	A	A	A	A	A	A	A	M1	M ²	1
34.	French SAL Paper 1	A	M ¹	A	A	M ¹	M ²	A	M ¹	M ²	M ¹	1
35.	French SAL Paper 2	A	A	A	A	A	M ¹	A	A	A	A	1
36.	Geography Paper 1 June 2020	A	A	A	A	A	A	A	A	M ¹	M ¹	1
37.	Geography Paper 2 June 2020	A	A	A	A	A	A	A	A	A	A	1
38.	Geography Paper 1	A	A	A	A	A	A	A	A	M ¹	A	1
39.	Geography Paper 2	M ¹	A	A	A	A	A	A	A	M ²	A	1
40.	German HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
41.	German HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
42.	German SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
43.	German SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
44.	History Paper 1	M ¹	A	A	A	M ¹	A	A	A	A	M ¹	1
45.	History Paper 2	A	A	A	A	M ²	A	A	A	A	M ¹	1
46.	Hospitality Studies	A	A	A	A	M ²	M ¹	A	A	M ¹	A	1
47.	Information Technology Paper 1	M ²	A	A	A	M ¹	M ¹	A	M ¹	M ¹	M ¹	2
48.	Information Technology Paper 2	M ²	A	A	A	M ¹	M ¹	A	A	A	A	1
49.	IsiXhosa FAL Paper 1	M ⁴	M ¹	M ¹	L ³	M ⁵	L ⁴	A	M ¹	M ²	M ²	2
50.	IsiXhosa FAL Paper 2	M ³	M ¹	M ²	N ⁵	M ⁴	L ⁴	A	M1	M ³	M ¹	2
51.	IsiZulu FAL Paper 1	A	A	A	M ¹	M ³	A	A	A	A	M ¹	2
52.	IsiZulu FAL Paper 2	A	A	A	A	A	A	A	A	M ¹	A	1
53.	IsiZulu HL Paper 1	A	A	A	M ¹	M ³	M ¹	A	A	A	M ¹	2
54.	IsiZulu HL Paper 2	A	A	M ¹	M ¹	M ²	A	A	A	A	M ²	2

No	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
55.	Life Sciences Paper 1 June 2020	M ²	A	A	A	M ¹	M ²	A	M ¹	M ⁴	M ¹	2
56.	Life Sciences Paper 2 June 2020	M ²	A	A	A	M ²	M ¹	A	A	M ³	M ¹	2
57.	Life Sciences Paper 1	M ³	A	A	A	M ²	M ¹	A	M ¹	M ²	M ²	2
58.	Life Sciences Paper 2	M ²	A	A	A	M ²	A	A	A	M ²	M ¹	2
59.	Life Sciences Paper 3	M ²	A	A	A	A	M ¹	A	A	M ¹	M ¹	2
60.	Mathematical Literacy Paper 1	M ¹	M ¹	L ³	M ²	M ²	M ³	A	A	M ¹	L ⁴	3
61.	Mathematical Literacy Paper 2	M ²	M ¹	L ³	L ³	M ⁴	M ³	A	A	M ²	L ⁵	3
62.	Mathematics Paper 1	A	M ¹	M ¹	M ²	A	A	A	A	M ¹	M ¹	2
63.	Mathematics Paper 2	M ¹	M ¹	A	M ¹	M ¹	A	A	M ¹	M ³	M ¹	2
64.	Mechanical Technology: Welding & Metalwork	M ³	A	A	A	M ¹	A	A	M ¹	M ¹	A	1
65.	Music Paper 1	A	A	A	A	M ²	A	A	A	A	A	1
66.	Music Paper 2	A	A	A	A	M ¹	A	A	A	M ²	M ¹	1
67.	Physical Sciences Paper 1	A	A	A	A	M ²	A	A	A	M ¹	A	2
68.	Physical Sciences Paper 2	A	A	M ²	M ¹	M ¹	M ²	A	A	A	M ²	4
69.	Sepedi FAL Paper 1	A	A	A	A	M ¹	A	A	A	M ¹	M	1
70.	Sepedi FAL Paper 2	A	A	A	A	M ¹	A	A	A	M ¹	A	1
71.	Sepedi HL Paper 1	A	A	A	A	M ²	M ²	A	M ¹	M ²	M ²	2
72.	Sepedi HL Paper 2	M ¹	A	M ¹	M ¹	M ³	A	A	M ¹	M ¹	M ²	2
73.	Sesotho FAL Paper 1	M ³	L ³	A	M ¹	M ⁴	A	A	A	M ³	L ⁷	3
74.	Sesotho FAL Paper 2	M ⁵	M ²	A	M ²	M ²	M ²	A	M ¹	M ¹	M ⁵	2
75.	Sesotho HL Paper 1	L ²	A	A	M ²	M ⁴	A	A	L ²	M ³	M ²	2
76.	Sesotho HL Paper 2	A	M ¹	M ²	M ¹	M ²	A	A	A	A	L ⁷	2
77.	Setswana FAL Paper 1	M ¹	A	A	A	M ²	A	A	A	M ³	M ⁴	2
78.	Setswana FAL Paper 2	A	A	A	A	A	A	M ²	A	A	M ¹	2
79.	SiSwati FAL Paper 1	A	A	A	A	M ⁴	A	A	A	M ¹	M ⁴	2
80.	SiSwati FAL Paper 2	M ¹	A	M ²	A	M ⁴	A	A	M ¹	A	M ⁵	2
81.	SiSwati HL Paper 1	A	A	A	A	M ⁴	A	A	A	M ¹	M ⁴	2
82.	SiSwati HL Paper 2	M ¹	A	A	A	M ³	A	A	A	M ¹	M ⁵	2
83.	Spanish SAL Paper 1	M ²	M ¹	A	M ¹	A	A	A	M ¹	M ¹	A	1
84.	Spanish SAL Paper 2	A	A	A	A	A	M ¹	A	A	A	A	1
85.	Technical Mathematics Paper 1	M ³	M ¹	M ³	M ²	M ³	M ³	M ¹	M ¹	M ²	L ⁶	3

No	Subject (question paper)	Subject (question paper)										Approval level
		Tec	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
86.	Technical Mathematics Paper 2	M ²	M ¹	M ³	M ¹	M ³	M ¹	L ²	M ¹	M ³	L ⁵	3
87.	Technical Sciences Paper 1	M ²	A	A	A	M ²	A	A	A	M ¹	A	1
88.	Technical Sciences Paper 2	M ²	A	A	M ¹	M ¹	A	A	A	M ²	A	1
89.	Tourism	M ¹	A	A	A	M ¹	M ¹	A	A	M ³	A	1
90.	Visual Arts Paper 1	A	A	A	M ²	M ³	M ²	A	M ¹	A	M ³	2
91.	Visual Arts Paper 2	M ¹	A	A	A	M ¹	A	A	A	A	A	1
92.	Xitsonga FAL Paper 1	M ²	A	A	M ¹	M ¹	A	A	M ¹	M ¹	M ⁴	2
93.	Xitsonga FAL Paper 2	A	A	A	A	M ²	A	A	A	A	M ⁴	2

KEY:

TD = Technical Details; IM = Internal Moderation; CC = Content Coverage; CS = Cognitive Skills; TS = Text Selection, Types and Quality of Questions; L&B = Language and Bias; Pre = Predictability; Con = Conformity with Question Paper; ARM = Accuracy and Reliability of Marking Guideline; OI = Overall Impression

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance; N = NO compliance

M^x, L^x, N^x: x = number of quality indicators not complied with

Annexure 2A: Subject portfolios and schools/centres moderated for SBA

Subject	Centre/school
Accounting	St Mary's Diocesan School for Girls, Kloof Helpmekaar Kollege Windhoek Afrikaanse Privaatskool
Afrikaans First Language (FAL)	Michaelhouse School Diocesan School for Girls, Grahamstown Curro Independent School, Thatchfield
Business Studies	Brainline Cloud School Curro Private School, Mossel Bay Curro Private School, Nelspruit
Dramatic Arts	St Benedict's College Lebone II, College of the Royal Bafokeng Somerset College
Engineering, Graphics & Design (EGD)	Curro Private School, Durbanville Grantleigh School Kearsney College
English Home Language (HL)	Brescia House School Deutsche Internationale Schule Grace Trinity School for Girls St Mary's School, Waverley Cornville Hill College Penryn College Uplands College Enjabulweni Independent School
Geography	Curro Private School, Mount Richmore St Nicholas Diocesan School
History	Epworth High School for Girls Thomas More College Somerset College
Life Sciences	Diocesan School for Girls (Grahamstown) Curro Private School, Nelspruit St Stithians Boys' College
Physical Sciences	Somerset College St Dominic's College Umtata Christian School

Annexure 2B: Subject portfolios and schools/centres moderated for PAT

Subject	Centre/school
Dramatic Arts	St Benedict's College Lebone II, College of the Royal Bafokeng Somerset College
Visual Arts	Curro Private School, Hermanus Somerset College Crawford College

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

No	Subject	Question paper
1.	Accounting	Paper 1 and Paper 2
2.	Business Studies	One paper
3.	Economics	One paper
4.	Geography	Paper 1 and Paper 2
5.	History	Paper 1 and Paper 2
6.	Life Sciences	Paper 1 and Paper 2
7.	Mathematics	Paper 1 and Paper 2
8.	Mathematical Literacy	Paper 1 and Paper 2
9.	Physical Sciences	Paper 1 and Paper 2
10.	Sesotho Home Language	Paper 1 and Paper 2

Annexure 5A: Examination centres visited during the writing of the examinations

No.	Province	Centre	Date	Subject written
1.	Eastern Cape	Diocesan College for Girls (Grahamstown)	26 October 2020	Life Sciences Paper 1
2.	Eastern Cape	Vela School	15 October 2020	Computer Applications Technology Paper 1
3.	Free State	Harriston Combined School St Andrew's School	26 October 2020	Life Sciences Paper 1
4.	Free State	St Andrew's School	09 November 2020	Physical Sciences Paper 1 Mathematical Literacy Paper 1
5.	Gauteng	Beaulieu College	11 November 2020	Engineering Graphics and Design Paper 1
6.	Gauteng	Blue Hills College	28 November 2020	Business Studies
7.	Gauteng	Cornwall Hill College	30 October 2020	Afrikaans First Additional Language Paper 1 Sepedi First Additional Language Paper 1
8.	Gauteng	CBC Mount Edmund	04 November 2020	Accounting Paper 1
9.	Gauteng	Crawford College Lone Hill	09 November 2020	Physical Sciences Paper 1
10.	Gauteng	Crawford College Sandton	30 October 2020	Afrikaans First Additional Language Paper 1
11.	Gauteng	Curro Krugersdorp	16 November 2020	Mathematics Paper 2
12.	Gauteng	De La Salle Holy Cross College	16 October 2020	Information Technology Paper 2
13.	Gauteng	Helpmekaar Kollege	28 October 2020	Business Studies
14.	Gauteng	King David High School	21 October 2020	English Home Language Paper 1 First Additional Language Paper 1

No.	Province	Centre	Date	Subject written
15.	Gauteng	Marist Brothers Linmeyer	12 November 2019	English Home Language Paper 2
16.	Gauteng	Radford House High School	19 November 2020	Physical Sciences Paper 2
17.	Gauteng	Reddam House College Helderfontein	26 October 2020	Life Sciences Paper 1
18.	Gauteng	Reddam House Waterfall College	24 November 2020	Life Sciences Paper 2
19.	Gauteng	St Alban's College	21 October 2020	English Home Language Paper 1
20.	Gauteng	St Dunstan's College	21 October 2020	English Home Language Paper 1
21.	Gauteng	Saheti School	25 November 2020	Isizulu First Additional Language Paper 2 Afrikaans First Additional Language Paper 2 Afrikaans Home Language Paper 2
22.	Gauteng	St Stithians Boys' College	21 October 2020	English Home Language Paper 1
23.	KwaZulu-Natal	Creston College	09 November 2020	Physical Sciences Paper 1
24.	KwaZulu-Natal	Curro Hillcrest	10 November 2020	Geography Paper 1
25.	KwaZulu-Natal	Deutsche Schule Hermannsburg	04 November 2020	Accounting Paper 1
26.	KwaZulu-Natal	Durban Girls' College	19 October 2020	History Paper 1
27.	KwaZulu-Natal	Epworth High School for Girls	03 November 2020	Consumer Studies
28.	KwaZulu-Natal	Thomas More College	16 November 2020	Mathematics Paper 2
29.	Limpopo	Eagle's Nest Christian School	19 October 2020	History Paper 1
30.	Limpopo	The Future Comprehensive School	24 November 2020	Life Sciences Paper 2
31.	Limpopo	The King's Court Christian School	27 October 2020	Economics
32.	Mpumalanga	Cambridge Academy	15 October 2020	Computer Applications Technology Paper 2
33.	Mpumalanga	Curro Secunda	28 October 2020	Business Studies
34.	Mpumalanga	Uplands College	15 October 2020	Computer Applications Technology Paper 2
35.	Northern Cape	St Patrick's CBC	15 October 2020	Computer Applications Technology Paper 2
36.	North West	Kitsong High School	16 October 2020	Information Technology Paper 2
37.	North West	Lebone II College of the Royal Bafokeng	10 November 2020	Geography Paper 1
38.	Western Cape	Curro Century City	02 November 2020	Mathematics Paper 1

No.	Province	Centre	Date	Subject written
39.	Western Cape	Curro Hermanus	30 October 2020	Afrikaans Home Language Paper 1 First Additional Language Paper 1
40.	Western Cape	Curro Independent School Mossel Bay	10 November 2020	Geography Paper 1
41.	Western Cape	Master Maths Somerset West	02 November 2020	Mathematics Paper 1
42.	Western Cape	Reddam House College Durbanville	12 November 2020	English Home Language Paper 2

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