

**Report on the Quality Assurance of
the Department of Basic Education
(DBE) November 2021 National
Senior Certificate examinations
and assessment**



UMALUSI



Quality Council for General and Further
Education and Training

REPORT ON THE QUALITY ASSURANCE OF
THE DEPARTMENT OF BASIC EDUCATION
NOVEMBER 2021 NATIONAL SENIOR
CERTIFICATE EXAMINATIONS AND ASSESSMENT

PUBLISHED BY:



Quality Council for General and Further
Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

The class of 2021 was the eighth Grade 12 cohort to write final examinations under the Curriculum and Assessment Policy Statements (CAPS). It is the fourth cohort to offer a series of new subjects in the Grade 12 National Senior Certificate (NSC) examinations. These include South African Sign Language at Home Language level, Technical Mathematics, Technical Sciences, Civil Technology (Construction/Civil Services/Woodworking), Electrical Technology (Digital Systems/Electronic/Power Systems) and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metal Work). The class of 2021 is the first cohort to sit for the newly introduced Marine Sciences. This cohort of learners was exposed to several changes in the subject examination guidelines. The changes were mainly due to the amended Section 4 of the CAPS.

Furthermore, the class of 2021 was the first Grade 12 cohort to experience the harsh realities of the pandemic for two consecutive years. Consequently, this class needed more academic support than its predecessors.

Umalusi is entrusted with the critical task of assuring the quality of the entire value chain of the national examination process despite the challenges imposed by the COVID-19 pandemic. Umalusi's quality assurance process focused on the following aspects of its mandate: the external moderation of question papers for all subjects/learning areas/instructional offerings across all qualifications and assessment bodies, moderation of school-based assessment (SBA), moderation of practical assessment tasks (PAT), moderation of oral assessment, monitoring of the assessment bodies' state of readiness to conduct and manage the 2021 national examinations, monitoring the conduct of the examination, monitoring and verification of marking, as well as the standardisation and approval of results.

The Department of Basic Education (DBE) and the provincial education departments (PED) are commended for the initiatives and varied intervention strategies they employed to mitigate the disruptions to learning due to COVID-19. The DBE and PED embarked on a rigorous programme of curriculum recovery that included, among others, reorganising the Grade 12 curriculum and reconfiguring school-based assessment, including the practical assessment tasks, without compromising the standard of the assessment tasks. However, despite numerous improvement initiatives, there remain critical aspects, such as serious irregularities, that continue to plague the system. These require immediate attention beyond 2021.

The irregularities alluded to above included incidents of unauthorised/early access to question papers and group copying. This practice can potentially compromise the integrity of examinations if it is not addressed decisively.

Once again, Umalusi appeals to all stakeholders involved in the examination process to refrain from engaging in such unscrupulous acts of dishonesty. In the meantime, the results of implicated candidates will be blocked, pending further investigations by the DBE and verification by Umalusi. It is also worth noting that there are severe consequences for those found guilty of such criminal activities, regardless of whether they are learners, teachers, or officials.

The NSC is still widely regarded as a flagship qualification that provides access to other opportunities such as admission to university, admission to post-school education and an entry point into the world of work. It is for this reason that all stakeholders in education have the immense responsibility of ensuring that the quality and integrity of this important qualification is not compromised.

The Assessment Standards Committee (ASC), which is a committee of Council, met on 6 January 2022 to scrutinise the results of the candidates who sat for the November 2021 NSC examination. The Executive Committee of Council (EXCO) met on 14 January 2022 to scrutinise the report and evidence submitted and presented by the DBE on the conduct, administration and management of the November 2021 NSC examination.

Having studied all the evidence presented, the EXCO of Umalusi Council noted that, apart from some examination irregularities identified during the writing and marking of the examinations, there were no systemic irregularities reported that might have compromised the credibility and integrity of the November 2021 NSC examination administered by the DBE.

The EXCO approved the release of the DBE November 2021 NSC examination results based on available evidence that the examination was administered largely in accordance with examination policies and regulations.

In respect of identified irregularities, the DBE is required to block the results of candidates implicated in irregularities, including the candidates involved in group copying, pending the outcome of further DBE investigations and Umalusi verification.

In cases where candidates had unauthorised access to question papers, the results of the implicated candidates should be blocked pending further DBE investigations and Umalusi verification.

The DBE is required to address the directives for compliance and improvement highlighted in this quality assurance of assessment report and develop and submit an improvement plan to Umalusi by 15 March 2022. Particular attention should be paid to recurring matters of non-compliance.

The EXCO commends the DBE for conducting a successful 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 at all costs. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to enhance the credibility of the November 2021 NSC examination.



Dr Mafu S Rakometsi

EXECUTIVE SUMMARY

The General and Further Education and Training Quality Assurance Act No. 58 of 2001, as amended, mandates Umalusi 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 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 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.

This report seeks to provide feedback on the processes conducted by Umalusi in quality assuring the November 2021 National Senior Certificate (NSC) examination. The report reflects on the findings; areas of improvement; areas of non-compliance; and provides directives for compliance and improvement in the conduct, administration and management of the examinations 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 Department of Basic Education (DBE).

The DBE conducted the November 2021 NSC examination in 67 subjects.

This report covers the following quality assurance of assessment processes 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), practical assessment tasks (PAT) and oral assessment (Chapter 2);
- c. Monitoring the state of readiness to conduct the examination (Chapter 3);
- d. Audit of appointed markers (Chapter 4);
- e. Monitoring the writing of the examination (Chapter 5);
- f. Marking guidelines standardisation (Chapter 6);
- g. Monitoring of the marking of the examination (Chapter 7);
- h. Verification of marking (Chapter 8);
- i. Standardisation and resulting (Chapter 9); and
- j. Certification (Chapter 10).

This report provides the findings as derived from the quality assurance of assessment processes stated above, which enable the Executive Committee (EXCO) of Umalusi Council to decide whether Umalusi should approve the results of the November 2021 NSC examination or not.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that they are of an appropriate standard and compare favourably with the question papers written in past years, to ensure comparability of standards. This is a critical quality assurance process to ensure that the examination question papers and accompanying marking guidelines are valid and reliable. To this end, Umalusi moderated and approved 1 62 question papers for the November 2021 NSC examination. Umalusi noted a decrease in the percentage of question papers that were not approved at first moderation, from 4.2% in 2020 to 3.0% in 2021, which signifies an improvement in the setting of quality question papers. At the same time, Umalusi is concerned about the DBE's inability to comply fully with the criteria that do not require specific subject knowledge, such as technical details, conformity of the marking guidelines with question papers and predictability, which registered the highest percentages of non-compliance since 2019.

Umalusi sampled 21 subjects for the moderation of school-based assessment (SBA) across the nine provincial education departments (PED); nine subjects for the moderation of practical assessment tasks (PAT) in seven PED; and four languages for moderation of oral assessment in five PED. Umalusi moderates these assessments to ensure that they are fair, valid, reliable and in compliance with the Curriculum and Assessment Policy Statements (CAPS) requirements. Though there were no substantial improvements, it is worth noting that internal moderation was evident across established levels of moderation. Of concern to Umalusi are the oral assessments, which do not meet the requirements of the duration or time allocation of the assessment and/or readings and texts that do not comply with the cognitive demands stipulated in the CAPS.

Umalusi conducted the state of readiness of the DBE to conduct, administer and manage the November 2021 examination from 7 September to 23 September 2021. Umalusi noted, with concern, staff shortages in the examination sections in all nine PED through which the DBE conducts, administers and manages the examination. Although PED had put mechanisms in place to ensure that shortages did not have an impact on examination deliverables, Umalusi remains concerned that the short-term solutions employed may not be sustainable, therefore, long-term solutions should be sought.

Umalusi conducted the audit of appointed marking personnel in all PED to ensure that suitably qualified marking staff were appointed in line with the prescripts of the Personnel Administrative Measures (PAM). Umalusi noted significant improvement in addressing previous challenges, including areas of non-compliance and the introduction of innovations in managing marker applications. Notwithstanding the noted improvements, Umalusi was worried about the assessment body's inability to adhere to the ratio of 1:5 in the appointment of deputy markers to senior markers.

The writing of the examination is monitored to ensure that this is conducted in accordance with the "Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination". To this end Umalusi monitored 442 out of 6 854 examination centres established across the nine PED. Umalusi noted that in all examination centres monitored, the required distance between candidates was maintained. Umalusi further observed noticeable improvement in compliance with the regulations pertaining to the conduct, administration and management of examinations in 2021 compared with previous years, judging by there being fewer directives of compliance and improvement issued. However, the prevalence of irregularities and non-adherence to DBE-issued health and safety protocols in some centres monitored were a serious cause for concern.

Umalusi participated in the marking guideline standardisation of 142 question papers developed by the DBE. This was done to ensure that the marking guidelines were comprehensive and could facilitate fair, accurate and consistent marking. The DBE managed to conduct successful marking standardisation

meetings across all subjects and question papers, which culminated in the approval and the signing off of the marking guidelines. While there was a marked improvement noted in adherence to the required pre-marking of 20 scripts as stipulated in the DBE directive, the PED need to improve on the timely submission of pre-marking reports. Such inputs could add value to the amended marking guidelines that are tabled during the marking standardisation meetings for Umalusi's approval.

Umalusi monitored marking in 40 marking centres out of 181 established marking centres nationally to evaluate their readiness to mark the November 2021 NSC examination scripts. In the main, all marking centres monitored had sound management plans in place, which were well executed. While the DBE had plans in place to deliver the training and marking material on time to all marking centres, there were instances of late delivery of marking guidelines noted in some of the centres monitored. The late delivery of the marking guidelines had an impact on the start and/or the quality of the training of markers.

Umalusi conducted the verification of marking to ensure that approved marking guidelines and respective marking principles were applied consistently in marking the November 2021 NSC examination scripts across all PED. Umalusi sampled 37 subjects, comprising 78 question papers, for the November 2021 NSC examination for verification of marking. In the main, the quality of marking of the scripts across subjects was of an appropriate standard. Accuracy in the application of the marking guidelines across subjects could be attributed to rigorous training and authorisation of marking personnel, which took place during the marking guideline standardisation process in preparation for marking. Despite efforts by the DBE to comply with policy prescripts, pockets of non-compliance were noted, especially in the application of rubrics in marking literary essays in languages, and in the issuing of appointment letters to markers.

Umalusi standardises the results to mitigate sources of variability that impact learner performance from one year to another, e.g., the cognitive demand and difficulty levels of questions, interpretation of questions and marking guidelines, curriculum changes, among others. The aim of standardisation is mainly to achieve equivalence in the standard of the examination across years, subjects and assessment bodies; and to deliver a relatively constant product to the market: universities, colleges and employers.

The DBE presented 67 subjects for the standardisation of the November 2021 NSC examination. Umalusi commends the DBE for the timely submission of evidence-based reports and all standardisation and resulting datasets, as well as the standardisation booklets. Although there were no areas of non-compliance observed in the standardisation and resulting processes, Umalusi did note, with concern, the continued poor performance of candidates in South African Sign Language Home Language. Umalusi challenges the DBE to put systems in place to improve the performance of candidates in this subject.

Based on the findings of the reports on the quality assurance processes undertaken, the Umalusi Council EXCO concluded that the November 2021 NSC examination was conducted in line with the policies that govern the conduct, administration and management of examinations and assessment. Generally, examinations and assessment were conducted in a credible manner. The EXCO approved the release of the results and commended the DBE for conducting a successful examination, despite the challenges presented by COVID-19.

The closing of the examination cycle is confirmed by the issuing of certificates and subject statements for those candidates who may not have qualified for any type of certificate. The chapter on certification is included to inform interested parties of the current state of the certification of student achievements for the period 1 December 2020 to 30 November 2021. As an assessment body, the DBE has the responsibility to process and submit candidate results to Umalusi for certification. During this period, Umalusi noted an

improvement in the number of records accepted with the first submission for certification of candidates' achievements. Some rejections were caused by differences between the approved results and the requests for certification; these were noted. Umalusi is concerned that not all approved learner records have been submitted for certification, despite results being released on Statements of Results by the PED. This should be attended to since certification of candidates whose records have not been submitted will be delayed.

Umalusi trusts that this report will provide the DBE and other stakeholders with a clear picture of the strengths and weaknesses of the system, including the quality assurance processes and directives for compliance and improvement, which can only enhance the standard of education.

ACRONYMS AND ABBREVIATIONS

AET	Adult Education and Training
ASC	Assessment Standards Committee
ATP	Annual Teaching Plan
BBBEE	Broad-based Black Economic Empowerment
CAPS	Curriculum and Assessment Policy Statement
CAT	Common Assessment Task
CEMIS	Centralised Education Management Information System
DBE	Department of Basic Education
DTA	Deaf Teaching Assistant
EXCO	Executive Committee
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
GIS	Geographic information System
HL	Home Language
ID	Identity Document/s
IT	Information Technology
KZN	KwaZulu-Natal
LASO	Layout, Analysis, Synthesis and Originality
LOLT	Language of Learning and Teaching
NEIC	National Examinations Irregularities Committee
NITT	National Investigation Task Team
NQF	National Qualifications Framework
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
PED	Provincial Education Department/s
PEIC	Provincial Examinations Irregularities Committee
PoA	Programme of Assessment
QAA	Quality Assurance of Assessment
SAL	Second Additional Language
SAQA	South African Qualifications Authority
SASL HL	South African Sign Language Home Language
SBA	School-Based Assessment
SC(a)	Senior Certificate (amended)
SNE	Special Needs Education
SOR	State of Readiness

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

This report highlights findings related to the moderation of question papers administered by the Department of Basic Education (DBE) in the November 2021 National Senior Certificate (NSC) examination. The DBE must ensure that the question papers and their marking guidelines are developed and internally moderated to eliminate any errors before they can be submitted to Umalusi for external moderation. The main objective of the external moderation of the question papers and their marking guidelines is to ensure that the assessment body conducts a fair, valid and reliable examination. Umalusi must ensure that the standard of the question papers administered in a particular year are comparable to those approved in previous years.

To achieve this, Umalusi moderates the question papers and their marking guidelines by mapping them against a set of ten criteria. The question papers and their marking guidelines should cover the curriculum, relevant conceptual domains and appropriate cognitive challenges, among others.

This chapter reports on the extent to which the November 2021 NSC examination question papers and their marking guidelines met the set criteria. The findings in this report are based solely on the first moderation; however, if a question paper and its marking guideline were not approved at this level, they had to be rectified and resubmitted until they met all the criteria fully.

1.2 Scope and Approach

The DBE administered 162 question papers for the November 2021 NSC examinations. Of those, 159, together with their marking guidelines, were submitted to Umalusi for external moderation. The other three (see Annexure 1B) question papers and marking guidelines were moderated, approved and reported on in the June 2021 quality assurance of assessment (QAA) report. This report focuses on the findings of the moderation of the 159 question papers and their marking guidelines presented for external moderation in preparation for the November 2021 NSC examination.

Table 1A gives a synopsis of the ten criteria against which all the question papers and their marking guidelines were measured. Each criterion has a varied number of quality indicators, as reflect (in brackets):

- i. Part A focuses specifically on the moderation of question papers and is comprised of seven criteria;
- ii. Part B focuses on the moderation of the marking guidelines and is comprised of two criteria; and
- iii. Part C focuses on the overall impression, with one criterion.

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	
1.	Technical details (12) ^a	8.	Conformity with question paper (3) ^a	10.	Overall impression (9) ^a
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

The external moderation process determines whether the question papers and their marking guideline are:

- i. Approved; or
- ii. Conditionally approved – to be resubmitted for second/subsequent moderation if there are minor errors to be corrected; or
- iii. Not approved – there are major errors that need to be corrected.

1.3 Summary of Findings

This section summarises the findings of the external moderation of question papers and their marking guidelines. It contains an analysis of the status of question papers and their marking guidelines at first moderation; compares this with the outcomes of the past two years; and reports on compliance levels per criterion.

1.1.1 Status of Question Papers Moderated

Figure 1A is a graphical representation of the status of question papers and their marking guidelines at first moderation: 60 question papers were approved at first moderation, 94 were conditionally approved and five were not approved. The reasons for non-approval of the 99 question papers and their marking guidelines at first moderation are contained in this report.

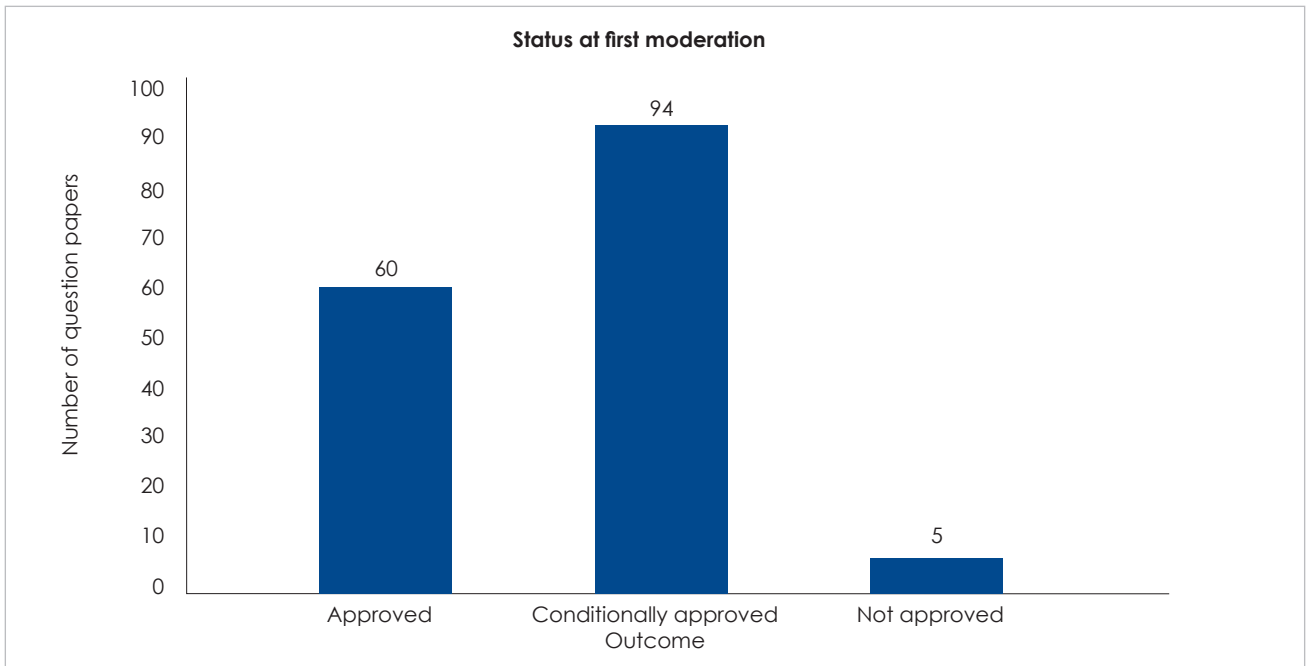


Figure 1A: Status of question papers and marking guidelines at first moderation

Figure 1B provides a graphical representation of the status of question papers and their marking guidelines at first moderation over a period of three years (November 2019, November 2020 and November 2021). This measures the extent to which directives for compliance and improvement issued to the DBE in previous years has helped the assessment body when capacitating examining panels.

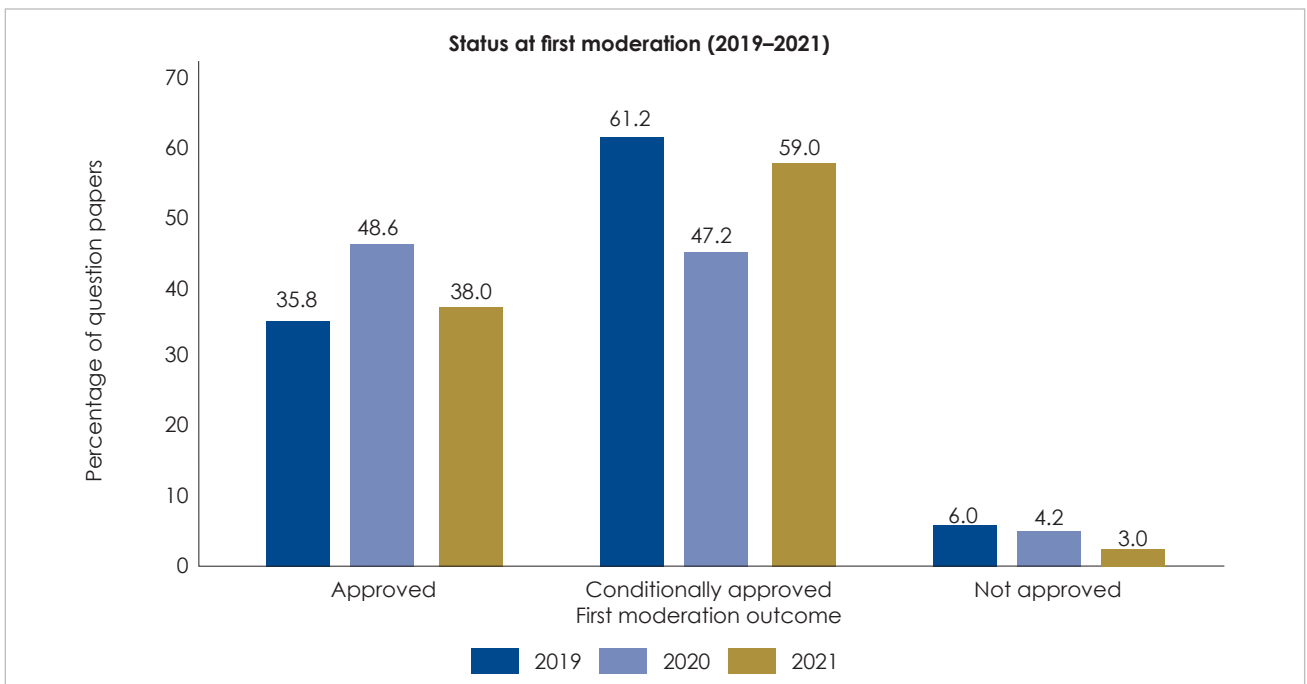


Figure 1B: Comparison of the status of question papers at first moderation for November 2019, November 2020 and November 2021

Figure 1B shows a clear decline of 10.6% in the approval rate of question papers and their marking guidelines at first moderation between November 2020 and November 2021. It also shows that the percentage of question papers and their marking guidelines approved at first moderation in 2021 (38.0%) was higher than that of 2019 (35.8%). Furthermore, the question papers that were not approved (rejected) at first moderation decreased from 4.2% in 2020 to 3.0% in 2021.

1.1.2 Compliance Level per Criterion

The findings presented here relate to how question papers and their marking guidelines fared in each of the ten criteria (provided in Table 1A). When a question paper and its marking guideline comply with all the quality indicators in a criterion, it is rated as 100% compliant. A compliance level of 60%–99% with quality indicators in a criterion is rated as being compliant in most respects, while a compliance level of 30%–59% is regarded as limited compliance. Non-compliance is detected when less than 30% of the quality indicators in a criterion are met.

Table 1B: Percentage compliance of November 2021 question papers and marking guidelines at first moderation

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	59	40	1	0
Internal moderation	84	11	4	1
Content coverage	79	20	1	0
Cognitive skills	69	27	4	0
Text selection, types and quality of questions	44	52	4	0
Language and bias	61	37	2	0
Predictability	91	8	0	1
Conformity with question paper	68	22	9	1
Accuracy and reliability of marking guidelines	47	47	6	0
Overall impression	53	35	12	0

Table 1B shows how question papers and their marking guidelines fared against each criterion. Most question papers and their marking guidelines complied fully with the following criteria: predictability (91%), internal moderation (84%), content coverage (79%), cognitive skills (69%), conformity of marking guidelines with question papers (68%) and language and bias (61%). Full compliance with the other criteria was below 60%. Less than 50% of the question papers and their marking guidelines complied fully with the following two criteria: accuracy and reliability of marking guidelines (47%) and text selection, types and quality of questions (44%).

1.1.3 Question Paper and Marking Guideline Moderation Criteria

This section provides an in-depth analysis of non-compliance of all question papers and their marking guidelines, as mapped against each quality indicator in all criteria. The levels of compliance, per criterion, of each question paper and its marking guideline are summarised in Annexure 1A. The focus of this part of the report is on the compliance and/or non-compliance of each question paper against each criterion and explains the importance of each criterion within the totality of the moderation process. An analysis, covering all ten criteria, is provided of the percentage of question papers and marking guidelines that complied in all respects. It states the reasons for non-compliance of the remaining question papers and their marking guidelines.

a) Technical details

Fifty-nine percent of the question papers and their marking guidelines complied fully with this criterion. The criterion is intended, solely, to guide the administrative element of the entire process. The reasons the question papers and their marking guidelines failed to comply fully with this criterion were:

- i. Five question papers were submitted for external moderation without analysis grids, relevant answer sheets and/or formula sheets/addenda.
- ii. In six question papers relevant details such as time allocation, name of the subject, number of pages and instructions to candidates were not included.
- iii. Unclear and ambiguous instructions could lead to a host of challenges that may include nullification of an entire question paper or an affected question. Therefore, careful consideration must be taken to ensure that the instructions are accessible to candidates. Nineteen question papers had instructions which were unclear.
- iv. The layout of a question paper and its marking guideline also has a direct connection with the relevant details and instructions referred to earlier, in that if the layout is cluttered and not reader friendly, it becomes difficult and time consuming to navigate through a question paper. Nine question papers were deemed cluttered and could have confused candidates.
- v. Some questions in 11 question papers were incorrectly numbered. Incorrect numbering of questions might have undesirable results to the examination, in that candidates might make incorrect choices, where applicable.
- vi. Closely related to page numbering are headers and footers, which help in giving a question paper and its marking guideline some form of identity. Thus it becomes easy to distinguish a set from the rest of the sets of question papers and marking guidelines, unlike in the case of five sets that had challenges in this regard.
- vii. It needs to be borne in mind that various font types and sizes are intended to communicate different messages. Therefore care must be taken to guard against sending unintended messages that might derail candidates from the expected responses. Fourteen question papers and their marking guidelines were found to have challenges in this regard.
- viii. Adding to unintended messages that may be sent indirectly to candidates are mark allocations. These also have a crucial role in communicating the extent to which candidates should respond to a question and the way in which they must approach a question. Some questions in seven question papers did not fully comply with this quality indicator.
- ix. Two question papers were deemed too long for candidates to complete in the allotted time. Careful consideration must be given to the prescripts of the length and/or the complexity of information on chosen texts. This can have dire consequences, depending on the reading levels of candidates.
- x. Since the writing of the examination is administered in different writing centres and invigilators are not subject specialists, it is of paramount importance that the quality of drawings, illustrations, graphs and tables is appropriate, clear and error free. However, 35 question papers failed to take this into consideration in some instances.
- xi. Format requirements for every question paper are communicated through policies and/or examination guidelines: non-adherence to the prescribed format requirements of the curriculum and assessment policy statement (CAPS) and examination guidelines is a gross deviation. To safeguard the integrity of an examination, the prescribed formats must strictly be adhered to. However, in seven question papers some elements of the format were not carefully considered.

b) Internal moderation

Running checks and balances is a necessary step in every process and internal moderation plays a pivotal role in ensuring that question papers and their marking guidelines are ready for external moderation. While 84% of the question papers satisfied this criterion, 16% did not comply, the result of:

- i. Three sets of question papers and their marking guidelines were submitted for external moderation without a full history of their development. Failure to submit this information does not only affect the targeted support that could be given, but also has knock-on effects on the reporting on other quality indicators for this criterion. External moderators are required to establish whether internal moderators have provided proper guidance during the development of the question papers. In its absence, an external moderator may or may not be able to establish whether the internal moderator is the weakest or strongest link in the process.
- ii. As alluded to above, the internal moderation process is primarily aimed at tightening the internal processes of the development of a question paper and its marking guideline. The full history of the development process must be submitted if an external moderator is to be able to identify where any challenges originated and, in so doing, provide proper guidance. However, in 19 question papers (and their marking guidelines) where the history was submitted, it was established that the quality, standard and relevance of inputs from the internal moderators were deemed inappropriate. The knowledge of an internal moderator of any question paper must surpass that of the others on the examining panel.
- iii. Furthermore, in eight question papers whose history was submitted, there was traceable evidence that in some instances the internal moderator's recommendations had not been addressed.

c) Content coverage

As with the format of a question paper, the content that must be covered in a question paper is clearly spelt out in each subject's examination guidelines. Therefore, examining panels must ensure that when developing a question paper care is taken to ensure that the prescripts of the CAPS and the examination guidelines document are consulted and read with understanding. Seventy-nine percent of the question papers complied fully with the criterion on content coverage, while 21% did not adhere to the requirement of this criterion in full for the following reasons:

- i. Four question papers did not clearly link each of the questions to a topic.
- ii. Thirteen were deemed not to have covered the entire spectrum of the prescribed topics as stipulated in the examination guidelines. Failure to adhere to the prescripts would have affected the standard of these question papers in that candidates would have either been unnecessarily advantaged or disadvantaged.
- iii. As a result of the deviation noted above, some questions in two question papers were generally deemed to have been outside the broad scope of the CAPS.
- iv. Some questions in seven question papers were regarded as not being representative of the latest developments. Subjects evolve and question papers must, therefore, be aligned to the new developments that characterise these subjects.
- v. Seven question papers did not comply fully with the quality indicator related to the suitability, appropriateness, relevance and academical correctness of the content.

d) Cognitive skills

The examination guidelines and the policy documents for the different subjects categorically state the percentages of the content that must be assessed in line with cognitive skills to cater for various abilities of the candidates. As such, a balanced question paper will help make the distinction between low performing candidates and those that are performing well. Sixty-nine percent of the question papers adhered to the prescripts and the quality indicators for this criterion. The rest failed, the result of:

- i. Three question papers being submitted with analysis grids that did not clearly show the cognitive skill of each question/sub-question. It then becomes a concern as to how the affected internal moderators established the correct proportions prescribed.
- ii. Thirty-two question papers having vast degrees of inappropriate distribution of cognitive skills.
- iii. Five question papers having choice questions that were not of equal level of challenge. The level of cognitive challenge in choice questions must be equal to avoid an advantage to some candidates at the expense of others. This can be detrimental in instances where questions are based, for example, on a list of prescribed books that schools had to choose from. However, in instances where the choices are based on all the content that was prescribed, candidates will obviously opt for the easiest questions and such a choice could inflate their performance.
- iv. In ensuring that there is an appropriate distribution of cognitive skills in a question paper, the latter should provide an opportunity to assess candidates' varying cognitive abilities, such as reasoning, translating information from one form to another or responding appropriately to communicate the message most effectively. However, four question papers failed to balance these conceptual abilities.
- v. In striving to strike a balance in the cognitive challenge of questions, eight question papers had instances of irrelevant information that affected the level of challenge of questions.
- vi. Another defining element that connects cognitive skills and the time allocated for a question paper is mark allocation. There must be strict correlation between all these elements. Sixteen question papers failed to comply fully with this quality indicator.

e) Text selection, types and quality of questions

This criterion forms the crux of every question paper in that the criterion has a direct impact on other criteria, such as the cognitive skills, language and bias and the accuracy and reliability of a marking guideline. In addition, the three aspects encompassed in this criterion inform one another. Text selection enables one to formulate certain questions: both the texts selected and the types of questions have a bearing on the quality of the questions. This is so because a variety of texts selected and the types of questions formulated accommodate multiple intelligences of the candidates and provides accessibility to all candidates. Forty-four percent of the question papers complied fully with this criterion while 56% did not, for the following reasons:

- i. One question paper was deemed not to have had a variety of different types of questions. When selecting texts such as prose, visuals, graphs, tables, illustrations and examples, several considerations must be taken into account.
- ii. Firstly, the source material chosen must be of an appropriate length as per the prescripts of a subject. The length of a source material selected can affect several factors in a question paper, such as the candidates' ability to read for comprehension within the stipulated timeframes. Conversely, a noticeably short source material could yield skewed results in that candidates would be considered to have mastered the assessed aspect when, in fact, they were leveraged by the source material. Three question papers digressed in this regard.

- iii. Secondly, the selected texts must be functional, relevant and appropriate in all respects. Nineteen question papers had texts that were either irrelevant or inappropriate.
- iv. Thirdly, the source materials chosen must allow for testing or it becomes pointless to add it to a question paper. Seven question papers had source materials that failed to comply fully with this quality indicator.
- v. Lastly, the selected source materials must allow for the generation of questions across the prescribed cognitive levels. Some of the chosen materials in six question papers fell short in this regard.
- vi. The quality of questions plays an immense role in the development of question papers. Five question papers had questions that were not pertinent to their subjects.
- vii. Fifty-nine question papers had questions that were not free from vaguely defined problems.
- viii. Instructional key words or verbs in 33 question papers were questionable.
- ix. Forty question papers had questions with insufficient information that would not have allowed for an elicitation of appropriate responses.
- x. Thirty-one question papers had factual errors or misleading information in some of their questions.
- xi. When developing questions, one must ensure that they must not be formulated with unnecessary double negatives. Two question papers had instances of this.
- xii. References in questions to prose texts, visuals and graphs must be relevant and correct at all costs. If this is not carefully considered, candidates could be misled and would forfeit marks. Fourteen question papers had instances of questions that suggested answers to other questions.
- xiii. Some of the questions in 12 question papers suggested answers to other questions.
- xiv. Questions in 15 question papers overlapped with other questions.
- xv. In relation to the formulation of multiple-choice questions, several considerations must be taken to avoid a host of challenges. The following were identified in some of the question papers:
 - xvi. Some of the options did not follow grammatically from their stems, as was the case in five question papers.
 - xvii. Some options were not free from logical clues, thereby making one option an obvious choice, as in the case of eight question papers.
 - xviii. Options being of almost the same length to avoid giving away the correct response. Seven question papers had instances with varied lengths of the options.
 - xix. Repeating a word or phrase in the stem in the correct answer and thereby giving away the correct response, as was the case in two question papers.
 - xx. A correct answer that included elements in common with other options, as was found to have been the case in two question papers.

f) Language and bias

Language plays a crucial role when question papers are formulated as it allows candidates to access the questions. This is even more so where most candidates writing the question papers are not first-language speakers of English and Afrikaans. These are the only languages of learning and teaching and, in this case, of assessment. Therefore, extra careful consideration must be taken to ensure that no candidate is denied a chance to perform optimally. Sixty-one percent of the question papers complied fully with this criterion. The rest of the question papers did not comply fully because:

- i. Some elements of seven question papers used incorrect subject terminology or data. Examining panels must strive to use standardised terminology, as used in the CAPS.

- ii. The language, the register, and the level and/or complexity of the vocabulary in 14 question papers were inappropriate for a Grade 12 candidate. These could act as impediments in accessing questions and lead to candidates' failing.
- iii. Subtleties in grammar have no place when developing questions. This must be avoided at all costs as it might nullify a question. Thirty-six question papers failed to comply with this quality indicator.
- iv. In 33 question papers there was evidence of grammatically incorrect language. These are some of the responsibilities of an internal moderator and if they had gone unnoticed, they could have caused chaos or disadvantaged candidates unnecessarily.
- v. The importance of language cannot be over-emphasised. Examining panels must ensure that simple sentences are used when formulating questions to avoid over-complicated syntax, as was the detected in 11 question papers.
- vi. Three question papers had instances of the use of foreign names, terms and jargon that candidates would not have been familiar with. The use of such terms can confuse candidates and may, as a result, disadvantage them in that when they come across a term they do not know, they tend to lose the gist of a question and focus more on the unknown term.
- vii. Instances of bias regarding culture, gender, language, politics, race, religion, stereotyping, province and region, among others, must be avoided or certain candidates may have an advantage over others. Twelve question papers had instances of bias.
- viii. Four question papers had questions that could not have allowed for adaptations and modifications to cater for the assessment of candidates with special needs.

g) Predictability

When developing a question paper, taking questions verbatim from question papers of the past three years is not permitted. Allowing it would translate into making a collection of questions from previous question papers and eliminating any element of innovation. Furthermore, taking questions from previous years might also affect current developments in a subject. Although 90% of the question papers complied fully with the predictability criterion, ten percent did not, because of the following:

- i. Questions in nine question papers were of such a nature that they could be spotted or predicted easily, which could render a question paper unfair.
- ii. Some question in five question papers were verbatim repetitions of questions from the past three years' question papers.
- iii. Four question papers did not include questions that showed innovation.

h) Conformity with question papers

When developing marking guidelines, great consideration must be taken to ensure conformity to the questions. Sixty-eight percent of the marking guidelines complied with the criteria while 32% did not, for the following reasons:

- i. Some responses in 39 marking guidelines did not correspond with their questions in the question papers. Answers must respond to the questions posed. Although marking guideline discussions are held to ensure that all possible responses are incorporated into a marking guideline, the examining panels cannot rely on this step as it might reflect negatively on the examining body, since starting to formulate responses from scratch can also retard the process.
- ii. Responses in 13 marking guidelines did not match the command words in the questions and could have affected the cognitive skills, as these help in making a distinction between low and high performers.

- iii. The mark allocation between a question and its response must match. However, there was no alignment in some of the responses in seven marking guidelines.

i) Accuracy and reliability of marking guidelines

Forty-seven percent of the marking guidelines were accurate and reliable, translating into 53% of the marking guidelines not complying fully, for the following reasons:

- i. Some responses to questions in 34 marking guidelines did not address the targeted subject matter. Examining panels must ensure that all the responses are correct, to avoid disadvantaging candidates.
- ii. Marking guidelines must be free from typographical errors. Thirty-eight marking guidelines had typographical errors. Internal moderators must be afforded enough time in the process. An incorrect spelling alters meaning altogether.
- iii. As in the case of question papers, the layout of a marking guideline aids a lot when marking. Twenty-four marking guidelines did not comply fully with this quality indicator and, given the vast number of scripts that some markers are confronted with, this could have retarded the marking progress as responses may have been confused and either advantaged or disadvantaged candidates.
- iv. Marking guidelines presented for external moderation must be complete and show mark allocations and mark distribution. However, nine marking guidelines failed to comply.
- v. Where responses have a substantial mark, marking guidelines must ensure that they provide guidance on how those marks should be spread. Otherwise, this would depend on consistency and reliability since markers would have to use their discretion in awarding those marks. Five marking guidelines were deemed not to have had a spread of marks within an answer.
- vi. One marking guideline offered such a small range of marks that the ability to discriminate between low and high performers would be impossible.
- vii. Two marking guidelines were found not to have awarded marks positively.
- viii. When drawing up a marking guideline, every bit of information and guidance must be provided to markers so that consistency can be achieved, in the absence of the examining panels. However, 35 marking guidelines did not provide enough detail to ensure reliability of marking.
- ix. There are several approaches to responding to questions so the opportunity must be created for alternative responses. However, 19 marking guidelines made no allowance for relevant or correct alternative responses. Given the fact that markers also have varied experience, knowledge and marking experience, it could have disadvantaged candidates if the alternative responses were not included.
- x. Three marking guidelines did not use rubrics when they were required.

j) Overall impression

Fifty-three percent of the question papers and their marking guidelines complied fully with the overall impression criterion. After external moderation, an external moderator must give indicate their overall impression of a question paper and its marking guideline. The incidence of 47% non-compliance was due to the following:

- i. Some aspects in six question papers were generally deemed not to have been in line with current policy.
- ii. Careful consideration must be given to question papers to ensure that they are fair, valid and reliable, but 57 question papers did not comply with this quality indicator.

- iii. A question paper must assess the objectives of the CAPS and/or examination guidelines, but four question papers were deemed not to have assessed the primary objectives of the policy documents, coupled with the prescripts of the examination guidelines.
- iv. Consequently, the standard of 55 question papers was generally questionable; and 25 were not comparable to those of previous years.
- v. Forty-six marking guidelines were generally deemed unfair, invalid and unreliable.
- vi. The standard of 45 marking guidelines was deemed inappropriate, while the standard of 20 of these could not be compared to those of previous years.
- vii. The skills, knowledge, attitudes and values of one set of a question paper and its marking guideline were generally questionable.

Section 1.3.3 started by providing statistical background on the compliance levels of question papers and their marking guidelines with the ten criteria, to paint an overall picture, before moving on to highlight the reasons behind the non-compliance of question papers and their marking guidelines with each criterion.

1.3.4 Comparison of compliance per criterion and levels of moderation: November 2019 to November 2021

This section compares the compliance levels of the question papers and their marking guidelines with the ten criteria over three years (November 2019, November 2020 and November 2021). All are based on full compliance at first moderation.

Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2019, November 2020 and November 2021

Criteria	November 2019 (% of question papers)	November 2020 (% of question papers)	November 2021 (% of question papers)
Technical details	54	54	59
Internal moderation	77	80	84
Content coverage	67	76	79
Cognitive skills	59	70	60
Text selection, types and quality of questions	49	41	44
Language and bias	64	60	61
Predictability	77	85	91
Conformity with question paper	65	66	68
Accuracy and reliability of marking guidelines	46	41	47
Overall impression	39	44	54

Table 1C shows that most of the November 2021 NSC question papers and their marking guidelines complied fully with all criteria except one, the criterion for cognitive skills, when compared to those of the November 2020 examination. Although the improvement is less than 5% in criteria such as technical details, internal moderation, content coverage, text selection, types and quality of questions, language and bias, predictability, conformity of marking guidelines with question papers and overall impression. This is commendable as it clearly shows that, given time, substantial improvement is guaranteed.

The DBE must make a concerted effort to ensure that the strategies used to bring about improvement in the other criteria can be duplicated to improve the compliance level with cognitive skills. Furthermore,

it is noted that more question papers complied with the criterion for text selection, types and quality of questions in November 2021 than in November 2020. Even though compliance with the criterion on text selection, types and quality of questions has improved, the percentage of question papers that complied fully with this criterion was still lower than that of the November 2019 examination (49%).

Given the discussions above, the next section highlights areas of improvement, followed by areas of non-compliance. The latter informs the section on directives that the DBE is given to bring about change in the compliance levels of the question papers to be administered in the examinations in the years to come.

1.4 Areas of Improvement

The DBE is commended for:

- a. The significant improvement shown in most question papers and their marking guidelines complying fully with eight of the ten criteria in the first external moderation of the November 2021 NSC question papers.
- b. The decreased number of question papers that were rejected (not approved) at first moderation.

1.5 Areas of Non-Compliance

Although there have been gains made, as spelt out in the preceding paragraph, a degree of non-compliance is a clear indication that there is room for improvement. The DBE is required to focus on the areas where non-compliance with the criteria was noted. The following have the greatest bearing on the process:

- a. The decline in the percentage of question papers complying fully with criterion on cognitive skills.
- b. The fluctuation in compliance levels related to the criterion on text selection, types and quality of questions.
- c. The inability to have 100% of the question papers and marking guidelines complying fully with the criteria that do not require specific subject knowledge such as technical details, conformity of marking guidelines with question papers and predictability criteria.

1.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. More training of the examining panels is conducted, focusing on the criteria least complied with in the setting of question papers and the marking guidelines.

1.7 Conclusion

This chapter started off by giving the scope and approach that was followed in reporting on the moderation of the DBE November 2021 NSC question papers. An in-depth analysis of the findings according to the sequential order of the criteria in the external moderation tool followed. It highlighted the compliance levels and ended by detailing the reasons behind non-compliance. It was from these findings that the chapter was able to highlight areas of improvement and areas of non-compliance, from which the directive for compliance and improvement was drawn, in an effort to bring about improvement.

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

2.1 Introduction

School-based assessment (SBA), oral assessment and practical assessment tasks (PAT) are designed to address the content competencies, skills, values and attitudes relating to school subjects and allow for the assessment of skills that cannot be assessed through conventional examination. The assessments form part of the final mark of the National Senior Certificate (NSC) qualification.

The SBA, oral assessment for languages and PAT for subjects with a practical component are compulsory components for promotion to achieve the NSC. Umalusi moderates the assessments to ensure that the quality and standard of the SBA, oral assessment and PAT, as contained in chapter 4 of the curriculum and assessment policy statements (CAPS), are met. In addition, the learners' evidence of performance is quality assured to ensure that assessment was fair, valid and reliable. To this end, Umalusi verified the validity of the SBA, oral assessment, and PAT components of the November 2021 NSC examinations administered by schools and endorsed by the provincial education departments (PED) of the Department of Education (DBE).

2.2 Scope and Approach

2.2.1. School-Based Assessment

For the 2021 NSC examination, Umalusi moderated SBA in 21 subjects from a cross-section of selected schools in each of the nine PED. The moderated sample included schools that offered the NSC within and outside the borders of South Africa (Annexure 2A).

The subjects were moderated using the Umalusi moderation instrument, which consists of two parts, as shown in Table 2A. The first part focuses on the moderation of teachers' files (eight criteria) and the second part on the moderation of 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
Programme of assessment	Quality of marking
Assessment tasks	Moderation of learner files
Effectiveness of questioning	
Question types	
Source/stimulus material	
Marking tools	
Pre-moderation of assessment tasks and evidence of post-moderation of evidence of assessment	

2.2.2. Practical Task Assessments (PAT)

The moderation of PAT was conducted on-site for nine subjects sampled across seven PED (Annexure 2B). PAT was moderated using the criteria in Table 2B.

Table 2B: Criteria used for the moderation of PAT

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Programme of assessment	Quality of marking
Assessment task and marking tools	Moderation of learner files
Pre-moderation of assessment tasks and evidence of post-moderation of evidence of assessment	

2.2.3 Languages: Oral Assessments

Umalusi conducted on-site oral assessment moderation for four languages. The language oral assessments were moderated using a common Umalusi languages oral assessment moderation instrument, comprised of four criteria, as listed in Table 2C.

Table 2C: Criteria used for the moderation of language oral assessments

Part 1: Moderation of teacher files
Technical aspects
Quality of assessment tasks
Internal moderation

2.3 Summary of Findings

This section presents a summary of the findings from the 20 subjects sampled for SBA moderation, nine subjects sampled for PAT moderation and four languages sampled for moderation of oral assessments. The findings are reported sequentially, per process and province.

2.3.1 School-Based Assessment

This section presents the findings of the external moderation of the SBA, summarised per province.

2.3.1.1 Eastern Cape

In the Eastern Cape Umalusi conducted SBA moderation of six subjects, namely, English First Additional Language, Geography, Mathematical Literacy, Music, Physical Sciences and South African Sign Language Home Language. The sampled schools were from the districts of Alfred Nzo West, Amathole West, Buffalo City, Chris Hani West, OR Tambo Inland and Sarah Baartman.

a) Teacher Files

i. Technical aspects

All the teacher files for the six subjects selected for moderation had impressive aesthetic appeal from the outside. However, in two of the six moderated subjects, i.e. Physical Sciences

and Geography, the folders were oversized, cluttered inside, poorly indexed and contained extraneous documents. This was cumbersome and time consuming; in the process, this compromised the efficiency and quality of moderation.

The moderation established that most teacher files contained relevant official documents such as the programme of assessment, examination guidelines, CAPS documents and subject improvement plans. However, in three of the six subjects, schools had not submitted all the documents and the few that were submitted were missing some essential details and were incomplete. For example, in Physical Sciences, Mount Hargreaves Secondary School submitted an undated improvement plan; Smuts Ndamase Senior Secondary School and Clarendon High School for Girls (Music) had not submitted a subject improvement plan and the annual teaching plan submitted was not the revised one from the DBE. The Reuben Birin School for Hearing Impaired, offering South African Sign Language Home Language, had not included the programme of assessment in the teacher file, nor had it indicated the dates of when the tasks were completed. In Geography, the programme of assessment, the preliminary examinations question papers and marking guidelines were not included in the teacher files of Ekuphumleni Secondary School.

These gaps and irregular submissions thwarted efforts for conducting meaningful and constructive external moderation. It also affected the tracking of the schools' progress in the implementation of the subject improvement plans. The inclusion of important assessment documents is crucial for moderation, reporting and providing feedback to the subject teachers.

ii. Programme of assessment

In most subjects the level of compliance with this criterion was high. The programme of assessment in Geography adhered to the prescribed CAPS programme of assessment. In South African Sign Language Home Language, the teacher included the prescribed annual teaching plan in the file; however, it could not be ascertained whether the annual teaching plan had been followed as no dates were indicated. Further, the correct subject assessment process could not be verified as the teacher did not record the process for observing and signing. In addition, although the teacher opted to do a literature test and not an assignment, the literature test could not be found.

iii. Assessment tasks

Umalusi found that the assessment tasks used in most of the subjects were representative of current trends in the subject areas and the tasks adequately captured the spread of the prescribed CAPS content.

Most subjects used common tasks drawn either from district, province and, in some cases, national, past examination papers. The subjects that used either common tasks or past examination question papers presented good quality tasks. This was the case with IsiXhosa Home Language, Geography and Physical Sciences, English First Additional Language, as well as Chemistry (Paper 2).

The quality and standard of the assessment tasks the schools set for themselves were compromised. For example, for English First Additional Language, the quality of task 7 at Menziwa Secondary School was impaired as it contained irrelevant texts and all three questions were set out of the prescribed context.

Two other schools also had issues with task 7 in English First Additional Language. According to the amended CAPS (Section 4 of 2021) task 7 should be a literature assignment with two questions: a shorter, transactional text based on literature, out of 20 marks; and a contextual question, out of 15 marks. Forbes Grant Secondary School set a full literature question paper out of 70 marks and converted the marks to 35. Freemantle Secondary School set two shorter transactional writing exercises instead of making one a contextual question.

The South African Sign Language Home Language assessment tasks (Reubin Biren School for the Deaf) had correct content/topics that followed the prescribed CAPS. However, there was incomplete evidence in the teacher's file for the English version of the question paper. No major deviations were found for Mathematics and IsiXhosa Home Language assessment tasks. While the use of common tasks is encouraged for benchmarking of standards, an over-reliance on external assistance, such as the district and provincially generated assessment tasks, deprives teachers of the opportunity to learn the skill of setting assessment tasks. This can potentially compromise teachers' ability to evaluate the quality of their teaching.

iv. Technical layout of assessment tasks

Overall, the layout of tasks was well presented by the schools in this province. A few technical issues were found in Physical Sciences where, for both moderated assessment tasks, while mark allocation was clearly indicated, the mark for the completion of the table of readings in the practical task were not properly broken down to indicate how the total of 20% has been allocated. In Geography, only one, Spandau Secondary School, had not indicated page numbers on the addendum, otherwise the layout of the tasks was very well presented.

v. Effectiveness of questioning

In Geography in all schools sampled for external moderation, the assessment was appropriately pitched and catered for a balanced range of cognitive levels. The questions encouraged the application of problem-solving and critical thinking skills. Mark allocation was also appropriate for the questions. Similarly, in Mathematical Literacy and Physical Sciences, the assessment tasks were compliant with the CAPS requirement on content distribution. However, the practical tasks in the Physical Sciences contained questions that lacked innovation and the potential to encourage that one essential skill in assessment: critical thinking. If learners are not exposed to assessment tasks that implore them to think critically, their chances of succeeding in the final examination are already limited.

In English First Additional Language, except for the problematic task 7 (noted in iii), the cognitive levels of the assessment tasks were correctly balanced and in accordance with Barrett's and Bloom's Taxonomies, as per the CAPS policy requirement.

vi. Question types

The preliminary examination questions for all the moderated subjects were set according to the subject policy.

In Geography, sufficient information had been provided in the questions to elicit appropriate responses. Visuals, drawings and illustrations were relevant and correct.

In Music, different types of questions are asked in the Term 1 test. Assessment tasks included sufficient information to elicit several appropriate responses.

In South African Sign Language Home Language, an incorrect format was used for formal assessments. No PowerPoints were presented, therefore the South African Sign Language Home Language questions, grammar and references could not be moderated. The English translation of the text was not included in the tasks, making it difficult to judge the questions appropriately.

vii. Source/stimulus material

In Geography, the source materials used in the assessment tasks were clear, legible, subject-specific, functional, relevant and appropriate for the grade. The source material also allowed for the testing of a range of critical skills. In English First Additional Language, the stimulus material in the form of prose texts was correctly captured and the visuals for task 4 were clear. This is owing to the fact that previous examination question papers were used. However, in Menziwa Secondary School, the task 7 texts used were irrelevant (as noted previously in this report). This was yet another example of the downside of an over-reliance on 'handed-down' assessments.

In South African Sign Language Home Language, the English translation of source text was not included in most of the tasks. The cartoon in task 9, Paper 1 of the preliminary examinations, was a picture and not a cartoon. Full compliance with the subject requirements is important for the benefit of the learners.

viii. Marking tools

The use of marking tools varied from one subject to another. In all the schools moderated for Mathematics, the marking tools for the preliminary examinations were clearly laid out, except for the marking tools for the Term 3 assignment for Qhayiya Secondary School, which were poorly annotated. For example, the ticks appended to responses were not weighted nor were they linked to a rubric. Similarly, in Geography, while marking tools were well constructed and showed the necessary alternative responses to facilitate fair marking, in one school, Spandau Secondary School, the marking tools for Paper 1 of the trial examination paper were incomplete; the answers to Questions 3.3 to 3.6 were not included in the marking tool. These questions could not be moderated.

For Physical Sciences, the marking tools were also neatly typed out and clearly indicated mark distribution. However, some inconsistencies were identified, with marking tools for the preliminary examinations presented in English and Afrikaans, but not in IsiXhosa. The addendum to the marking tool for the Paper 1 preliminary examination referred to a question that had not been included in the files. In English First Additional Language, one school had a marking guideline that was handwritten (Menziwa Secondary School). The marking tools for IsiXhosa Home Language were good and properly constructed to facilitating marking.

Marking tools are central to the standardisation of all forms of assessment; if inappropriately and incorrectly used, they can skew the true reflection of learner performance.

In South African Sign Language Home Language, marking guidelines were in the file, but there was no evidence of how they had been used because the marking guideline for task 9 (preliminary examinations Paper 1) did not contain the correct mark allocation. The marking guideline for task 6 was incomplete. There was no evidence of the task 9 (preliminary examinations Paper 3) marking guideline.

- ix. Pre-moderation of assessment tasks and evidence of post-moderation of assessment
The assessment tasks submitted for moderation in this province had been moderated, albeit at different levels. Moderation reports had been submitted and different colour pens were visible on the learner scripts as evidence of the levels of moderation.

In Mathematical Literacy there was evidence of the moderation for both Nyaniso and Qhayiya Secondary Schools. In the Physical Sciences, there was evidence of moderation at school, district and provincial levels. In Geography, moderation was conducted at school level; there was no evidence of moderation at provincial level.

The moderation of English First Additional Language was of concern: the pre-moderation was more a shadowing of the markers' assessment, in some cases only a stamp was appended as proof of moderation, with no moderation evidence in the files to confirm that moderation had been conducted.

In South African Sign Language Home Language, no tasks were pre- or post-moderated: only blank pre-moderation forms were in the teacher's file.

The non-moderation of assessment tasks and lack of evidence of assessment is concerning. This must be addressed to improve the implementation and quality of SBA.

b) Learner Files

- i. Learner performance

The learner performance in the Eastern Cape varied from one subject to another and from one school to the next. The overall performance of learners in the preliminary examinations ranged between poor and average in subjects such as English First Additional Language, Geography and Physical Sciences. It was possible to link the poor performance to specific topics. In Geography, the learners performed poorly in topics such as map reading, river rejuvenation and industrial development when compared to other topics. In Mathematical Literacy, learners struggled with calculations and interpretation questions. In Physical Sciences, learners demonstrated poor ability in responding to questions that required calculations and interpretation. Learners scored high marks in tasks set at school/cluster level and low marks in the preliminary examinations set by the PED. However, in Music, the performance of learners was good overall. The learner performance in South African Sign Language Home Language could not be verified as no working mark sheets were used.

- ii. Quality of marking

In the same way that learner performance was varied, so too was the quality of the marking.

In the preliminary Paper 2 of English First Additional Language, mark variation between the marker and external moderation was noted because the marker had credited wrong answers. One learner, at Freemantle Secondary School, was credited 16 out of 70 while after Umalusi moderation, the learner received 13 out of 70. While the difference of three marks may look insignificant, if it recurs it casts doubt on the quality of the marking in general.

In Geography, the marking of the preliminary examinations (Geography Paper 1) was

acceptable; however, the marking of the task on gradient, at Spandau Secondary School, was lenient.

The quality of marking of Mathematical Literacy was at an acceptable level for all the assessment tasks of the moderated schools. The totalling of marks and transfer of marks to the record sheet were correct. However, there was no evidence of written, constructive feedback to learners in all schools moderated.

The quality of marking in Music was good and conducted as per the marking guidelines.

In Physical Sciences, the variation in marking was quite pronounced. For example, Mount Hargreaves and Hlangwini Secondary Schools' marking was fairly accurate and in accordance with the marking guideline for the preliminary examinations' papers. However, there was no evidence of feedback given to the learners at either school. It would have been developmental for the learners to understand why some answers were marked wrong. Marking at Smuts Ndamase Secondary School was inaccurate and deviated from the marking guideline. More than one mark was awarded for the (same) formula within a question. This may have disadvantaged some learners as their responses may not have been marked in the same way. No feedback was given to learners.

iii. Moderation of learner files

The moderation of learner scripts varied across subjects. In Physical Sciences, the preliminary examinations showed evidence of moderation at school, district and provincial levels. At Mount Hargreaves Secondary School, the submitted learner files had evidence that all the scripts (preliminary examinations Paper 1 and Paper 2) were moderated at school, district and provincial level. The standard of moderation at Mount Hargreaves Secondary School showed correction of mistakes made by the teacher as well as the school moderator, in the form of comments.

In English First Additional Language, poor moderation was identified at Freemantle Secondary School as the moderator could not detect marking errors in task 1 and task 7.

There was no evidence of moderation in South African Sign Language Home Language and Music, except for the signature of the moderator, which was attached (Music). There was no evidence of feedback to the learners for improvement.

2.3.1.2 Free State

In Free State, Umalusi conducted SBA moderation of four subjects, namely Agricultural Sciences, English Home Language, Geography and Mathematics. The sampled schools were from the districts of Motheo, Thabo Mofutsanyane, Lejweleputswa and Xhariep.

a) Teacher Files

i. Technical aspects

Compliance with the technical aspects varied from one school to another across the subjects. The teacher files submitted for Mathematics complied fully with this criterion. Three of the moderated schools presented well-organised English Home Language teacher's files and one school, Tshepo-Themba Finishing School, presented a file that was highly disorganised. At this

school there was misfiling of tasks and marking guidelines, irrelevant documents and empty plastic sleeves, which made navigation through the file difficult.

In Geography, the teacher files were generally neat. In most of the moderated Geography teacher files the assessment tasks, programme of assessment, marking guidelines and mark sheets were included. Two of the three moderated schools did not include the research guideline as evidence that the learners had been guided on conducting research.

ii. Programme of assessment

The implementation of the programme of assessment was verified across subjects and schools. There was compliance with this criterion at schools for Agricultural Sciences and Mathematics.

The sampled schools offering English Home Language were also compliant with this criterion, except for Accelerated Christian College and Tshepo-Themba Finishing School, who did not indicate the methods and tools of assessment in task 6.

In Geography, one school had administered an assignment in place of a research task. This was not in line with that prescribed in the programme of assessment.

iii. Assessment tasks

Most schools administered the correct tasks, except for some schools, in Agricultural Sciences, English First Additional Language and Geography where some tasks were either incorrect, incomplete or not administered at all. In Agricultural Sciences, the teachers at Bainsvlei Combined School and Nthabiseng Secondary School administered an assignment that was not prescribed in the revised programme of assessment for Grade 12. The schools had administered a mid-year examination instead of the prescribed assignment. The practical investigation was not conducted to allow learners to get practical experience in animal feeding. This would have afforded learners real practical experience as required for this criterion. It was appreciated that Nthabiseng Secondary School was able to administer a practical investigation task where learners were able to experience/observe the alimentary canal of a chicken.

In English Home Language, assessment tasks were well aligned as they covered the topics prescribed in the CAPS in all schools in the sample. However, due to the 'misinterpretation' of task 6, Accelerated Christian College covered only the poetry and omitted the drama in the literature assignment task; Tshepo-Themba did the opposite. Ultimately both genres were covered in the preliminary examinations (Paper 2). The misinterpretations disadvantaged learners during the preliminary examinations, as they were not fully prepared. The other assessment tasks were able to measure the knowledge and skills that were intended to be measured and subject terminology was correctly used.

In Mathematics, all the moderated schools administered the six tasks as required, making Mathematics compliant in all respects.

The assessment tasks in Geography adequately covered the range, scope and depth for the prescribed curriculum content. The tasks were able to measure the knowledge and skills they were intended to measure and the subject terminology was correctly used. However, most teachers had challenges developing their own research tasks. Some schools gave learners a broad topic to research and failed to contextualise the chosen topics in the immediate

environment of the learners. Research guidelines that could be used by learners in conducting research or doing field study were not done/submitted as evidence by some schools. This may have negatively affected learner performance in the research task.

iv. Technical layout of tasks

The technical layout of all tasks in the three moderated schools in Agricultural Sciences met the minimum requirements of clear instructions, numbering of pages and questions and headers and footers. The tasks were reader friendly. The same was true of Mathematics.

In English Home Language, of the three schools moderated Petunia Secondary School was the only school that was fully compliant with this criterion. In the other three schools, the page numbering, headers and/or footers of tasks were missing, except for the provincially set common papers. In some centres, the time was indicated; in others this was not the case. At Tshepo-Themba, there was inconsistency in the cover details: some consisted mostly of the school logo and the address and in other instances, only the task was indicated on the cover. Marks, duration and instructions were almost non-existent. At Riverside Finishing School, in task 2 the essay questions were poorly laid out. Although the task was a repeat of a previous year's NSC paper, it was badly reproduced: all topics and a single visual were cramped into half a page; the print was dark and smudged; the visual was barely discernible; and two other visuals were missing.

In South African Sign Language Home Language, the tasks were not done in the format required for the subjects. There was no coherent system for organising tasks and filing.

The layout of tasks is an important component, not only for the aesthetics of a paper, but for its cognitive demand in working out what a learner is reading or viewing. A poorly arranged document demands more than is necessary from the learner and can affect their performance.

v. Effectiveness of questioning

The questioning and its effectiveness varied. While some subjects produced fully rounded questions that were spread well over cognitive levels, others struggled to reach the same level of effectiveness.

In Agricultural Sciences, the controlled tests in Term 1, mid-year examination in Term 2 and preliminary examinations in Term 3, which were set and moderated provincially, presented a balanced distribution of cognitive levels of tasks, in line with the requirement in the CAPS. The practical investigation tasks also catered for a good spread of cognitive levels in the demands of the task.

To a large extent all moderated Geography tasks covered low-, medium- and higher-order thinking skills. There was evidence of scaffolding, as questions in each task progressed from easy to difficult. Some questions of the assessment tasks required learners to apply their acquired knowledge to answer them, especially the higher-order thinking skills.

In Mathematics, the internally set tasks ranged from good to poor. New Horizon College presented internally set tasks of impeccable standard. This culminated in their Grade 12 learners doing well in the preliminary examinations. However, the internally set tasks were of low quality at Thotagauta Secondary School and Beang-Tse-Molemo Secondary School.

In English Home Language the questioning effectiveness was skewed by confusion in matching questions to the tasks (explained in vi below).

vi. Question types

For this criterion, some schools presented appropriate questions that were clear, correctly phrased for the targeted Grade 12 learner and in line with the question variation required for each subject. Other schools failed to meet certain aspects of this criterion.

In Agricultural Sciences and Mathematics the questions in the assessment tasks were of good quality in their use of clear action verbs and clear, user-friendly illustrations, in all three schools. All action verbs in the assessment tasks were without ambiguity. This helped the learners to properly answer all the questions in the tasks.

Among the schools offering English Home Language, Petunia Secondary School and Riverside Finishing School complied fully with this criterion. However, at Accelerated Christian College and Tshepo-Themba Finishing School, the validity of task 6 was questionable. In both schools, one genre, either poetry or drama, was given precedence over the other. Furthermore, the types of questions set for the drama contextual at Tshepo-Themba Finishing School were not aligned to the nature of this question. Three simple questions were not linked to an extract and this was labelled a contextual question. At Accelerated Christian College, an assignment for 35 marks was allocated for one poem; the assessment was not conducted using the correct marking tool; and there was no marking guideline to provide some form of directives on what were to be considered correct responses.

The questions in the moderated Geography tasks, especially in the preliminary examinations, were free of ambiguities, bias and stereotypes. However, most teachers had challenges developing their own research tasks. Some schools gave learners a broad topic to research that could have covered a wide study area, like a province: teachers failed to restrict chosen topics to the immediate environment of learners. Research guidelines that could be used by learners when conducting research or doing field study were either not done and/or not submitted by some of the schools as evidence.

vii. Source/stimulus material

In Geography and Mathematics the stimulus material used in the assessment tasks was relevant to the subject and could stimulate learners' critical thinking and interpretation skills. The language used in the source material was simple and appropriate for a Grade 12 learner. The language used in the extracts and case studies was appropriate. All stimulus material was clear and would not disadvantage learners with poor eyesight.

The illustrations were clear and user friendly in all Agricultural Sciences assessment tasks in the three sampled schools. They were subject-specific, tested various skills and made the design of questions across all cognitive levels possible.

In English Home Language at Riverside Finishing School, the quality of the visuals in tasks 2 and 5 were poor. In task 2, the single visual had a dark background, the foreground image was dark and indiscernible and the topics were cramped into half a page; two visuals (Questions 1.6.2 and 1.6.3) were missing as per the question. In task 5, the advertisement lacked clarity, was light in colour and required careful study. At Accelerated Christian College, the three visuals in task 2 were very poor in clarity, the backgrounds of the pictures were dark, which

made it difficult to identify the foreground images. At Tshepo-Themba Finishing School, the image in task 5 was dark, very small and difficult to access and interpret. This was despite the visual being taken from a past Grade 12 NSC question paper. There were also language errors in Question 1 of task 6. Such negligence in ensuring that the source/stimulus materials used are of good quality may have negatively affected the performance of learners.

viii. Marking tools

Marking tools were neatly written for all assessment tasks in the moderated schools and allowed for various possible correct responses by accommodating alternative answers (Agricultural Sciences). Petunia Secondary School and Riverside Finishing School complied fully with this criterion for English Home Language. However, at Accelerated Christian College and Tshepo-Themba Finishing School the mark allocation for task 6 was incorrect. Although the total for this task at both schools was 35 marks, the breakdown for each question was incorrect since at both, one genre was ignored or omitted.

The rubric used in Geography by one of the moderated schools was not relevant to the research given to learners, as it did not cover the research steps reflected in the learners' research reports. The marking tools for the controlled test and preliminary examinations were appropriate and responses were relevant to the questions.

In Mathematics at Thotagauta Secondary School the internally set tasks had either incomplete marking guidelines with no, or incorrect, solutions for some questions and, in some cases, no mark distribution and description. For example, this was evident in the Term 1 investigation in Questions 2.5, 2.6, 3.3 and 3.4, as well as in the Term 1 assignment.

ix. Moderation of teacher files

The moderation of teacher files varied across subjects. Most files had evidence that school and district level moderation was conducted. In Agricultural Sciences there was evidence at school level of moderation but district level moderation and provincial level moderation was evident only at Ipokelleng High School, where provincial moderation was evident. Feedback from both school and provincial level moderation to the teacher was of good quality in giving guidance on areas of good performance and those that needed improvement.

For English Home Language at schools such as Petunia Secondary School and Accelerated Christian College, the six tasks were pre-moderated. In all externally moderated schools, pre- and post-moderation across levels was evident.

In Geography, there was evidence of moderation of teacher files; however, the level at which the files were moderated at some schools was not clear, as different colour pens were used without indicating whether these were for school, district, cluster or province. The completed moderation reports in some of the schools were available but did not provide a clear picture of the quality of moderation, since tick boxes were ticked 'yes' but not qualified, especially at the level of the school.

In Mathematics, moderation at district and provincial levels was either not done or was done superficially. There were no moderation reports, from which Umalusi can conclude only those teachers were not given guidance on good practices or lack thereof.

b) Learner Files

i. Learner performance

Learner performance varied between poor and average in the moderated subjects. Based on the three schools moderated for Agricultural Sciences, learners performed, on average, at Level 3 at most. In English Home Language, learners performed at different levels and their responses were also differentiated according to their abilities. The performance of learners at Riverside Finishing School was low for task 2 (essay). Most learners performed at a moderate level.

In Geography, the learner performance in most of the moderated schools was not good as most learners performed below 50%, especially in the preliminary examinations. In this subject, learners struggled with questions requiring higher-order thinking skills.

ii. Quality of marking

Marking in all three schools was conducted fairly with a few inconsistencies in some schools. For example, the marking of the practical investigation task of Agricultural Sciences at Nthabiseng Secondary School was poor. One learner's work was allocated 25/50 marks but there was no evidence of the actual marking, or even the scoring, with a rubric. In Geography, the teacher's marking was consistent with and adhered to the marking guidelines. However, there were schools where inconsistency was evident, with learners credited for incorrect responses, or vice versa. In one school the inconsistency accounted for a six-mark difference for a learner who wrote preliminary examination Paper 2. The standard of marking of the research tasks in Geography was not up to the expected standard.

iii. Pre-moderation of assessment tasks and evidence of post-moderation of evidence of assessment

The marking and moderation of the English Home Language essay (task 2) was challenging, with the markers either too strict in the application of the rubric or too lenient. For example, at Tshepo-Themba Finishing School both the teacher and head of department awarded a high mark of 42 in the marking of task 2 of one learner. The external moderator decreased the mark to 36. Feedback after moderation was provided in a few scripts at Petunia Secondary School; however, at Riverside and Tshepo-Themba Finishing Schools, no feedback was provided. At Accelerated Christian College the teacher provided feedback for task 6 only. Feedback to learners helps them to identify their mistakes and improve in the examinations.

There was evidence of post-moderation in the moderated schools offering Geography although it was difficult to ascertain the level at which the evidence of learner performance was moderated. In all the Geography learner files that were moderated there was no evidence of feedback given to learners.

In Agricultural Sciences, the school and cluster levels of moderation were evident in the learners' files. There was limited evidence of provincial moderation in the teacher files. The district level of moderation was not evident in either the teachers' or learners' files. Feedback from school moderation was appropriate for learners.

2.3.1.3 Gauteng

Umalusi moderated six subjects for the SBA in Gauteng, namely Agricultural Sciences, Business Studies, Consumer Studies, Computer Applications Technology, Geography and South African Sign Language

Home Language. All the sampled schools were from Gauteng East, Gauteng West, Gauteng North, Tshwane North, Johannesburg South, Johannesburg West, Johannesburg North, Johannesburg Central, Sedibeng East, Ekurhuleni North and Ekurhuleni South districts.

a) Teacher Files

i. Technical aspects

The technical presentation of the teachers' files in this province was generally good. In Agricultural Sciences, other than at one school, the teacher files were neat and well organised, with each file containing the relevant documents, such as the annual teaching plan, programme of assessment and the accompanying policies. The exception was PHL Moraka High School, which submitted an incomplete assessment programme.

In Business Studies and Consumer Studies, assessment tasks were reader friendly and tasks were clearly indexed and clearly numbered. Several schools moderated for Geography did not present all relevant documents and the submissions were generally shoddy. For example, Reiger Park Secondary School and Metropolitan College did not submit programmes of assessment. Schools such as Tholulwazi and Senaoane Secondary Schools had not included the rubric used to assess the research task. The non-availability of the programme of assessment and the rubric for the assessment of the research task created an impression that no critical thinking and planning went into these activities.

In Computer Applications Technology at Thuto Lore Secondary School and Krugersdorp High School, the e-portfolio of the teacher was well organised, and all relevant documentation was available except for one Term 3 task. Although at Clapham Secondary School, the e-portfolio was not as organised as the previous school, all the required tasks and documentation were available.

The teacher files for the South African Sign Language Home Language at Filadelfia School for the Deaf was compliant in this criterion, with all the necessary documents included.

ii. Programme of assessment

In Agricultural Sciences, most schools had a programme of assessment which was fully completed and signed by all relevant stakeholders. However, the programme of assessment of PHL Moraka was incomplete for Term 2 and Term 3. In Business Studies, Computer Applications Technology and Consumer Studies, the programme of assessment was in place with tentative dates on when they will be administered, showing clearly which topics are to be assessed in each term.

It was only in Geography where inconsistencies were detected at Reiger Park Secondary School and Metropolitan College had no programme of assessment in the teacher file. The other three schools had the assessment programme even though the dates were not indicated for when the tasks would be administered.

iii. Assessment tasks

The tasks administered in the six subjects were not only correctly chosen but were also of good quality. The four subjects adhered to the cognitive spreads as prescribed in the CAPS and the 2021 examination guidelines for the respective subjects. To be noted is the excellent quality of tasks prepared by Eqiniswa Secondary schools and Ithuteng Secondary School. Even though the assessment tasks were designed at school level, the standard of questioning

was impressive. In Business Studies, the teachers drew questions from the past examination question papers for the Business Studies task but were able to purpose the questions to align with the aims of the task.

The South African Sign Language Home Language tasks at Filadelfia demonstrated an improvement from 2020, which were not compliant with this criterion. The three topics given for transactional task, task 3 were set with a representative and innovative spread of topics/ texts, questions and activities.

iv. Technical layout of the tasks

Most of the schools in the sample, set and administered SBA tasks that were in line with the format and structure outline in the amended chapter 4 of CAPS and 2021 examination guidelines.

The technical layout of the assessment tasks presented by two of the three moderated schools in Computer Applications Technology was good and aligned to CAPS. The assessment tasks in the Thuto Lore Secondary School teacher's file required formatting for minimal technical improvements in the margins, question numbering and line spacing.

In South African Sign Language Home Language the tasks in the teacher's file had the requisite information, neatly presented. The written version of the tasks was aligned to CAPS. However, the signed version was not made available. This was at odds with the CAPS requirements, which prescribe the submission of both the written and signed versions.

v. Effectiveness of questioning

In Agricultural Sciences the set questions for the controlled test, practical investigation, assignments and preliminary examinations were of good quality and adhered fully to the cognitive demand levels prescribed in the CAPS and 2021 examination guidelines.

In Geography, the assessment tasks covered low-, medium- and higher-order thinking skills. The analysis grid, indicating the spread of cognitive levels, was not provided in the teacher's file. The questions were largely original and the scaffolding of questions (progression from easy to difficult) was evident in all the assessment tasks.

Two of the selected schools did not include an analysis grid for the cognitive levels of the different tasks in Computer Applications Technology. However, Krugersdorp High School must be commended for including the cognitive analysis grids for all the tasks that were sampled.

In South African Sign Language Home Language, cognitive analysis grids were not provided for the assessment tasks (controlled test and preliminary examinations). The questions asked in the assessment tasks were pitched at lower levels. The questions presented in the tasks could have encouraged critical thinking and logical thinking, but instead were limited in this respect. The version of the English question papers was correct in the language used. However, the signed versions (live) used rather complex language.

vi. Question types

In Agricultural Sciences the controlled test and preliminary examination questions were of good quality and adhered fully to the cognitive demands for the subject, as prescribed in the CAPS and examination guidelines of 2021. Ithuteng Secondary School and Equisweni

Secondary School set good quality standardised controlled tests, which can be used as exemplars for other schools in the province. The set question papers had an appropriate degree of innovation and creativity. The question distributions were within the prescribed subject content distribution and question paper format and structure for Grade 12, as outlined in amended chapter 4 of the CAPS. The language and subject terminology used in the set SBA tasks were appropriate for Grade 12 learners.

In Business Studies there were scenario questions, which a learner was supposed to read and answer the questions from the scenario given, with a full quote. This type of questioning encourages learners to improve their knowledge and application skills.

High-level questions were not available in South African Sign Language Home Language. Glossing (a way of representing signs and non-manual features in printed words) indicated that the questions lacked parity with English register. The lack of Level 4 and Level 5 questions meant that interpretive questions were inadequately covered. The lack of Level 4 and Level 5 questions skewed the cognitive demand of tasks to mainly easy to medium difficulty.

vii. Source/stimulus material

The stimulus materials used in both the controlled test and preliminary examination question papers of all the schools in Agricultural Sciences were appropriate and clearer for learners to comprehend. In Consumer Studies the stimulus and source material were subject-specific, language-appropriate, clear and legible.

viii. Marking tools

The use and general management of the marking tools was of a similar high quality standard to that of the assessment tasks in all the subjects, except in Geography, where carelessness was found in several schools. For example, in Senaoane Secondary School and Tholulwazi Secondary School a rubric was not used to assess/mark the research papers. At Metropolitan College the total for the mapwork task was 60 marks; in the marking guideline, the total was indicated as 65 marks.

In Computer Applications Technology the marking tools for task 4.1 and task 4.2 (preliminary examinations) were good and facilitated fair and reliable marking in the moderated schools. It was pleasing to see teacher feedback in the learners e-portfolios.

In South African Sign Language Home Language, the correct rubrics and marking guidelines were used. However, no alternative responses were added to the literature tasks (task 6 and task 9 of the preliminary examinations Paper 2) marking guideline.

ix. Moderation of teacher file

In most sampled subjects there was evidence of pre-moderation of assessment tasks as well as post-moderation of the evidence of assessment. In Consumer Studies and Agricultural Sciences, the pre- and post-moderation of assessment tasks was conducted at school, cluster and district levels. In both subjects the feedback provided was of good quality, constructive and developmental. It was only in Geography that the school level moderation was poor; a checklist was completed with no accompanying comments.

The province is commended on the thorough moderation practices of electronic portfolios of Computer Applications Technology that is followed throughout the year.

In South African Sign Language Home Language, moderation was only done on the written question paper at school level. The moderation of signed tasks was not done, as they were not made available. Feedback and/or comments for improvement were not provided.

b) Moderation of Learner Evidence of Performance

i. Learner performance

The overall learner performance was poor across all six subjects moderated in this province's preliminary examinations and controlled test. Poor performance was noted particularly in Consumer Studies and Agricultural Sciences, with higher-order questions; in Geography, learners struggled with questions requiring calculations and the application of geographic information systems; and in Business Studies, learners struggled with multiple-choice questions.

In Business Studies, learner performance in the preliminary examinations, with specific reference to Paper 2, was very poor. Reference was made to Section B, where learners were unable to identify diversity issues given in the scenario. The multiple-choice questions in Section A were also poorly responded to. In the case study administered in Term 1 and the controlled tests, learner performance was good, although there were challenges in the marking of essays.

In Consumer Studies, the learners' performance did not meet the expectations and demands of the assessment tasks. Most learners answered the higher-order questions poorly.

In Geography, the learners did, at most, meet the expectations and demands of the assessment tasks. The geographic information systems questions and questions that required calculations were poorly answered by many learners in the preliminary examinations in both papers.

Learner performance in task 2 of South African Sign Language Home Language was not signed correctly. As a result, learners produced a discursive essay instead of an argumentative essay. The marks for this task were to be re-marked to cater for a discursive essay.

ii. Quality of marking

In three of the six subjects moderated the quality of marking was commendable. In Consumer Studies, Geography and Agricultural Sciences marking was accurate and consistent; the calculations, recording and transfer of marks were in good order. Issues with marking were identified largely in Business Studies, where the marking in the moderated sample was not per the marking guideline. For example, in the case study administered in Term 1 the teacher allocated marks for motivation, which should not have been awarded because the learner had not identified the act correctly.

In South African Sign Language Home Language the marking was not of an acceptable standard. For example, there were small deviations between the marker and the external moderation.

iii. Moderation of learner files

In Agricultural Sciences, the post-moderation of learners' files was conducted remarkably well at school, district and provincial levels. The provincial moderators conducted post-moderation quarterly (three-phase moderation), in line with the CAPS policy requirements. The comments in the post-moderation reports (district level) were appropriate and developmental for subject teachers.

Similarly, in Business Studies there was evidence of post-moderation of evidence of learner performance in the learners' files at school and district levels. There was no evidence of moderation at school, district or national level in South African Sign Language Home Language.

In Computer Applications Technology, the rigorous moderation practice by the province was commendable. There was evidence of moderation of evidence of learner performance in all the sampled learners' e-portfolios, at school, district or provincial levels, throughout the year.

2.3.1.4 KwaZulu-Natal (KZN)

Umalusi moderated four subjects for the SBA in KwaZulu-Natal, namely, Civil Technology, Life Sciences, Physical Sciences and Tourism. The moderated schools were sampled from Amajuba, Umkhanyakude, Zululand, King Cetshwayo and Umlazi districts. The sample of schools included schools from Eswatini.

a) Teacher Files

i. Technical aspects

The SBA moderation conducted in the four subjects, namely, Civil Technology (Construction), Life Sciences, Physical Sciences and Tourism, established that all required documents, such as annual teaching plan, assessment tasks, marking tools, mark sheets and moderation reports, were included in the teacher files in most schools. The files for Tourism, Life Sciences and Civil Technology were well organised, making them easy to navigate. For example, it was quickly apparent that in Civil Technology, the annual teaching plan had not been included; in Physical Sciences the marking guideline for the June test was missing from the Hillside College file and at Mavumengwane High School, the assessment tasks for Term 3 were not in the file. The absence of these documents prevented Umalusi from conducting its moderation adequately and effectively. Apart from the failure to provide all necessary documents by the two schools, in all other aspects of a technical nature most schools were fully compliant with the standard required by Umalusi.

ii. Programme of assessment

All the subjects Umalusi moderated for SBA in KwaZulu-Natal adhered to and implemented the subject programme of assessment as prescribed in the CAPS.

iii. Assessment tasks

The assessment tasks of the moderated subjects adequately covered the topics/content as prescribed in the CAPS documents and the spread of the content in the assessment tasks was aligned to the CAPS documents. The national and/or provincial common assessment tasks (CAT) for Tourism showed adherence to the policy requirements.

iv. Technical layout of tasks

In Life Sciences, the controlled test and preliminary examinations in the moderated schools adhered to the required technical requirements. The cover pages included detailed information, such as the duration of the task and mark total, as well as instructions to be followed. The layout of the assessment tasks was uncluttered and reader friendly. The moderated schools offering Civil Technology (Construction) also adhered fully to this criterion. However, Maphovela High School, Mbalenhle Christian Academy and Phathakahle High School did not fully adhere to this criterion: the names of the school/cluster/district/province were not indicated on the front page of the assignment task; and no page numbering appeared on the pages of the assignment.

As much as the preliminary examinations of Tourism adhered to the technical layout of the tasks, the controlled test did not indicate the duration of the task and total marks, as well as instructions to learners.

v. Effectiveness of questioning

The nature of the questions varied from one subject to another. In Civil Technology (Construction), even though the questions encouraged problem-solving skills and the application of knowledge, there was no innovation in the phrasing of the questions. The Life Sciences assessment task questions encouraged problem-solving, critical thinking and reasoning skills and had, relatively, a higher degree of innovation than Civil Technology (Construction). In Tourism and Physical Sciences, the questioning was of a good standard.

vi. Question types

In all the subjects that were moderated the questions were in line with the CAPS, covering the required range in terms of content and cognitive levels. In subjects such as Physical Sciences, which used provincially generated tasks, good and varied questions were evident.

vii. Source/stimulus material

In Civil Technology (Construction) subject-specific drawings were used. The language was appropriate for both age and grade. In Life Sciences the source material in the moderated tasks for the assignment in preliminary examination Paper 1 and Paper 2, were subject-specific, legible, relevant and appropriate. The diagrams in Questions 1.1, 1.2 and 1.3 of the assignment at one school, Phathakahle High School, were unclear and of poor quality. This may have disadvantaged learners who struggled to decipher the important details so as to respond to questions appropriately.

In Tourism, the source materials were redundant since none of the questions required the learner to refer to the picture source. In all sampled schools some pictures and source information in the April controlled test and September preliminary examinations were dark, blurry and too small. The texture of the paper may have caused this; or duplication of sources. This compromised the quality of the assessment tasks. The poor quality of the pictures and source materials may not have assisted a learner to generate appropriate responses to such questions. Consequently, candidates would have lost marks.

viii. Marking tools

In Civil Technology (Construction) and Physical Sciences the rubric and marking guideline were complete, with clear mark allocations for the tasks and sufficient options/alternatives to facilitate fair marking.

In Life Sciences, at Bookville Institute Academy the marking tools were clearly laid out, neatly typed and complete with mark allocations and mark distribution within the task. However, there were some glaring discrepancies identified in the totalling of marks. For instance, at Maphovela High School, the total on the cover page of the marking tool of the assignment indicated 50 marks, but it totalled 51 marks. Question 4.2 counted six marks in the assessment task (assignment) but seven marks in the marking tool. Question 4.2 counted six marks in the assessment task (assignment) but seven marks in the marking tool.

At Mbalenhle Christian Academy, the total on the cover page of the marking tool of the assignment indicated 50 marks, but it totalled 51 marks. Question 4.2 counted six marks in the

assessment task (assignment) but seven marks in the marking tool. Question 4.2 counted six marks in the assessment task (assignment) but seven marks in the marking tool. At Phathakahle High School, the numbering of answers in the marking tool was handwritten and incorrect. The total on the cover page of the assignment indicated 50 marks; the assignment totalled 56 marks. Question 1.1.5 was not in the assignment, but there was a possible response in the marking tool. The marks awarded to the learners were out of 60.

In Tourism, the marking guideline for the preliminary examinations was aligned to the question paper. However, the marking guideline for the skills assessment (Bookville Institute, Ekwazini High School, Esiphondweni High School); the March controlled test (Esiphondweni High School); the preliminary examinations (Esiphondweni High School, Hillside College); and data handling (Esiphondweni High School, Hillside College) were not included. This affected the quality of marking as the spread of marks per item response was not standardised.

The discrepancies, especially in Life Sciences, were of concern as they could have potentially unfairly advantaged/disadvantaged the learners.

ix. Moderation of teacher files

In Civil Technology (Construction) there was evidence of pre-moderation of assessment tasks and post-moderation of evidence of assessment at various levels i.e., at school and district level, where moderator signatures bore testimony. However, there was no evidence of feedback given to the teacher. No moderation was conducted at provincial level.

The moderated schools offering Life Sciences administered common tasks, which were set by the KwaZulu-Natal PED. These tasks were provincially moderated before they could be administered at schools. This reduced the incidence of errors in the tasks.

In Tourism, there was evidence of post-moderation at school and district/cluster levels in all sampled schools. However, school moderation in most of the schools was poorly conducted and feedback was not adequate to provide support and development to the teacher (Hillside College, Ekwazini High School). The only moderation reports that provided constructive feedback for the teacher were found in the teacher files from Bookville Institute, and Esiphondweni High School.

b) Learner Files

i. Learner performance

On average, learners performed above 50% in Civil Technology (Construction), which was satisfactory.

In Life Sciences the learners in the moderated schools interpreted the assessment tasks correctly. Their responses met the expectations and demands of the assessment tasks. In Physical Sciences performance was poor in the written tests, but better in the practical assessment. In two schools, however, Mbalenhle Christian Academy and Sabela Secondary School, performance was good overall.

In all four schools offering Tourism, learners' performance in the April controlled tests and September preliminary examinations varied, with some learners having performed well while most performed on average. Learners performed well in questions that required them to recall and remember knowledge, while they demonstrated poor ability in responding to questions

at middle- and higher-order levels. Learners achieved good and/or outstanding marks in skills assessment and data handling tasks; however, learners failed to meet the demands of the same skills in the test and examination tasks.

ii. Quality of marking

Marking was consistent and processes were in place to minimise the risk of unintentional bias in marking (Civil Technology, Construction). The existence of a marking rubric for each task moderated across all schools in the sample, which indicated how marking must be conducted, contributed to consistency in the marking process.

In Life Sciences, the totalling and transfer of marks was a concern. One learner at Bookville Institute obtained 93/150 for Paper 1 of the preliminary examinations; however, a mark of 104/150 appeared on the mark sheet.

In Tourism, the teachers from the sampled schools demonstrated good quality and accuracy in marking, with an acceptable tolerance range of discrepancies with moderated marks at different levels. There was adherence to the marking rubric/guideline for the April controlled test and September preliminary examinations. In the skills assessment and data handling tasks teachers were required to develop marking guidelines to use in conjunction with the rubrics provided.

In all schools except Mavumengwane High School, the marking of Physical Sciences was sloppy. For example, at Mbalenhle Christian Academy, one learner's correct response had been marked incorrect.

iii. Moderation of learner files

There was evidence of moderation of learners' evidence of performance conducted at school and district levels. (Civil Technology, Construction). No evidence of written constructive feedback to the learners appeared in any of the moderated sample of learners' files.

In Tourism there was evidence of school moderation of learner evidence in all the schools in the sample. However, cluster/district and provincial moderation was lacking in all four sampled schools.

2.3.1.5 Limpopo

In Limpopo moderation of SBA was conducted in seven subjects, namely, Accounting, Agricultural Sciences, Economics, History, Mathematical Literacy, South African Sign Language Home Language and Technical Sciences. The sampled districts were Capricorn South/North, Mopani East/West, Vhembe West, Waterberg, Mogalakwena and Sekhukhune South.

a) Teacher Files

i. Technical aspects

The level of compliance in this aspect of the moderation was generally high, as most schools submitted well-organised files and the correct policy-required documentation, such as annual teaching plans, assessment tasks for each term, mark sheets and moderation reports. The few schools that did not comply were found in Economics (Mopani West district) where assessment tasks were not in the teacher file, dates when work had been completed were not indicated,

and pre-moderation reports were not in the files. In Mathematical Literacy, the teacher's files at the Denga Tshivhase and John Mutheiwana Secondary Schools were not well organised, as such they were not easy to follow. The files did not include crucial documents, such as the programme of assessment. In yet another school, Batlhalerwa Secondary School, the marks were incorrectly transferred onto the mark sheet.

In Technical Sciences, two of the three schools that were moderated, Derek Kobe Senior Secondary School and OR Tambo Comprehensive School, submitted incomplete and disorganised files.

The moderation of South African Sign Language Home Language at Setotolwane School for the Deaf was compliant with this criterion. The teacher's file contained all the required documents. The recording room was also efficiently set up.

ii. Programme of assessment

The audited subjects, except in a few schools offering Technical Sciences and Mathematical Literacy, complied with this criterion. These schools had submitted the full programme, indicating the tasks that had been covered, including the assessment tools used and the teaching plans that had been prepared. However, of the few schools offering Technical Sciences, there was no programme of assessment. In Mathematical Literacy, two schools (John Mutheiwana and Denga Tshivhase Secondary Schools) had an assignment with no instructions to learners. The marking guideline (Questions 2.2, 2.3, 3.1.1 and 3.1.4) had mark allocations that did not correspond with those of the assessment tasks. This raised concerns as it may have disadvantaged the learners.

The moderation of South African Sign Language Home Language (Setotolwane School for the Deaf) was compliant in most respects with this criterion. All tasks were done and the annual teaching plan was followed. Task 1: Observing and signing: task was not signed live as required but recorded in the signing booths, including text, questions and learner answers. Correct marking guidelines were included in both learners' and teacher's files. Rubrics were included and used where required. However, the wrong rubric was used for assessment of task 4 (unprepared presentation). There were no calculation errors or discrepancies with conversions of marks.

iii. Assessment tasks

The audited subjects sampled in the province complied with this aspect. It is expected that the assessment tasks as prescribed for each subject are completed to ensure learners' readiness and mastery of the required skills. If tasks are not completed or the wrong tasks are assigned to learners, as was the case with some schools offering Agricultural Sciences, learners are denied the opportunity to experience different types of assessments prior to the final examination. In the case of two schools, Modipe High School and Monyong Secondary School, highly theoretical questions were designed for learners to answer in lieu of the practical task. At another school (Thwalima Secondary School) in Economics, a Term 2 task instead of a Term 3 task was administered.

In South African Sign Language Home Language, the use of previous English question papers led to challenges, such as the signer misunderstanding the content of the text, thus using word-for-word translation into South African Sign Language Home Language, which created

challenges with comprehension. Another challenge was using questions that were directly related to English Home Language as a subject and not applicable to the subject.

iv. Technical layout of tasks

Umalusi identified good practices from a number of the teacher files submitted. In Agricultural Sciences, Modipe High School and Monyong Secondary School were good examples of what a well laid out task should look like.

In Economics the submitted files were neat and well organised, with the required assessment tasks and marking guidelines; except for Napscom Secondary School, where assessment tasks were not available in the teacher's file. Of concern was that the dates were not indicated for work completed; only planned dates were indicated in the teacher's file. An indication of the dates could have assisted in tracking progress of the implementation of the content.

The South African Sign Language Home Language English paper and signed paper had differences in the numbering of questions.

v. Effectiveness of questioning

The effectiveness of questioning depends a lot on the choice of questions, the structuring and phrasing of questions, the cognitive demands of the questions and the coverage of the curriculum topics/skills, among other factors.

In Agricultural Sciences, each school in the sample had evidence of proper distribution of cognitive demands in each task, based on the range of question types from easy to more difficult. Various skills, such as calculations, investigation, problem-solving and plotting of graphs were assessed in each task across all three moderated schools. Appropriate action verbs, as given in the annual teaching plan and examination guidelines for Agricultural Sciences, were correctly used in all questions in each task. Of concern were the questions in the investigation task at Hivuyeriwile High School that were different from those in the marking guideline.

The sampled schools offering Economics, History, Mathematical Literacy and Technical Sciences used the appropriate distributions of cognitive levels as prescribed in the CAPS.

In Limpopo, most assessments did not include cognitive levels or analysis grids. Questions leaned towards Level 1 or 2, with limited numbers of higher-order questions.

The texts used for South African Sign Language Home Language raised concerns as they were more applicable to English Home Language and not to South African Sign Language Home Language. The essay topics were creative and grade appropriate. The cartoon and advert contained a lot of English writing, which was not appropriate for South African Sign Language Home Language.

vi. Question types

There was general compliance with this criterion in the selected sample. However, Umalusi noted that in Economics and Mathematical Literacy no moderated schools included the analysis grid, to indicate the spread and distribution of cognitive levels, in the teachers' files.

As noted in v), most schools designed effective questions but some struggled with assigning marks accordingly. In Agricultural Sciences at Hivuyeriwile High School, the marks assigned to

the investigation task Question 1 were not justifiable, based on the demands of the question as outlined in the marking guideline. The question asked for all apparatus needed to dissect and investigate the alimentary canal of a chicken. Two marks were allocated, yet there were more than ten items or apparatus that learners needed to mention. This may have negatively affected the learners' overall performance.

In South African Sign Language Home Language, the questions used in the comprehension test were based on English First Additional Language and were not applicable to South African Sign Language Home Language. Therefore it did not contain sufficient information to elicit appropriate, high-level responses.

vii. Source/stimulus material

Umalusi was generally impressed with the source/stimulus material used across the subjects moderated in this province. The only challenge was observed in the diagrams of the preliminary examinations of Agricultural Sciences Paper 1, pages 7, 12 and 13, which were illegible (Hivuyeriwile High School). The quality of the prints should have been improved prior to use.

In Mathematical Literacy, the pictures used in the assignments were clear, legible and error free at three of the five moderated schools. However, at John Mutheiwana Secondary School and Denga Tshivhase Secondary School, the picture in Question 2.5 was not sufficiently legible.

If source/stimulus material are not clear and legible, it places strain on learners to decipher the original version and this may negatively affect performance.

viii. Marking tools

The sampled schools offering Mathematical Literacy struggled with several aspects of the assessment. Umalusi noted inconsistencies in the marks indicated in the assessment task and the marking guideline. At Nakonkwetlou Secondary School Question 1.2 of the assignment allocated two marks instead of three.

In History the correct rubrics were used for the marking of paragraph, essay and research assignment tasks by the schools in the sample. In Agricultural Sciences, the marking tools in the moderated schools were clearly laid out, relevant for the tasks and provided for alternative responses. At Hivuyeriwile High School, the questions in the marking guideline were different from those in the research investigation task. This raised questions regarding the relevance of the marking tool to the task.

In South African Sign Language Home Language, the marking guidelines were well designed to facilitate on-screen marking.

ix. Moderation of teacher files

The levels of moderation in Limpopo varied, according to school, district and/or provincial moderation. In all the schools offering Economics and History, school and district moderation was evident in the teacher file, accompanied by constructive feedback. The schools offering Technical Sciences lacked evidence of school moderation; however, district moderation had been successfully conducted and feedback was given to the teachers.

In Agricultural Sciences, Hivuyeriwile High School and Modipe High School had moderation conducted at school and district levels. Moderation at both these levels provided useful feedback to the teachers of both the quality of the task and marking of learner scripts.

In Mathematical Literacy there was evidence of post-moderation conducted (at school and district levels) in all the moderated schools. There were SBA post-moderation reports available in the teachers' files. In some instances, although evidence of moderation was available, it was, however, poor. For example, at Denga Tshivhase Secondary School (assignment Term 3) Questions 2.1, 2.2 and 2.5.2, the teacher gave full marks to a learner and the departmental head confirmed this as correct. This was a case of shadow-marking, as there was a difference of 11 marks with the external moderator. The learner's marks decreased from 24 to 13 after external moderation. The feedback given to Mathematical Literacy teachers at school level was scanty, giving very little guidance to teachers on how to improve their practices. The value of feedback for Mathematical Literacy was not understood and, therefore, did not assist the teachers.

In South African Sign Language Home Language, moderation was evident at school level and at provincial level.

b) Learner Files

i. Learner performance

Learners' performance varied from school to school, but in general learners' performance was satisfactory in this province. In the schools offering Technical Sciences and Mathematical Literacy, most learners performed well in questions that required recalling and remembering skills: Levels 1 and 2 questions. Poor performance was noted in the higher cognitive level questions, those that require learners to use reasoning and reflection, such as in Paper 2 of Economics and Mathematical Literacy. In Mathematical Literacy most learners struggled with calculations and questions that required a higher-order level of responses, especially in the preliminary examinations, Paper 2. Learners performed very well in the assignment but poorly in the preliminary examinations.

In Agricultural Sciences, the learner performance in all the schools moderated spread from low to high scores.

In History the learners from the sampled schools responded well to three questions out of six in the preliminary examinations Paper 1 and Paper 2. Learners who answered one source-based question and two essays performed better, compared to learners who answered two source-based questions and one essay.

In Accounting, learner performance ranged from poor to excellent. Learners at Chika, Ditsepu and Gerson Ntjie Secondary Schools were able to respond to all aspects of the assessment tasks. The performance ranged between 77% and 100%. It was concerning that learners at Botsholla Secondary School excelled in the range of 95% to 100% in internally set tasks but performed poorly in the preliminary examinations, scoring an average of 16%. If the preliminary examination was pitched at the end-of-year assessment, the learners may have challenges.

ii. Quality of marking

In Mathematical Literacy one school, Denga Tshivhase Secondary School, did not adhere to the marking guideline. The teacher awarded full marks for Questions 2.1, 2.2 and 2.5.2) in

the assignment, yet there was no evidence on the learners' scripts of rigorous marking. At Batlhalerwa Secondary School, in the preliminary examinations Paper 1, a learner's marks increased from 13 to 24 marks after external moderation. The teacher also had a problem counting and recording the correct number of ticks and marks. This was concerning as it may have disadvantaged/advantaged learners unnecessarily. However, the quality of marking at John Mutheiwana, Dimpe and Nakonkwetlou Secondary Schools was good.

In History, marking was professionally conducted at Mammoka and Pherehla-Maake Secondary Schools, in other schools several issues were raised. At Kabelo Secondary School, the district moderation recommended re-marking of the preliminary examinations Paper 1 and Paper 2. At Mack Semeka Secondary School, the record sheets of both papers were not approved for preliminary examination marks. The learners' marks were also not approved by the subject advisor. This was proof that marking in History was of poor quality at this school.

In Accounting the quality of marking was generally consistent and most schools adhered to the marking tools. In two schools, however, Botsholla Secondary School and Ditsepu Secondary School, the marking was faulty. In Question 1.3 of the preliminary examinations, a learner was marked incorrect for a response that was not allocated a mark in the marking guide. At the same school a learner was awarded a mark for an incorrect answer.

iii. Moderation of learner files

There was evidence of school- and district-based moderation in the moderated schools offering the sampled subjects. The feedback reports from the internal moderation of Technical Sciences at district level were encouraging. The reports were developmental in nature. In Mathematical Literacy, the reports from internal moderation did not offer constructive feedback or comments in all of the selected schools. Although internal moderation did take place, it, however, failed to pick up the incorrect transfer of 11 marks, as identified by an external moderator at Batlhalerwa Secondary School.

In Accounting, the moderation was carried out at school and district levels. Internal moderation at Gerson Ntjie Secondary School was of good quality, while in other schools in both districts the internal moderators reported errors made by the teachers. There was evidence of reports in the teacher files; however, the reports did not address the challenges of learner performance. Good feedback at district level was noted at the Ngwanallela High School and Botsholla Secondary School teacher files.

2.3.1.6 Mpumalanga

The moderation of SBA was conducted in four subjects in this province. These were: Consumer Studies, Economics, Life Sciences and Tourism. The districts for the sampled schools were Bohlabela and Nkangala.

a) Teacher Files

i. Technical aspects

The teachers' files of the sampled subjects presented the required documents, such as the national protocol on assessment, programme of assessment, CAPS document, the revised annual teaching plans, examination guideline documents, moderation reports and, in some instances, mark sheets for the external moderation process. In addition, schools had internal moderation reports presented in teacher files. Gaps were noted in two of the Consumer

Studies schools, which did not include the annual teaching plan and the mark sheets.

ii. Programme of assessment

In Life Sciences the moderated schools adhered to and implemented the programme of assessment according to the guidelines, except for Ben W Mashego Secondary School that did not have a copy of the programme of assessment. In Physical Sciences, Tourism, Consumer Studies and Economics the programme of assessment was aligned to the CAPS in all the schools, providing the tasks, the dates of implementation and the methods of assessment.

iii. Assessment tasks

The moderated assessment task(s) from the sample adequately covered the topics/content as prescribed in the CAPS documents. In Consumer Studies and Life Sciences the moderated schools administered the common provincial controlled test and a common provincial paper for the preliminary examinations. This was beneficial for the standardisation and quality of assessment, but this practice may, at the same time, compromise the opportunity for a teacher to fully develop the potential required for setting assessment tasks and tests.

iv. Technical layout of tasks

The technical layout of tasks was well attended to by the sampled schools in most of the subjects that were moderated. The tasks were reader friendly and uncluttered for all the subjects except Economics, where spelling errors were found. For example, in Question 1.2 of the controlled test the word 'column B' was written as 'coloum' B; and in Question 3.2, a narrative about the visual stimulus was not very clear.

v. Effectiveness of questioning

In Consumer Studies many questions in the preliminary examinations question paper and the controlled test were sourced from previous Grade 12 examination question papers. The questions in both the preliminary examinations and the controlled test encouraged problem-solving and critical thinking and had an accurate distribution of cognitive levels. In Economics, questions were scaffolded to allow for a balanced range of cognitive demands. Although there was evidence of distribution of cognitive levels in the controlled tests and the preliminary examinations in Life Sciences, the weighting grids were not included. Hence, external moderation could not determine that the weightings were as prescribed in the CAPS. The practical tasks, also, did not include the checklists of the practical skills that were assessed.

vi. Question types

There was general compliance with this criterion in the selected sample, noted from external moderation across the selected subjects. Questions used in assessment tasks exposed learners to the use of problem-solving, critical thinking and reasoning in answering the questions.

vii. Source/stimulus material

The sources/stimuli material used in the assessment tasks in the subjects were mostly subject-specific, clear, legible, error free and allowed for the generation of questions across the cognitive levels.

In Consumer Studies, the scenarios, illustrations and case studies pertaining to the subject allowed for assessing interpretation skills and evaluation of content or situations. There were a few instances where the reproduction of illustrations was not clear. For the most part, the

visual stimulus material that was used in the task was appropriate and enhanced the question paper.

The extracts, including the cartoons used in the Economics controlled test, were of the correct length and were clear. However, the graph on subsidies indicated price changes, but the direction of the change was not correct. In addition, in Question 2.3.5 the answer to the question was 'Transnet' and was accepted as the answer for 'Air Transport', as indicated in the stimulus or visual illustration. Such incorrect responses may have disadvantaged learners.

viii. Marking tools

In all the sampled subjects the marking tools for the assessment tasks were clearly laid out and were accurate, relevant and appropriate for the set tasks. The marking guidelines were accurate and facilitated marking.

ix. Moderation of teacher files

There was evidence of internal moderation at either school or district levels, noted in a sample of teacher files across subjects. However, moderation was not satisfactorily conducted in all the subjects as not all subjects had inputs from internal moderation to the subject teacher.

In Consumer Studies, internal moderation was evident at Masizakhe Secondary School and Chayaza Secondary School. Instances of shadow-marking were noted at both schools.

There was no evidence of pre-moderation of the March/April test to ensure it was of the required standard for Grade 12. There was no evidence of appropriate input from internal moderation, especially regarding the September trials paper, on learner performance and quality of marking. This process is vital to ensure that SBA is accurate, valid and reliable. The high rate of lenient marking could have been identified and rectified before final mark calculation. Internal moderation at school level was not done effectively.

The provision of common tests jeopardises the ability of an educator to set tests to suit the context of the school. Provincial moderation was not evident.

In Life Sciences there was evidence of feedback from internal moderation to the teacher in the form of moderation reports at school and district levels.

In Economics, apart from Manukuse High School, schools did not present pre-moderation reports for the external moderation process. Most schools moderated presented only post-moderation reports. At Waverley High School, different coloured pen inks were used, which is an indication that moderation did take place at different levels, but this was not explicitly articulated in the reports presented.

b) Learner Files

i. Learner performance

The performance of learners in this province ranged from poor to good across the sampled subjects.

In Consumer Studies, on the whole the learners were able to interpret the question correctly but the quality of their answers reflected a lack of subject knowledge. In many cases their responses did not meet the demands of the question, resulting in poor mark attainment.

The learner performance in Economics varied. Learners generally performed satisfactorily in the formative assessment tasks and performance was relatively weaker in test- and examination-based assessments. This trend was noticeable at Vukubone Secondary School and Sokisi High School, where learners did well in the research project and case studies and relatively poorly in the preliminary examinations, especially in Paper 1. At Waverley High School, learners tended to repeat responses in different ways. This was particularly true for the middle-order type of questions of the controlled test and preliminary examinations.

In Life Sciences learners' responses did not meet the demands of the assessment tasks, especially in the controlled tests and the preliminary examinations. This was evident in the poor performance in higher-order and difficult questions.

ii. Quality of marking

Inconsistent marking was evident in Consumer Studies, Economics and Life Sciences. In most cases marking was untidy and difficult to follow. In Life Sciences correct answers were marked wrong or not marked at all in some schools. In some instances, wrong answers were marked correct; this was confirmed by the variance, which ranged from -9 to +7 marks in the controlled test and preliminary examinations, respectively.

In Economics, after external moderation there were marginal differences (01/02-mark differences on average) between the marker and the moderators. At Waverley High School, for example, Section A of the preliminary examinations Paper 1 was not marked properly. In Question 1.3.4, the answer 'Deregulation' was marked as correct whereas 'Physical control' was the expected answer. In addition, another issue of concern was the marking of incorrect statements as correct. For instance, at Waverley High School a learner mentioned that the 'Lagging indicator reaches the turning point', and was awarded two marks for this, without qualifying the turning point itself. In the controlled test, Question 1.3.3, the 'balance of payments' was marked correct, yet the answer expected was 'parastatals'. The incorrect responses that were marked as correct unnecessarily advantaged the learner, giving a false impression of their subject knowledge.

iii. Moderation of learner files

There was evidence that the learners' work had been moderated at school, cluster/district levels in the four moderated subjects. There was, however, no evidence of provincial moderation. However, in Life Sciences, the moderation at school, cluster and district levels tended to follow the red pen ticks and marks were mostly unchanged. This indicated poor internal moderation. In Consumer Studies, even though moderation was conducted, it was not on the whole learner file.

2.3.1.7 Northern Cape

Umalusi sampled schools from John Taolo Gaetsewe, Pixley Ka Seme, Frances Baard and Namaqua districts and six subjects, namely, Accounting, Afrikaans, Agricultural Sciences, Business Studies, Consumer Studies and Geography, for the 2021 SBA moderation.

a) Teacher Files

i. Technical aspects

The compliance with this criterion for the schools moderated in Business Studies was limited

as Degania High School's teacher file was poorly organised and some documents required for moderation were missing. The other three schools (Victoria West High School, Hoërskool AJ Ferreira and Hoërskool SA Van Wyk) complied with this criterion.

In Accounting, the technical requirements were met in two of the three schools that were sampled. The teachers' files contained the required documents, such as mark sheets and moderation reports. The exception was Tlhwahalang High School, where the teacher file contained only tasks and marking tools and was missing question papers as well as other supporting documentation, such as the project's financial statements. On the mark sheet, the SBA weightings for the tasks were not shown.

In Agricultural Sciences, the teacher files of the Northern Cape Agricultural High School were well organised, neatly arranged and accessible. However, the teacher files for Dibotswa Secondary School and Mogomotsi Secondary School were poorly organised and did not contain all the relevant documents necessary for moderation.

ii. Programme of assessment

The schools sampled in Accounting, Afrikaans and Consumer Studies had submitted a programme of assessment showing dates and the different methods of assessment for the respective tasks. However, in Agricultural Sciences and Business Studies, some of the sampled schools did not comply fully with this criterion. For example, in Agricultural Sciences, Dibotswa Secondary School and Mogomotsi Secondary School had not filed their programme for moderation process. In Business Studies only one school, Degania High School, had submitted a rather confusing programme of assessment, as there was no correlation between dates planned for implementation of assessment tasks and the actual date on which the task was administered, as reflected in the learners' evidence. The duration of each task was missing and the sub-topics to be assessed were not indicated as required.

iii. Assessment tasks

In Accounting the three schools in the different districts administered common provincial tasks. The tasks were aligned with the CAPS for topics covered and spread of content. In Agricultural Sciences, all the administered assessment tasks covered the prescribed subject content as specified in the amended CAPS policy 2021 for Terms 1–3.

The Business Studies controlled test and preliminary examinations were provincially set and met all the requirements. The same school, Degania High School, did not comply. For example, for task 1 instead of a case study, there were a number of scenarios used; similarly, in task 4 the project assigned to the learners did not use an investigative question, as required by the research component of this task.

iv. Technical layout of tasks

The layout of assessment tasks was compliant in all respects in the sampled schools for Business Studies. In Accounting, the schools in the three districts sampled also met the technical requirements. The layout of the tasks was reader friendly, with cover pages containing important information such as task duration, mark total and instructions to be followed. In Afrikaans Home Language the teacher files of Hoërskool Weslaan and Gekombineerde Skool Friersdale RK were well organised and arranged. Even though the teacher file of Phakamisani High School was well organised, there were language mistakes in the table of contents and the rubric for assessment task 6 was missing. Most of the schools administered SBA tasks that

were in line with the format and structure outline in the amended CAPS and examination guidelines for 2021.

In Agricultural Sciences the assessment tasks for Northern Cape Agricultural High School were of good quality and standard and can be used as an example for other schools in the province. The assessment task (controlled test) for Mogomotsi Secondary School was not appropriately developed; the numbering was incorrect; the pictures were of poor quality; there were grammatical and typographical errors in the document.

In Consumer Studies, the preliminary examinations in the moderated schools did not include a table indicating the question number, content, mark allocation and time allocation. At Hoërskool SC Kearns, technical errors were evident in the layout of the preliminary examinations in the teacher file. Mark allocations were not on the right-hand side at the end of each question. There were no spaces between the words in several questions.

v. Effectiveness of questioning

In Accounting the questions used in the tasks were effective. They required learners to compare information, comment on and evaluate the results. This encouraged critical thinking skills. The question in the project tasks included an analysis of published financial data, which exposed learners to a real-world scenario.

The set questions for the controlled tests, practical investigation, assignments and trial examination in Agricultural Sciences for Northern Cape Agricultural High School were of good quality and standard and did adhere fully to the cognitive demand levels as prescribed in the CAPS and examination guidelines 2021.

In Business Studies, at Degania High School the questions in all assessment tasks encouraged problem-solving, critical thinking and reasoning skills. However, the standard of the case study and project was compromised as their purpose was not fully addressed. Instead of a case study, a number of scenarios were set. In the case of the project, only two out of five questions were relevant to developing research, critical thinking and problem-solving skills.

vi. Question types

In Accounting the sources, adjustments and additional information provided were adequate to elicit responses from learners. Method marks were allocated to avoid double penalties. The provided answer books were relevant and appropriate for answering all questions. In Agricultural Sciences, the quality and standard of questioning for the sampled schools, except for Northern Cape Agricultural High School, were of poor quality and standard (practical investigation and controlled tests). The preliminary examinations questions were of good quality and adhered fully to the set cognitive demands as prescribed in the CAPS and examination guidelines 2021 (Northern Cape Agricultural High School and Dibotswa Secondary School). The question distribution was within the prescribed subject content distribution and question paper format and structure for Grade 12, as outlined in the amended CAPS 2021.

The type of questions asked in the Business Studies assessment tasks were compliant in most respects. The tasks included various types of questions that assessed different skills, such as problem-solving, which enables learners to apply critical thinking skills in solving problems.

vii. Source/stimulus material

In Accounting subject-specific sources, such as financial data and scenarios, were used in all three schools that were sampled.

In Agricultural Sciences, the stimulus materials used in both the controlled test and trial examination question papers in Agricultural Sciences were appropriate and clear and of the appropriate length. Only one schools, Dibotswa Secondary School, had presented pictures and illustrations for the controlled test and preliminary examinations papers which were of poor quality.

There was compliance in most respects with the source material in the Business Studies tasks administered at Degania High School. However, the length of the Term 1 task (case study) was not appropriate as it was a number of short scenarios instead of one long case study.

viii. Marking tools

In Accounting the mark allocation in the marking tools was neatly typed, clear, complete and accurate; alternative responses were allowed in the marking tools to ensure fairness. Except for the written report in Tlhwahalang High School completed in Term 1, in which the mark allocated did not correspond with the number of ticks in the marking guideline, Accounting in all other schools had well-developed marking tools.

The marking guidelines for the Agricultural Sciences assessment tasks were appropriate and comprehensive, with relevant alternative responses. The mark allocations on the marking guidelines corresponded with the mark allocations on the set tasks. Incorrect responses were noted in the marking guideline of the preliminary examinations Paper 2 at Dibotswa Secondary School.

In Business Studies, the marking tools available in the teacher's file were compliant in all respects at Degania High School; except for the project and preliminary examinations Paper 2, which were not included in the file.

ix. Moderation of teacher files

In Accounting, the evidence of pre- and post-moderation in the form of reports was found in the teachers' files of all three schools. The pre-moderation inputs were relevant and appropriate in terms of quality and standard. In Boesmanland Secondary School, the internal moderator commented on each pre-moderated section of the task and how each section would engage learners. There was also evidence of moderation by the examination SBA unit of the province to verify the tasks. The inputs were all appropriate.

The moderation of the teacher file for Agricultural Sciences was done exceptionally well at Northern Cape Agricultural High School at all levels (school, district and provincial level) as required by the policy. However, lack of pre-moderation and post-moderation was noted at Dibotswa Secondary School and Mogomotsi Secondary School.

In Business Studies, there was no evidence of pre-moderation for every formal task undertaken in this subject. The moderation instruments were not available, the Term 2 task (Presentation) had a signature of the moderator on the cover page only. There were no feedback reports with constructive comments for developmental purposes provided to the teacher.

b) Learner Files

i. Learner performance

In Accounting the learner performance ranged from poor to excellent in the moderated schools. There was a difference in performance between the controlled test and the preliminary examinations when compared to other forms of assessment. The controlled test and the preliminary examinations yielded low averages, but learners had high scores in other forms of assessment. In one learners' evidence of the case study at Tlhwahalang High School, the learners' responses were identical to the responses in the marking guideline. Few learners failed to quote financial indicators from the source and provided incorrect calculations. The solutions to corporate governance did not respond to the question.

The learner performance in Agricultural Sciences was average in both the controlled test and preliminary examinations.

In Consumer Studies, at Hoërskool SC Kearns and Hoërskool Vaalrivier: the preliminary examination marks of four out of six moderated learners were on Levels 1 and 2. The performance was poor as no learner scored Level 3 or higher. The learners performed much better in the practical lessons as they were able to score above Level 3. None of the schools included evidence of the written part of the practical work or evidence (e.g., photographs) of the articles/products that were made during practical lessons. This was contrary to the requirements indicated in the subject assessment guidelines.

In Business Studies, the pass rates were very low in all the schools, with three out of 34 learners passing the preparatory examinations at Hoërskool AJ Ferreira and 22 out of 45 passing at Hoërskool SA Van Wyk. The teacher from Degania High School did not submit the composite mark printout, but there was evidence from the marks for each task that the overall performance would be good.

ii. Quality of marking

In Accounting in general, the quality of marking in the evidence sampled was consistent and adhered to the marking tools. A few questions were marked with leniency in Hoërskool Boesmanland. Tlhwahalang High School had a 10% deviation due to poor marking quality, inaccuracy and method-mark misallocation. In Question 3 of the preliminary examination Paper 1, the teacher demonstrated a lack of understanding of the content tested, with incorrect responses awarded marks. In Paper 2, a learner provided a completely incorrect calculation for the break-even point but the teacher gave the learner full marks. Marking was done appropriately in the administered assessment tasks for Agricultural Sciences submitted by schools for moderation. The subject teachers showed consistency and accuracy in marking learner tasks and adhered fully to the marking guidelines.

The quality of marking in Business Studies at the moderated schools was not good. The marking was again compromised in Degania High School. After moderation, mark variance between the raw marks and the moderated marks was, in some cases, as high as 23 marks. In this case, learners may have unfairly benefited from the teacher's lenient marking.

In Consumer Studies, marking errors were evident in the short and longer questions, as marking did not always adhere to the marking guideline. In many instances, marks were allocated for answers that were not in the marking guideline. In Question 3.1.1, marks were allocated for repeating facts that were stated in the question. Errors in the transfer of marks were noted.

iii. Moderation of learner files

In Accounting internal moderation was carried out in each of the three schools sampled. In Agricultural Sciences, the post-moderation of learners' files was conducted remarkably well at school, district and provincial levels at Northern Cape Agricultural High School and moderation reports were available in the teacher's file. Post-moderation at school level in learners' files were noted for Dibotswa Secondary School and Mogomotsi Secondary School, but moderation reports were not available.

In Business Studies, there was no evidence of post-assessment moderation for all tasks written by learners, except for the Term 2 task (presentation), which had five aspects. This was not adequate in helping the teacher to improve marking to ensure that marks awarded to learners were fair, valid and reliable. At Victoria West High School, the moderation was done at school and provincial levels for Term 1 and Term 2. All Term 3 tasks were moderated at school level. Hoërskool AJ Ferreira had evidence of post-assessment moderation for Term 3 tasks. Hoërskool SA Van Wyk had evidence of district moderation for Term 2, but no moderation was done for Term 3 at all levels. The feedback to the learners was developmental.

The Consumer Studies learner files were moderated internally by the schools and the districts. The moderators' marking did not differ from the teachers' marking. No feedback was given to learners for correction and improvement purposes.

2.3.1.8 North West

Umalusi moderated five subjects for SBA in North West. These were Accounting, Agricultural Sciences, History, Mathematical Literacy and South African Sign Language Home Language. The sampled districts were Ngaka Modiri Molema, Dr Ruth S Mompati and Bojanala.

a) Teacher Files

i. Technical aspects

The teachers' files for Accounting, History and Mathematical Literacy were mostly compliant with this aspect as they were neat and organised. This enabled the moderator to get a clear picture of the status of teaching of these subjects. The files also had all the required documents, including annual teaching plans, programmes of assessment, diagnostic reports, the correct number of formal tasks undertaken together with their corresponding marking guidelines, mark sheets and moderation reports. Only two schools from the same district (Ngaka Modiri Molema) in Mathematical Literacy, Mothusi Marumolwa Secondary School and Thuto ke Maatla Secondary School, and five schools in Accounting, had not submitted moderation reports.

Agricultural Sciences was the only subject in which files were not in good order; they were bulky and poorly organised. The files contained superfluous documents, such as lesson plans, informal tasks, subject policies and subject meeting minutes, which were not required for SBA moderation.

The moderation of South African Sign Language Home Language at North West Secondary School for the Deaf was compliant in most respects. However, a memory stick or hard drive made available for external moderation did not have signed tasks as required.

ii. Programme of assessment

In all subjects moderated, the sampled schools submitted clear programmes of assessment, the required assessment tools and the formal tasks for the 2020 assessment cycle.

At North West Secondary School for the Deaf there was limited compliance with this criterion in South African Sign Language Home Language. Although all tasks were attempted, the teacher confused concepts related to the tasks. This was deeply concerning as learners may not have been exposed to adequate preparation for the NSC examination from the range of tasks in the summative SBA portfolio.

iii. Assessment tasks

The tasks used in Accounting and History were the same across the cluster, districts and province. The tasks assigned to learners in all the subjects moderated in this province were generally valid as they were in keeping with the requirements of the CAPS. In addition, the tasks were of high quality and were therefore guaranteed to stretch and prepare the candidates appropriately.

iv. Technical layout of tasks

The tasks were properly laid out following the structure outline as prescribed in the amended chapter 4 of CAPS and 2021 examination guidelines. It was only in Accounting that Paper 1 and Paper 2 of the preliminary examinations could have confused learners in indicating "November 2020" on the cover page, as well as displaying poor numbering in the case study. The numbering in the question paper did not match the numbering in the answer book and marking guidelines, a sign of a lack of pre-moderation of tasks before they were given to learners to write.

In South African Sign Language Home Language, only the English version was compliant with this criterion. No signed version in PowerPoint format was available.

v. Effectiveness of questioning

In the sampled subjects, most assessment tasks and particularly the preliminary examinations, were common tasks set by the districts and province. The tasks assigned to learners were generally valid as they were in keeping with the requirements of the CAPS. In addition, they were supported with meaningful rubrics for marking. High quality, challenging and creative assessments were used to stretch and prepare the candidates appropriately. The moderated schools could not develop strategies to teach and assess problem-solving techniques in language, generate critical thinking at a higher level and create opportunities for the enhancement of creativity, besides the creative writing activities (Afrikaans Home Language). The cognitive demand of the assessment tasks was adhered to and applied correctly according to the examination guidelines and CAPS policy document (Agricultural Sciences).

In Mathematical Literacy, Question 1 in the Term 1 test, Mothusi Marumolwa Secondary School required learners to define the break-even point, identify the tax bracket and calculate the income tax of a person. Questions were scaffolded and encouraged problem-solving, critical thinking and reasoning skills. Question 3 of the Term 3 assignment required learners to find the actual height of an object using packaging options (Level 4 question), which was very difficult for learners to respond to.

The probability questions in the Term 3 assignment were challenging. However, there was much emphasis on Level 1 and Level 2 questions, with few Level 3 and 4 questions. The assignment had an appropriate degree of innovation. Question 1 in both trial examination papers covered integrated questions and was pitched at cognitive Level 1 (30 marks each). This was easy for learners and the majority managed to score marks.

In South African Sign Language Home Language there was no evidence of the use of Bloom's or Barrett's taxonomy. The distribution of marks across cognitive levels in the assessment tasks was not CAPS compliant and the assessment tasks did not elicit critical thinking or reasoning skills. The questions and question papers were not Grade 12 appropriate. The choice questions were not on the same level and were, therefore, not compliant.

vi. Question types

The sampled subjects had assessment tasks that allowed for various types of questions, as appropriate to the subject. The language and terminology used was appropriate and relevant to Grade 12 learners and relevant verbs and key words were used throughout the questions. The assessment tasks included sufficient information to elicit appropriate responses. The use of provincially standardised samples resulted in the schools complying with all the properties under "Question types".

In Mathematical Literacy there was no cognitive analysis grid available for the Term 1 test to depict the spread of cognitive levels of the questions. In Question 2 of the Term 1 test, one learner could not identify the tax bracket to be used. In Question 3 of the test, the learner could not calculate water tariffs to verify how a client was charged. Hence there was poor performance in the test. In Question 1.2.3 in the trial examination Paper 1, one learner could not calculate the currency in Yen. She did not know the difference between income and actual amount. In Question 3, most learners did not know the meaning of an outlier, hence they could not analyse the box-and-whisker plot. The PED preliminary examinations, refreshingly, had new questions that enhanced the quality of the paper. The type of questions asked accommodated the distribution of marks according to all taxonomy levels. e.g., Question 1 of each paper (± 30 marks) was based on mixed questions at taxonomy Level 1 only. Probability was examined in the context of one or more of the other questions.

In South African Sign Language Home Language, marks were awarded in the English version; the signed version was not provided. The questions asked in the assessment tasks were not reliable as tasks did not match the prescribed tasks. For task 3 and task 7, none of the topics were pre-recorded and available on a master USB/hard drive for moderation, as should have been done. In task 5 the teacher used a short story in literature for setting comprehension questions. Language structure and use were not set and only a cartoon was used for language. In task 6, instead of a literary essay, a transactional text was done; "Sign a speech to the remembrance of Albertina". The assessment tasks were not CAPS compliant.

vii. Source/stimulus material

The source materials used in Accounting, Agricultural Sciences, Mathematical Literacy and History were well selected; they were relevant to the subject, of appropriate length and clear to read. In Accounting, only one task, the case study, had been given slightly more time than prescribed. This gives learners false indicators for pacing themselves in the final examination.

In Accounting the source materials were subject-specific and the length and allocated time in each task correlated; except for the case study, where too much time was given. It was clear, relevant and appropriate, except that there was an error in numbering on the case study. The stimulus materials used in both the controlled test and preliminary examination question papers of Agricultural Sciences were appropriate and clear for learners to comprehend.

In Mathematical Literacy, the pictures used in the Term 1 test and Term 3 assignment were clear, legible and error free. They were subject-specific, relevant and appropriate. The pictures adhered to all criteria according to CAPS. All pictures used in the provincial education department trial papers were clear and legible enough. The pictures allowed for the testing of interpretation skills.

In South African Sign Language Home Language, the source texts could not be moderated as no PowerPoints were made. The task 9 comprehension was taken, verbatim, from a Grade 11 exemplar.

viii. Marking tools

In Accounting the marking guidelines were neatly typed, accurate and relevant for the set task. There was correlation between the question paper, answer book and marking guidelines, except for case study, where the numbering did not match the numbering in the marking guideline. The misalignment in numbering may have posed a challenge when marking as the correct responses may have been marked incorrectly.

In History the marking guidelines were appropriate and again comprehensive, having relevant alternative responses. The mark allocations on the marking guidelines corresponded with the mark allocations on the set question papers. However, the marking of the essay questions at Marubising Secondary School, Ipelegeng Secondary School and Gaotime Secondary School was problematic. The teachers did not follow the prescribed procedure and symbols in the marking of the essay questions. Teachers awarded marks with no indication of the matrix being used. The learners were not guided in writing an introduction and conclusion when answering an essay question. The marking rubric for the essays should be given to the learners.

In Mathematical Literacy, the Term 1 test marking guideline was neatly typed with a good cover page. The marks in the task corresponded with that of the marking guideline. There were notes attached to facilitate the marking process. The trial examination Paper 1 marking guideline (Question 1.1.1, Question 1.1.4, Question 1.1.5, Question 1.1.7, Question 4.2.3 and Question 4.2.4) solutions were corrected. Virtual marking standardisation meetings were conducted and some solutions were handwritten. The Term 3 assignment marking guideline (Question 4.1.1) had no ticks to show mark allocation. The marks in the Term 3 assignment (Question 4.4.1) did not correspond with the marks in the marking guideline, e.g. two marks in the task and three in the marking guideline. The Term 3 assignment had no explanation for ticks on the cover page. This may have negatively disadvantaged/advantaged learners unnecessarily.

The rubrics were used for South African Sign Language Home Language. However, in a number of cases the English preparation of learners was marked. The summary was not done in an acceptable format; no alternative responses were included.

ix. Moderation of teacher files

In Accounting only one school out of the five moderated, Mothusi Marumolwa Secondary School, had evidence of pre-moderation reports of all the tasks in the teacher file; pre-moderation had not been undertaken in the other schools for all formal tasks as there was no evidence of such in the teachers' files.

The quality, standard and relevance of inputs from internal moderation done by province were appropriate. Feedback reports provided were detailed and developmental. In Agricultural Sciences the moderation of teacher files was done exceptionally well at school and district level, as required by the policy. The comments on the moderation reports were appropriate and developmental for subject teachers. However, moderation of teachers' files at provincial and national levels was not done as prescribed by the CAPS-related policies.

In History the absence or very low level of moderation of teacher files at school, cluster and district level was a major cause for concern. Where moderation was done, it was a matter of verification, or checking for compliance, at school or district level.

In Mathematical Literacy there was evidence of internal post-moderation conducted (at school and district level) in all the selected schools. There were SBA post-moderation reports available in the teachers' files. There was no evidence of cluster-level moderation. The moderations at Monchusi Secondary School and Thuto ke Maatla Secondary School lacked quality feedback to the teacher. There were no comments or inputs at school and district levels but instead were characterised by Yes/No, with no comments. The moderation at Mothusi Marumolwa Secondary School and Tasman Secondary School provided quality feedback.

The Term 1 and Term 2 moderation reports at Thuto ke Maatla Secondary School were evident. Provincial moderation was evident only in selected schools in Dr Ruth S Mompoti district.

b) Learner Files

i. Learner performance

In Afrikaans Home Language the assessment tasks were fair and reliable; as a result the learners were sufficiently equipped to meet the demands of all the assessment tasks. The evidence showed that candidates had reasonable ability to respond to various aspects of the assessment tasks.

Most learners were able to respond appropriately, with varying degrees of success, to the different types of questions. Learner performance ranged from average to good in the preliminary examinations.

In Accounting learner performance ranged from poor to good. Umalusi identified the following: at Mothusi Marumolwa Secondary School learner performance was poor, as two out of the four learners performed at Level 1 in the controlled test and preliminary examination.

Learners at Leretletse Lesedi Secondary School, Bethel High School and Zeerust Combined School performed well at 50% and 83% in the preliminary examination and the controlled test respectively. At More Secondary School learner performance was average, as two out of the 11 learners performed at Level 1 in the controlled test. This increased to five performing at Level 1 in the preliminary examinations.

In Agricultural Sciences, the learner performance was average in the controlled test and trial examination papers. The learner performances on the assignment and practical task in most schools were very high, raising questions on their authenticity.

In History the evidence of learner achievement was recorded in all the educators' portfolios. It was very pleasing to note that there was a good spread of marks among learners. This was evidence that the schools had prepared their learners well for the finals.

In Mathematical Literacy at all four sampled schools learner performance varied from good to poor. Most of the learners performed well in questions that required them to recall and remember knowledge (Level 1 and Level 2 in both Paper 1 and Paper 2). The learners demonstrated poor ability in responding to higher cognitive level questions that required them to use reasoning and reflection (Level 3 and Level 4 in Paper 2). Most learners struggled with calculations and questions that required higher-order responses, especially in the trial examination Paper 2.

The Term 1 test analysis (Mothusi Marumolwa Secondary School) displayed poor performance by learners. There was no diagnostic analysis of the Term 1 test and the trial papers. The performance for the trial examination papers (Thuto ke Maatla Secondary School and Monchusi Secondary School) was good. The Term 3 assignment learner performance (Tasman Secondary School) was poor. The trial papers showed improvement, however, with many learners at Level 2. The candidates' performance in the Term 3 assignment and the trial examination averaged 32 and 31 marks respectively. There was consistency in the poor performance of both Term 3 assignment and trial examination formal tasks.

ii. Quality of marking

The quality of marking at the sampled schools was good in Afrikaans Home Language. Marking was consistent and adhered to the marking tool. The totalling of marks and transfer of marks to the record sheet were correct. An area of concern was feedback to learners: very limited constructive feedback (besides marks and indication of language errors) was provided to learners. Attention needs to be paid to this aspect of learning and teaching.

In Accounting inaccurate marking was identified in the marking of the moderated scripts in both Paper 1 and Paper 2 of the preliminary examinations and the controlled test. At Mothusi Marumolwa Secondary School, deviations of 14 marks in the preliminary examinations Paper 2 and eight marks in the controlled test at Leretletse Lesedi Secondary School, between the teachers' marks and external moderators' mark, were identified. No evidence of an attempt to address the deviations was apparent anywhere in the process, which means the learners' final SBA mark would be negatively affected. Similar deviations that were not addressed were noticed in the marking of Paper 2 for Zeerust Combined School, where deviations of five marks and seven marks were found. The marking of the preliminary examinations was much better at Leretletse Lesedi Secondary School in both Paper 1 and Paper 2; and Bethel High School was much improved, with reasonable deviations.

In Agricultural Sciences marking was done appropriately on the administered assessment tasks submitted by schools for external moderation. Most of the subject teachers showed consistency and accuracy in marking learner tasks and adhered fully to the marking guidelines. However, a poor standard of marking on the SBA tasks was noted in schools such

as Renalerona Secondary School and Noto High School, where some learner responses were not marked (incomplete marking).

In History the marking of the assessment tasks at most schools was consistent. There was constructive feedback in comments given to learners in some cases. Constructive feedback serves as positive motivation to learners and enables them to focus on areas of weakness. In other cases, succinct and pertinent comments/remarks by educators appropriate to the standard and quality of tasks in the learners' portfolios were not always present; the teachers did not follow the prescribed procedure and symbols in the marking of the essay questions; teachers awarded marks with no indication of the matrix being used; and no comments were made by a teacher to substantiate a given mark for the essay.

In some instances questions were not marked in either Paper 1 or Paper 2. The following were noted:

- aa. At RA Kobue Secondary School a learner's work in Paper 2, Question 2.3.1 was not marked.
- bb. At Ipelegeng Secondary School a learner's work in Paper 1, Question 3 was not marked, yet the learner received 66 marks out of 150. This learner was given a mark of 22 out of 50 on the answer booklet, yet there was no evidence of the answer.
- cc. At Gaotime Secondary School a learner's work in Paper 2, Questions 2.5.1 and 2.5.2 were not marked. The moderator did not pick up the discrepancy. The teacher awarded marks for the essay with no ticks evident in the essay.

In Mathematical Literacy, the quality of marking and adherence to the marking guideline (in the Term 1 test, Term 3 assignment and the preliminary examinations) was good in the moderated schools, with the exception of the following:

In the preliminary examinations Paper 1, for Thuto ke Maatla Secondary School marks increased by one and two marks. The teacher did not add marks to the attached graph. The learners' mark in the preliminary examinations Paper 1 (Tasman Secondary School) decreased by two marks.

The quality of marking in South African Sign Language Home Language was poor and lacked feedback for future improvement.

iii. Moderation of learner files

In Afrikaans Home Language the schools embarked on regular moderation of learner files, with evidence of school and provincial moderation found in the files. National and district moderations were not encountered. If this trend of increased moderation of learner files in schools can translate into constructive feedback to learners, it can become a useful tool in the learning and teaching processes.

In Accounting the learners' scripts were moderated at different levels, as evidenced by different coloured pens from the school by the head of department (green), subject advisor (black) and provincial moderator (pink/orange). The quality of internal moderation was satisfactory, as deviations in marks ranged between five marks and nine marks in the three moderated tasks. The moderation feedback from the province was developmental and provided guidance to the learners.

The post-moderation of learners' files for Agricultural Sciences was conducted at school and district level as required by the policy. The post-moderation comments were appropriate and developmental for subject teachers. Nevertheless, the post-moderation on learner files at provincial and national level was not done as prescribed by the CAPS-related policies.

In History the absence, or very low level, of internal moderation at school, cluster and district level was a cause for concern. Different coloured pens had been used for moderation, but it was not clear which colour represented which level of moderation. There were no internal moderation reports indicating the levels at which learner performance had been internally moderated. With the absence of moderation reports, the external moderator is unable to comment on feedback to the teacher at each level of moderation. Internal moderation was clearly neglected at all levels of implementation.

In Mathematical Literacy there was evidence of internal moderation conducted in all selected schools. Most of the teacher files contained internal moderation reports, with only ticks or 'Good' available. There was a lack of constructive feedback or comments in the sampled schools. The quality of marking in all the selected schools was good; there was good adherence to the marking guideline, with correct totalling and transfer of marks. There was no evidence of shadow-marking. However, some marks had to be adjusted in Paper 2 (Tasman Secondary School).

In South African Sign Language Home Language, the English head of department moderated the English version of the tasks and provided valuable support. As there was no signed version it could not be pre-moderated. This cancelled the effort the head of department made to assist.

2.3.1.9 Western Cape

In Western Cape Umalusi moderated SBA in six sampled subjects: Accounting, Dance Studies, Engineering Graphics and Design, English First Additional Language, History and Life Sciences. The sampled schools were drawn from the following districts: Metro East, Metro South, Metro North, Metro Central and Cape Winelands.

a) Teacher Files

i. Technical aspects

Except for Engineering Graphics and Design, the teachers' files of the moderated subjects were well organised, neatly arranged and easily accessible. The files contained the relevant documents as prescribed by Personnel Administrative Measures (PAM). However, very few of the required documents were included in the files for Engineering Graphics and Design.

ii. Programme of assessment

The sampled subjects complied with this criterion. The five sampled schools offering Accounting used valid and appropriate assessment methods that were consistent with policy, such as the written report, controlled test, project, case study and cluster preliminary examinations.

In Engineering Graphics and Design all the tasks were aligned to the amended 2021 DBE annual teaching plan. All the required methods of assessment, i.e., course drawings and the preliminary examinations, were completed. However, none of the course drawings were

assessed using the CAPS simplified rubrics, which raised the concern that the course drawings might have been done as tests/class tests.

In Life Sciences all the schools complied with the requirements of seven tasks by the end of Term 3 (Life Sciences and English First Additional Language).

iii. Assessment tasks

Except for the preliminary examinations in Accounting, which were set at the cluster level, each school in each district was in charge of its own tasks. As such, the quality of the tasks varied. Except at Sophumelela and Harry Gwala Secondary Schools where the project was adapted from previous papers, the project in three of the five schools sampled included the policy-mandated analysis of published financial statements. The case study, which appeared to be a test in each of the five schools, was repurposed from previous question papers. In addition, the case studies at Groot Brakrivier Secondary School and CBC St John's were not policy-aligned as they covered a Term 2 topic. A case study from CBC St John's revealed Siya Kolisi's real name, who was involved in corruption with his wife and son. This was inappropriate and against policy.

In Engineering Graphics and Design, even though the sampled schools used only one task to obtain each course drawing mark and did not cover the content of all the topics, the spread of the content in the assessment tasks was aligned to the CAPS prescripts.

In History the assessment tasks administered in the sampled schools covered the topics/content as prescribed in the CAPS document. However, at Premier College learners were assessed on the wrong topics (of 2020) for all formal tasks and preliminary examinations. This may have had a negative impact on the general performance of learners.

In Life Sciences the assignment had open-ended questions, which were unfair to the learners: the assignment was supposed to be completed at school under controlled conditions but it was apparent from the learners' responses that the assignment was conducted at home as a take-away task (four hours to do the sweating exercise). There were also aspects that were assessed which were not part of the syllabus, for example: hyperthermia: a detailed structure of the skin was not required.

The assessment tasks in English First Additional Language were compliant with this criterion.

iv. Technical layout of tasks

In Accounting the sampled tasks had a reader-friendly layout and the cover page included important information, such as the duration, total marks and clear instructions regarding the assessment task. In Engineering Graphics and Design and Life Sciences, the technical layout of assessment tasks was satisfactory. The moderated schools complied with the technical layout of assessment tasks in History,

v. Effectiveness of questioning

The Accounting project included an analysis of published financial statements in three of the five schools, which exposed learners to a real-world scenario. The questions, which required learners to compare information, comment on and evaluate the results, encouraged critical thinking skills. The assessment tasks in the other four schools were not accompanied by analysis

grids to show the distribution of cognitive levels, except for Harry Gwala Secondary School, whose cluster-set assessment task was accompanied by an analysis grid.

In Engineering Graphics and Design and English First Additional Language in all moderated schools the questioning was effective. However, anomalies were noted in English First Additional Language in Saxonse High School and Phandulwazi Secondary School. Both schools did not follow the CAPS amendment (Section 4 of 2021) in task 7. According to CAPS, task 7 is a literature assignment with two questions; one is out of 20 marks, a shorter transactional text based on the literature; and Question 2 is out of 15 marks (contextual questions). Both schools mentioned above set two contextual questions, out of 18 and 17 marks respectively, contrary to the CAPS.

In Life Sciences Paper 1 of the preliminary examinations lacked higher-order questions (C and D), which is contrary to the CAPS requirements for setting a balanced question paper. In History all cognitive levels were addressed in all the assessment tasks.

vi. Question types

In Accounting questions were based on sufficient topics to elicit broad responses from learners.

In Engineering Graphics and Design the assessment tasks included sufficient information to elicit appropriate responses. The graphics (drawings) in all the tasks were relevant and correct. The moderated schools offering English First Additional Language used the cognitive level grid as per Barrett's' taxonomy.

In Life Sciences the question types in both the assignment and preliminary examinations in all three schools were varied and presented learners with real-life scenarios and real-life problem-solving contexts. This was commendable. The schools offering History complied fully with this criterion.

vii. Source/stimulus material

The stimuli/sources used in Accounting, such as financial data and scenarios, were subject-specific. The source material was used correctly. The tasks that were sampled, such as the cluster preliminary examination and the project, allowed for the testing of interpretation skills. There were no tasks that were carried out using invalid sources. However, in the case study of CBC St John's, real names were used and the scenario presented associated the people with corruption. This was concerning.

In English First Additional Language most of the schools did well in typing the extracts as they appeared in the book. The teacher at Saxonse High School had a challenge in typing the dialogue (My Children! My Africa!). The dialogues were mixed up and difficult to follow. The mixing up of the dialogue presented a challenge when the question was based on words uttered by one actor/actress, while in the extract provided the words were not uttered by that person.

In Life Sciences, generally, the stimulus material in all three schools were appropriate for Grade 12 learners in the trial examination and in the assignment for Sans Souci Girls' High School and Phoenix Secondary School. Both wrote the common Metro Central preliminary examinations. The following observations were made relating to sources and stimulus material of poor quality:

- In Paper 2 of the preliminary examinations the diagrams were poorly presented. In Question 2.5 the picture of a black and white cow was not clear; this would have disadvantaged candidates from arriving at correct answers for this question. Similarly, in Question 3.3 candidates needed to see the differences in the diagrams of the fish to understand the two different species of fish at the end of the process of speciation. These questions were unfair to the learners.
- At Emmanuel Christian Academy the stimulus material given to candidates for the assignment was not appropriate for Grade 12 candidates. Its technical and scientific language may have challenged the learners at university level, for example: 'A dissociated relationship between perceptions of fatigue and Tre was evident after STHA, with reductions in perceived physical and general fatigue'. This may have disadvantaged the learners in their performance.

The source-based questions in History were clear, relevant and appropriate. They addressed all Level 1 to Level 3 History cognitive levels.

viii. Marking tools

In Accounting, the marking tools allocated marks in a complete and accurate manner. To ensure fairness, alternative responses were allowed in the marking tools. In Question 3 of the case study at CBC St John's, it was unclear what the ticks in that calculation were for. At Groot Brakrivier Secondary School, there was no marking tool for the September Afrikaans version of Paper 2 of the preliminary examinations in the teacher file. The moderated schools for History were compliant as per policy with this criterion.

In Life Sciences the marking guidelines were mostly appropriate in all three schools for the preliminary examinations. However, the allocation of marks in the assignment at Sans Souci High School was of concern. The assignment was out of 120 marks instead of the recommended 50 marks. Too many marks were allocated to lower-order questions/skills, for example, the question on drawing a graph was allocated 12 marks instead of six marks. This discrepancy in the allocation of marks defeats the issue of fairness and reliability of the assessment task and impacts negatively on learner performance. At Emmanuel Christian Academy, the marking guideline for the assignment was very sketchy and may have elicited different marks from different markers. Further, at Emmanuel Christian Academy no rubrics were given for the marking of graphs in both the assignment and preliminary examinations. This would also lead to inaccurate marking.

ix. Moderation of teacher files

In Accounting there was evidence of pre- and post-moderation in the teacher files. Errors were identified and corrected during the pre-moderation of the tasks. The teacher files of the sampled schools contained evidence of moderation reports.

In Dance Studies, all teacher files in the sample were uploaded online. The selected schools administered the preliminary examinations, which was an adapted question paper from the June 2021 NSC examination. The province set aside the already moderated 2021 national supplementary question paper. Additional questions were added to make up, from 100 marks, to the now required 150 marks. However, it was not evident if the added questions were moderated and approved. The standardisation of the subject across the PED was of great concern.

In Engineering Graphics and Design there was no evidence of moderation at any level at Intshukumo Secondary School, compared to the other schools in the sample, which had evidence of moderation at either school or district levels.

In all the sampled schools offering English First Additional Language, pre-moderation remained a challenge in the schools moderated. The pre-moderation tool for each paper did not accommodate the paper assessed, as what is assessed in languages differs from one paper to the next. The tick-box pre-moderation tool used in all four papers was not accommodative to languages.

In History, pre-moderation was not done at the three schools, except at Phandulwazi High School and Valhalla Sekondêre Skool. The provincial moderation was done only at Phandulwazi High School and St Andrew's Sekondêre Skool. Moderation at all levels would have assisted the teachers, through feedback reports, to improve the delivery of the subject and in preparation for the final examinations.

In Life Sciences the moderation of tasks in Sans Souci High School at the school level moderation was well documented and impressive.

In Phoenix Secondary School and Emmanuel Christian Academy, while pre-moderation reports were present, moderation of the tasks at school level had not been done effectively. In these two schools there was no real checking for correctness or of correct standards by a subject specialist. The quality of the task had already been negatively compromised by the lack of effective pre-moderation of the task by a subject specialist.

b) Learner Files

i. Learner performance

The learner levels of performance in Accounting ranged from poor to excellent. In CBC St John's, Groot Brakrivier Secondary School and Westridge School, learners' responses met the demands of the tasks assessed, whereas in Sophumelela Secondary School, learners excelled in the tasks assessed internally but performed poorly in the tasks assessed externally. Learners at Harry Gwala Secondary School received grades ranging from 55% to 68% in the preliminary examinations, but 100% in the case study. At Groot Brakrivier Secondary School, one learner's file lacked evidence of a Paper 1 of the preliminary examinations.

In Dance Studies, South Peninsula High School and Wynberg Girls' High School had quality performance. Concern was with Hoërskool Eersterivier, as there were gaps in the mark sheet presented: many candidates had tasks missing. Two learners had SBA below 30%. It was noted that interventions from this teacher were recorded but, unfortunately, as determined as she was to assist, the learners were reluctant, absent and non-committed. This places questions on the evaluation task of Term 1 where commitment, etc. are evaluated. These aspects perhaps declined as the year progressed but it remains something to be considered.

The high-level learner should be complimented for good performance. Generally, the level of complexity and Dance Studies vocabulary presented was insufficient. However, considering the gaps and challenges these learners endured in Grade 11, the level achieved was to be commended. Complexity level must be focused on in future years as well as an increase in Dance Studies' vocabulary.

In Engineering Graphics and Design, although the marks for the course drawings at Intshukumo Secondary School indicated that the demands had been met, the preliminary examinations marks were considerably lower, indicating that the demands had not been met. At St Andrews Tegiese Hoërskool learners were unable to respond to all aspects of all the topics. The learner performance was at an average of 34.1% for the school.

In English First Additional Language learner performance varied from poor to excellent at different schools.

In Life Sciences learners performed satisfactorily in the assignment task. In Emmanuel Christian Academy learners performed very well; however, this was because the teacher marked the assignment very subjectively and gave undue credit for easy and unfair questions, for example the redrawing of the skin, which was provided in the stimulus material.

In the preliminary examinations many learners performed extremely poorly in questions at higher cognitive levels.

ii. Quality of marking

The marking quality of Accounting was consistent, and the marking tools were used correctly. Misallocation of method and part marks caused deviations in evidence sampled. Westridge's deviations were corrected by an internal moderator. Only one script in Sophumelela Secondary School had an 11-mark difference. The teacher at CBC St John's awarded method marks even when no part of the calculation was correct. The deviation at Harry Gwala Secondary School was caused by an error in Question 2.1, where three marks were given instead of two marks; and 'sundry expense' was given two marks instead of one mark.

The quality of marking in English First Additional Language was at an acceptable level in all the schools. History marking was within the tolerance range and was consistent with the marking guideline.

In Engineering Graphics and Design at Intshukumo Secondary School there was no indication of how the marks were allocated on the learners' course drawing tasks and very limited indication on the examination papers. There was insufficient constructive feedback provided to the learners.

In Life Sciences Umalusi identified inconsistencies in marking in the preliminary examinations Paper 1 as many incorrect answers were marked as correct (Emmanuel Christian Academy). For example: Questions 1.5.3, 2.13, 2.3.1, 3.1, 3.4.2: the teacher changed answers then marked them as correct. The teacher awarded marks in excess of 14 marks and five marks in Paper 2. This lenient marking may have advantaged the learners. In general, the quality of marking in Emmanuel Christian Academy was very poor. In Phoenix Secondary School, poor marking was noted in the marking of an assignment. The teacher had awarded marks in excess of three marks. The Sans Souci Girls' School was an example of good and consistent marking of learners' assessment tasks, as zero-to-one-mark deviations were noted.

iii. Moderation of learner files

Moderation of Accounting was carried out at the school and district levels based on the evidence sampled. Internal moderation was generally of high quality in all three districts, except for Sophumelela Secondary School, where the internal moderator repeated the

teacher's errors. The teacher files had evidence of internal moderation in the form of reports, but the reports did not provide feedback to learners. The developmental feedback provided at the district level was taken into consideration.

In Engineering Graphics and Design there was no evidence of internal moderation at Intshukumo Secondary School. At St Andrews Tegniese Hoërskool, even though there was evidence of provincial moderation no constructive feedback was provided in the report that could help learners to improve.

Although there was evidence of mark allocation, the mistakes on the CDs were not pointed out. The feedback to the learners would therefore have been insufficient. As there was a difference of only one mark with only one task in all the learners' files checked, it raised a suspicion that shadow-marking could have been done.

In English First Additional Language there was evidence of green-pen moderation in all schools moderated. The province must ensure that information is provided on the different colour pens used for moderation.

In History there was evidence internal moderation was done at school level. Provincial moderation was only evident at Phandulwazi Secondary School and St Andrew's Tegniese Hoërskool. In Life Sciences, in all three of the schools sampled post-moderation (moderation of the learners' scripts) was conducted only at school level.

2.3.2 Practical Assessment Tasks

The moderation of PAT was conducted for eight subjects, namely Music (Eastern Cape), Consumer Studies (Gauteng, Mpumalanga and Northern Cape), Computer Applications Technology (Gauteng), Engineering Graphics and Design and Dance Studies (Western Cape), Civil Technology (Construction) and Tourism (KwaZulu-Natal) and Technical Sciences (Limpopo). (See Annexure 2B.)

a) Teacher Files

i. Technical aspects

The moderation found that the level of compliance in this aspect was high with quite several subjects presenting well-organised files showing clearly the different PAT tasks for each of the three terms of the school year. Good practices were observed in all three schools for Consumer Studies and Computer Applications Technology in Gauteng and Music files in the Eastern Cape.

The teachers' files from the sampled schools offering Computer Studies in Northern Cape did not contain evidence that the PAT assessment plan, signed by the principal, was submitted to the subject advisor for approval, as prescribed by the subject assessment guidelines. The teachers' PAT files did not contain a document indicating the desirable qualities for each article and did not contain an estimated budget and cost per learner, which is important before the practical activity is conducted. This is also important for the teacher to adhere to so that learners are not disadvantaged.

At one school in the sample, Intshukumo Secondary School, in Engineering Graphics and Design (Western Cape) there were gaps and omissions in the teacher's files. There was no evidence that PAT was administered in the file; no programme of assessment; and no evidence of moderation at any level. The teacher failed to adhere to the CAPS requirements

for the administration of the PAT for Engineering Graphics and Design. This was challenging, since the external moderator could not track the teacher's progress in administering and implementing the PAT at the school.

In Tourism, the PAT guideline document was incomplete, as the PAT mediation plan and annexures were not included in the teachers' files. The files for the teachers at the three schools had raw mark sheets for the PAT, while at one school (Hillside College) there were no mark sheets reflecting the learners' raw PAT marks and only the final mark sheet was provided. At Bookville Institute, while there were mark sheets with raw marks, the marks were not transferred on the final composite mark sheet. The marks in each component of the PAT were not all correctly added nor correctly transferred to the working mark sheet. There was no composite mark sheet at Esiphondweni High School. In three schools (Ekwazini High School, Hillside College, Bookville Institute), there were no declaration forms signed by the teacher and confirmed by the school, which mark the finalisation and approval of the PAT, as per Annexure TOUR04 of the PAT guideline. Only one school (Esiphondweni High School) had a signed and confirmed declaration form by the teacher. The indication of raw marks before transferring to the final mark sheet and the correct transfer of marks is important to ascertain how the final mark was arrived at.

Only one school offering Technical Sciences (Matavhela Secondary School) contained the teacher's files with the complete, revised PAT document prescribed for the current year. The teacher files of Derek Kobe Senior Secondary School and OR Tambo Comprehensive School were not complete and not organised correctly.

ii. Programme of assessment

The sampled subjects for PAT moderation demonstrated partial to full adherence to the 2021 PAT subjects' programmes of assessment. The teachers for Civil Technology (Construction) adhered fully to the subject PAT programme of assessment. The sampled schools for Music adhered to the administration of two PAT, one a concert performance or Indigenous African Music performance, with programme notes and a budget and including a composition or an arrangement.

In Engineering Graphics and Design the correct assessment criteria and rubrics were used. In Consumer Studies, externally moderated in three PED, the sampled schools adhered to the recovery plan for Consumer Studies. A common district-controlled test and common provincial preliminary examinations were administered. This was beneficial for the standardisation and quality of assessment; however, the practice does compromise the opportunity for a teacher to fully develop the potential required to set tasks and tests.

PAT moderation of Tourism in KwaZulu-Natal adhered to the programme of assessment, as all teachers in the sample implemented the assessment tasks as indicated in the revised SBA plan for 2021–2023.

iii. Assessment task and marking tools

Assessment tasks for Civil Technology (Construction) in KwaZulu-Natal at both schools, KwaMakhutha Comprehensive High School and Phendukani Full Service High School, had well-constructed marking tools covering practical and theory aspects of the assessment. Although the marking tools were not in the learners' files, there was enough evidence that learners had used it for corrections. The assessment rubrics provided clear guidance on how

the tasks were to be marked. The cognitive levels were reasonably distributed, but questions fell short of the innovation required to challenge learners' other skills, such as problem-solving and application of knowledge. The province presented high quality practicals for Civil Technology (Construction).

In Eastern Cape two schools, Clarendon High School for Girls and Hudson Park High School, were sampled for PAT moderation in Music. The schools were compliant in some aspects but not in others. For example, both schools had set good questions, selected relevant and highly stimulating source material and had well-designed marking guidelines. Hudson Park High School conducted one task instead of two tasks, as indicated in the programme of assessment. This may have affected the learners' performance in the other task.

In Engineering Graphics and Design, although the correct assessment criteria and rubrics were used there was a concerning, huge mark difference between the teacher's and external moderator's marks. This indicated lenient marking by the teacher, non-compliance to or a lack of understanding of, the level descriptors, rubrics and/or assessment criteria/requirements (Intshukumo High School). For example, one learner obtained 91%; after external moderation, the marks decreased to 51%. Another example was of a learner having obtained 84%, compared to 43% after external moderation. It is crucial to revisit and understand the subject assessment requirements to eliminate this area of non-compliance so learners are not disadvantaged by this in future.

In Mpumalanga the PAT in Tourism was administered as per the PAT assessment guidelines. In KwaZulu-Natal, the PAT was accompanied by relevant marking tools (rubrics and marking guidelines) at Bookville Institute, Esiphondweni High School and Ekwazini High School. There were no relevant marking tools included in the teacher's file at Hillside College.

The prescribed marking tool for Consumer Studies' PAT was used to assess the PAT in PED. For Dance Studies, especially at Eersterivier Hoërskool, components were missing from learners' files. There was no evidence of interventions to assist the learners in obtaining the appropriate marks. The teacher did not adhere to the marking guidelines and awarded learners marks without evidence. The teacher needs development in this aspect for the benefit of the learners.

iv. Moderation of teacher files

There was evidence of internal moderation conducted at district and provincial levels in Computer Applications Technology in Gauteng. There were variations in the way teachers from different schools filed their work, making it difficult to conduct a comparative analysis to measure the standard across the schools and against the prescribed programme of assessment. Of the externally moderated schools, Thuto Lore Secondary School was exemplary with its good filing system of all documents, which made external moderation easy. The internal moderation in teachers' files at different levels was evident in the mark sheet of the teacher's e-portfolio. The quality of moderation was good and constructive feedback was provided to the teachers.

There was no evidence of internal moderation of PAT in Music at any level, other than the signatures at the end of the moderation forms; no feedback was provided to the teacher. There was also no evidence of internal moderation in the teacher files across all sampled schools in Engineering Graphics and Design, at any of the levels.

In Tourism at Mkhweyantaba High School in Mpumalanga, there was no evidence of internal moderation across different levels in the teacher files, as no moderation reports were supplied. While the composite mark sheet showed that the marks were subjected to internal moderation, no report was provided. This was concerning, since there was no evidence of what had informed the change in marks, which may unfairly advantage the learners. However, at Ndlamakhosi High School there was evidence of internal moderation up to cluster level. For Tourism in KwaZulu-Natal, there was evidence of post-moderation at school and district/cluster levels at Bookville Institute and Ekwazini High School. There was evidence of school-based moderation only at Esiphondweni High School. There was no evidence of internal moderation at any level at Hillside College. Internal moderation at school level in most of the schools was poorly conducted; feedback was not adequate to provide support and developmental support to the teacher.

b) Learner files

i. Learner performance

The learner performance in Computer Applications Technology in Gauteng was satisfactory at above 50%. The learners' scripts were marked consistently, using the correct marking tools. The learners' performance in Music PAT conducted in the Eastern Cape was also good. However, no feedback, which could potentially help learners develop to excellence in future tasks, was provided.

From the teachers' perspective of marking, learner performance in Engineering Graphics and Design at the three moderated schools was good; however, after external moderation the marks dropped drastically. Lenient marking by the teachers was of great concern and needs to be attended to by the PED.

In Civil Technology (Construction) learner performance ranged from poor to average. Although learners interpreted some of the components in the tasks correctly, it was clear that learners struggled to answer some components, e.g., the selection process, self-assessment, civil title panel and freehand method. As observed during external moderation, the learner performance showed that the captured PAT average of 55.7% was just more than 10% higher than the captured SBA average of 45.5%. The PAT average should, however, be adjusted downward by up to 32%, which would then not correlate with the SBA average mark, especially considering that the PAT marks are usually higher than SBA marks.

In Tourism, learners generally performed well in the PAT, according to moderation administered in Mpumalanga and KwaZulu-Natal.

ii. Quality of marking

The rubrics were correctly used for allocating marks in PAT moderation in Tourism administered in Mpumalanga. There was evidence of accuracy in the marking and the marks were correctly transferred to the mark sheet. In KwaZulu-Natal there was evidence of inaccuracy in marking. For example, ticks in learners' scripts did not correspond with the marks allocated; there was incorrect totalling of marks (Bookville Institute); full marks were awarded for responses that did not provide adequate details (Esiphondweni High School). Paying attention to the allocation and transfer of marks is crucial since errors may disadvantage learners in their performance.

In Engineering Graphics and Design across the three schools, lenient marking was noted, given the drastic changes in marks awarded by teachers compared to the external moderator's

marks. At the three sampled schools the mark changes varied between 13% and 26% across schools. These huge mark differences may have unfairly advantaged the learners.

In Dance Studies, the marking was of a good standard. In Music at Clarendon High School for Girls in the Eastern Cape, there was no evidence of the practical assessment (Paper 3), although marks were recorded. This was concerning since there was no explanation for the awarded marks.

iii. Moderation of learner files

The internal moderation of PAT in Tourism varied across different levels in Mpumalanga and KwaZulu-Natal. In Mpumalanga at Mkhweyantaba High School there was no evidence of internal moderation of learners' work across different levels. At Ndlamakhosi High School, evidence was available of internal moderation of the learners' evidence of performance across different levels. In KwaZulu-Natal, there was evidence of internal (school and cluster/district) moderation of learners' evidence of performance in two schools (Bookville Institute and Esiphondweni High School) while at Ekwazini High School and Hillside College there was no evidence of moderation of learners' evidence. Of concern was that internal moderation in all sampled schools seemed to align more to monitoring rather than moderation of assessment. The internal moderators did not provide comments or feedback to learners. The internal moderation was evidenced by different coloured pens.

In Consumer Studies in Northern Cape, the evidence of post-moderation of PAT at Hoërskool Colesberg indicated an upward adjustment of the marks of most learners. However, it was unclear how the adjustments were determined or why they were not applied consistently to all learners. This was of concern because learners may have been unfairly advantaged.

The moderation of Engineering Graphics and Design PAT at St Andrews Tegniese Hoërskool (Western Cape) was evident at provincial level. There were no mark differences between the teacher's mark and the provincial moderator's mark. However, the external moderator's mark dropped the awarded marks by 10% to 21%. The moderation of this subject at provincial level was merely a ticking exercise, with no feedback report to guide the teachers.

2.3.3 Oral Assessment

The verification of PED moderation of oral assessments was conducted for five PED in four languages: IsiXhosa Home Language (Eastern Cape), Afrikaans First Additional Language (Gauteng), Afrikaans Home Language (Northern Cape and Western Cape) and IsiZulu Home Language (KwaZulu-Natal). (See Annexure 2C.)

a) Technical aspect

The languages selected for oral assessment in the five provinces had diligently submitted both teacher and learner evidence, showing the assessment records, the topics selected for each oral assessment task and the rubrics for assessment. There was evidence that the sampled schools had trained their appointed internal and external moderators diligently for the oral assessment.

In KwaZulu-Natal the mark allocation for IsiZulu Home Language oral mark was not indicated fully: not all the skills were assessed and no justification was provided for the marks awarded. It became clear that some schools did not adhere to the CAPS expectation that three different skills be tested in the

orals: unprepared speech, prepared speech and listening comprehension. Some schools, such as Belvedere School of Ekurhuleni District in Gauteng, had not administered the unprepared speech for Afrikaans First Additional Language.

The teacher's oral assessment file for IsiZulu Home Language contained the required documents, such as the oral assessment task sheet, the marking guidelines/rubrics, the oral mark sheet and evidence of oral moderation. In all the sampled schools, teachers had not indicated the duration of the prepared speech.

The teacher's oral assessment file for IsiXhosa Home Language at JS Skenjana Secondary School in Eastern Cape was well organised and contained everything needed in a teacher's file; whereas the teacher file for Mount Hargreaves was not well organised and it was difficult to access documents.

The teacher's oral assessment file at Providence Academy (Gauteng) was not well organised. Scattered information and empty cover pages, as well as an incomplete table of contents, reflected disorganised file management. The teacher file displayed some language errors. There was no evidence of the school profile (historical performance of the past three years) in the teacher's oral assessment file for Afrikaans Home Language as is required.

b) Quality of assessment tasks

Learners in IsiZulu Home Language and IsiXhosa Home Language were given clear guidance on what was expected of them in the oral assessment of the unprepared speech, from introduction and body to the conclusion. The rubrics were used carefully and the allocation of marks was appropriate. The quality of the questions asked in the listening comprehension section was good and at appropriate cognitive levels. However, not all levels were addressed: for example, there was no question on evaluation.

It was common across the schools sampled for Afrikaans First Additional Language oral assessment in Gauteng that the rubric was not aligned to the listening and unprepared assessment tasks. It was surprising to find that Albert Myburgh Sekondêre Skool had given learners 21 topics, in stark contrast to the maximum of five topics prescribed in the CAPS. The rubric that was used met the minimum standard requirements. There was evidence of guidance provided to learners for the unprepared speech. The mark allocation in the listening task, as indicated by the sampled schools, did not keep to the one mark per one fact principle.

c) Internal moderation

Internal moderation is conducted to eliminate biases and to ensure that the marks awarded to learners are appropriate to the responses provided and the type of assessment given.

In IsiZulu Home Language, one school (Mthengeni High School) conducted an incomplete number of oral assessment tasks, as only task 1 was conducted. There was no evidence of internal moderation of subsequent tasks. At Phayiphini Secondary School, there was no evidence of the 12 marks for unprepared speech awarded to the second moderated learner: eight marks for reading and six marks for the prepared speech. There was also no evidence for marks awarded to the fourth and fifth sampled learners. It was unclear how the learners achieved the marks as no evidence was submitted.

There was no evidence of internal moderation in the teachers' oral assessment files for IsiXhosa Home Language in all the schools. In the teachers' files for oral assessment of Afrikaans Home Language there was evidence of internal moderation in the listening task at the moderated schools.

2.4 Areas of Improvement

There were no areas of improvement noted. The directives of 2020 have still not been addressed by PED in certain subjects.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Non-adherence to the CAPS in implementing the programme of assessment in Agricultural Sciences and English First Additional Language (Free State), Accounting (Western Cape) and Business Studies (Northern Cape) for SBA;
- b. Poor quality of marking [marking of essay questions in Life Sciences (KwaZulu-Natal), Business Studies (Gauteng) and incorrect use of rubrics and/or assessment criteria in Engineering Graphics and Design PAT (Western Cape)];
- c. Awarding learners marks without evidence in History (North West) and Dance Studies (Western Cape);
- d. Administering a very short reading text not cognitively suitable for Grade 12 in Afrikaans First Additional Language (Gauteng); and
- e. Non-adherence to oral assessment requirements for the prepared speech regarding time allocation for the assessment in IsiZulu Home Language (KwaZulu-Natal).

2.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. The PED adhere to the CAPS prescripts for SBA and oral assessment;
- b. Teachers are capacitated in the use of rubrics for marking;
- c. Moderation at different levels is conducted and feedback is provided to the teachers on SBA, PAT and oral assessment; and
- d. Tasks are properly laid out, not only for the aesthetics of a paper but for its cognitive demand in working out what a learner is reading or viewing (SBA).

2.7 Conclusion

The findings as outlined in this chapter attest to the PED not adhering fully to the CAPS assessment requirements and examination guidelines in certain subjects. Umalusi did, however, observe an increased awareness of assessment policies and examination guidelines, as these had been diligently filed in the teachers' and learners' files; therefore, the prevalence of non-adherence to the application and implementation of these policies in some subjects remains a matter of concern. Umalusi continues to emphasise the need for diligence in the application of policies and assessment guidelines to ensure the integrity, validity and reliability of these essential components of learner assessment.

CHAPTER 3: MONITORING OF THE STATE OF READINESS TO CONDUCT EXAMINATION

3.1 Introduction

The audit of the state of readiness (SOR) to conduct, administer and manage the national examination is one of the quality assurance processes that Umalusi uses to determine the level of risk assessment bodies might encounter in their conduct, administration and management of the examination.

The main objectives of the audit were to:

- i. Evaluate the level of preparedness of the Department of Basic Education (DBE) to conduct the November 2021 National Senior Certificate (NSC) examination.
- ii. Track the progress made in addressing the directives for compliance and improvement issued after the November 2020 examination.
- iii. Verify whether the DBE had systems in place to ensure the integrity of the November 2021 NSC examination.
- iv. Provide feedback on the DBE state of readiness to conduct the 2021 November NSC examination.

The findings outlined in this chapter account for the state of readiness of the DBE. It, further, indicates areas of improvement, those requiring improvement and areas of non-compliance. Directives for compliance and improvement are provided; to address these, the DBE must prepare, and report on, an improvement plan.

3.2 Scope and Approach

In 2021 Umalusi adopted a risk management-based approach to determine the level of preparedness of the DBE to conduct, administer and manage the examinations, as was the case in 2020. This approach aimed to identify the potential risks that might hinder the DBE delivering a credible examination.

The SOR audit of the DBE was conducted between 7 September 2021 and 23 September 2021. During this period, the DBE was able to conduct the SOR of the nine provincial education departments (PED), which Umalusi audited. These audits were confined to meetings attended online.

The following process was followed:

- a) The DBE conducting and submitting a self-evaluation report.
The DBE conducted a self-evaluation of its state of readiness to conduct, administer and manage the examination and submitted a report to Umalusi. This report was evaluated and a risk profile for the DBE SOR was developed.
- b) Evidence-based verification.
Umalusi used audit meetings to evaluate the DBE/PED evidence. These processes provided critical information that was instrumental in Umalusi judging the DBE's state of readiness to conduct, administer and manage the November 2021 examination.

3.3 Summary of Findings

The findings of the desktop audit and the evaluation of the information gathered at the online meetings are provided in detail below.

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

a) Management: capacity to conduct the quality assurance of the examination and assessment processes by the assessment body

All nine PED through which the DBE conducts, administers and manages the examinations had staff shortages in the examination sections. This has been a recurring systemic challenge. The audit found that budget cuts experienced by the different departments exacerbated the challenge. However, the PED put mitigating controls in place to address the shortages in the short term, in order not to compromise the examination deliverables. The DBE has since brought the challenge to the attention of the authorities for intervention.

b) Registration of candidates and centres

i. Candidate's registration

The PED completed the registration of candidates on time. Eight of the nine PED used the South African School Administration Management System (SA-SAMS), with the exception of the Western Cape PED, which relied on the Centralised Educational Management Information System (CEMIS). All PED ultimately uploaded the candidates' registration data to the Integrated Examination Computer System (IECS), the national registration data system.

A total of 897 786 candidates were registered to sit for the November 2021 examination, compared to 1 055 529 candidates registered for the 2020 combined June and November examinations. The November 2021 registrations were comprised of full-time and part-time candidates. The types and size are indicated in Table 3A, which reflects registration data provided by the DBE.

Table 3A: National candidate registration data

NSC November 2021 registration data	
Full-time	735 677
Part-time	162 109
Total	897 786

(Data provided by DBE as at 20 October 2021)

Table 3B shows the national breakdown, according to PED.

Table 3B: The national size and magnitude of the November 2021 NSC examinations

Description	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Full-Time (FT)	2021	96 944	36 399	132 888	178 151	106 573	69 272	13 465	42 147	59 838
	2020	77 620	29 289	115 069	144 307	79 813	56 030	12 021	38 292	54 785
Part-Time (PT)	2021	17 976	7 621	42 444	25 141	35 572	10 505	3 419	5 316	14 115
	2020	14 854	7 215	34 316	22 060	16 119	7 141	1 709	3 429	10 965
Grand total	2021	114 920	44 020	175 332	203 292	142 145	79 777	16 884	47 463	73 953
Per PED (FT and PT)	2020	92 474	36 504	149 385	166 367	95 932	63 171	13 730	41 721	65 750

(Data provided by DBE as at 20 October 2021)

EC: Eastern Cape; FS: Free State; GP: Gauteng; KZN: KwaZulu-Natal; LP: Limpopo; MP: Mpumalanga; NC: Northern Cape; NW: North West; WC: Western Cape

The PED successfully managed subject changes and the application of immigrant candidates without challenges.

The management of applications for concessions was another key indicator the PED managed well and reported on. The PED established structures that adjudicated over the applications received from the schools. These were processed judiciously, as per DBE guidelines. Umalusi noted various types of concessions/accommodations granted for the current examinations. The PED made a notable effort to ensure that communities were aware of the concessions for learners with learning barriers that could be applied for. The PED had since put advocacies in place, in the form of awareness campaigns, to bring to the attention of communities the procedure and process to follow in applying for concessions/accommodations.

ii. Registration of examination centres

All nine PED completed the process of auditing examination centres through the responsibility delegated to the districts. Private examination centres were registered as per the DBE registration requirements and guidelines.

Umalusi received applications for concessions for some unaccredited schools, repeater centres and designated examination centres from the Gauteng, Free State, Western Cape, Eastern Cape, Mpumalanga and Limpopo provinces. The PED requested concessions for the unaccredited centres to enable candidates in those centres to be resulted. It was evident that provinces did not all follow the same procedures for unaccredited centres. Some provinces moved the Grade 12 learners to “designated examination centres”, which are managed by provincial officials, without applying for concessions for certification of learners from those schools. This posed the risk that those independent schools would continue to operate without being accredited. It also poses a risk to candidates attending such schools, who may not be certificated.

Umalusi was, however, satisfied that the concessions applied for were managed in compliance with the applicable Umalusi requirements.

There were measures in place to manage designated examination centres and independent examination centres. For example, where necessary resident monitors would be deployed to oversee the administration of the examination.

Table 3C provides a breakdown of the numbers of established examination centres per PED.

Table 3C: Number of registered examination centres

Description	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Public schools	890	320	667	1 699	1 284	522	138	418	388	6 326
Part-time centres	144	275	374	1 603	329	524	343	138	400	4 130
Designated centres	0	5	5	3	280	0	5	2	26	326
Independent centres	51	18	226	59	44	35	7	20	66	526
Total	1 085	618	1 272	3 364	1 937	1 081	493	578	880	11 308

(Data provided by DBE as at 20 October 2021)

In addition, the DBE developed health-related measures to mitigate the possible spread of COVID-19 infection, in compliance with the health regulations and restrictions. All these were communicated to all examination centres before the commencement of the examination.

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

The DBE/PED had systems in place and management plans for the implementation of SBA and PAT. In addition, the DBE issued circulars/assessment instructions intended to standardise the procedures and approaches in dealing with moderating and processing SBA marks. Moderation of SBA was completed according to the provincial management plans.

Umalusi conducted moderation of SBA in accordance with the plans, which were communicated to the DBE/PED. To this end, the moderation process was completed successfully in October 2021.

A detailed report on the SBA moderation findings is included in the chapter on moderation of SBA in the DBE 2021 quality assurance of assessment report.

d) Printing, packaging and distribution

Five PED used in-house printing facilities. These PED entered into service level agreements (SLA) with service providers of their choice. However, the three other PED, Limpopo, Northern Cape and North West, contracted the printing of question papers and examination materials to one service provider. By 15 October 2021 the Free State PED had not yet finalised the procurement of a service provider to print question papers.

High-level security measures were put in place across printing infrastructure. The following were noted:

- i. Access into the buildings where printing was to take place was strengthened.
- ii. All personnel involved in printing were in the process of being vetted.
- iii. All provinces implemented the signing of confidentiality declaration forms by appointed staff assigned to work in areas designated for printing and packaging examination material.

The printing of the question papers for the November 2021 NSC examination commenced in accordance with the DBE/PED management plans. As part of the DBE requirement in 2021, the PED were required to outline all risks associated with printing, packaging, storing and distribution of question papers prior to collection of consignments. This further highlighted mitigating strategies for identified risks.

The implementation of the DBE national norms and standards on security and safekeeping of examination question papers was enforced. It was noted that all PED were ready to adhere to the measures through close monitoring of the implementation.

The levels of security at storage points across the printing warehouses and nodal points were strengthened with the enforcement of the major criteria. For example, the following major key criteria were mandatory and non-negotiable:

- i. Double-locking systems.
- ii. Surveillance cameras.
- iii. Alarm systems.
- iv. Compulsory signing of declarations of accountability and confidentiality by appointed strong-room managers.

All PED conducted audits of the storage points (nodal and distribution) and the DBE verified the audits. Limpopo for instance, storage points were found to be non-compliant with the national norms and standards on security and safekeeping of examination material and had to be rejected by the DBE. Strict timelines were determined for the affected PED to ensure that the limitations were addressed prior to the commencement of the writing of the examination.

PED had measures in place to safeguard the printed question papers. Stringent measures were devised for packaging question papers and all PED met the required security standards.

In addition, management plans for distributing question papers were in place and each of the PED provided detailed security measures to be implemented.

In all instances as described, PED were able to provide a general risk assessment report and mitigation strategies to meet DBE requirements.

Umalusi was satisfied with the level of security the DBE/PED demonstrated and noted significant improvement by the PED in this focus area.

e) Monitoring of examinations

Plans for monitoring the examination are key to the management by the DBE/PED of the examination. A three-tier monitoring approach was adopted across all PED. This approach was intended to ensure that integrated monitoring took place at three levels: circuit; district; and provincial level. The DBE set a national monitoring target of between 70% and 100% coverage: PED were expected to monitor at least 70% of the examination centres daily.

At the time of the Umalusi audit, all PED were rolling out the training of invigilators and monitors.

Each PED complied with the required profiling of examination centres. This required that examination centres be profiled according to three risk categories: high, medium and low. All centres profiled as high-risk centres were to be taken over and managed by the PED. In all such instances, resident monitors and chief invigilators were to be deployed.

The PED trained chief invigilators using a blended approach. This included face-to-face training or online/electronic platform training. In a few cases, where face-to-face training was opted for, strict health and safety protocols were observed. Chief invigilators were responsible for training invigilators at examination centre level.

The DBE developed standardised health and safety protocols for monitoring the writing of examinations; strict adherence to compliance was to be monitored across provinces, districts, circuits and examination centres. The DBE enforced an audit of all examination centres in 2021, taking into account guidelines issued to curb the spread of COVID-19.

f) Marker audit and appointments

All nine PED had completed the selection and appointment of markers. Selection of markers was based on the provisions of the Personnel Administrative Measures (PAM). The PED also established additional criteria of their own to enhance the PAM and the DBE requirements to ensure that standards were not compromised.

The PED used the approved norm times to determine the number of marking personnel to be appointed for marking per question paper. Marker shortages were identified in North West, Western Cape and Northern Cape PED. As a result, these PED embarked on second recruitment drives to address the shortages.

The PED increased the number of marking centres to accommodate social distancing requirements. Table 3D provides the number of established marking centres per PED.

Table 3D: Number of marking centres and markers appointed

Description	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
No. of marking centres	2021	25	23	35	29	28	21	3	18	11	193
	2020	23	23	30	30	28	19	4	18	10	185
No. of markers appointed	2021	5 912	1 658	9 956	7 053	6 760	4 263	7 82	2 682	2 530	41 596
	2020	5 915	2 171	12 148	7 880	7 150	4 082	1 491	2 625	2 533	45 993

(Data provided by DBE as at 20 October 2021)

All the PED management plans to conduct marking and related quality assurance processes were in place and consistent with the DBE management plan.

g) Systems for capturing of examination and assessment marks

All PED had systems in place to manage mark capturing. Capturing centres were identified and by the time of the Umalusi SOR audit, the audit of the centres had either been completed or was under way. The process to appoint data capturers was in progress. All staff to be appointed for capturing marks would undergo security checks and sign confidentiality declaration forms before commencement of mark capturing.

h) Management of examination irregularities

The National Examination Irregularity Committee (NEIC) and the Provincial Examination Irregularity Committees (PEIC) were in place and functional. Umalusi has observer member status on the DBE NEIC.

The DBE standard operating procedure (SOP) for managing and handling examination irregularities was in place, including a system to report daily to Umalusi when examinations were in progress, in line with the prescribed timelines. A national pledge ceremony was a measure the DBE had in place to advocate awareness of examination irregularities and the repercussions thereof. All PED conducted such ceremonies under strictly controlled conditions.

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

Umalusi noted the following risks that could potentially compromise the credibility of the November 2021 NSC examination if not addressed prior to commencement.

a) Management: capacity to conduct the quality assurance of the examination and assessment processes by the assessment body

The recurring shortage of staff at the provincial examination units across the provinces is problematic. The curbing of distances travelled by examination officials in KwaZulu-Natal was also noted as a challenge that could potentially negatively influence monitoring of the conduct of the examination.

b) Printing, packaging and distribution

Pockets of storage points which did not meet the major criteria requirement were rejected and the affected PED (Limpopo) was required to re-audit the storage points and ensure that the required standards were met prior to the commencement of the examination.

In another instance, the Free State PED procurement of a printing service provider had not been finalised at the time of the SOR audit.

c) Monitoring of examinations

- i. It was noted that, in KwaZulu-Natal, limited resources could potentially affect the ability of the PED to meet the desired minimum of 70% monitoring coverage required by the DBE.
- ii. In North West, the PED had limited and unsafe transport for distributing question papers across the nodal points. At the time of the audit, on 23 September 2021, the PED was in the process of procuring canopies for the vans to strengthen security during transportation.

d) Marker audit and appointments

At the time of the SOR audit, a shortage of markers was noted in three PED, in the following subjects:

- i. **Northern Cape:** History Paper 1 and Paper 2; Afrikaans Home Language: Paper 1, Paper 2 and Paper 3; Technical Mathematics Paper 1 and Paper 2; Technical Science Paper 1 and Paper 2.
- ii. **North West:** Afrikaans: Home Language; First Additional Language; Second Additional Language: Paper 1, Paper 2 and Paper 3; History Paper 1 and Paper 2; English Home Language and First Additional Language: Paper 1, Paper 2 and Paper 3; Setswana Home Language and First Additional Language: Paper 1, Paper 2 and Paper 3.
- iii. **Western Cape:** History Paper 1 and Paper 2; Business Studies Paper 1 and Paper 2; Life Sciences Paper 1 and Paper 2; Mathematical Literacy Paper 1 and Paper 2.

All three affected PED put measures in place to ensure that all scripts would be marked. The PED initiated a second round of recruiting markers to address shortages in the subjects identified.

3.4 Areas of Improvement

The following areas of improvements were noted:

- a. Fewer challenges were found in the registration of immigrant candidates and approval of concessions/accommodations.
- b. There was improvement in security at storage facilities, due to strict compliance to the prescribed major criteria of the outlined norms and standards.

3.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Staff shortages at provincial examination sections, as identified in the 2020 SOR, was still prevalent;
- b. Non-compliance with standard security requirements was identified at storage points in Limpopo;
- c. A recurrent failure to address marker shortages identified during the state of readiness (Northern Cape, North West and Western Cape); and

- d. PED failed to apply for concessions in respect of all unaccredited independent schools, including those schools whose candidates were moved to “designated centres”.

3.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. A strategy to find a long-term solution to staff shortages in the provincial examination sections is devised;
- b. All storage points are adequately secured to ensure the safekeeping of examination material;
- c. Sustainable strategies to address the appointment of markers in good time are put in place; and
- d. Concessions are applied for in respect of all unaccredited independent schools, including those schools whose candidates are moved to “designated centres” managed by provincial examinations’ officials.

3.7 Conclusion

Despite having identified risks with the potential to compromise the credibility of the November 2021 examination, the DBE/PED level of preparedness was found to be acceptable to conduct, administer and manage the examination. It was envisaged that the assessment bodies would conduct credible examinations providing the measures in place were implemented and closely monitored. However, it is of concern that some directives issued in 2020 remained a challenge for the DBE and the PED in 2021.

CHAPTER 4 AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi is mandated to ensure that the quality and standard, of all assessment practices associated with the National Senior Certificate (NSC) examinations are fair, valid and reliable. The selection and appointment of markers at various levels is a critical process for ensuring that the results obtained by candidates are accurate.

The main objective of the audit of appointed markers is to ensure that the assessment bodies' internal controls, processes, guidelines and policies for appointing markers for the NSC examinations are adequate, effective and in compliance with Personnel Administrative Measures (PAM).

This chapter reports on the selection and appointment of markers for the 2021 NSC examinations of the Department of Basic Education (DBE). It describes the scope and approach, summarises the findings, highlights areas of improvement and areas of non-compliance and provides directives for compliance and improvement.

4.2 Scope and Approach

Umalusi conducted an audit of appointed markers in the nine provincial education departments (PED) in the subjects listed in Annexure 4A. The audit was conducted off-site in eight PED through desktop verification of evidence the PED submitted on the selection and appointment of markers. Umalusi conducted an on-site audit of the appointed markers of the Eastern Cape PED after it failed to access the electronic documents the PED submitted. The processes and procedures employed by each PED to select and appoint markers were scrutinised against the PAM requirements.

Table 4A provides the criteria used for the audit of the selection and appointment of markers at various levels.

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

Marking personnel	Criteria
Markers	Compliance to notional marking time
Senior markers	Qualifications and subject specialisation
Deputy chief markers	Teaching experience
Chief markers	Marking experience
Internal moderators	

4.3 Summary of Findings

The findings of the audit, based on the criteria stated in Table 4A, are detailed below.

4.3.1 Compliance to Notional Marking Time

All PED used the notional marking time, the number of days allocated for marking and the number of scripts to determine the number of markers per question paper to be appointed. The DBE Circular E33 of 2021 detailed the norm times for the marking of the November 2021 and June 2022 NSC examinations.

The circular outlined the new and revised norm times set, owing to the addition of new question papers and changes to the format and structure of the question papers, which emanated from a revision of the curriculum and assessment policy statements (CAPS).

a) Markers

The number of markers appointed per question paper across PED, in subjects where no shortages were identified, was sufficient and in compliance with each subject's notional marking time, except in the following instances:

At the time of the audit, a shortage of markers was reported in Limpopo for Tshivenda Home Language Paper 1, Paper 2 and Paper 3; in Northern Cape for Business Studies Paper 1 and Paper 2 and Afrikaans Paper 1, Paper 2 and Paper 3; in North West for History Paper 1; and in Western Cape for History Paper 1, Mathematical Literacy Paper 1 and Paper 2 and Economics Paper 1 and Paper 2.

The affected PED had the following contingency plans in place to address the marker shortages:

- To readvertise the marking positions in subjects and question papers with marker shortages.
- To conduct headhunting of markers across the schools offering the subjects where shortages were identified.
- To request approval from the head of department to relax the appointment criteria.
- To outsource the marking of subjects where no, or very few, applicants had been received after the headhunting process.
- And/or to extend the marking period.

The Northern Cape PED had already finalised plans to outsource the marking of Mechanical Technology: Welding and Metalwork to the Free State PED.

b) Senior markers

The number of senior markers required is determined by the number of markers appointed. The PED is expected to adhere to the ratio of 1:5 of senior markers to markers across question papers. In instances where the 1:5 ratio could not be adhered to, a relaxation to a 1:7 ratio was to be made, with approval by the head of department.

All but one PED complied fully with the criterion, the exception being the Northern Cape PED where three markers were appointed to mark 27 scripts for Electrical Technology: Electronics. The PED did not appoint a senior marker, nor a deputy chief marker, chief marker and/or internal moderator. The three markers were to mark and rotate the scripts for internal moderation and the PED would ensure that no one would mark/moderate his/her own school. The Northern Cape PED indicated that the same plan was used successfully in 2020. However, the quality of internal moderation cannot be guaranteed where no dedicated personnel have been appointed to conduct internal moderation.

c) Deputy chief markers

There was compliance with the ratio of 1:5 of deputy chief markers to senior markers, i.e., one deputy chief marker was appointed for every five senior markers appointed per PED. However, at the time of the audit, in the Western Cape there was no evidence of the appointment of a deputy chief marker for Accounting Paper 1 for six appointed senior markers. The minutes stated that the previous deputy chief marker was no longer available, but no reason was given for not appointing a new deputy chief marker.

d) Chief markers and internal moderators

According to the PAM requirements a chief marker and an internal moderator must be appointed for each question paper. The audit found that chief markers and internal moderators had been appointed for all question papers.

4.3.2 Qualifications and Subject Specialisation

A recognised three-year post-school qualification, which must include the subject concerned at second- or third-year level, or other appropriate post-Grade 12 qualification, was set, per PAM, as the minimum qualification for appointment as a marker. The PED complied with this criterion in the audited subjects; however, the following was noted regarding appointments at different levels:

a) Markers

Compliance with a minimum recognised three-year post-school qualification, which must include the subject appointed for, at second- or third-year level for appointment as a marker was met by eight PED in all subjects across all question papers. However, in Limpopo, the provincial list had cases where qualifications were captured as "other". This was prevalent in Mathematics, Mathematical Literacy, Technical Sciences and Xitsonga Home Language. It was not clear whether the "other" referred to foreign qualifications or a qualification in a related subject. An explanation of "other" in the submissions would remove the risk of speculation by the auditors.

b) Senior markers

The requirements for appointment to the position of a senior marker included the following: a recognised three-year post-school qualification, which must include the subject concerned at second- or third-year level, or other appropriate post-Grade 12 qualifications.

There was compliance across PED in the appointment of senior markers. The appointed senior markers for the audited subjects were qualified with relevant subject specialisation.

c) Deputy chief markers

The appointed deputy chief markers must comply with the requirement of a minimum of a three-year post-Grade 12 qualification that includes the subject applied for, at second- or third-year level or other appropriate post-matric level. All PED complied with the requirement, except Limpopo PED. In Limpopo, although the degree and diploma qualifications of the deputy chief markers were verified in all subjects, the submitted lists did not indicate whether the applicants had the subject at second- or third-year level in their qualifications. The omission of the subject level made it impossible to judge whether the Limpopo PED had complied with the requirement.

d) Chief markers and internal moderators

The appointed chief markers and internal moderators must comply with the requirement of a minimum of a three-year post-Grade 12 qualification including the subject applied for, at second- or third-year level or other appropriate post-matric qualification for appointment.

The regulations pertaining to the conduct, administration and management of the NSC examination indicates that chief markers and internal moderators should be appointed on a contract basis for four years. The chief markers and internal moderators were appointed in 2019 for the required four years, thus their contracts would end in 2022. Umalusi conducted the audit of the appointed chief markers and internal moderators of all PED in 2019, and the audit found compliance with the criterion. For the 2021 audit, the Western Cape and Northern Cape were the only PED that submitted the documents

for the appointment of chief markers and internal moderators for the audited subjects. There was full compliance with the qualifications and subject specialisation criterion. The Northern Cape PED appointed a new chief marker for English First Additional Language Paper 1; the appointed chief marker was compliant with this criterion.

The Limpopo PED strengthened their verification of applicant qualifications and subject specialisation by verifying the attached certificates and transcripts against those filed at school, district and provincial levels. The verification was across all levels for all applications received before recommendations could be made.

4.3.3 Teaching Experience

The PAM require appropriate teaching experience, including teaching experience at the appropriate level, in the subject concerned to be appointed for marking the NSC examinations. In exceptional circumstances, where the required number of markers for a subject cannot be achieved, the criteria for the appointment of markers as outlined in the PAM may be relaxed by the head of department, provided this does not compromise marking quality.

a) Markers

To be considered for appointment, applicants must have a minimum of five years' teaching experience in the Further Education and Training (FET) band and two years' experience in teaching the subject applied for at Grade 12 level. The Eastern Cape PED, however, increased the required teaching experience in the subject at Grade 12 level from two years to five years.

The teaching experience of the audited appointed markers across PED met the stipulated requirements. The PED also appointed 10%–15% novice markers in different subjects across papers, as required.

In Gauteng, most of the appointed markers across subjects had more than five years' teaching experience in the relevant subject. Of concern was the appointment of a marker for Computer Applications Technology Paper 2, who did not have the required teaching experience in the subject. Likewise, in Limpopo, the teaching experience of two markers appointed for Xitsonga Home Language (one in Paper 1 and another in Paper 3) both had one year of teaching experience in the subject at Grade 12 level. The non-compliance with the required two years' teaching experience in the subject applied for at Grade 12 level may negatively affect the quality and accuracy of marking.

Due to marker shortages in certain subjects, the Northern Cape PED relaxed the teaching experience criteria to attract applicants who had the required qualifications but fell short of teaching experience and who were currently teaching Grade 11. However, such appointments were to be directed to applicants who had taught Grade 12 in 2019/2020. However, no evidence of approval from the head of department was attached. Examples were:

- Appointment of six markers with only one year of teaching experience at Grade 12 level for Business Studies Paper 1.
- Appointment of a marker for English First Additional Language Paper 1, who is teaching Grade 12 for the first time in 2021, hence does not have previous teaching experience at Grade 12.
- An English First Additional Language Paper 2 marker was appointed who had neither Grade 12 teaching experience nor was teaching Grade 12 in the current year, 2021.

The appointment of applicants who did not fully meet the requirements may compromise the quality of marking.

In North West, the requirement of five years' teaching experience at FET band was relaxed to two years, to accommodate new/novice markers in History Paper 1. This was done to ensure that 10% of novice markers were appointed in the subject. However, there was no evidence of approval by the head of department for the relaxation.

b) Senior markers

To be considered for appointment to the position of senior marker, applicants must have a minimum of eight years' teaching experience at FET band and five years' experience teaching the subject concerned at Grade 12 level. The teaching experience of senior markers in the sample met the stipulated requirements in most instances.

In the Northern Cape, for Afrikaans Home Language Paper 1, two appointed senior markers were not currently teaching Grade 12 and had no relevant teaching experience. However, the PED indicated that they were appointed previously as markers for Paper 3. The appointment of the two senior markers was as a result of the relaxation of the requirements by the PED. Appointments at senior marker position bear a responsibility to ensure quality marking by the markers. Therefore, extensive training and monitoring of the two senior markers was crucial.

One appointed senior marker for Xitsonga Home Language Paper 1 in Limpopo had four years' teaching experience at FET band, instead of the eight years required and less than the required five years of teaching the subject. The PED relaxed the requirements. The PED indicated in the minutes of the selection and appointment of markers meeting that there were no other available applicants for the subject. No approval by the head of department was attached.

c) Deputy chief markers

To be considered for appointment for the position of deputy chief marker, applicants must have a minimum of eight years' teaching experience at FET band and five years' experience teaching the subject at Grade 12 level. The teaching experience of the appointed deputy chief markers that were audited met the stipulated requirements.

d) Chief markers and internal moderators

The applicants for the position of chief marker and internal moderator must have a minimum of five years' experience in teaching the concerned subject at Grade 12 to be considered for appointment. From the previous audit, there was full compliance with this criterion. The new chief marker appointed for English First Additional Language Paper 1 in the Northern Cape was found to be compliant with the criterion.

4.3.4 Marking Experience

The PAM stipulates that provision should be made for the appointment of 10% to 15% of novice markers per subject. The PED considered the appointment of experienced markers as well as novice markers in the audited subjects.

a) Markers

The PED prioritised appointment of experienced markers in the marking of question papers while ensuring that a proportion of novice markers was appointed that did not exceed 15% of the entire number of markers per question paper.

b) Senior markers

The PAM indicates the requirement of two years' experience as a marker in the subject concerned for appointment as senior markers. The appointed senior markers of the audited subjects met the requirement as specified by the PAM. However, the following was identified:

To be appointed as a senior marker in the Western Cape PED, a minimum requirement of three years as a marker was stipulated, instead of two years. This was an indication of the effort by the Western Cape PED to strengthen its marking process.

c) Deputy chief markers

The requirement for appointment as a deputy chief marker includes five years' experience as a marker and a minimum of two years' experience as a senior marker in the subject for which the application is made. The marking experience of deputy chief markers for the audited subjects met the stipulated requirements, except for the Western Cape PED. The appointed deputy chief marker for Accounting Paper 1 had only one year of experience as a senior marker, not three years; and seven years' experience as a marker. This was contrary to the PAM requirements as well as those set by the PED. Such non-compliance with the requirement may compromise the quality of internal moderation.

d) Chief markers and internal moderators

The requirements for appointment as chief marker and internal moderator include five years' experience as a senior marker and two years' experience as a deputy chief marker in the subject concerned. The requirements also include experience as a moderator in previous years. The chief markers were appointed on a four-year contract and there was full compliance with this criterion in the audit conducted in 2019. One new chief marker, appointed in the Northern Cape, complied with the required experience criterion.

4.3.5 Enhancements Made by PED (Outside the PAM)

While all PED followed the PAM requirements in the processes for the recruitment, selection and appointment of markers, four PED—Western Cape, Eastern Cape, Free State and Limpopo—enhanced the PAM requirements in their recruitment, selection and appointment criteria for marking personnel.

The Western Cape PED added a minimum requirement of three years' experience as a marker for appointment as a senior marker, compared to the two-year requirement of PAM. Also added was a minimum pass percentage of 60% in a competency test in the subject concerned. Further, in subjects where writing a competency test was not recommended, applicants must have obtained an average pass rate of 70% in the subject in the previous year.

The Eastern Cape PED enhanced the teaching experience requirements of markers, of at least two years' teaching or other curriculum-related experience in the last five years at the appropriate level: the Eastern Cape indicated a requirement of five years' teaching experience in the subject concerned. The PED also indicated that a "good" pass rate would serve as an added advantage for appointment of markers at all levels. However, the PED did not specify a percentage in 2021, compared to 2020 when 60% was indicated.

The Limpopo PED strengthened its selection and appointment process by thoroughly verifying and seeking recommendations for qualifying applicants: at school level by the principal; at district level by the subject specialist/advisor responsible for the subject in the district; and at provincial level, by verifying against the provincial database. This thorough verification of and seeking recommendations

for qualifying applicants ensured that applicants who did not meet the requirements were sifted at school and district levels.

The Free State PED considered the marker evaluation reports of the previous year during the selection and appointment of its 2021 marking personnel.

The enhancements by the PED strengthened the quality of the appointed marking personnel and may enhance the quality and standard of marking.

4.4 Areas of Improvement

As compared to 2020, Umalusi noted that the PED made an effort to address previous challenges and was innovative in improving appointment requirements of markers at all levels. The following areas of improvement were noted:

- a. The thorough verification of applications at school, district and provincial levels to ensure compliance with the requirements for appointment at all levels (Limpopo), before the recommendations for appointments were made to the PED.
- b. Although the online application system used by the Western Cape was also used in previous years, it allowed for applicants to update their information and to track progress with appointments.

4.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. The submission of inadequate and incomplete verification data by PED for auditing purposes was noted during the 2021 audit, as was the case in 2020. The identified incomplete verification data ranged from:
 - i. Qualifications and subject specialisation information captured as "other", without details and/or clarification (Limpopo); to
 - ii. Non-indication of the level of subject specialisation (Limpopo).
- b. Non-compliance with the required ratio of 1:5 deputy chief markers to senior markers in Western Cape for Accounting Paper 1.

4.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. The PED capture and submit data for the audit as per Umalusi requirements;
- b. The PED comply with the 1:5 ratio of appointment of deputy chief markers to senior markers across all subjects/question papers; and
- c. The recurring areas of non-compliance identified in the previous audit(s) are addressed.

4.7 Conclusion

The PED, to a greater extent, complied with the requirements as stipulated in the PAM for the selection and appointment of markers across all levels in 2021. Umalusi noted substantial improvements by PED in meeting the requirements. However, the recurring area of non-compliance that was identified must be addressed. The directives for compliance and improvement issued should be addressed to assure that only appropriately qualified markers are appointed across all levels. The strengthening of the criteria by PED in the selection and appointment of marking personnel, outside the PAM, is encouraged.

CHAPTER 5 MONITORING THE WRITING OF EXAMINATIONS

5.1 Introduction

Umalusi administers various quality assurance processes to ensure the credibility and validity of the assessment bodies' examination processes. Monitoring the writing of examinations is one of those quality assurance processes. The findings of the monitoring of the writing of the examinations are used by the Executive Committee of Council (EXCO) to make informed decisions on whether to approve or not to approve the release of the examination results.

The Department of Basic Education (DBE) conducted the November 2021 National Senior Certificate (NSC) examination from 19 October 2021 to 7 December 2021.

This chapter provides a summary of findings of the monitoring. It highlights areas of improvement and areas of non-compliance observed during the monitoring. It also provides directives for compliance and improvement, which the DBE is required to address and report on.

5.2 Scope and Approach

A total of 896 710 candidates registered for the November 2021 NSC examinations administered at 6 854 examination centres across the nine provincial education departments (PED), as provided by the DBE database. Table 5A provides the candidate registration data. Umalusi identified 442 randomly selected examination centres for monitoring the writing phase of the examinations, slightly fewer compared to the 466 centres monitored in 2020. (See Annexure 5A for the details of the examination centres monitored).

Table 5A: National candidate registration data

NSC November 2021 registration data	
Full-Time	733 917
Part-Time	162 793
Total	896 710

(Data provided by the DBE)

Data was collected through observation, verification and interviews conducted at the monitored examination centres. Table 5B provides the provincial data of the sampled examination centres.

Table 5B: Provincial data of monitored examination centres

Description	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number Monitored	61	35	64	59	52	40	31	46	54	442

Key: EC Eastern Cape; FS Free State; GP Gauteng; KZN KwaZulu-Natal; LP Limpopo; MP Mpumalanga; NC Northern Cape; NW North West; WC Western Cape

5.3 Summary of Findings

The findings of the monitoring are summarised hereunder. The information and conclusions on the findings in this chapter are limited to the data collected from the sample of examination centres monitored and the availability of evidence at the examination centres at the time of the Umalusi visit.

5.3.1 General Administration

There was an improvement in performance in the general administration of the 2021 examinations in relation to the criterion used to measure performance. A concise analysis of performance in this criterion is provided below.

a) Management of examination question papers

Chief invigilators or other authorised personnel collected the question papers from designated distribution points daily in eight provinces. At a few centres, in particular the designated centres, question papers were delivered by the district officials prior to the examinations. In the Western Cape, question papers were delivered by courier service, as per the provincial management plan. In all cases, the receiving personnel verified the correctness of the question papers delivered and the return of the answer scripts was managed in the same way.

The dispatch records for the movement of question papers were not available at 24 examination centres. In most cases it was reported that these were held at the nodal points. At four other examination centres there was no evidence of letters of authorisation for the collection of examination material.

b) Appointment records of invigilators

Examination centres kept appointment records for all invigilation personnel. At 33 examination centres, identified personnel other than principals were appointed as chief invigilators by respective district directors. The PED trained all appointed chief invigilators.

Chief invigilators appointed invigilators, who were either teachers or community members, in writing. At 12 examination centres, evidence of invigilator appointments was not available. Training of invigilators was accounted for at all but 15 examination centres monitored.

c) Management of invigilators' attendance

The attendance registers across examination centres were largely managed well by chief invigilators. Invigilators signed the registers on time and daily per session, as per the invigilation register, except at 20 centres where there was a lack of close control of the management of the registers. Incidents of invigilators reporting later than 30 minutes prior to the examination were noted at five examination centres. Examination centres maintained the required 1:30 ratio of invigilator to candidates, except at one centre.

d) Examination document management

The management of documents for the current cycle of examinations was acceptable, as evidenced in the examination files. However, at 15 examination centres not all relevant documents were filed and this hampered the verification of evidence during monitoring.

5.3.2 Credibility of the Writing of Examinations

This section reports on the credibility of the writing of the examination, weighed against the regulations set by the DBE on the conduct, administration and management of NSC examinations. Umalusi verified the compliance of examination centres for conducting examinations, using the following sub-criteria.

a) Security of question papers

Question papers were collected/received by authorised personnel and were kept in strong rooms or steel cabinets on arrival, except at 12 examination centres where adequate strong room/storage facilities were not available. The question papers arrived sealed and were opened only once inside the examination room, in front of the candidates and prior to the commencement of the writing of the examinations. However, there were exceptions at two centres where question paper packets were opened prior to the candidates' entry to the examination room. There was adequate security available at Western Cape centres where question papers were kept overnight.

b) Admission of candidates in the examination venue

At one examination centre admission was delayed because invigilators reported late for duty. At 22 examination centres, the identities of candidates were not established on entry to the examination venue.

Three examination centres did not draw up seating plans and at two centres candidates were seated at random, despite seating plans being available. All candidates, including candidates who arrived after writing commenced but within the regulated time, were permitted to write the examination.

Most examination centres managed the screening of candidates on entry. The compulsory wearing of face masks, as per COVID-19 health and safety requirements, was observed. (See 5.3.4 for the COVID-19 compliance report).

c) Conduciveness of the examination venue

The examination centres across the nine PED were conducive for the writing of the examination, with adequate amenities available; except for noise challenges noted at ten examination centres. Guidelines for the conduct and administration of examinations for South African Sign Language Home Language (SASL HL) were adhered to at all 12 centres from five PED where SASL HL was monitored. Two out of 47 Computer Applications Technology and/or Information Technology practical examination centres monitored had no back-up generators to mitigate possible power failures, which were experienced by some examination centres nationally.

Examination centres had enough space available to accommodate all candidates registered at the centres. However, nine examination centres did not adhere to the spacing of 1.5 metres in the examination rooms, as per COVID-19 protocol.

d) Administration of the writing session

All examination centres had time-displaying devices available in the form of clocks or display boards, except in four examination centres where there were no time devices displayed. One centre had no board displaying the progress of the examination. Examination rooms were devoid of any display that may have assisted the candidates in writing the examination.

There were pockets of unregistered candidates who turned up for the current examination cycle. This was reported at three centres. The necessary irregularity forms were completed to report the cases.

Adequate measures were taken by the invigilators against candidates found in possession of cell phones and other undesirable material. One candidate was caught copying, using a cell phone. Where applicable, calculators were verified. At 32 centres some candidates were granted special concessions for different examination accommodations and the different centres adhered to the conditions of the accommodations granted.

e) Compliance with examination procedures

No evidence was available of the pre-verification of 95 examination centres and of five centres conducting examinations for subjects with practical components.

Umalusi observed a general improvement in the invigilation process, although the following shortcomings were noted:

- i. Poor time management leading to late distribution of question papers at six examination centres;
- ii. Technical accuracy of the question papers was not verified at 24 examination centres;
- iii. Regulated reading time was not observed at eight examination centres;
- iv. Examination rules were not read to candidates at 16 examination centres;
- v. The examination started later than the stipulated time at seven examination centres; and
- vi. Candidates were not escorted when leaving examination rooms temporarily at two centres.

f) Handling of answer scripts

Examination centres managed the collection and dispatch of the answer scripts well. The invigilators collected the answer scripts from the candidates at the end of the sessions. The scripts were counted and packed in the examination rooms. No discrepancies were noted in computing the number of scripts packed against the number of candidates who wrote. Only one centre was reported as not having sealed the satchels at the venue, allegedly as per instruction by the district officials.

Answer scripts were transported to the distribution points by authorised personnel or locked into a strong room within stipulated times, as prescribed by the PED.

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

The following incidents, which were likely to compromise the credibility of examinations, were noted:

- i. Lack of strong room facilities at 11 centres;
- ii. At two examination centres question papers were not opened in front of the candidates;
- iii. Three candidates were caught with crib notes at three examination centres;
- iv. One candidate was caught copying from a cell phone at one examination centre during the writing of Mathematics Paper 1.

Incidents of dishonesty were handled within the regulated procedure, with irregularity forms completed and reported to the Provincial Examinations Irregularities Committee (PEIC).

5.3.3 Monitoring by Assessment Body

Of the 442 monitored examination centres there was evidence of 58 examination centres that the assessment body had monitored by the time of the Umalusi visit. The reports of the assessment body's monitoring of the examination centres indicated that there were no concerns noted during the visits.

5.3.4 COVID-19 Compliance

The DBE provided the examination centres with a protocol to be followed during the examination, considering the continued COVID-19 pandemic. Incidents of non-compliance with the protocol were noted at several examination centres. The major non-compliance incidents noted were of a lack of screening of candidates, not recording screening results, a lack of plans to handle candidates presenting with COVID-19 symptoms and no markings to indicate the 1.5 metre social distancing requirement. All but nine examination centres maintained the required distance between candidates.

5.4 Areas of Improvement

There was minimal improvement on the directives issued in 2020. This is evident in the areas of non-compliance listed below.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted: (See Annexure 5B for the list of non-compliant examination centres):

- a. Failure of the invigilators to uphold their roles and responsibilities for invigilation;
- b. Evidence of the occurrence of irregularities at some of the monitored examination centres; and
- c. Lack of adherence in the implementation of the DBE-issued health and safety protocols.

5.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. Chief invigilators and invigilators are trained adequately in the execution of their invigilation roles and responsibilities;
- b. Systems are in place for monitoring and evaluating the invigilators' performance; and
- c. Controls are in place to enforce compliance with the health and safety protocols issued for the conduct, administration and management of examinations.

5.7 Conclusion

Notwithstanding the prevalence of COVID-19 and the strain imposed by the ever-changing waves of the pandemic on the delivery of the examination, the findings demonstrated a slight improvement in the conduct, administration and management of the examination across various levels, compared to the conduct, administration and management of the 2020 examination. The notable pockets of poor invigilation remain an area of concern.

While Umalusi commends the DBE and the nine PED for their efforts to ensure that the examinations were not compromised, it is imperative that the directives issued for compliance and improvement in areas of non-compliance are addressed. Controls must be put in place to rectify the observed deviations.

CHAPTER 6 MARKING GUIDELINES STANDARDISATION

6.1 Introduction

Umalusi quality assures the marking guidelines of the question papers approved for the National Senior Certificate (NSC) to ensure that the quality and standards are maintained. The marking guideline standardisation meetings are attended by provincial delegates (chief markers and internal moderators, examining panels and external moderators, including verifiers) to ensure the accuracy of the marking guidelines to be used for marking. The marking guidelines are standardised, with the aim of ensuring consistency in the marking process across subjects and marking centres. The attendees at these meetings engage in discussions and agree on all possible and alternative responses for all question papers written under the auspices of the Department of Basic Education (DBE). Umalusi subsequently approves and signs off the marking guidelines. The approved guidelines are used in the marking of candidates' scripts.

Umalusi participated in the marking standardisation meetings for the November 2021 NSC question papers developed by the DBE. Each of the marking standardisation meetings were required to achieve the following objectives:

- i. Revise and amend the original marking guidelines by incorporating agreed and approved alternative responses presented by provincial delegates, including those arising from discussions among the delegates;
- ii. Achieve a common understanding of the marking guidelines;
- iii. Determine the appropriate tolerance ranges for each question paper; and
- iv. Authorise the provincial delegates, who are required to train and supervise markers at marking centres in their provinces.

6.2 Scope and Approach

The DBE conducted the November 2021 marking standardisation meetings for 142 question papers, inclusive of question papers that were identified for centralised marking. In line with its quality assurance approach, Umalusi collected data using eight criteria grouped into three parts, as highlighted in Table 6A.

Table 6A: Criteria for the quality assurance of marking guidelines standardisation meetings

Part A Preparatory work		Part B Marking standardisation meetings		Part C Training at marking standardisation meetings	
1.	Pre-marking standardisation meetings (8) ^a	3.	Processes and procedures (5) ^a	6.	Training of senior marking personnel (8) ^a
2.	Preparation by senior marking personnel in the assessment body (2) ^a	4.	Mediation of marking guidelines (9) ^a	7.	Authorisation of senior marking personnel (4) ^a
		5.	Role of external moderators (5) ^a	8.	Quality of final marking guidelines (7) ^a

^a Number of quality indicators

- i. Part A consists of two criteria that focus on the preparedness of the examining panels and the provincial delegates;
- ii. Part B consists of three criteria that focus on processes and procedures followed during the marking guideline standardisation meetings; and
- iii. Part C consists of three criteria, which focus on the training and authorisation of provincial delegates and the quality of the final marking guidelines.

Each criterion is comprised of a variable number of quality indicators, as indicated in brackets next to the criteria listed in Table 6A.

6.3 Summary of Findings

This summary presents the findings of the marking standardisation meetings according to the criteria and quality indicators outlined in Table 6A.

Annexure 6A to this report highlights the levels of compliance, per question paper, of each marking guideline standardisation meeting with the criteria and quality indicators, as illustrated in Table 6A. The meetings were held by the DBE examining panels and included provincial delegates and Umalusi (moderators and verifiers).

Table 6B summarises the data contained in Annexure 6A.

Table 6B: Percentage compliance of marking guidelines, per criterion

Criteria	Level of compliance per criterion (%)		
	All respects	Most respects	Limited respects
Pre-marking standardisation meeting	73	27	1
Preparation by senior marking personnel in the assessment body	58	39	3
Processes and procedures during marking standardisation meetings	78	20	2
Mediation of the marking guidelines	92	8	0
Role of external moderators	96	4	0
Training of the senior marking personnel	93	7	0
Authorisation of senior marking personnel	86	14	0
Quality of the final marking guidelines	98	2	0

Section 6.3.1 reports, in detail, the findings, per criterion, drawn from the marking standardisation meetings of all question papers, as summarised in Table 6B.

6.3.1 Part A: Preparatory Work

This inquired into whether pre-marking meetings took place between the DBE examining panels and Umalusi in preparation for the forthcoming marking standardisation meetings with provincial delegates (chief markers and internal moderators). It further determined whether the panels at the pre-meeting were sufficiently prepared for discussions and whether they had received provincial reports for consideration, to produce amended marking guidelines for use at the marking standardisation meetings.

a) Pre-marking standardisation meeting

Umalusi established that, except for question papers for centralised marking, there was a high level of compliance (99%) with the pre-meeting requirement, i.e., 73% full compliance and 23% compliance with most of the quality indicators. The pre-meeting panels were well prepared for the task.

The partial compliance noted by Umalusi relates to the requirement for the submission of reports, after the pre-marking of dummy scripts by the provincial delegates. It is accounted for by the following question papers:

- i. Dramatic Arts – all provinces did not submit reports;
- ii. Visual Arts – KwaZulu-Natal, Limpopo and Gauteng did not submit reports;
- iii. Consumer Studies – Eastern Cape submitted its report late and KwaZulu-Natal submitted an incomplete report;
- iv. English Home Language (HL) Paper 2 – reports from the Free State were not available at the start of the pre-meeting;
- v. Geography Paper 1 and Paper 2 – Limpopo and Free State reports were not submitted;
- vi. IsiXhosa HL Paper 3 – no reports were received from the Free State, Gauteng, Northern Cape, North West and KwaZulu-Natal;
- vii. Sesotho HL Paper 3 – reports from Eastern Cape and Gauteng were received late while no reports were received from Free State, Mpumalanga and North West;
- viii. Physical Sciences Paper 2 – reports were not received from North West and Northern Cape. KwaZulu-Natal and Gauteng submitted their reports late; and
- ix. Technical Sciences – Limpopo and Western Cape submitted their reports late.

Based on the reports received and considered, the pre-marking examining panels and Umalusi moderators were able to interrogate the initial marking guidelines and produce amended ones in readiness for the first day of the marking standardisation meetings.

b) Preparation by senior marking personnel in the assessment bodies

The provincial delegates for all question papers came well prepared to the marking standardisation meetings, having pre-marked a sample of scripts provided by the provincial education departments (PED). The DBE required all PED internal moderators and chief markers to pre-mark a minimum of 20 scripts each, to be able to make meaningful contributions at the marking standardisation meetings they would be participating in. Table 6C illustrates that, to a large extent, provinces complied with this requirement for most question papers.

Table 6C: Percentage compliance of 20 scripts marking per question paper

Province	Number of meetings attended	Met requirements 2019 (in %)	Met requirements 2020 (in %)	Met requirements 2021 (in %)
Eastern Cape	55	72	77	80
Free State	71	59	82	76
Gauteng	83	56	69	75
KwaZulu-Natal	70	61	74	83
Limpopo	75	67	78	84
Mpumalanga	76	69	82	93
Northern Cape	47	36	58	38
North West	67	52	67	46
Western Cape	66	76	63	71

Six provinces (Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga and Western Cape) in 2021 recorded a percentage increase of compliance with the requirement compared to 2019 and 2020. While the compliance level of the Free State declined by 6% in 2021 compared to 2020, it did, however, retain an acceptable level of compliance with the requirement. The compliance of Northern Cape and North West declined by 20% and 21% respectively in 2021, compared to 2020.

The Northern Cape, as noted in previous reports, has continued to provide the provincial delegates with ten scripts for the pre-marking exercise across several question papers. Compliance in all respects with this requirement was observed in 58% of the question papers, as reflected in Table 6B and Annexure 6A.

6.3.2 Part B: Marking Standardisation Meetings

a) Processes and procedures

Online platforms were used for the marking standardisation discussion. The DBE examining panels were located at the DBE premises, while Umalusi and the provincial delegates joined the meetings via Microsoft Teams. PED selected venues they deemed suitable for this purpose.

All organisational arrangements were made timeously by the DBE. The provincial delegates were provided with the necessary documentation, including log-on details to join the meetings. Notwithstanding the efforts made by the DBE for successful marking standardisation meetings, there were instances of logistical challenges, as noted below:

- i. Load shedding – different provincial participants went offline at different times. The meetings affected were for Computer Applications Technology; English HL Paper 1; and Afrikaans HL Paper 1.
- ii. Connectivity issues – some of the delegates experienced difficulties logging on or were periodically logged on and off. This affected Information Technology Paper 2; Sesotho HL Paper 3; Engineering Graphics and Design Paper 2; and English HL Paper 3.
- iii. Documentation challenges – the start times of meetings were delayed because draft marking guidelines and training scripts were not ready (IsiZulu First Additional Language [FAL] Paper 2) and wrong training scripts had been sent to provinces (Afrikaans HL Paper 1).

Although these challenges had a negative impact on the time allocated for the meetings, all question paper marking standardisation meetings were able to be conducted and successfully concluded.

As part of the initial procedure for the meetings, it was required that the DBE make a presentation to the participants on the processes and procedures to be followed for marking standardisation meetings. While this requirement was adhered to for most question papers, non-compliance was noted in Afrikaans Second Additional Language (SAL) Paper 2; Sesotho HL Paper 1, Paper 2 and Paper 3; Accounting Paper 1; Geography Paper 1 and Paper 2; and Information Technology Paper 2. Umalusi was unable to determine the reasons for the non-compliance, except for Afrikaans SAL Paper 2, where the DBE official responsible for the presentation took ill.

After the DBE presentations, provincial internal moderators were required to briefly present their findings, as captured in the reports submitted for consideration at the pre-marking standardisation meetings. This was complied with at all meetings, except Religion Studies Paper 1 and Paper 2; Sesotho HL Paper 1, Paper 2 and Paper 3; and Engineering Graphics and Design Paper 1 and Paper 2. Umalusi observed that the requirement for a time slot for a general discussion on the standard of the question papers was adhered to, not as a separate item, but as part of the presentations by the internal moderators.

b) Mediation of the marking guidelines

Marking standardisation took place over two days for all the question papers. The mediation of the marking guidelines entailed on-screen sharing of the amended marking guidelines. The DBE internal moderators, who presided over the proceedings, invited the participants to a thorough question-by-question interrogation of the marking guidelines. All suggestions were carefully considered and debated and, where necessary, the marking guidelines were amended accordingly.

In addition to producing amended marking guidelines to be used for the marking of training scripts by the provincial delegates, the meetings had to consider whether questions in the question papers:

- i. Elicited alternative responses;
- ii. Had problematic sections, such as translation differences or poor printing, that could lead to changes in total marks; and
- iii. Necessitated additions/changes to the marking guidelines that could have an impact on the cognitive demand or level of difficulty of the affected questions.

Umalusi observed that there were no questions with a large number of alternative responses for all the question papers. There was a printing error in the Afrikaans version of Computer Applications Technology Paper 1; however, there was no need to exclude any of the questions from the question paper or make any changes to the total mark. Two questions (Question 3.4.2 and Question 3.4.4) in the Afrikaans version of Electrical Technology: Power Systems had the possibility of being wrongly interpreted by candidates. Both these questions led to the reduction of eight marks from the Afrikaans version. The paper was thus marked out of 192 and scaled up. The inclusion of two responses in the marking guideline for Geography Paper 1 slightly lowered the cognitive level of the question. There was a problem with Question 2 of the Sepedi HL Paper 1 question paper: it was observed that the questions set for Question 2 were not based on the comprehension passage in the question paper. After robust discussions, agreement was reached that the paper would be marked out of 60 instead of 70 marks. The marks obtained by each candidate would then be converted to 70. A conversion sheet was developed by the DBE and was to be shared with the provinces to facilitate a smooth marking process. A typographic error (Mungisi instead of Mlungisi) in Question 10 of the SiSwati HL Paper 2 question paper was identified. The error was thoroughly discussed and it was finally agreed that the question should still be marked out of 25 marks because, from the evidence gathered from the sample of scripts marked, the error did not affect the candidates understanding of the question.

c) Role of the external moderators

The role of Umalusi at the marking standardisation meetings was particularly valuable in all the question papers. Umalusi adjudicated the discussions and decisions, especially in questions where different views prevailed among the participants regarding the validity of candidate responses.

Umalusi approved all changes and/or amendments to the marking guidelines and approved all the final marking guidelines developed at the marking standardisation meetings attended.

6.3.3 Part C: Training at Marking Standardisation Meetings

a) Training of senior marking personnel

Umalusi observed that the DBE made available three training scripts for marking by the participants using the amended marking guidelines. This entailed individual marking of the scripts by the trainees, after which further discussions ensued, based on the scores obtained by the participants in each question. The in-depth discussions as each of the three scripts was marked and reflected on helped

to reduce inconsistencies in marking among the participants and led to a better understanding and application of the marking guidelines. This process was used to further refine the marking guidelines.

Umalusi concluded that, for all the question papers, as attested to by the data in Table 6B, the training was thorough and complied with the requirements for a credible training process.

b) Authorisation of senior marking personnel

In addition to the three training scripts, the DBE made available an additional three scripts to be used to authorise the provincial delegates and Umalusi moderators to authorise the verifiers. It was required of the attendees to mark the scripts without any further discussion. While sufficient time was granted for the marking of authorisation scripts, it was expected that the scripts be marked within the norm time determined.

Notwithstanding the few authorisation challenges experienced by some provincial delegates, Umalusi noted that the level of compliance with the requirements of this criterion was acceptably high. Provincial delegates who did not mark within the tolerance range were not authorised, in the following question papers:

- i. Afrikaans FAL Paper 1 (KwaZulu-Natal and Gauteng chief markers and internal moderators);
- ii. Civil Technology (senior markers of North West and Gauteng);
- iii. Consumer Studies (Eastern Cape chief marker and internal moderator);
- iv. Electrical Technology: Electronics (Free State and Limpopo chief markers and North West chief marker and internal moderator);
- v. English HL Paper 2 (Free State and North West internal moderators);
- vi. English HL Paper 3 (KwaZulu-Natal, Limpopo, Mpumalanga and North West chief markers and internal moderators and the Western Cape chief marker); and
- vii. Life Sciences Paper 1 (KwaZulu-Natal chief marker).

The support provided to these delegates entailed further training outside of the time allocated for the marking standardisation meetings, or deployment of DBE internal moderators to the marking centres of the affected provinces, for monitoring and support. These processes fall outside of the scope of this chapter.

c) Quality of the final marking guidelines

It was observed that the marking guidelines for all the question papers adhered fully to the requirements of this criterion. The marking guidelines were found to be unambiguous, provided sufficient detail to guide the markers and were clearly laid out to ensure credible and reliable marking.

6.4 Areas of Improvement

The following area of improvement was noted:

- a. Six provinces increased their percentage of compliance with the 20-script pre-marking requirement in 2021, compared to 2019 and 2020. This led to a total of 58% of the question papers complying with the criterion in all respects.

6.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. Pre-marking reports were not received or were received late for consideration at the pre-marking standardisation meetings; and
- b. The Northern Cape presented internal moderators and chief markers with ten scripts for pre-marking, for a considerable number of question papers.

6.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

- a. Provincial internal moderators submit their detailed pre-marking reports timeously; and
- b. All provincial internal moderators and chief markers pre-mark at least 20 scripts each.

6.7 Conclusion

Umalusi quality assured the marking standardisation meetings of 142 question papers for the November 2021 NSC examinations. The findings of these meetings indicated an acceptable level of compliance with the eight criteria and associated quality indicators, as listed in Table 6A. It was established that the examination panels and provincial panels produced comprehensive marking guidelines that would ensure a credible, reliable and fair provincial marking process.

CHAPTER 7 MONITORING THE MARKING OF EXAMINATIONS

7.1 Introduction

The marking of examination scripts is a critical phase in the quality assurance of assessment processes. The Department of Basic Education (DBE) oversees the marking taking place in the nine provincial education departments (PED). The process for the marking of scripts is clearly regulated. Umalusi exercised its oversight monitoring role at sampled marking centres, nationally. The national marking of the 2021 National Senior Certificate (NSC) commenced on 10 December 2021 and concluded on 22 December 2021.

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

7.2 Scope and Approach

The DBE established 191 marking centres nationally for the marking of the November 2021 NSC scripts. Umalusi monitored 40 marking centres nationally to evaluate the readiness of marking centres to mark the scripts. Data was collected using the instrument developed for the monitoring of marking.

It is worth noting that one of the marking centres (Albert Moroka High School) in Free State was affected by adverse weather conditions (a heavy storm) on 15 December 2021 when the marking session was in progress. This led to markers being evacuated and relocated to Louis Botha Technical High School in Bloemfontein. Umalusi subsequently monitored the marking centre on 21 December 2021 and the findings are included in this report.

Umalusi adopted the following approach for the collection of data from the sampled marking centres:

- i. Interviews with the centre managers;
- ii. Verification of documentary evidence available at the marking centres; and
- iii. Observation of the process during site-evaluation of the monitored centre.

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

Table 7A: Marking centres monitored by Umalusi

	Province	Name of centres monitored	Date of monitoring
1	Eastern Cape	Byletts High School	13/12/2021
2		Clarendon High School for Girls	13/12/2021
3		Umtata High School	17/12/2021
4		St John's College	17/12/2021
5	Free State	Voortrekker Hoërskool Bethlehem	13/12/2021
6		Witteberg High School	13/12/2021
7		Martie Du Plessis School	13/12/2021
8		Sentraal High School	13/12/2021
9		Louis Botha Technical High School	21/12/2021

	Province	Name of centres monitored	Date of monitoring
10	Gauteng	Parktown Boys' High School	14/12/2021
11		Rand Girls' High School	14/12/2021
12		Rand Park High School	13/12/2021
13	KwaZulu-Natal	Durban High School	13/12/2021
14		Northwood School	13/12/2021
15		VN Naik School for The Deaf	13/12/2021
16		Vryheid Comprehensive School	13/12/2021
17		Vryheid High School	13/12/2021
18	Limpopo	Hoërskool Noorderland	13/12/2021
19		Generaal Piet Joubert Special School	13/12/2021
20		Capricorn High School	13/12/2021
21		Settlers Agricultural High School	13/12/2021
22		Hoërskool Nylstroom	13/12/2021
23	Mpumalanga	HTS Middelburg	15/12/2021
24		Steve Tshwete Boarding School	15/12/2021
25		Hoërskool Middelburg	15/12/2021
26		Hoërskool Rob Ferreira	15/12/2021
27		Hoërskool Nelspruit	15/12/2021
28	Northern Cape	Diamantveld High School	15/12/2021
29		Northern Cape High School	13/12/2021
30		Kimberley Girls' High School	13/12/2021
31	North West	Hoër Volksskool Potchefstroom	13/12/2021
32		HTS Potchefstroom	15/12/2021
33		Sannieshof High School	15/12/2021
34		Lichtenburg High School	15/12/2021
35		Vryburg Hoërskool/High School	15/12/2021
36		PH Moeketsi Agricultural High School	15/12/2021
37	Western Cape	South African College High School	13/12/2021
38		Wynberg Girls' High School	15/12/2021
39		Cape Teaching and Leadership Institute	13/12/2021
40		De Kuilen High School	13/12/2021

7.3 Summary of Findings

The information and conclusion on the findings in this chapter are limited to the sample of marking centres monitored as well as the availability of evidence and data at the marking centres at the time of the visit by Umalusi.

The findings on the monitoring of the marking centres are presented in accordance with the criteria prescribed by the Monitoring of Marking Instrument. Marking centres found to be non-compliant with the criteria are listed in Annexure 7A.

7.3.1 Planning and Preparations

a) Arrival of appointed marking personnel

The first of the marking personnel started arriving at centres in North West on 4 December and the last province to open marking centres was Western Cape, on 8 December. By this time, all centres were functioning according to the respective management plans.

At all marking centres it was reported that the PED appointed an adequate quota of required markers at the time of Umalusi's monitoring and the marking centre managers were able to provide lists of appointed personnel, for verification. The signed attendance registers of the marking personnel were also available for on-site verification, along with the subjects for which the markers were appointed.

b) Availability of marking management plans

At one marking centre no management plans were available. This occurred in the absence of the appointed and trained marking centre manager, who took ill; the replacement did not have a management plan available. However, all other centres had management plans available. These were implementable and were used successfully to manage the marking activities in the respective PED.

Overall, the planning for marking at the sampled marking centres was well structured and executed, as planned.

c) Availability of scripts and marking guidelines

At 40 marking centres scripts were delivered on time and checking of scripts by the script control officers took place timeously.

It was, however, noted that marking guidelines for some subjects at the marking centres listed below arrived later than expected:

- i. In North West: isiXhosa, Tourism, Afrikaans Home Language (Papers 2 and 3), English Paper 3, Setswana Home Language Paper 1 and Mathematical Literacy Paper 1;
- ii. In Eastern Cape: Geography; and
- iii. In Gauteng: Mathematical Literacy Paper 1.

At these centres, training was either delayed or chief markers had to use the pre-prepared marking guidelines. This resulted in large-scale printing of documents, which delayed the start of the marking guideline discussion meetings further.

Due to the late delivery of the marking guidelines for Afrikaans Paper 3 at one centre in North West, the centre manager requested that the PED grant an extension for marking the paper.

It was noted that all the marking centres, except in the case of the aforementioned marking centre in the implicated PED, preparations and planning for marking was implemented according to the marking management plan of the PED.

d) Distribution, storage and safekeeping of scripts

The transportation of all scripts was either the responsibility of private service providers or appointed, unmarked, courier services. In all cases, security guards accompanied the vehicles transporting the

scripts. In Mpumalanga, escorted trucks equipped with serial-numbered padlocks transported scripts in and out of the marking centre to safe and secure storage facilities. In Northern Cape, a register was used to control the transportation of scripts by security personnel in a secure vehicle. In Western Cape, mark sheets were transported separately to ensure back-up of data. In Gauteng, sealed trucks with identifiable tags were used to transport scripts.

As in 2020, all marking centres had sufficient security features, such as alarm systems, burglar-proof bars, surveillance cameras, access control and security guards stationed at the front entrance and throughout the premises, to ensure the safekeeping of scripts on the premises. All these measures strengthened the safekeeping of scripts while marking was taking place at the premises. Script control managers were appointed and took utmost care to ensure that scripts were safe and always secure during the marking process.

The movement of scripts in and out of the marking centre was managed by PED-appointed officials and the movement of scripts was under strict surveillance by the PED officials. Each of the nine PED adopted different, yet secure, ways to mitigate the risk of losing scripts while scripts were being transported or moved between marking centres and the script storage points.

It was clear that all marking centres made an effort to put effective and safe measures in place so as to account for all the scripts until they were archived.

e) Management and control of scripts

On the first day of delivery of scripts to the marking centres, the centre managers and deputy centre managers received the scripts from the script control managers and manually verified all the script boxes before signing off script control forms for each consignment.

The administrative, or script control, manager controlled the movement of scripts and each time the scripts were moved the sender and the receiver signed a document. The scripts were accompanied by a control sheet; were counted and signed for by all relevant officials at all points when they were moved to and fro.

At most centres the scripts were moved by the senior markers, with the assistance of examination assistants and were escorted by security personnel. In Western Cape, a procedure was in place to control the movement of scripts from the control room to the marking rooms. This was the responsibility of a building script manager and the process was stringently recorded and managed to always ensure the safeguarding of scripts.

At all centres it was clear that taking great care of scripts was undertaken seriously. This was evident from the documented procedures the PED had developed and implemented. A clear plan for the management and control of the scripts assisted the marking centres to account for scripts on arrival, during marking and before dispatch to the archive centres.

At the marking centre affected by adverse weather, marking personnel worked through the night to search for scripts. They located 24 519 scripts which were scattered around the premises. On the day of the storm, many scripts were already marked and captured when this unfortunate incident occurred. Initially, many scripts were quickly retrieved and dried on 16 December 2021, but 147 scripts could not be accounted for. Later, the number was decreased to 88 and, on 17 December 2021, the number further decreased drastically to two scripts only. Eventually, on the night of 17 December 2021, it was pleasing to note that all scripts had been found and accounted for.

7.3.2 Resources (Physical and Human)

a) Suitability of the infrastructure and equipment required for facilitation of marking

All 40 marking centres monitored were found to be suitable for the conduct of marking and met most of the requirements for the establishment of marking centres. However, at one centre in Mpumalanga the marking centre was not equipped with a telephone, fax or internet connectivity. This was also the case at another centre in North West, and it took a few days to set up printers, internet and other communication systems at the affected marking centres.

Two marking centres in Free State made provision for power failures by providing two back-up generators in case of power cuts. Water tanks were set up to provide extra water if needed.

Bad weather led to considerable damage and discomfort at some centres. In Gauteng, heavy rain caused a lot of mud at a centre and this condition posed a challenge to getting in and out of the marking centre. During the marking session, reports were received via alternative means of communication.

At Louis Botha Technical High School it was indicated that the infrastructure and all facilities were adequate and met the standards for marking to proceed and be finalised.

At all centres control rooms used to manage and control scripts were spacious enough to accommodate all the scripts marked. It was further noted that centres had adequate space available to accommodate the marking of allocated subjects. All tables, chairs and desks used at the respective marking centres were comfortable and suitable for use by adults. Telecommunication infrastructure to facilitate effective management at marking centres was available at 37 of the centres. The necessary protocol was adhered to for COVID-19 screening and sanitising stations were provided at every entrance to the marking centres.

Stations for the distribution of tea/coffee and snacks were readily available, as well as private tuck shops, for the comfort of markers, at a few centres. Safe and secure parking was a feature at all centres.

Although it was reported that there were sufficient marking rooms available at all centres, it was noted that at six centres social distancing was not adhered to. Centre managers at these centres were advised to make use of more of the available classrooms at each centre to limit the number of markers in classrooms to 15-20 persons (maximum 50% of size of room).

b) Capacity and availability of marking personnel

At all centres a list of all appointed marking personnel expected to arrive was printed and available before the commencement of the marking phase. At one centre in Gauteng, inaccuracies were found in the provided list, since not all appointed markers featured. It was mentioned that this was due to the many challenges presented by the Pay Marker system employed as the list with name tags and the list used for registers differed. Markers were wrongly appointed in subjects that they had not applied for and different levels of papers were also not accounted for.

As was the case during the 2020 marking session, a number of markers did not report for duty due to positive COVID-19 cases and other unknown reasons. At three centres in Mpumalanga and one in KwaZulu-Natal, it was reported that markers had to withdraw due to COVID-19 and were replaced by markers on the replacement list. Also, at one centre in Western Cape, 25 markers withdrew and were

replaced. An updated list for markers in Western Cape was made available on 12 December 2021. At two other centres, one in Gauteng and one in North West, a shortage of markers was reported due to withdrawals by markers. Sadly, at a centre in North West, one marker died during the marking process.

At one centre in Free State, five markers tested positive for COVID-19 at the time of monitoring. There was also a positive test of a marker/s at one marking centre in North West. The management at these marking centres said the shortage of markers would be dealt with speedily. It is worth noting that different marking centres adopted alternative measures to address possible withdrawals of markers at any given time.

At the Free State centre where markers were relocated after the storm, it was reported that, despite the stress caused by this unexpected occurrence, all marking personnel recovered from the shock and the two markers who suffered minor injuries were well enough and able to continue with marking until the marking process was completed.

Although COVID-19 influenced the availability of marking personnel, the marking proceedings were well planned and there was sufficient human capacity to undertake the marking processes.

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

Although some marking centres were in rural areas, at all centres it was reported that the centres were conducive to a productive marking session. There was no noise pollution in the vicinity and sufficient, spacious rooms were available for use for the marking process.

Marking rooms were clean and spacious and complied with COVID-19 protocols. The marking centres had clearly demarcated areas for catering. All facilities met the requirements outlined for the establishment of marking centres.

The furniture used at all marking centres was suitable and appropriate to accommodate markers.

Many PED used schools with boarding facilities as marking centres. Each PED made arrangements and exercised various approaches to the successful marking of scripts. The following were observed:

- i. No overnight accommodation was provided for marking personnel in Gauteng. Markers were expected to make their own arrangements for accommodation and submit claims for a daily allowance.
- ii. In Western Cape and Northern Cape, overnight accommodation was available for only those markers whose home residences were outside the cities of Cape Town and Kimberley.
- iii. At the other seven PED, as has been a tradition, good quality accommodation was secured in the hostels of the host or nearby surrounding schools. For instance, in Eastern Cape accommodation was secured at St Bede's Hostel for Anglican Ministers and not at a public school.
- iv. At two centres in North West, schools with boarding facilities were secured as marking centres. However, markers were allocated students' dormitories, where two people shared a dormitory.

In all these arrangements, Umalusi noted that PED were able to ensure the safety of the markers and their belongings.

d) Quality of food provided for markers

Markers at the centres were provided with three meals daily. All markers could take breaks between marking sessions, in line with the allocated norm times. Provision was made for three different menus at each meal and special meal preferences were available. The breaks were staggered to accommodate tea breaks, lunch and dinner breaks. During all breaks, social distancing and related requirements were adhered to at all times.

No negative remarks or complaints regarding the quality and quantity of food provided were reported.

e) Compliance with occupational, health and safety requirements

Although occupation, health and safety requirements were well adhered to at all centres, it was reported that two centres in Western Cape and three in Mpumalanga could not provide Occupational Health and Safety (OHS) certificates. Water and sanitation, electricity and fire extinguishers were available and in good working order in all centres. Regular cleaning of marking rooms was a highly commendable practice. The level of cleanliness was appreciated by a centre in Limpopo.

Centre managers ensured that COVID-19 protocols were strictly adhered to at all centres. All persons entering marking centres were screened for COVID-19 at the access (security) point. At one centre only, it was reported that temperatures were not recorded at the entrance.

At one centre in Gauteng it was noted that certain communal areas were not marked for social distancing, while at another, working areas were not sanitised regularly. At a number of centres monitors raised concerns regarding the number of markers around a table and suggested that more classrooms be opened to allow smaller groups, so social distancing could be adhered to.

At all centres the wearing of masks and limited contact between groups of markers were mandatory and these measures were adhered to and managed well. Meal and break times were staggered, allowing for social distancing between groups.

The safety of all marking personnel and visitors to each centre was given top priority. Adequate evidence indicated that the PED invested enormous effort in ensuring compliance measures for health and safety precautions could be followed at all times.

7.3.3 Provision of Security and Measures

a) Access control to the marking centre

At all centres strict access control was enforced by security officers on duty at all entrances. All persons and cars entering the centre were checked. No unauthorised persons were allowed in and visitors, with the necessary identification, were accompanied to the marking centre manager. Although this was the standard throughout, it was reported that details of visitors at one centre in KwaZulu-Natal were not recorded. At another marking centre in North West, there was a security breach, where an official was allowed to enter the marking centre without an escort.

In Limpopo, one marking centre made use of cameras to closely monitor and record movement. At the same centre, security personnel used a warm-body security apparatus to screen everyone at the gate. More security personnel, placed at all strategic positions in the marking centre, continued to screen everybody seeking entry to the buildings.

During breaks, mealtimes and after working hours, the marking rooms were locked by the chief markers and/or marking centre managers. At one centre in Gauteng, keys were handed to the centre manager after marking each day and collected from him when marking resumed the next morning.

Overall, the PED demonstrated stringent access control measures to ensure safety for all marking personnel and scripts.

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

The movement of scripts at marking centres has been refined to such an extent that the PED all used similar, but slightly different, approaches to moving scripts around at each centre.

The flow of scripts followed a uniform procedure, where all scripts were checked, scanned and stored in script control rooms after delivery. The scripts were then dispatched from the script control rooms to the marking rooms, where they were to be marked. Marked scripts were sent to a separate room for further quality assurance and quality control, before being verified for accuracy by examination assistants. Finally, batches of scripts were booked back to the control room, where they were recorded and scanned on receipt, ready to be dispatched to the script archive for storage.

In North West, control officers and venue managers checked and counted the scripts that had been delivered in boxes. Control forms were used by the chief markers and control room managers to agree on the number of scripts in circulation. In Limpopo, scripts were dispatched from the storeroom to "nerve" rooms and to markers in the manner prescribed in the departmental documents. Thus there was clear tracking of all scripts at the centres until they were returned to the storeroom at the end of the marking process. Throughout, the storeroom managers ensured that chief markers signed control forms when they received scripts in the nerve rooms.

In Western Cape, the building script manager, helped by assistants, was responsible for the movement of scripts. All control lists were checked and scripts could be moved from the control room to the marking venues only when the building script manager was present.

Across marking centres, the scripts were moved by the senior markers, aided by examination assistants, and were escorted by security personnel to ensure that all scripts could always be accounted for. When scripts were taken from one place to another, the officials concerned were accompanied by security guards.

7.3.4 Training of Marking Personnel

a) Quality and standard of training sessions across subjects

In the subjects where marking guidelines were available, training for the respective subjects was conducted on the first day markers arrived, as per the management plans of the marking centres. It was noted that the PED made use of pre-printed and authorised (dummy) scripts for training purposes. In some PED, markers were allowed to mark and later circulate a batch of scripts for standardisation purposes, after training and before the actual marking started.

The late delivery of marking guidelines to different centres in three provinces delayed training and, as a result, marking could not start on time.

Apart from the training for marking according to the marking guidelines, markers were also made aware of steps to be followed when an irregularity was detected.

It was reported that the standard of training was of a high quality and markers were not rushed into the actual marking of scripts before training was completed.

Chapter 6 of the Quality Assurance report details the quality and standard of the marking guideline discussions.

b) Adherence to norm time

The norm time for daily starting of marking at the different centres was strictly adhered to at each centre; and varied between 07:00 and 08:00 to 19:00 and 20:00, with an average of ten hours a day. Attendance registers for marking personnel were completed and recorded daily.

At one centre in KwaZulu-Natal, the marking centre manager changed the starting and closing times from 07:00 to 06:30 and from 17:00 to 17:30, respectively. This was to accommodate a shortage of staff and to ensure that the marking deadlines were met.

Markers leaving a centre in North West prematurely, due to unforeseen personal reasons, resulted in adjustments to norm times.

7.3.5 Management and Handling Detected Irregularities

All centres had policies and a procedure in place in the event irregularities were suspected or detected.

It was the responsibility of chief markers to alert and make markers aware of all possible examination-related irregularities during the training of markers. Once an irregularity was identified, the chief marker called on the centre manager to verify and complete the necessary documentation.

Although PED used slightly different procedures to deal with detected irregularities, the basic reporting protocols to be followed when there was adequate evidence of a suspected irregularity in a script being marked remained the same. All identified alleged irregularities were reported to the chief marker, through the senior marker in each subject being marked. Each alleged irregularity would then be discussed, assessed and a decision made by the subject senior marking team, headed by the chief marker. All identified irregularities were registered and a record was kept by the centre manager. The process thus began with identifying the irregularity by the marking personnel, verifying by the chief marker, reporting to the centre manager and completion of the relevant forms and information of the irregularity to the PED irregularity official, either on the premises or at provincial level.

In Gauteng and Western Cape, no specific structures were set up at the centres. No irregularity committees existed at these centres and all irregularities were centralised and handled as described above: the assessment management at head office investigated and reported to the Provincial Examination Irregularities Committee (PEIC) if necessary.

All marking centres had clear procedures in place to manage lost script situations. The script control officials in the script control rooms were responsible for the confirmation of lost scripts. A lost script report was submitted to the Director of Examinations and the PEIC. A script replacement sheet was inserted in the batch and clearly labelled IRR (i.e., irregularity). This form is removed after the script is brought back into the batch by the IRR coordinator, when the reported case is resolved. An application for a

concession for a missing script would then be considered in cases where there was adequate proof that a script was lost. No lost scripts were reported at the centres Umalusi monitored at the time of the monitoring.

At the time of monitoring at one marking centre in KwaZulu-Natal, one alleged mass copying in Dramatic Arts (Paper 1) was reported. It was found that due process to investigate the case was followed and the case was reported to the PEIC for further investigation.

From the reports received, it was clear that all structures and processes were in place to ensure that detected irregularities were dealt with effectively, as per the regulation.

7.4 Areas of Improvement

The following areas of improvement were noted:

- a. High levels of compliance with the DBE health and safety protocols for managing marking centres under COVID-19 conditions was evident across monitored marking centres;
- b. A vast improvement with the uniform application and standards of security;
- c. All PED strived to secure marking centres with appropriate facilities, which were well maintained and conducive for marking; and
- d. The availability of well-compiled management plans to be followed by management teams.

7.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. A deputy centre manager acting as a centre manager could not produce the marking centre management plan;
- b. Marking guidelines were not made available on time at six centres;
- c. Two centres did not have adequate communication facilities;
- d. The markers' name tags and the names listed on the registers differed; and
- e. Five centres could not produce OHS certificates.

7.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. Centre manager replacements are fully acquainted with the centre management protocols;
- b. Marking guidelines are made available in good time to all marking centres;
- c. All marking centres are equipped with adequate communication facilities;
- d. The system used for the appointment of marking personnel and the records provided as evidence of the appointed marking personnel at the marking centres are aligned; and
- e. All marking centres have valid OHS certificates.

7.7 Conclusion

The presented evidence from sampled marking centres indicated acceptable levels of compliance with the criteria for the administration of a marking centre. It can be concluded that the marking process of the November 2021 NSC examination administered by the DBE was generally conducted in a manner that would not compromise the integrity or validity of the examination.

Umalusi commended the DBE and the nine PED for their efforts in ensuring that the marking centres were established within the prescripts of the regulation and in line with the required protocols, procedures and processes. It is, however, necessary that the directives for compliance and improvement on areas of non-compliance issued are addressed and controls put in place to rectify the observed deviations.

CHAPTER 8 CERTIFICATION

8.1 Introduction

Verification of marking is a quality assurance process used by Umalusi to verify the marking process of all assessment bodies. Umalusi verified the marking of the November 2021 National Senior Certificate (NSC) examination conducted by the Department of Basic Education (DBE) and all nine provincial education departments (PED), to confirm the fairness, validity and reliability of the marking process.

The specific objectives for verifying the marking were to:

- i. Ensure that the Umalusi-approved marking guidelines were adhered to and consistently applied across PED;
- ii. Establish that if changes were made to the marking guidelines, due process was followed;
- iii. Determine that mark allocations and calculations were accurate and consistent; and
- iv. Verify that internal moderation was conducted during marking.

This chapter reports on the verification of marking of the November 2021 NSC examination of the DBE.

8.2 Scope and Approach

Thirty-seven subjects, with a total of 78 question papers, were sampled for verification of marking of the November 2021 NSC, as listed in Annexure 8A.

Umalusi conducted on-site verification of marking for all sampled subjects for the DBE at provincial marking centres, except for subjects with small enrolments (e.g., South African Sign Language Home Language and Agricultural Management Practices), where centralised verification of marking took place at national level. On-site verification is preferred to off-site verification as it provides an opportunity for the Umalusi external moderators to intervene appropriately during the process and provide support to marking personnel when necessary while the marking process is under way.

The Umalusi Verification of Marking Instrument used for the quality assurance of marking has five criteria with a variable number of quality indicators, as listed in Table 8A.

Criterion 1 focused on the statistics and official appointment of markers; criterion 2 on adherence to the marking guidelines; criterion 3 dealt with the quality and standard of marking and internal moderation; criterion 4 explored the candidates' performance.

Table 8A: Umalusi criteria for verification of marking

Criterion 1 Policy matters	Criterion 2 Adherence to the marking guidelines	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	Evidence of changes and/or additions to the marking guideline and processes followed	Internal moderation of marking	
		Addition and transfer of marks	

8.3 Summary of Findings

The findings of the verification of marking process are summarised in this section, based on the individual compliance criteria listed in Table 8A.

In some instances the quality of marking in a subject was not consistent across all provinces verified. Therefore each criterion is discussed separately and inconsistencies in specific question papers are highlighted where appropriate.

8.3.1 Policy Matters

a) **Statistics (the appointment of deputy chief markers, senior markers and markers according to the ratio of 1:5)**

The PED are required to comply with a ratio of 1:5 in the appointment of senior markers to markers; and deputy chief markers to senior markers. Compliance with the 1:5 requirement for appointing senior markers and deputy chief markers was affected, in the main, by the COVID-19 pandemic. The prevalence of COVID-19 influenced the ratios at the different levels of marking personnel. The 1:5 ratio was met in several PED for most subjects' question papers. For example, for Afrikaans First Additional Language (Paper 3) in Gauteng the ratio of senior markers to markers was recorded as 1:3.5. This was in full compliance with the criteria and could ensure a possible thorough evaluation of marking owing to the smaller number of markers per senior marker.

In Northern Cape, Agricultural Sciences (Paper 1 and Paper 2) was allocated six markers and two senior markers. One marker did not report for marking; the chief marker and internal moderator did not replace this marker. This left the ratio at two senior markers to five markers, which still satisfied the requirement of one senior marker to five markers.

Instances of non-compliance were, however, identified, in Mathematics (Paper 2) in Gauteng and English Home Language (Paper 2) in Western Cape.

In Gauteng, for Mathematics (Paper 2) the ratio of senior markers to markers was 1:6.55. An inadequate number of senior markers was appointed for this question paper, which resulted in non-compliance with the statistical requirements. The ratio was slightly above the norm, which was an indication of one case of non-compliance. The ratio for other subjects' question papers were within the range.

In English Home Language (Paper 2) in Western Cape, the ratio of one senior marker to five markers was satisfied until two senior markers for the paper tested positive for COVID-19 and were relieved of their duties. The subsequent ratio of markers to senior markers increased to one senior marker to six markers; and one senior marker to seven markers, respectively, thus increasing the number of scripts to be moderated by a senior marker. The senior markers were not replaced, leading to non-compliance with the required ratio of one senior marker to five markers: the markers who were left without senior markers had to be redistributed between the remaining two senior markers.

Overall, the PED outdid themselves in trying to satisfy the requirement on the ratio of senior markers to markers. It was impressive to note that most provinces met the requirement for this criterion in most subjects. This could also indicate that internal moderation was intense and thorough in most subjects.

b) Official appointment of markers

Marking personnel at all levels were officially appointed and in possession of appointment letters. However, some markers and senior markers did not accept their appointments, either because of COVID-19 or other personal reasons. In many of these instances, marking personnel from the reserve lists were officially appointed and received appointment letters to replace those who could not report for marking.

Exceptions were, however, noted, in the following instances:

In North West, the chief marker and one marker for Electrical Technology (Power Systems) did not have appointment letters. This resulted from late appointments after the no-show of initial appointees who had received appointment letters.

In Gauteng, the "pay marker system" was implemented for the first time, to appoint markers for English Home Language. As a result, not all markers for Paper 1 received letters of appointment. The markers were monitored via a spreadsheet sent to the centre manager; it was established that they had been officially appointed.

All marking personnel for the sampled subjects were officially appointed to mark the 2021 NSC examinations. The PED must, however, provide each member of the marking personnel with official appointment letters before they report for marking at the marking centres. The officials responsible for appointing marking personnel must move with speed to ensure that appointment letters are issued on time, including those for substitute markers.

8.3.2 Adherence to the Marking Guidelines

a) Application of the approved marking guidelines

The approved marking guidelines, stamped by the DBE and signed by internal and external moderators, were used at all marking centres where marking was verified. In various subjects minor deviations from the application of the approved marking guidelines were detected at the onset of marking. The chief markers and internal moderators dealt with the detected cases of minor inconsistencies at the various marking sites. The following situations were noted:

English First Additional Language (Paper 2): In Eastern Cape, Question 5.1.7 was omitted from the official marking guidelines but the PED made additional copies of page 15 of the official marking guidelines, in colour, for markers to insert into their marking guidelines.

Mechanical Technology (Automotive): In North West, the training of markers commenced at the venue prior to the official marking guidelines being received. The authorisation of markers was done with the unofficial marking guidelines received from the chief marker and the internal moderator. Marking commenced after the signed marking guidelines were received.

b) Evidence of changes and/or additions to the marking guidelines and processes followed

The marking guidelines approved by Umalusi at the marking guideline standardisation meetings were applied at the marking centres. Some changes and/or additions were observed.

Due process was followed with the changes and/or additions to the respective marking guidelines. In all instances approval was obtained from the Directorate: Examinations and Assessment in schools, as well as the internal and external moderators. All changes/additions were communicated to all marking centres. The following cases were noted:

Accounting (Paper 1 and Paper 2): All correct additions/alternatives that were developed during the training of the markers in the provinces were thoroughly discussed with the national internal moderators, approved by the external moderators and communicated to the other provinces.

Computer Applications Technology (Paper 2): In Eastern Cape, due to a printing error Question 7 was omitted from the Afrikaans version of the question paper distributed to the schools. This did not affect any other province. Once the error was detected, the Eastern Cape Education Department sent the question to the affected schools, using email or WhatsApp. One centre (Centre 4351017) did not receive the communication. Consequently, Examination Instruction No. 62 of 2021 was sent to the marking centre: by excluding Question 7 from the marking, the total marks for Section B were reduced from 75 marks to 65 marks. The marking centre received a conversion table to be used to convert the marks, for that specific centre only.

Technical Mathematics (Paper 2): In Kwazulu-Natal diagrams were found to be missing in Question 11.1 and Question 11.2. In accordance with Examination Instruction No. 59 of 2021 issued by the DBE, these questions, totalling 17 marks, were excluded from marking. By excluding these questions, the total marks for the paper were reduced from 150 marks to 133 marks. Marks obtained out of 133 were converted to 150 marks. A conversion table was provided to all marking personnel.

Life Sciences (Paper 1 and Paper 2): In both the Afrikaans and English marking guidelines two synonyms were added for words already in the marking guidelines. The internal moderator, after consulting with the external moderator, agreed to the changes as requested by the other provinces. These decisions were communicated to the internal moderators and chief markers of all provinces via WhatsApp.

Marine Sciences: This was a new subject, introduced by the DBE in the Western Cape. While marking the subject, alternative correct answers were discovered in candidates' responses. The affected questions were extensively discussed by the chief marker, internal moderator and two external moderators. Once agreement was reached, recommendations were made to amend the marking guidelines, following the correct procedures.

Physical Sciences (Paper 1 and Paper 2): Additional correct options found in candidates' scripts were submitted by the chief markers or internal moderators to the examination panel. Possible options were then discussed by the DBE examination panel and external moderators. Options that were found to be relevant and correct were accommodated in the marking guidelines. Markers in all the provinces were then informed by their chief markers of the additions.

South African Sign Language Home Language (Paper 1): Central verification of marking took place. Valid, alternative correct answers were added to the marking guidelines during training and authorisation of the markers. The signed-off marking guidelines were then used.

8.3.3 Quality and Standard of Marking and Internal Moderation

a) Quality and standard of marking

As a collective, marks were appropriately allocated. Inconsistencies in mark allocation occurred in the early phases of marking, with most being within the agreed tolerance range. All inconsistencies were addressed at the different levels of moderation and resolved through discussions, re-marking of the scripts and retraining the affected markers. Inconsistencies related to the interpretation of open-ended questions and marking without consistent reference to the marking guidelines. The following aspects were discovered during the verification process:

Accounting (Paper 1 and Paper 2): Marking in Gauteng was conducted electronically, i.e., via e-marking. This was a pilot project launched in 2020 and continued in 2021. After intensive training prior to the marking session, the markers were well prepared to use the programme. The overall impression was that the marking was fair and reliable. The fact that the marking was conducted electronically did not unduly advantage or disadvantage candidates.

In Limpopo, while marking Paper 1 a senior marker did not follow the marking guidelines and was reported to the internal moderator. The chief marker moderated the scripts of the senior marker and, after no improvement was evident, the senior marker was released from the marking centre.

Dramatic Arts (Paper 1): In Kwazulu-Natal some markers had no theoretical and text-study knowledge. The province appointed these markers hastily and without proper screening as substitutes for two markers who contracted COVID-19. A school principal was appointed as a marker, although he was not currently teaching Dramatic Arts. He was subsequently released from the marking. It was evident that some markers had little to no content knowledge and, despite training, marked incorrect information correct and vice versa. The senior marker and the deputy chief marker paid special attention to these markers and earlier batches of scripts were requested to be re-marked. The appointment of more than 40% of novice markers put undue pressure on the senior markers and deputy chief markers in terms of monitoring and moderating, given the time constraints and the short norm time provided per script.

Economics (Paper 1 and Paper 2): In North West, the external moderator identified discrepancies during verification. Errors were noted at the onset of marking and moderation in Economics (Paper 2) regarding Question 2.5. Marks were allocated incorrectly and moderated without any changes. The external moderator alerted the chief marker and the internal moderator and both the markers and the senior marker were retrained. The already marked scripts were recalled and re-marked.

In Eastern Cape, one marker in Economics (Paper 1) did not perform adequately and made noticeable mistakes. Both the chief marker and the internal moderator intervened and the marker was allocated only Section A (comprising multiple-choice items, matching items, abbreviations and acronyms) of the question paper to mark, under strict supervision and monitoring.

Electrical Technology (Power Systems): In North West, three of the four markers for Electrical Technology: Power Systems were novice markers. This was identified as a potential risk for quality marking and was brought to the attention of the senior marking personnel. The chief marker and the internal moderator

provided the requisite support to the novice markers until the quality of marking improved and consistency was achieved.

English First Additional Language (Paper 1): In Mpumalanga, there were a few questions with which the markers consistently struggled at the onset of marking. These were discussed with the chief marker and internal moderator and they retrained the affected markers. All incidents of inconsistent marking were referred for re-marking. The chief marker supported and monitored the markers closely until their marking improved and stabilised at the required standard of marking.

In Limpopo, a marker for English First Additional Language (Paper 2) was not conversant with Question 1 of 'Cry, The Beloved Country' but was allocated to mark the genre. This marker was memo-bound and could not equate alternative responses with those presented in the marking guidelines. The batch marked by this marker was returned to the internal moderator for re-marking by the marker after additional training.

English Home Language (Paper 1, Paper 2 and Paper 3): In Western Cape there were challenges from the outset when some markers marked leniently, especially short responses that did not include any substantial information. The rubric provided in the marking guidelines facilitated consistent marking. The internal moderator attended to serious problems and concerns identified in the verification process and the external moderator recommended that retraining be conducted daily for the markers and senior markers whose marking was outside of the tolerance range, to ensure consistency in the marking.

In Limpopo nine of the 30 scripts moderated by the external moderator were outside the tolerance range. The questions that resulted in this deviation were brought to the attention of the internal moderator, who addressed the matter.

In North West, for Paper 3, eight scripts were outside the tolerance range after external moderation. This was brought to the attention of the chief marker and was addressed immediately.

In Free State the required number of markers for English Home Language (Paper 2) was 18; however, only 15 markers accepted their appointments. Many experienced markers declined their appointments and novice markers had to be appointed. For Paper 1, the required number of markers was 17, but only 15 markers accepted their appointments. This shortage of markers could have compromised the quality of marking and might have also impacted on the timely completion of marking.

History (Paper 1 and Paper 2): In North West there were 18 markers fewer than required for the scripts to be marked. The 18 markers had not taken up their appointments for several reasons, including COVID-19 infections. These absences brought additional pressure in completing the marking in the allotted time and potentially compromised the quality of marking as a result of undue pressure on the marking personnel.

Life Sciences (Paper 1 and Paper 2): In Limpopo inconsistent marking from the onset was pointed out to the internal moderator. This was brought to the attention of the senior markers and deputy chief markers. Improvement in marking could not be confirmed because by the time the moderator left the marking centre the re-marked scripts were not ready for re-moderation.

Mathematical Literacy (Paper 2): In Eastern Cape there were initial differences between marks awarded by some markers and the moderated marks. Re-marking and retraining quickly rectified these discrepancies. However, due to the release of one senior marker who tested positive for COVID-19

and the three-day isolation of two more senior markers and one deputy chief marker, some marking errors went undetected. These occurrences were significantly noticeable in the unmoderated scripts verified. The external moderator addressed some of those errors.

Sepedi (Paper 3): In Limpopo the external moderator realised that incorrect responses were marked as correct by some markers and moderated as correct by some moderators. The chief marker and the internal moderator were made aware of these occurrences and the inconsistencies were subsequently addressed.

Sesotho Home Language (Paper 1, Paper 2 and Paper 3): In Free State and Gauteng numerous scripts were outside the tolerance range. This was brought to the attention of the senior marking personnel. The affected markers were retrained, scripts were re-marked and improvements began to show as the re-marked scripts were then within the tolerance range.

South African Sign Language Home Language (Paper 2 and Paper 3): In Paper 2, after intensive moderation it was found that the awarding of marks for the interpretation of literary essay questions was not in line with the rubrics for marking. Batches of scripts were sent back for re-marking and/or moderation. In Paper 3 the deviation between markers and senior marker/chief marker occurred in more than half of the externally moderated scripts. This was communicated to the chief marker but deviations still occurred.

The external moderator indicated that 35% of scripts were outside the tolerance range. Although this deviation was still high, it was a marked improvement on the deviations of previous years. Given that a large percentage of the moderated scripts awarded marks outside the tolerance range of 3.8% (four marks), the marking of this paper was not considered fair, valid and reliable at the outset of marking. Consequently, two more days were allocated for re-verification by two external moderators to verify the accuracy of marking in identified areas of Paper 2. The findings of the re-verification indicated that although marking was inconsistent and mostly outside of the tolerance range, both the internal moderation and external moderation identified and corrected the inconsistencies.

Visual Arts: In Limpopo the chief marker for Visual Arts was also a Visual Arts teacher in one school and had to mark Afrikaans scripts from her own school because the internal moderator was not fluent in Afrikaans. A practice of this nature could compromise the quality of marking.

Overall, the tolerance range was achieved in most of the papers that had been marked and moderated. An exercise of due diligence ensured that the tolerance ranges set for subjects were not exceeded. In some question papers tolerance ranges were exceeded during the early stages of marking. The intervention by the internal moderators and chief markers ensured adherence to the tolerance ranges as marking proceeded.

b) Internal moderation of marking

Evidence of internal moderation at all levels was apparent in all verified subjects. Full-script internal moderation with different coloured pens at different levels took place. The quality of internal moderation was maintained throughout the process. The following aspects were relevant:

Economics (Paper 1 and Paper 2): In North West the standard of moderation varied from poor to satisfactory. There were incidents in which markers would award marks correctly but these were changed during moderation by a senior marker. There was immediate intervention by the internal moderator and the chief marker to correct some inconsistencies.

English First Additional Language (Paper 3): In Limpopo there were pockets of inconsistencies at the level of senior markers. Some senior markers could not identify some errors committed by markers, especially in Section B, where the moderation of some questions showed inconsistency and shadow-moderation by senior markers.

English Home Language (Paper 1, Paper 2 and Paper 3): In Western Cape internal moderation at different levels was lacking. There was no full-script moderation that included the senior markers, the deputy chief markers, the chief marker and the internal moderator. This was queried with the internal moderator, who indicated that they were advised to moderate 10%–12% of the total number of scripts and not 10% of the packs. The internal moderator was also struggling with administration and dealing with COVID-19 related issues, which decreased the moderation time.

Sesotho Home Language (Paper 1, Paper 2 and Paper 3): In the Free State and Gauteng evidence of shadow-marking was observed. This was brought to the attention of the internal moderator. At the start of the marking process internal moderation was not considered to be on par. After intervention, the moderation process improved. In Gauteng, for Paper 3, several markers could not distinguish between awarding a mark for content as opposed to a mark for language, editing and style. If a candidate's work was erroneous in terms of the language, the script was not allocated the deserving marks for content. Such candidates would be punished twice (for language, editing and style, as well as for content). Internal moderation did not correct such mark allocations prior to intervention by the internal and external moderators.

South African Sign Language Home Language (Paper 3): Deviations between markers and senior marker/chief marker occurred in 43 (53.75%) of the 80 moderated scripts. This inconsistency in marking was pointed out to the chief marker to address. Deviations still occurred in scripts externally moderated. Due to the absence of an internal moderator, all responsibilities were handed over to the chief marker. This created a gap in the moderation process for the second year running.

c) Addition and transfer of marks

The verification of marking revealed that most question papers were fully compliant.

Economics (Paper 1 and Paper 2): In North West some instances of incorrect transfer of marks to the mark sheets were noted. This was brought to the attention of the internal moderator and the chief marker. The affected scripts were put aside and moderated again in terms of mark additions and transfer of totals.

English Home Language (Paper 1, Paper 2 and Paper 3): In Gauteng the recording and totalling of marks did not occur at each level of moderation. The mark sheets were not completed on an ongoing basis; marks were recorded only after the internal moderation had been conducted. The internal moderator and the chief marker were informed about the matter and they intervened accordingly. The process improved after intervention by the internal moderator and the chief marker.

8.3.4 Candidates' Performance

Overall, the candidates' performance was at the lower end of achievement. This finding, however, does not necessarily reflect the actual performance of all the candidates in the country, due to the small sample size of the verified scripts.

Accounting (Paper 1 and Paper 2): In Paper 1, 180 scripts were verified. The verified scripts reflected a good spread of marks. The average obtained for Paper 1 was 48.6%. Distinctions were attained by 16 candidates, while 38 candidates scored less than 30%. In Paper 2, 165 scripts were verified. The verified scripts revealed a good distribution of marks. The average obtained for Paper 2 was 49.3%. Distinctions were achieved by 22 candidates, while 40 candidates scored less than 30%.

Afrikaans First Additional Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 104 scripts were verified, with 37 candidates scoring less than 40% and 12 candidates attaining more than 80%. The average for this paper was 50.3%. In Paper 2, 98 scripts were verified, with 27 candidates scoring less than 40% and ten candidates scoring more than 80%. The average for this paper was 52.6%. In Paper 3, 89 scripts were verified, with 20 candidates achieving less than 40% and 11 candidates scoring more than 80%. The average for this paper was 56.1%.

Agricultural Management Practices: In the sample of scripts verified 47% of the candidates scored higher than 30%. From this sample, six candidates (20%) achieved more than 50%. Furthermore, none of the verified candidates performed above 70%. The candidates attained an average of 32% for the question paper, based on the verified scripts.

Agricultural Sciences (Paper 1 and Paper 2): In Paper 1 a significant portion of the candidates performed between Level 1 and Level 4. This finding represented 276 of the 346 scripts verified. The average for these scripts was 45%. Of the 346 verified scripts, 67 scored less than 30% and eight scored more than 80%. In Paper 2, many candidates performed between Level 1 and Level 4. This result represented 288 of the 349 scripts verified. The average for these scripts was 43.3%, with 82 candidates scoring less than 30% and eight candidates scoring more than 80%.

Business Studies (Paper 1 and Paper 2): In Paper 1, 53 scripts were verified; 16 candidates scored less than 30% and three candidates scored more than 80%. The average for the verified scripts was 41.9%. In Paper 2, 59 scripts were verified and in the sample 13 candidates scored less than 30% and seven candidates scored more than 80%. The average for the verified scripts was 48.8%.

Civil Technology (Construction): In this paper 63.3% of the candidates passed and achieved an average of 40.9%. From the sample, 22 candidates obtained less than 30% and no candidate achieved a distinction.

Computer Applications Technology (Paper 1 and Paper 2): For Paper 1 (Practical), the average mark was 41.7%. Of the 158 scripts verified, 56 candidates scored less than 30% and seven obtained above 80%. For Paper 2 (Theory), the average mark of the paper was 38.9%. Overall, the marks obtained were poor. Of the 123 scripts verified, 36 candidates scored less than 30% and one candidate scored more than 80%.

Dramatic Arts: Of the 108 scripts verified 30 candidates scored less than 30% and 11 scored above 80%. Apart from Western Cape, many candidates seemed both examination-unready (how to answer) and examination-unprepared (what to answer).

Economics (Paper 1 and Paper 2): In Paper 1, 150 scripts were verified; from the sample 55 candidates scored less than 30% and four candidates scored more than 80%. The average for this paper was 39.9%. In Paper 2, 161 scripts were verified and 71 candidates from the sample scored less than 30% and nine candidates scored more than 80%. The average for this paper was 39.6%.

Electrical Technology (Power Systems): The average obtained from 140 verified scripts was 42.4%. A significant number of the verified candidates performed at less than 40%. No candidate attained a mark above 80% in the verified scripts, with five candidates scoring above 70%.

Engineering, Graphics and Design (Paper 1 and Paper 2): For Paper 1 the average obtained in the 90 verified scripts was 45%. Of these, 24 candidates attained less than 30%, while four candidates achieved above 80%. For Paper 2, the average was 42% for the 89 verified scripts: 35 candidates scored less than 30%, while three candidates attained above 80%.

English First Additional Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 163 scripts were verified, with 44 candidates scoring less than 40% and 13 candidates scoring more than 80%. The average for this paper was 52.5%. In Paper 2, 205 scripts were verified, with 80 candidates scoring less than 40% and seven candidates scoring above 80%. The average for this paper was 43.1%. In Paper 3, 184 scripts were verified, with the average for this paper at 63.4%. Four candidates scored less than 40% and 18 candidates attained above 80%.

English Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 117 scripts were verified, with 33 candidates scoring less than 40% and 11 scoring more than 80%. The average for this paper was 52%. In Paper 2, 123 scripts were verified, with 42 candidates scoring less than 40% and 11 candidates scoring more than 80%. The average for this paper was 50.1%. In Paper 3, 126 scripts were verified; from the sample, 18 candidates scored less than 40% and 15 candidates attained above 80%. The average for this paper was 57.6%.

Geography (Paper 1 and Paper 2): The structure and format of Paper 1 changed from that of 2020, with all three questions made compulsory: 285 scripts were verified, with the performance of candidates generally at the lower end of achievement. The average for this paper was 38.2%. In Paper 2, 275 scripts were verified. The verified candidates performed poorly in the paragraph questions and in Mapwork. The average for this paper was 44.4%.

History (Paper 1 and Paper 2): In Paper 1, 191 scripts were verified, with an average of 42.3%. From the verified scripts, 56 candidates scored less than 30% and 12 candidates scored more than 80%. In Paper 2, 223 scripts were verified, with an average of 38.8%. Of those verified, 82 candidates scored less than 30% and four candidates scored more than 80%.

Hospitality Studies: For this paper, 135 scripts were verified. The average mark of this paper was 40.4%, with 40 candidates who scored less than 30% and five candidates who scored above 80%.

isiXhosa Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 53 scripts were verified. The average obtained for this paper was 65.8%. Of the verified scripts, two candidates attained less than 40% and five candidates achieved more than 80%. In Paper 2, 49 scripts were verified. The average obtained was 59.8%, with five candidates scoring less than 40% and one candidate scoring above 80%. In Paper 3, 41 scripts were verified. The average obtained was 61.8%, with two candidates scoring less than 40% and five candidates scoring more than 80%.

isiZulu First Additional Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 50 scripts were verified. From the sample, 12 candidates scored less than 40% and eight candidates scored more than 80%. The average for this paper was 58.8%. In Paper 2, 60 scripts were verified: 19 candidates scored less than 40% and 15 candidates scored more than 80%. The average for this paper was 53.8%. In Paper 3, 40 scripts were verified: four candidates scored less than 40% and 15 candidates scored more than 80%. The average for this paper was 66.7%.

isiZulu Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1 the candidates performed well in the comprehension, summary and cartoon sections. However, they did not perform well in the advertisement and language-in-context sections. The average performance, as per the sampled scripts, was 48.9%. In Paper 2, the candidates performed well in answering the sections of unseen poem and the literary essays. The average performance, as per the sampled scripts, was 47.5%. In Paper 3, the candidates performed well in all sections. The average performance, as per the sampled scripts, was 67.9%.

Life Sciences (Paper 1 and Paper 2): The trend in the distribution of marks was similar for both papers. In Paper 1, 350 scripts were verified and an average of 62.5% was obtained. Of these, 119 candidates scored less than 30% and 17 candidates obtained above 80%. In Paper 2, 292 scripts were verified and an average of 64.8% was obtained. From the verified scripts, 75 candidates achieved less than 30% and 13 candidates attained above 80%.

Marine Sciences (Paper 1 and Paper 2): In Paper 1, 12 scripts were verified, obtaining an average of 64.4%. No candidate scored less than 30% and two candidates scored above 80%. In Paper 2, 12 scripts were verified, with an average of 62.5%. No candidate scored less than 30% and two candidates obtained above 80%.

Mathematical Literacy (Paper 1 and Paper 2): In Paper 1, 234 scripts were verified, 29 candidates scored less than 30% and 27 candidates scored more than 80%. The average for this paper was 54.9%. In Paper 2, 230 scripts were verified, 52 candidates scored less than 30% and 17 candidates scored more than 80%. The average for this paper was 48.1%.

Mathematics (Paper 1 and Paper 2): In Paper 1, 141 scripts were verified, obtaining an average of 53.5%. From these scripts, 39 candidates scored less than 40% and 16 scored 80% and above. In Paper 2, 138 scripts were verified, with an average of 49.8%. From these scripts, 51 candidates scored less than 40% and 14 scored 80% and above.

Mechanical Technology (Automotive): Of the 79 scripts verified 36 candidates scored less than 30% and no candidate scored more than 80%. Three candidates scored between 60% and 69%. The average for this paper was 31.3%.

Physical Sciences (Paper 1 and Paper 2): In Paper 1, 159 scripts were verified and from the sample 25 candidates scored less than 30% while 17 candidates scored more than 80%. The average for this paper was 53.6%. In Paper 2, 144 scripts were verified, with 15 candidates attaining less than 30% and 21 candidates scoring above 80%. The average for this paper was 55%.

Sepedi Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 63 scripts were verified, with an average of 40.2%. Of these scripts, 27 candidates scored less than 40% and no candidate scored more than 60%. In Paper 2, 48 scripts were verified, with an average of 40%. Of this, 26 candidates scored less than 40% and one candidate scored above 70%. No candidate obtained more than 80%. In Paper 3, 50 scripts were verified, with an average of 64.7%. Only one candidate scored less than 40% and three candidates scored more than 80%.

Sesotho Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1 a total of 65 scripts were verified, with 11 candidates scoring less than 40% and one candidate scoring more than 80%. The average for this paper was 55.2%. In Paper 2, 60 scripts were verified, with 16 candidates scoring less than 40% and

one candidate scoring more than 80%. The average for this paper was 47.5%. In Paper 3, 63 scripts were verified, with three candidates scoring less than 40% and 21 scoring above 80%. The average for this paper was 69.7%.

Setswana Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1 a total of 124 scripts were verified, with 50 candidates scoring less than 40% and one candidate scoring more than 80%. In Paper 2, 119 scripts were verified, with 61 candidates scoring less than 40% and three candidates scoring more than 70%. No candidate scored more than 80%. In Paper 3, 101 scripts were verified. No candidate scored less than 40% and four candidates scored more than 80%.

Siswati Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 25 scripts were verified. Three candidates scored less than 40% and two candidates scored more than 80%. The average for this paper was 56.7%. In Paper 2, 30 scripts were verified. Eleven candidates scored less than 40% and one candidate scored more than 80%. The average for this paper was 48.3%. In Paper 3, 30 scripts were verified. Two candidates scored less than 40% and 12 candidates scored more than 80%. The average for this paper was 69.8%.

South African Sign Language Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 33 scripts were verified, with an average of 35.8%. Of the verified scripts, 17 candidates scored less than 40% and one candidate scored more than 70%. No candidate scored more than 80%. In Paper 2, 48 scripts were verified, with an average of 37.7%. From the verified scripts, 28 candidates scored less than 40% and one candidate scored more than 80%. In Paper 3, 80 scripts were verified, with 15 candidates scoring less than 40% and one candidate who scored above 80%. The average for this paper was 52.5%.

Technical Mathematics (Paper 1 and Paper 2): In Paper 1 candidates' performance was commendable. In the verified sample of 125 scripts, 100 candidates achieved above Level 1. This achievement resulted in an 80% pass rate, with 25 candidates having scored less than 30% and five candidates having scored above 80%. The average of the verified scripts was 46.3%. In Paper 2, the pass rate from 122 verified scripts was 75%, with 36 candidates scoring less than 30% and four candidates achieving above 70%. No distinctions were attained from the verified scripts. The average of the verified scripts was 38.5%.

Technical Sciences (Paper 1 and Paper 2): In Paper 1, 116 scripts were verified. Fifty candidates scored less than 30% and one candidate scored more than 80%. Seven candidates scored between 70% and 79%. The average for this paper was 34.4%. In Paper 2, 169 scripts were verified, with 58 candidates scoring less than 30% and one candidate scoring above 80%. Two candidates scored between 70% and 79%. The average for this paper was 36.8%.

Tourism: Of the 168 scripts verified 25 candidates scored less than 30% and six candidates scored more than 80%. The average obtained for this paper was 47.3%. From the scripts verified, it was evident that most candidates struggled to respond appropriately to data-response questions and questions requiring interpretation.

Tshivenda Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 119 scripts were verified, with an average of 73.1%. No candidate scored less than 40%, while 81 candidates scored more than 70%. From the verified scripts, 33 candidates scored more than 80%. In Paper 2, 118 scripts were verified, with an average of 62.9%. Of these, 16 candidates scored less than 40% and 56 scored more than 70%. In addition, 19 candidates scored more than 80%. In Paper 3, 111 scripts were verified, with an

average of 69.3%. No candidate scored less than 50% and 62 candidates scored more than 70%. Only one candidate scored more than 80%.

Visual Arts: Of the 101 scripts verified, five candidates scored less than 30% and 21 candidates achieved above 80%. The average for this subject was 62.9%.

Xitsonga Home Language (Paper 1, Paper 2 and Paper 3): In Paper 1, 220 scripts were verified, with 54 candidates scoring less than 40% and four who attained above 80%. The average for this paper was 49%. In Paper 2, 230 scripts were verified, with 54 candidates scoring less than 40% and seven candidates scoring more than 80%. The average for this paper was 50.9%. In Paper 3, 230 scripts were verified. Seven candidates scored less than 40% and 16 candidates scored more than 80%. The average for this paper was 65%.

The following reasons were provided by external moderators for verified candidates' unsatisfactory performance:

- i. A lack of content knowledge and inadequate understanding, or gaps in understanding, of subject-specific terminology (Agricultural Sciences, Business Studies, Dramatic Arts, Life Sciences, English Home Language, Geography, Mathematical Literacy, Mathematics, Physical Sciences and Technical Sciences);
- ii. An inability to respond adequately to opinion-based questions and higher-order questions (English Home Language, Geography, History and South African Sign Language Home Language);
- iii. Inadequate responses that lacked insight and depth (Accounting, Business Studies, Computer Applications Technology, Geography and Tourism);
- iv. An inability to execute calculations, make comparisons and make value judgements (Accounting, Mathematical Literacy, Mathematics, Physical Sciences, Technical Mathematics and Technical Sciences); and
- v. Poor interpretation of texts and an inability to think in creative ways (Dramatic Arts and English First Additional Language).

8.4 Areas of Improvement

The areas that showed improvement in the marking process were noted as follows:

- a. The marking at most marking centres was consistent (kept within the tolerance range) and according to the agreed-upon marking guidelines;
- b. Marking personnel maintained high levels of concentration during the marking process due to the seating arrangements, which followed the social distancing protocol;
- c. Marked improvement in internal moderation across various levels of moderation;
- d. Marking differences identified for all subjects were communicated to the markers as soon as they were detected. This action ensured that moderation was both informative and developmental for all marking personnel;
- e. The implementation and use of the "pay marker system" in the appointment of English Home Language implemented for the first time in Gauteng is commended; and
- f. The successful use of the e-marking solution as a continuation of a project launched in 2020 in Gauteng in Accounting (Paper 1 and Paper 2) and Mathematics (Paper 2).

8.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. Non-appointment of the required number of markers for English Home Language Paper 1 and Paper 2 in Free State;
- b. The appointment of substitute markers without proper screening in Dramatic Arts in KwaZulu-Natal;
- c. Non-adherence to the 1:5 ratio for the appointment of senior markers to markers (Mathematics Paper 2 in Gauteng; English Home Language Paper 2 in Western Cape);
- d. Non-provision of official appointment letters to markers of English Home Language Paper 1 in Gauteng and Electrical Technology (Power Systems) in North West;
- e. Non-implementation of COVID-19 protocols (Gauteng PED: Florida Park High School marking centre for English Home Language; Limpopo PED: University of Limpopo marking centre for Life Sciences); and
- f. Inconsistency in the application of marking guidelines (rubrics) in the marking of the literary essay in Sesotho Home Language in Free State and Gauteng.

8.6 Directives for Compliance and Improvement

The DBE must ensure that:

- a. Proper procedure is followed in appointing substitute markers in all subjects in KwaZulu-Natal;
- b. PED appoint sufficient reserve markers to replace unavailable markers or those withdrawn due to unforeseen circumstances, to ensure compliance to the 1:5 ratio requirement;
- c. PED provide all markers in all subjects with official letters of appointment as markers prior to the start of the marking process;
- d. COVID-19 protocols are implemented at all marking centres from the onset of marking; and
- e. Both markers and senior marking personnel for Sesotho Home Language are trained sufficiently on the application of rubrics for marking literary essays.

8.7 Conclusion

The rigorous training of marking personnel conducted by the DBE during the marking guideline standardisation meetings and cascaded to all provinces added much value to the consistency of marking. The DBE is to be commended for conducting a successful marking process of the 2021 NSC examination, amid the many withdrawals and declines received from markers in many subjects, mainly due to reasons associated with the COVID-19 pandemic.

Overall, all provinces followed the marking guidelines in the question papers for subjects sampled by Umalusi for verification of marking. Gauteng was exemplary in its innovation in implementing a successful e-marking solution, which is a step in the right direction given the evolutionary nature of education. The fairness, validity and reliability of the results for the November 2021 NSC examination were all positively enhanced as a result.

CHAPTER 9 STANDARDISATION AND RESULTING

9.1 Introduction

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

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

9.2 Scope and Approach

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

9.2.1 Development of Historical Averages

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

9.2.2 Capturing of Marks

Umalusi verified the capturing of marks of the NSC examination of November 2021 of the DBE at four provincial education departments (PED), namely, Eastern Cape, Free State, Mpumalanga and North West. The verification of capturing followed a three-phase procedure. The first phase involved the verification of the transfer of marks from the script to the mark sheets at the marking centres across the country, by collecting copies of sampled mark sheets and scripts and recording the marks on the Umalusi template. These would then be verified with standardisation data. The second phase involved

monitoring the capturing of marks at provincial capturing centres and the collection of copies of mark sheets. The final phase involved the verification of marks recorded on candidates' scripts against the DBE standardisation data. The verification of mark capturing was monitored across capturing centres in the four provincial departments.

9.2.3 Verification of Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets submitted by the DBE for verification purposes were found to be accurate. The datasets were verified and approved timeously.

9.2.4 Pre-Standardisation and Standardisation

The virtual meetings for pre-standardisation and standardisation for the NSC examination were held from 4–6 January 2022, while the evidence-based report analysis and presentation were conducted on 15 and 16 December 2021, respectively. The Assessment Standards Committee (ASC) considered both the qualitative and quantitative evidence presented to assist in making evidence-based decisions. Qualitative inputs included evidence-based reports presented by the DBE, research findings from Umalusi's post-examination analyses in selected subjects, reports of Umalusi's external moderators and monitors on the conduct, administration and management of examinations, as well as the internal moderators' reports from the assessment body. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis in connection with standardisation principles.

9.2.5 Post-Standardisation

Beyond standardisation meetings the DBE submits to Umalusi the final adjusted marks and candidates' resulting files for verification and eventual approval.

9.3 Summary of Findings

9.3.1 Standardisation and Resulting

a) Development of historical averages

The historical averages for all NSC subjects were developed using the previous five years' examination sittings (2016-2020), with the exceptions of the technology and technical subjects and the South African Sign Language Home Language, since these were introduced only in 2018. As such, the subjects had a three examination sitting historical average (2018-2020). The assessment body submitted historical averages for the purposes of verification in accordance with the management plan developed by Umalusi. It was found that there were no subjects with outliers for the November 2021 examination. In the case of the new subject, Marine Sciences, that was introduced in 2021, a fictitious norm was developed by Umalusi and submitted to the assessment body.

b) Capturing of marks

Umalusi verified the capturing of examination marks in four provinces to determine the reliability of the conduct, management and administration of the capturing process. These were Eastern Cape, North West, Free State and Mpumalanga.

The process to capture marks was monitored to establish whether it was conducted accurately and credibly. The verification of the capturing of the NSC examination marks looked at, among other things, the verification of systems, the appointment and training of capturers, the management of

capturing centres, as well as the security systems for safeguarding examination materials. This is aimed at assisting Umalusi in identifying best practices and challenges encountered during the capturing of marks. The verification of marks for the external examination was conducted in the four provinces.

All four provinces had measures in place to verify the authenticity of incoming mark sheets delivered from the marking centres. The different signatories to the mark sheets were checked to ensure that all the mark sheets went through all the verification stages. The capturing centres encountered no major challenges pertaining to the authenticity of mark sheets. There were adequate personnel appointed and the availability of generators in all provinces, as a back-up in the event of power failure, was commendable. All PED considered the number of mark sheets to be received, the number of marks to be captured as well as the number of days available for capturing to determine the number of capturers and verifiers needed to complete the capturing process in time to meet the target set in the DBE management plan. All provinces were in alignment with the management plan by the time the monitors visited the capturing centres.

The provinces continued to make use of both permanent and temporary staff members for capturing marks. The temporary capturers were trained by the provincial system administrators and allocated unique user identities. All appointed capturers had appointment letters, which clearly outlined their key performance areas and were signed by the Head of Examinations. Attendance registers were provided to Umalusi as evidence of the personnel having attended training. All personnel in charge of capturing had signed declarations of secrecy before assuming their duties. There were adequate resources available in these provinces for the capturing of marks.

In all the provinces there was online monitoring of mark capturing. The principle of double-capturing was adhered to in provinces to ensure accuracy. To ensure that double-capturing was not compromised, in the provinces monitored, the system blocked capturers from verifying mark sheets they had captured. All the provinces adopted the same approach in dealing with unclear marks on the mark sheets: such unclear mark sheets were submitted to the senior data capturer, who would submit the mark sheets to the chief marker for attention.

Mark sheets were transported by departmental officials from the marking centre to the capturing centre, tracked and monitored by control sheets. A manual system was used to record deliveries of the mark sheets to the capturing centre in all four provinces. In addition, the four provinces utilised a flow diagram from the DBE that regulated the flow of mark sheets in the capturing room. The use of the flow diagram in all provinces was highly commendable as it eliminated the risk of mark sheets getting mixed up.

All the capturing centres were under 24-hour security surveillance. There was access control at all capturing centres that were monitored, except in North West. All provinces had satisfactory security measures in place for the storage of examination materials.

Umalusi also visited marking centres in the provinces and recorded candidates' scripts as they appeared on the scripts and the mark sheet. Umalusi was grateful that all the marking and capturing centres visited allowed the officials to record the marks without any challenges. During the verification of the collected scripts and mark sheets against the standardisation data, no major deviations were observed.

Although COVID-19 still posed a big risk, all four provinces monitored had strict measures in place to deal with the pandemic. All capturers and verifiers wore masks during capturing and safe social distancing was maintained in all capturing venues.

c) Electronic datasets and standardisation booklets

In preparation to the standardisation processes, Umalusi, in conjunction with the DBE, embarked on a process to verify its systems through dry runs. The purpose of the dry runs was to ensure that the mainframe was ready for the end-of-year data processing. The process also checks for compatibility of data and formulae used for data processing. The DBE participated in all processes to ensure correct resulting of candidates. The submitted standardisation datasets and electronic booklets for the NSC examination conformed to the requirements prescribed by Umalusi.

9.3.2 Pre-Standardisation and Standardisation

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

During the NSC pre-standardisation meeting the ASC observed a significant increase in the number of candidates in most subjects, as well as structural changes introduced in 2021 for most subjects. Furthermore, the ASC noted that most subjects turned out to be more difficult, resulting in most subjects being adjusted upwards in the 2021 examination, as compared to the 2020 examination.

In addition, the ASC noted the following concerns: Firstly, a continuous upward trend in IsiNdebele Home Language, with the best performance and the highest number of distinctions in 2021. The ASC expressed concern over the failure of the question papers to clearly distinguish candidates' performance and urged the DBE to investigate the setting of the papers. Challenges in the marking of Paper 2 and Paper 3 in Sesotho Home Language was also noted. The ASC recommended that the DBE investigate.

Secondly, the ASC expressed concern over the examination readiness of South African Sign Language Home Language. Despite intervention strategies put in place by the DBE, the subject continues to perform poorly, which results in the ASC intervening during the standardisation process. The ASC urged the DBE to investigate the continued offering of this subject given the challenges it faces.

Thirdly, the ASC observed that the structural changes in Geography might have had a major impact on candidates' performance in 2021. It urged the DBE to investigate and offer the necessary support if this was the case. The ASC also observed the impact of the structural changes in Technical Mathematics, which resulted in a major increase in performance in 2021.

Lastly, the ASC observed the worst ever performance in English Home Language and Afrikaans First Additional Language and urged the DBE to investigate. Furthermore, the ASC raised concerns about poor performance in Economics, although the number of candidates had increased significantly. Poor performance remained a major concern, given that the pairs analysis and the qualitative inputs showed that the paper was difficult. The ASC therefore urged the DBE to investigate the quality of question papers and the selection criterion in this subject.

On a positive note, the ASC commended the way the DBE arranged the standardisation booklets, by clustering the subjects of the same field. This made it much easier for the ASC to navigate the booklet and to be consistent in adopting standardisation decisions.

9.3.3 Standardisation Decisions

The ASC and the DBE agreed on the standardisation decisions for 63 subjects presented for the NSC qualification and 'parked' four subjects for the ASC to reconsider. After further consultations on both sides, consensus was reached on the four parked subjects. Table 9A below summarises the NSC standardisation decisions.

Table 9A: Standardisation decisions for the November 2021 NSC examination

Description	Total
Number of subjects presented	67
Raw marks	35
Adjusted (mainly upwards)	28
Adjusted (downwards)	04
Number of subjects standardised	67

9.3.4 Post-Standardisation

The standardisation decisions were submitted to the assessment body and approved on first submission.

9.4 Areas of Improvement

The following areas of good practice were observed:

- a. The DBE submitted the evidence-based reports and all standardisation and resulting datasets, as well as the standardisation booklet, within the specified time frame;
- b. The acceptable compliance levels in the capturing of examinations marks in all provinces was highly commendable;
- c. The clustering of subjects in the standardisation booklets was highly commendable; and
- d. The approval of the adjustments and most provinces during the first submission was highly commendable.

9.5 Areas of Non-Compliance

None

9.6 Directives for Compliance and Improvement

None

9.7 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.

CHAPTER 10 CERTIFICATION

10.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act No. 58 of 2001) 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: A qualification at Level 4 on the NQF (NSC).

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

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

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

10.2 Scope and Approach

The period covered in this report is from 1 December 2020 to 30 November 2021. All the requests for certification received during this period that were finalised, in other words, feedback provided to the assessment body by Umalusi, is included and addressed in this report. The main examination covered in this report is the November 2020 examination.

Certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of the certification usually happens within three months of the release of the results. Throughout the year, certificates are requested, either as a first issue, duplicate, replacement due to 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, with an indication of the percentage rejections in the applications as a result of non-compliance with the directives. The number and type of certificates issued in this period is also provided.

With the processing of the requests for certification during the period of reporting, several findings were made that 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.

10.3 Summary of Findings

Every examination cycle starts with the registration of learners for the academic year. The registration of learners 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 DBE must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi. Umalusi received the first submission of the subject structures, which were compared with the Umalusi subject structures and differences were indicated. The second dataset of the subject structures was submitted to Umalusi, uploaded and compared to the Umalusi subject structures. No differences were identified.

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 preliminary registration while the second is the final set of registrations. Both sets of data were submitted to Umalusi timeously, compared to other years. Umalusi adapted the system to be able to check this data. The final datasets for all nine provincial education departments (PED) were submitted as required by Umalusi.

It was discovered that some candidates with special educational needs were not correctly marked on the PED examination system. This resulted in these candidates being rejected at certification. The major challenge was that some PED had not finalised the special needs (SNE) requests with their inclusive education units in their respective provinces. The matter was attended to by the State Information Technology Agency (SITA) and Umalusi, on behalf of the DBE, and these candidates will now be certified correctly.

There are active sanction periods in place against candidates who have been found guilty of an examination irregularity. Such candidates may not enrol until the sanction date expires; however, there were such candidates included in the registration data.

There were instances where centre type, whether private or public, was not indicated in the registration file: an invalid indicator was submitted for centre type. Invalid characters were noted in Surname fields, as were invalid spaces between candidate's names. These were issues that could have an impact on

resulting and, ultimately, certification of these candidates. The DBE was requested to attend to these issues.

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

Umalusi discovered, during the processing of the certification datasets, that a small percentage of learner records requesting certification were not approved during the resulting process. This caused a delay in the certification and issuing of certificates to the learners. Umalusi has issued letters to the Head of Examinations indicating candidates who were never submitted for certification. Secondly, the letter has indicated that candidate records submitted for certification but rejected for various reasons had not been resubmitted to Umalusi for certification and remain outstanding.

The general principles that must be adhered to are that all results must be approved before release; and the request for certification must be submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, correction of marks cannot be effected by submitting mop-up datasets. A re-issue must then be requested to correct marks on a certificate already issued. Requests for the cancellation of certificates were received to effect changes, either in personal details or in marks. The re-issue policy states clearly that for a change in personal details, a re-issue must be requested.

The recording and finalisation of irregularities are important to ensure that certificates are issued correctly to deserving candidates. Assessment bodies must continuously inform Umalusi of all irregularities for Umalusi to record such instances on their IT system. It is of utmost importance that Umalusi be updated on the status of the irregularities (pending, guilty, not guilty) before requests for certification are submitted. If this is not done, the possibility exists that learners might not receive their certificates and that the issuing of certificates is delayed because irregularities have not been finalised. Umalusi will continue to indicate all outstanding irregularity cases: assessment bodies must send updated lists to ensure the Umalusi IT system can be continuously updated.

The submission of datasets for certification was not done within three months after the release of results for some PED due to minor COVID-19 challenges in 2021. Others were submitted after three months; some without the required declaration forms, which Umalusi had to request from the PED.

Umalusi also noticed that candidate records that had been rejected for non-compliance with the directives for certification had been resubmitted for certification, without the error being corrected. The resubmission of learner records without the errors corrected delays the issuing of certificates to learners. In some cases, the rejected record was not even resubmitted for certification.

Regarding the application for re-issues of certificates already issued, it was found that in some instances the reason for cancellation did not match the request for change. Any change owing to the correction of personal details on the national population register must be requested as a legal change. The evidence provided, for example, letters from the Department of Home Affairs, must be certified documents.

The following graphs show summaries of certificates issued for the period 1 December 2020 to 30 November 2021, per PED and the DBE.

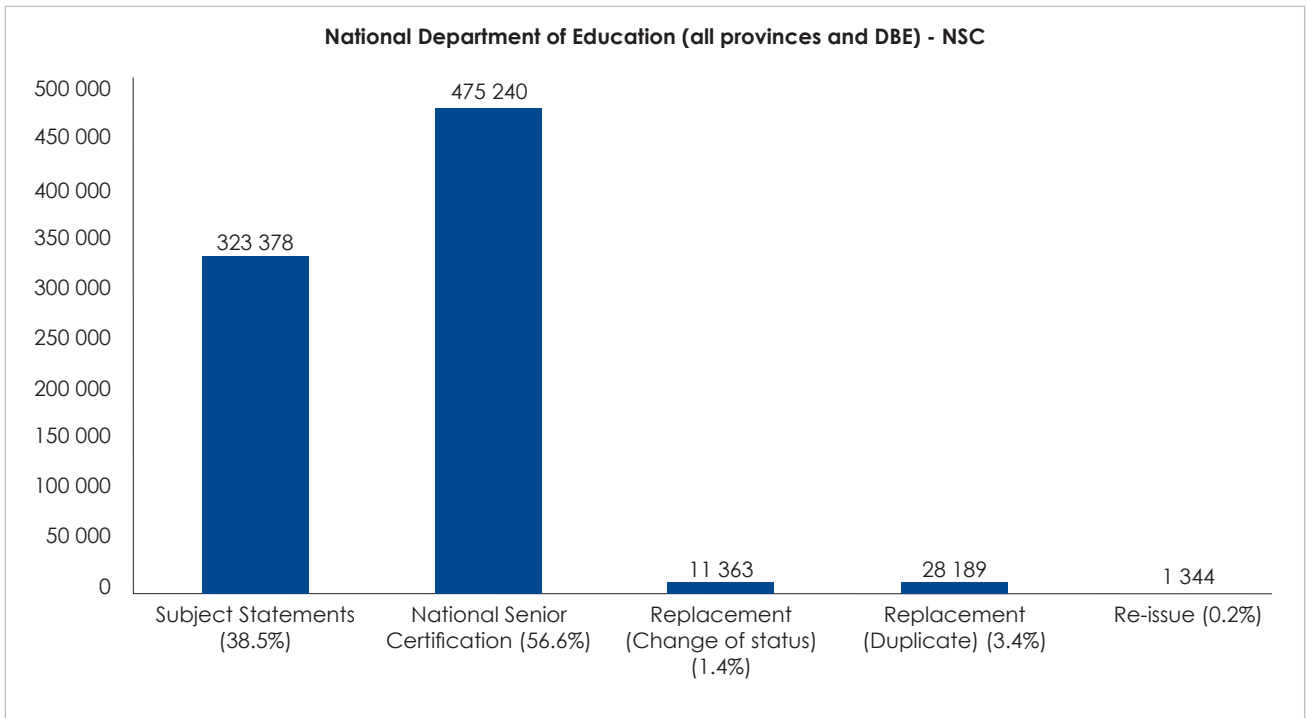


Figure 10A: Certificates issued during the period 1 December 2020 to 30 November 2021 for all provinces and national DBE

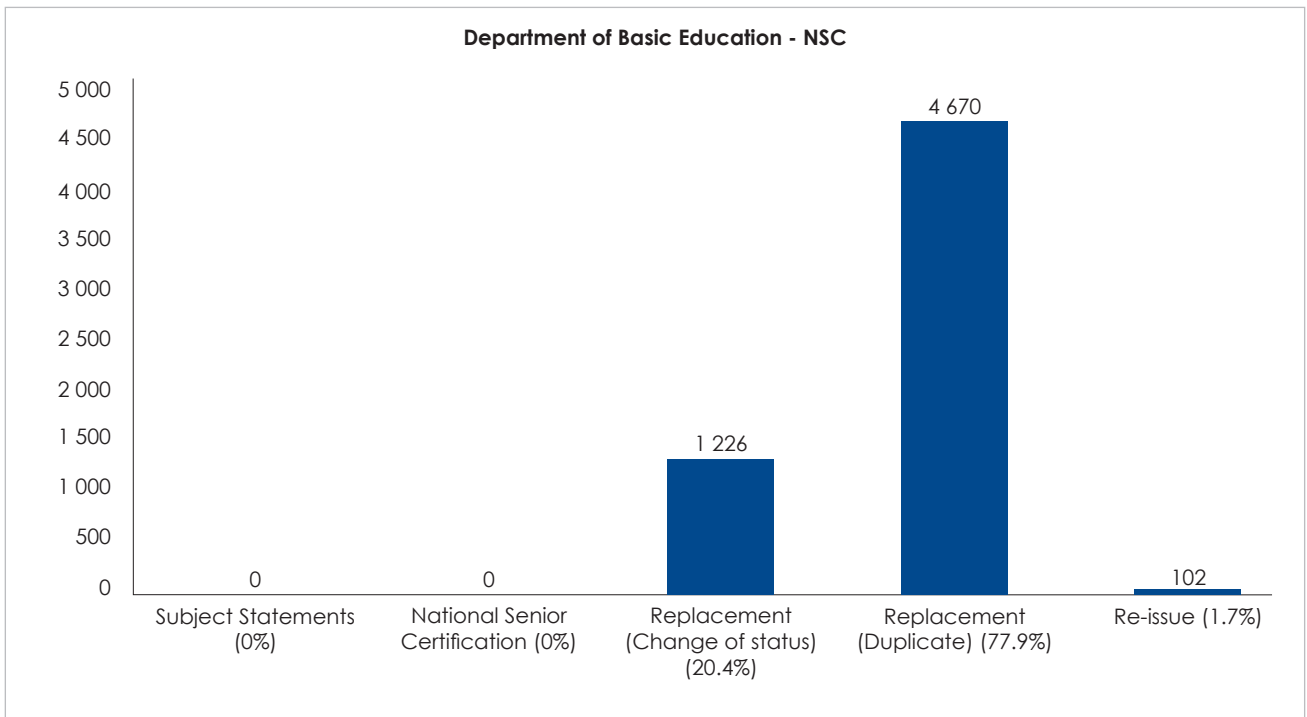


Figure 10B: Department of Basic Education

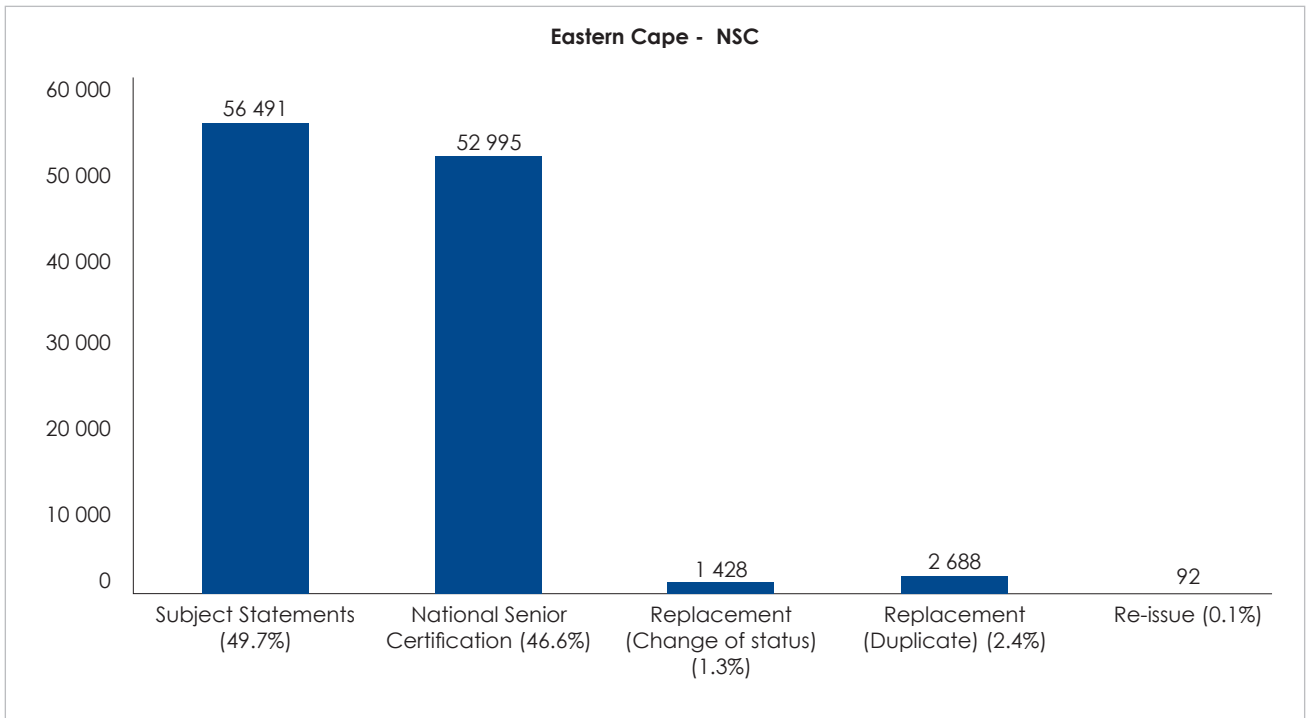


Figure 10C: Eastern Cape

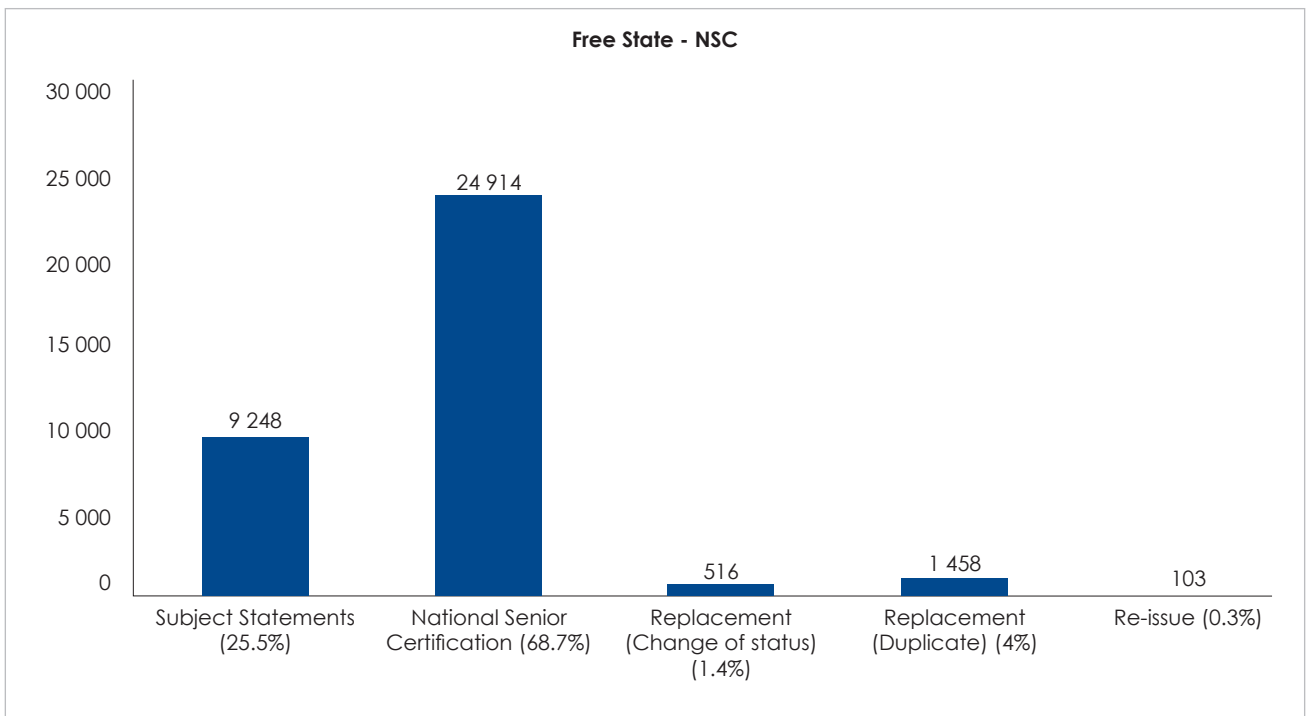


Figure 10D: Free State

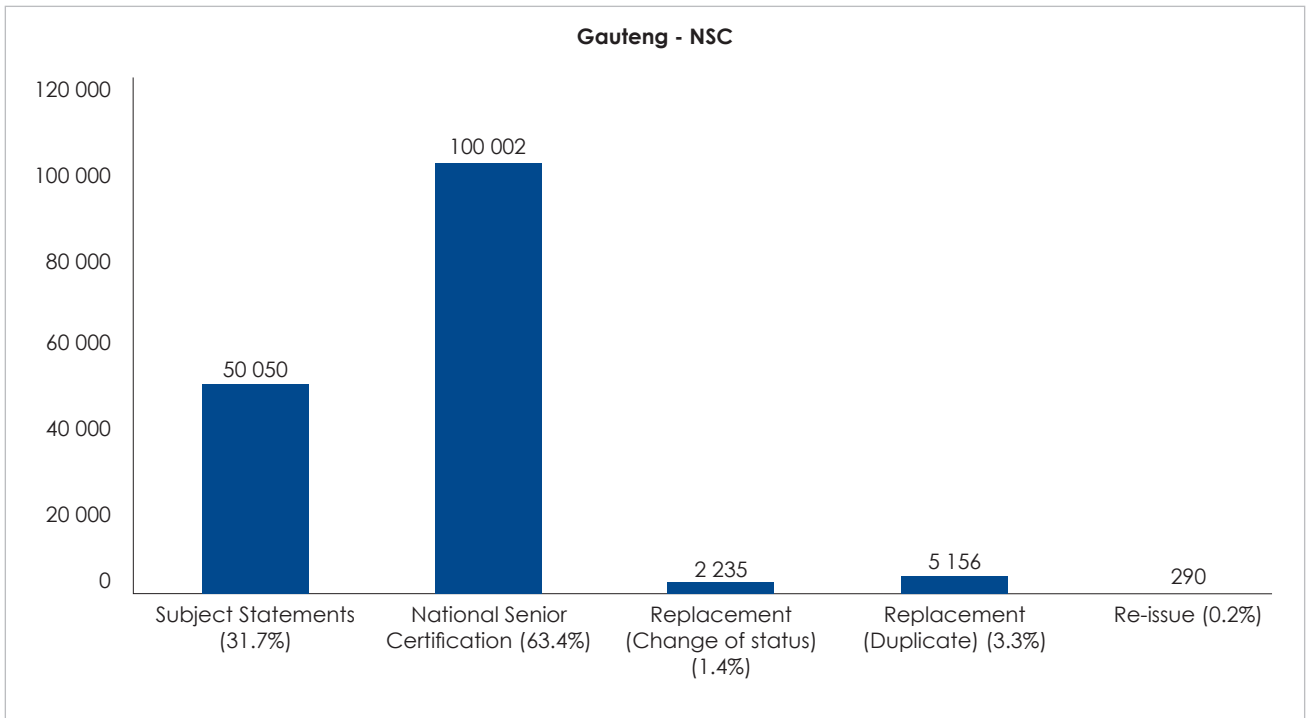


Figure 10E: Gauteng

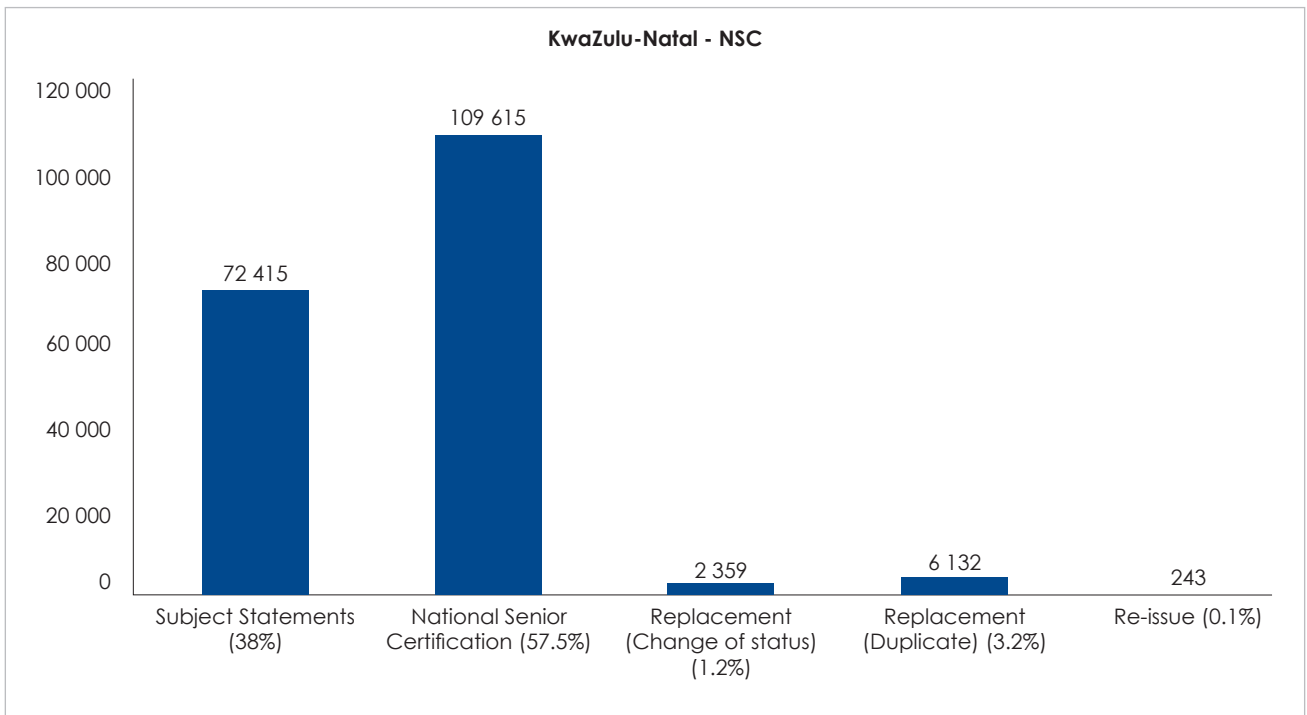


Figure 10F: KwaZulu-Natal

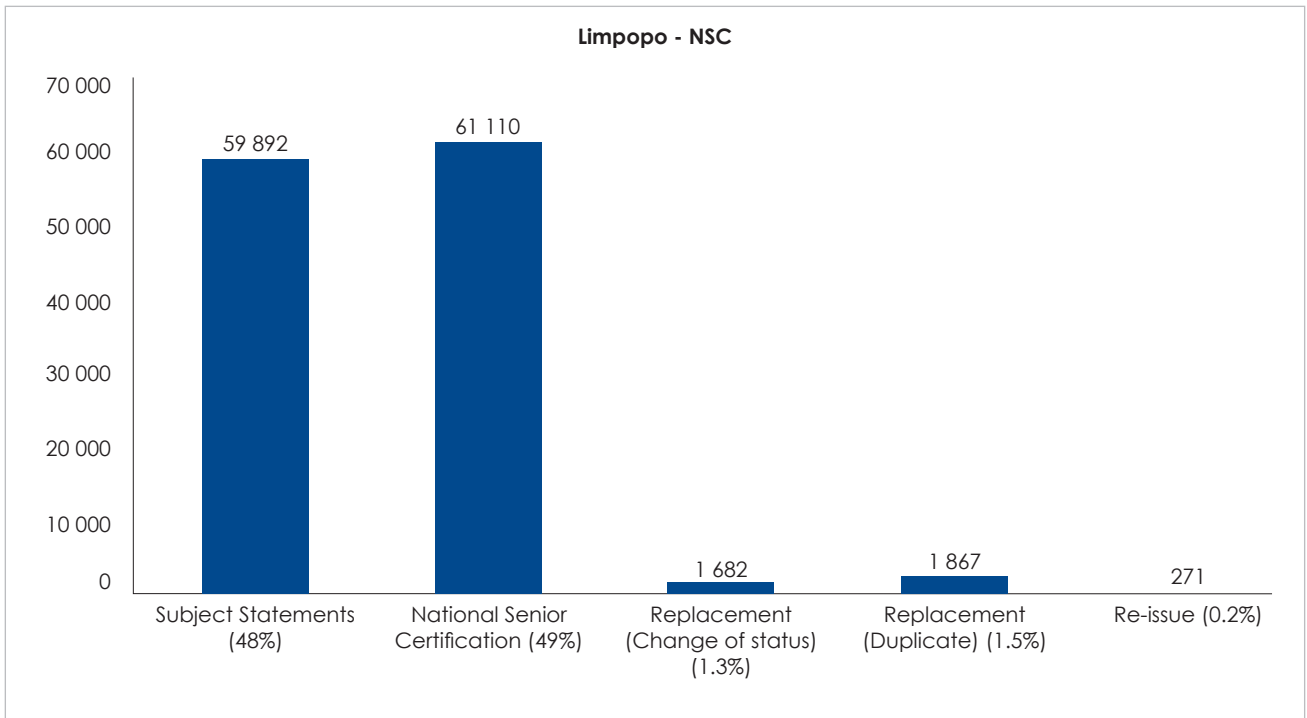


Figure 10G: Limpopo

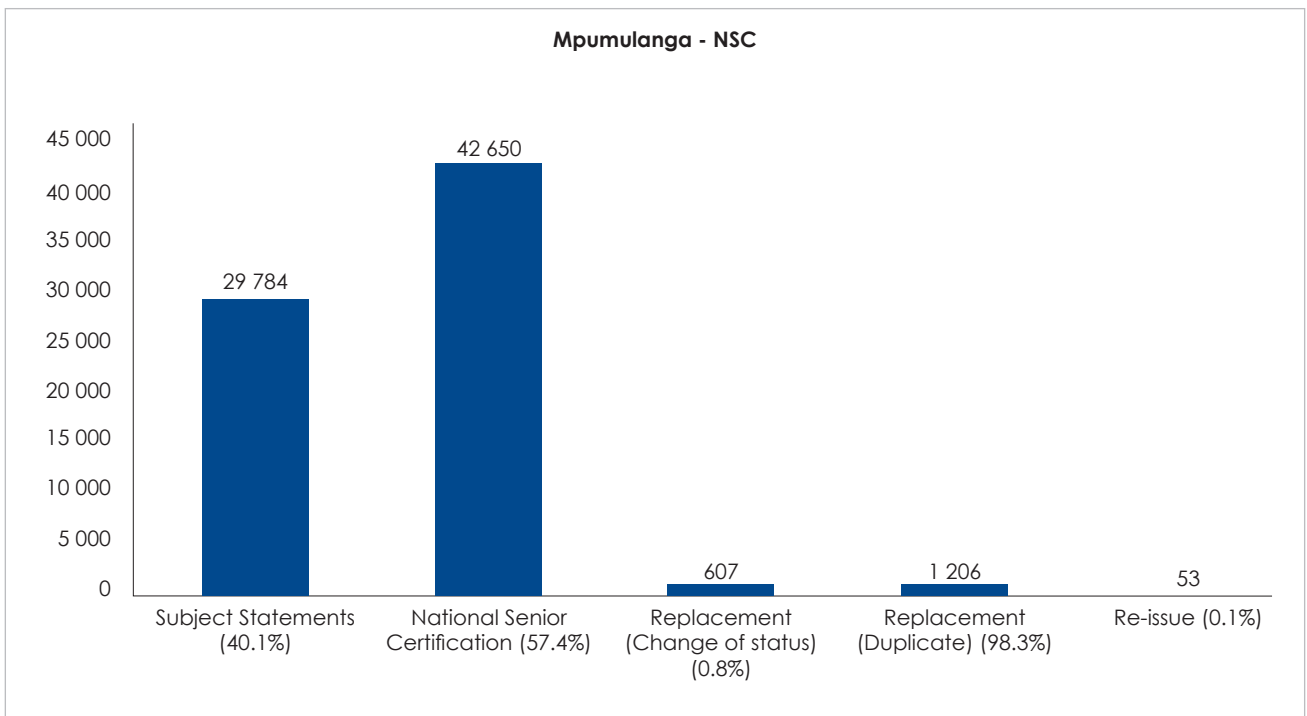


Figure 10H: Mpumalanga

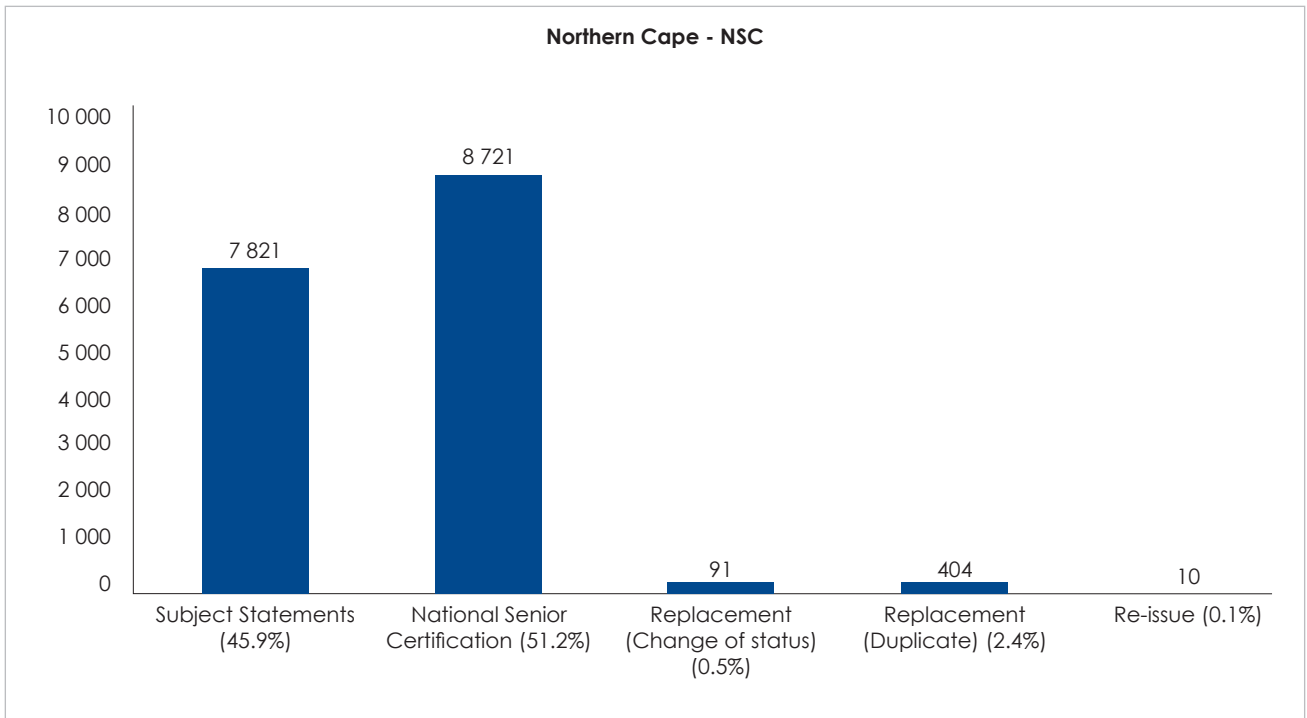


Figure 10I: Northern Cape

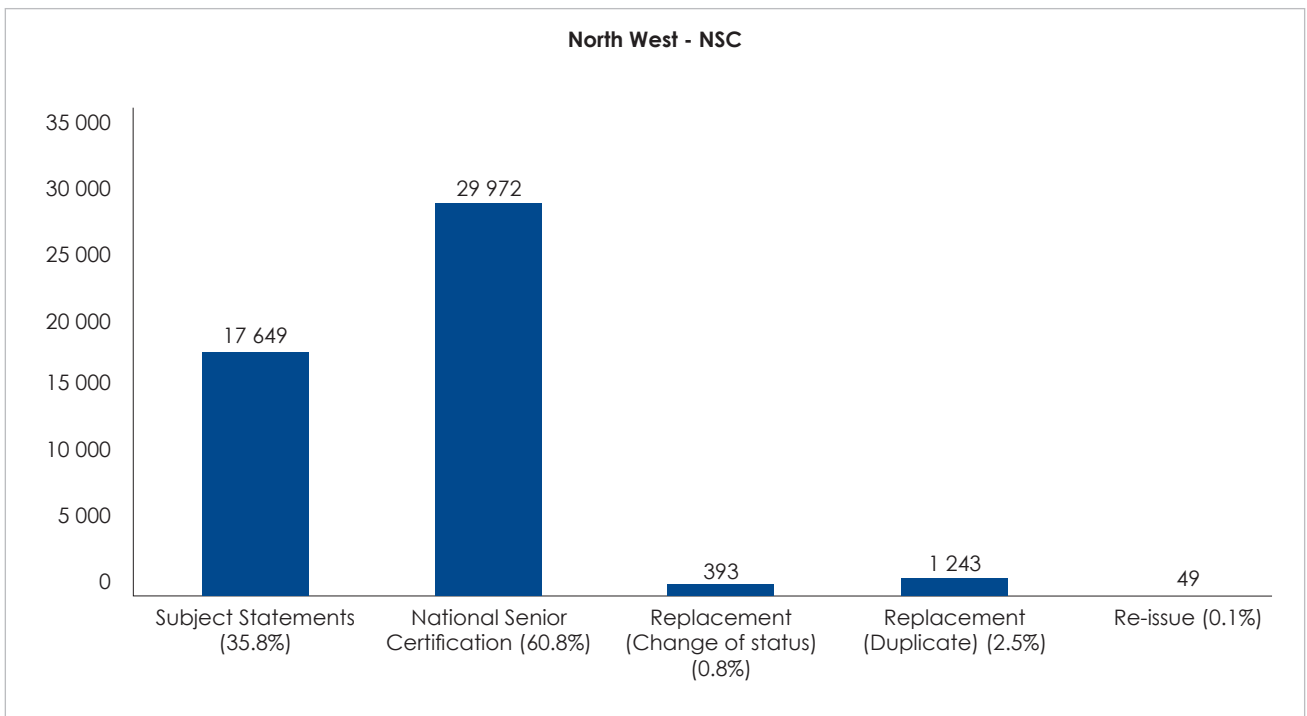


Figure 10J: North West

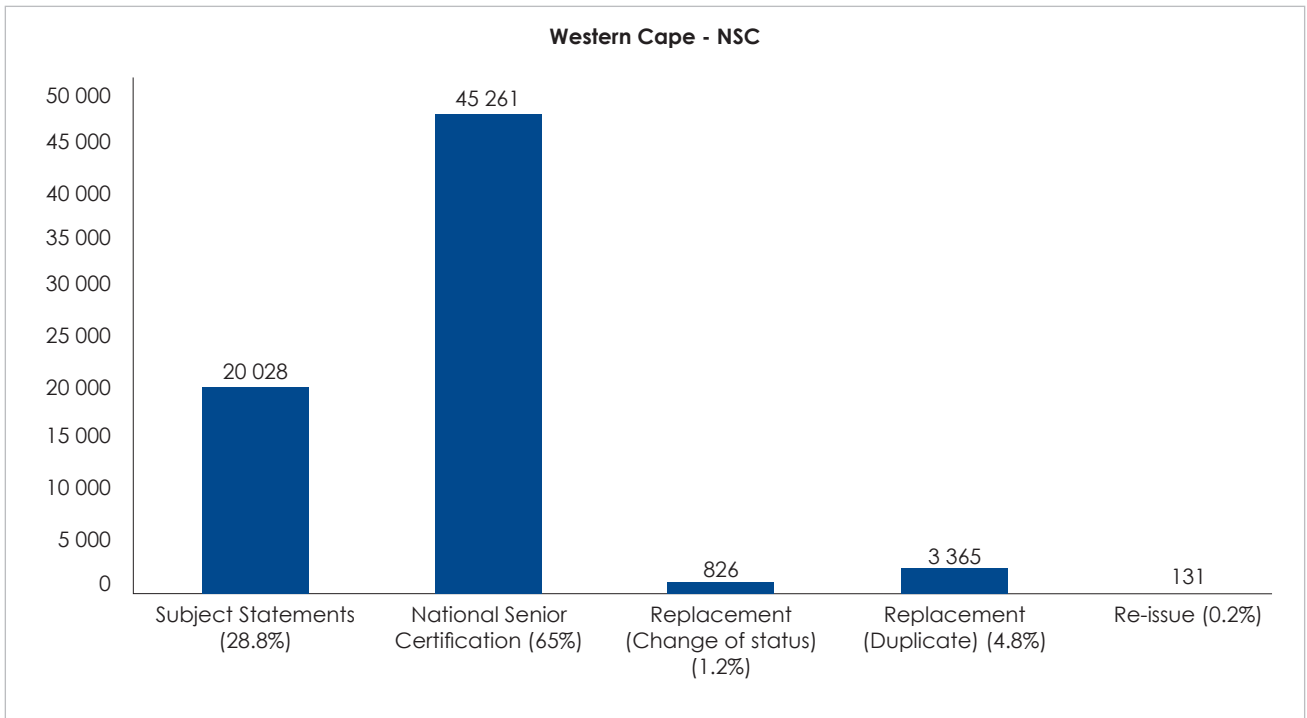


Figure 10K: Western Cape

Table 10A: Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021

Province	National Senior Certificate							
	No. of datasets	No. of datasets accepted	% Accepted	No. of records submitted	No. of records accepted	% Accepted	No. rejected	Certificates printed
Eastern Cape	133	133	100	137 969	126 428	91.6	11 541	113 678
Free State	246	223	90.7	50 632	41 386	81.7	9 246	36 243
Gauteng	344	323	93.9	216 846	176 965	81.6	39 881	157 738
KwaZulu-Natal	207	172	83.1	225 656	210 614	93.3	15 042	191 489
Mpumalanga	135	130	96.3	88 483	81 367	92	7 116	74 513
Northern Cape	56	56	100	19 633	18 745	95.5	888	17 046
Limpopo	389	380	97.7	153 145	141 030	92.1	12 115	124 812
North West	100	99	99	53 694	52 051	96.9	1 643	49 315
Western Cape	87	83	95.4	88 481	78 868	89.1	9 613	69 566
DBE	195	184	94.4	6 153	6 005	97.6	148	6 005
Totals	1 892	1 783	94.2	1 040 692	933 459	89.7	107 233	840 405

Table 10B: Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021 – Senior Certificate (amended)

Province	Senior Certificate (amended)							
	No. of datasets	No. of datasets accepted	% Accepted	No. of records submitted	No. of records accepted	% Accepted	No. rejected	Certificates printed
Free State	43	29	67.4	46 639	40 568	87	6 071	7 720
Gauteng	62	55	88.7	15 446	14 293	92.5	1 153	3 923
KwaZulu-Natal	195	181	92.8	100 488	75 179	74.8	25 309	23 775
Mpumalanga	89	88	98.9	57 487	50 791	88.4	6 696	13 270
Northern Cape	42	41	97.6	32 300	25 252	78.2	7 048	5 630
Limpopo	24	24	100	11 092	9 585	86.4	1 507	2 070
North West	78	75	96.2	33 327	27 804	83.4	5 523	5 919
Western Cape	60	58	96.7	31 544	28 806	91.3	2 738	5 471
DBE	61	54	88.5	40 920	34 724	84.9	6 196	10 504
Totals	139	125	89.9	746	577	77.3	169	577

Table 10C: Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021 – Senior Certificate

Province	Senior Certificate							
	No. of datasets	No. of datasets accepted	% Accepted	No. of records submitted	No. of records accepted	% Accepted	No. rejected	Certificates printed
Eastern Cape	94	91	96.8	1 499	1 361	90.8	138	1 361
Free State	117	112	95.7	908	796	87.7	112	796
Gauteng	377	354	93.9	3 411	3 097	90.8	314	3 097
KwaZulu-Natal	147	127	86.4	3 431	3 124	91.1	307	3 124
Mpumalanga	63	57	90.5	714	655	91.7	59	655
Northern Cape	22	21	95.5	335	305	91	30	305
Limpopo	172	162	94.2	1 067	974	91.3	93	974
North West	108	103	95.4	823	776	94.3	47	776
Western Cape	91	88	96.7	2 729	2 611	95.7	118	2 611
DBE	299	232	77.6	3 530	3 229	91.5	301	3 229
Totals	1 490	1 347	90.4	18 447	16 928	91.8	1 519	16 928

10.4 Areas of Improvement

The DBE is applauded for ensuring that:

- The integration between the SA-SAMS and the mainframe system had improved; although not all provinces were utilising SA-SAMS effectively. The improved integration helped the DBE to provide registration data at the earliest stage to Umalusi this year.
- There was also an improvement in the number of records accepted with the first submission for certification of learners' achievements. There were fewer rejections caused by differences between the approved results and the requests for certification.

10.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. The biggest area of non-compliance was that not all approved learner records whose results were released by the PED on Statements of Results were submitted for certification.
- b. Requests for certification were received in cases where the results had not been approved for release. The results requested to be certified were different from the results approved and, therefore, the certification requests were rejected. This applied across all nine PED.
- c. The resubmission of candidate records for certification without identified errors having been corrected causes delays in certification of candidates. To comply, the PED and DBE are required to investigate and correct any error before resubmission to Umalusi for certification.
- d. The PED must also ensure that learners with special education needs are registered correctly on the system, with correct indicators to the barrier of learning. The absence of this indicator on the learner records leads to rejection because the concession cannot be applied correctly.
- e. The completion and finalisation of irregularities was another area of non-compliance. Where irregularities have been identified and reported to Umalusi, their status must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated report on the irregularities must also be submitted to Umalusi before bulk certification is requested. The absence of updated reports causes unnecessary delays and rejections. Candidates were enrolled even before the expiry of sanction dates.
- f. The PED and the DBE are not able to request a re-issue of a certificate where results have been combined for a learner who has passed subjects in multiple examinations.

10.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

- a. The PED must ensure that candidates who are still serving their irregularity sanction periods are not enrolled before the sanction period expires. The PED must ensure that they submit information concerning all candidates who were involved in irregularities, during the approval meeting. Information must be submitted on the Umalusi-prescribed spreadsheet. This information must be uploaded on the Umalusi resulting and certification system, to prevent incorrect certificates being issued. All pending irregularities from previous examinations must be finalised.
- b. The PED must ensure that correct indicators are used to identify candidates with special educational needs. The SNE indicator is informed by the candidate's special condition (Dyscalculia etc).
- c. The directive to certify within three months after release of results must be adhered to, by submitting all candidate records without any re-marks/re-checks as the first bulk certification datasets. Second datasets must be submitted after the finalisation of the re-marks, according to the management plan of the DBE.
- d. The IT system must be updated to allow for the re-issue of a certificate where results were combined across examinations. Linked to this, the PED and the DBE must ensure that it is possible to request certificates in bulk for learners who have achieved and passed subjects across multiple examinations. Provision must also be made for the combination of learner records where a learner has passed subjects with a private assessment body. This is important for the issuing of a Senior Certificate (amended) because private assessment bodies do not offer this qualification.

10.7 Conclusion

The DBE as the assessment body was compliant and executed the directives for certification in most respects. The PED also adhered to the requirements and followed the directives. Deviations from the directives' procedures and business rules were minimal, with non-compliance due mainly to limitations and challenges experienced with the IT system.

Most candidates were resulted and certified without any problems. It remains a challenge to get the certification rate to 100% and to certify entirely without problems. Considering the scope of the examination and the complexity of the system, the status of the system can be viewed as acceptable, with acknowledgment that there is room for improvement.

ANNEXURES

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

No.	Subject (question paper)	Compliance per criterion at first moderation										Approval Level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARG	OI	
1	Accounting Paper 1	A	A	A	A	A	A	A	A	A	A	1
2	Accounting Paper 2	A	A	A	A	A	A	A	A	A	A	1
3	Afrikaans First Additional Language (FAL) Paper 1	A	A	A	M ¹	M ³	M ⁴	A	M ¹	M ³	M ⁴	1
4	Afrikaans FAL Paper 2	A	A	A	A	M ³	M ⁴	A	M ¹	M ³	M ⁴	2
5	Afrikaans FAL Paper 3	A	A	A	A	A	A	A	M ¹	M ²	M ⁴	1
6	Afrikaans Home Language (HL) Paper 1	M ³	M ¹	A	A	M ⁶	M ³	A	M ¹	M ⁵	M ⁶	2
7	Afrikaans HL Paper 2	M ¹	M ¹	A	A	M ²	M ²	M ¹	M ¹	M ⁵	M ⁶	2
8	Afrikaans HL Paper 3	M ⁵	M ¹	M ²	M ¹	M ²	M ²	M ¹	A	M ²	M ⁴	3
9	Afrikaans Second Additional Language (SAL) Paper 1	A	A	A	A	M ³	M ³	A	M ²	M ³	M ⁴	2
10	Afrikaans SAL Paper 2	A	A	A	A	M ³	M ³	A	M ²	M ³	M ⁴	2
11	Afrikaans SAL Paper 3	A	A	A	A	M ²	M ³	A	A	M ³	M ⁴	1
12	Agricultural Management Practices	A	A	A	A	A	A	A	A	A	A	1
13	Agricultural Sciences Paper 1	M ²	A	A	M ¹	A	M ¹	A	A	A	A	2
14	Agricultural Sciences Paper 2	M ¹	A	A	A	A	M ¹	A	A	A	A	2
15	Agricultural Technology	A	A	A	A	A	A	A	A	A	A	1
16	Business Studies Paper 1	M ¹	A	A	A	M ²	M ²	A	A	M ²	M ²	2
17	Business Studies Paper 2	M ¹	A	A	A	M ²	M ²	A	A	M ³	M ³	2
18	Civil Technology: Civil Services	M ²	M ¹	A	M ¹	A	M ¹	A	A	M ¹	M ¹	2
19	Civil Technology: Construction	A	M ¹	A	M ¹	M ¹	A	A	A	M ¹	M ¹	2
20	Civil Technology: Woodworking	A	M ¹	M ¹	M ²	M ¹	A	A	M ¹	M ¹	M ²	2
21	Computer Applications Technology Paper 1	M ⁴	A	M ¹	A	M ¹	M ²	A	A	M ³	A	2
22	Computer Applications Technology Paper 2	A	A	A	A	M ²	M ²	A	A	M ¹	A	2
23	Computer Applications Technology Paper 1 back-up	A	A	A	A	M ¹	M ²	A	A	M ³	A	2

No.	Subject (question paper)	Compliance per criterion at first moderation										Approval Level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARG	OI	
24	Consumer Studies	M ³	L ¹	M ²	M ¹	L ⁹	L ⁴	M ¹	L ¹	M ⁴	M ¹	2
25	Dance Studies	A	A	A	A	A	A	A	A	A	A	1
26	Design Paper 1	A	A	A	A	A	M ²	A	A	M ¹	A	1
27	Design Paper 2	A	A	A	A	A	A	A	A	A	A	1
28	Dramatic Arts	M ²	M ¹	M ³	M ¹	M ⁵	M ²	M ²	A	A	M ¹	2
29	Economics Paper 1	A	A	A	M ²	L ⁶	L ⁵	A	L ²	L ⁵	L ⁶	2
30	Economics Paper 2	M ³	A	M ¹	M ¹	M ⁹	L ⁵	A	L ²	L ⁶	L ⁶	2
31	Electrical Technology: Digital Electronics	M ²	A	M ²	M ²	M ⁴	M ¹	A	A	M ¹	M ¹	2
32	Electrical Technology: Power Systems	M ¹	A	M ¹	M ¹	M ⁴	M ¹	A	A	M ¹	M	2
33	Electrical Technology: Electronics	M ⁴	A	M ¹	M ¹	M ³	M ²	A	A	A	A	2
34	Engineering Graphics and Design Paper 1	M ³	L ²	M ¹	L ²	A	M ²	A	L ²	M ²	M ²	2
35	Engineering Graphics and Design Paper 2	M ²	L ²	M ¹	M ¹	A	M ²	A	M ¹	M ²	A	2
36	English FAL Paper 1	M ¹	A	A	A	M ²	M ¹	A	M ¹	A	A	2
37	English FAL Paper 2	M ¹	A	A	M ¹	M ³	A	A	A	A	A	2
38	English FAL Paper 3	M ¹	A	A	A	A	M ¹	A	M ¹	A	A	2
39	English HL Paper 1	M ¹	M ¹	A	M ¹	M ⁶	A	A	M ¹	M ³	L ⁶	2
40	English HL Paper 2	A	M ¹	M ¹	M ²	M ⁴	A	A	M ¹	M ²	L ⁶	2
41	English HL Paper 3	M ³	M ²	A	M ²	M ⁵	M ²	A	A	M ¹	L ⁶	2
42	Geography Paper 1	M ⁴	M ¹	L ³	L ³	M ⁶	M ²	A	N ³	M ²	L ⁴	2
43	Geography Paper 2	M ⁴	M ¹	M ¹	M ²	M ⁵	A	M ¹	M ¹	M ¹	L ⁴	2
44	History Paper 1	M ¹	A	A	A	L ³	A	A	A	L ¹	M ¹	2
45	History Paper 2	A	A	A	A	A	A	A	A	A	A	2
46	Hospitality Studies	A	A	A	M ¹	M ³	M ²	M ¹	M ²	M ¹	A	1
47	Information Technology Paper 1	M ¹	A	A	A	M ²	M ²	A	A	A	A	1
48	Information Technology Paper 2	M ²	A	M ¹	A	M ³	M ²	A	A	A	A	2
49	Information Technology Paper 1 back-up	M ²	A	A	M ²	M ²	M ²	A	A	A	M ¹	2
50	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
51	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
52	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
53	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
54	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
55	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
56	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1

No.	Subject (question paper)	Compliance per criterion at first moderation										Approval Level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARG	OI	
57	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
58	IsiNdebele SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
59	IsiXhosa FAL Paper 1	M ²	A	A	A	M ²	A	A	L ²	M ²	M ⁵	2
60	IsiXhosa FAL Paper 2	A	A	A	A	M ⁴	M ¹	A	L ²	M ¹	L ⁶	2
61	IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
62	IsiXhosa HL Paper 1	M ¹	A	M ¹	L ³	M ⁹	M ³	A	N ³	M ⁴	L ⁷	2
63	IsiXhosa HL Paper 2	A	A	A	A	M ³	M ¹	A	L ²	L ⁵	M ⁴	1
64	IsiXhosa HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
65	IsiXhosa SAL Paper 1	M ²	A	A	A	L ⁶	M ¹	A	M ²	A	L ⁶	2
66	IsiXhosa SAL Paper 2	M ²	A	A	A	A	A	A	L ²	A	L ⁶	2
67	IsiXhosa SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
68	IsiZulu FAL Paper 1	A	A	A	A	M ²	M ³	A	M ¹	L ³	L ⁶	2
69	IsiZulu FAL Paper 2	M ²	L ²	A	M ¹	M ¹	M ¹	A	M ¹	M ³	M ⁶	2
70	IsiZulu FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
71	IsiZulu HL Paper 1	M ¹	A	M ¹	A	M ¹	A	A	M ²	M ²	L ⁷	2
72	IsiZulu HL Paper 2	A	A	A	A	M ³	A	A	M ²	M ¹	M ⁴	2
73	IsiZulu HL Paper 3	M ¹	A	A	A	M ¹	A	A	A	A	A	2
74	IsiZulu SAL Paper 1	M ²	M ¹	A	A	M ²	M ²	A	M ²	L ²	L ⁷	2
75	IsiZulu SAL Paper 2	A	A	A	A	A	M ¹	A	A	M ¹	A	1
76	IsiZulu SAL Paper 3	A	A	A	A	A	M ¹	A	A	M ¹	A	1
77	Life Orientation common assessment task (CAT)	A	A	A	A	A	A	A	A	A	A	1
78	Life Orientation CAT (back-up)	A	A	A	M ¹	A	A	A	A	A	A	2
79	Life Sciences Paper 1	A	A	A	M ¹	M ¹	A	A	A	M ²	A	3
80	Life Sciences Paper 2	A	A	A	M ¹	M ²	A	A	A	M ¹	A	2
81	Marine Sciences Paper 1	M ²	A	M ¹	M ¹	M ⁵	M ⁵	A	L ³	M ²	M	2
82	Marine Sciences Paper 2	M ²	A	A	M ¹	M ³	M ²	A	L ³	M ⁵	A	2
83	Mathematical Literacy Paper 1	A	A	M ¹	A	M ²	M ³	A	A	M ¹	A	2
84	Mathematical Literacy Paper 2	M ³	M ¹	M ²	M ²	M ⁴	M ²	A	M ¹	M ¹	M ³	2
85	Mathematics Paper 1	A	N ¹	M ¹	M ²	A	M ¹	A	A	M ³	M ³	2
86	Mathematics Paper 2	A	A	A	M ¹	M ¹	A	A	A	A	M ¹	2
87	Mechanical Technology: Automotive	M ¹	A	A	A	A	A	A	A	A	A	1
88	Mechanical Technology: Fitting and Machining	M ¹	A	A	A	A	A	A	A	A	A	1
89	Mechanical Technology: Welding and Metalwork	M ¹	A	A	A	A	A	A	A	A	A	1
90	Music Paper 1	M ²	A	M ¹	L ⁴	M ²	A	A	M ¹	M	M	2

No.	Subject (question paper)	Compliance per criterion at first moderation										Approval Level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARG	OI	
91	Music Paper 2	M ²	A	A	A	A	A	A	A	A	A	2
92	Physical Sciences Paper 1	M ¹	A	A	A	M ¹	A	A	M ¹	A	A	3
93	Physical Sciences Paper 2	A	A	A	L ²	L ³	M ³	A	A	M ³	L ³	2
94	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
95	Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	1
96	Sepedi FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
97	Sepedi FAL Paper 2	A	M ¹	M ¹	L ²	M ³	A	N ³	A	A	L ⁶	2
98	Sepedi FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
99	Sepedi HL Paper 1	A	A	M ¹	M ¹	M ⁵	M ¹	M ²	M ¹	M ¹	M ⁶	2
100	Sepedi HL Paper 2	M ¹	A	A	M ²	M ⁴	A	A	M ¹	M ²	M ³	2
101	Sepedi HL Paper 3	A	A	M ¹	A	M ⁴	A	M ¹	A	A	M ⁵	2
102	Sepedi SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
103	Sepedi SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
104	Sepedi SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
105	Sesotho FAL Paper 1	M ²	A	A	M ¹	M ⁴	A	A	M ¹	M ¹	M ⁶	2
106	Sesotho FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
107	Sesotho FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
108	Sesotho HL Paper 1	L ¹	A	L ³	L ³	M ¹	A	M ¹	A	A	L ⁶	2
109	Sesotho HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
110	Sesotho HL Paper 3	A	A	A	A	M ¹	A	A	A	A	A	1
111	Sesotho SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
112	Sesotho SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
113	Sesotho SAL Paper 3	A	A	A	A	A	A	A	A	M ¹	A	1
114	Setswana FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
115	Setswana FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
116	Setswana FAL Paper 3	A	A	M ²	A	A	A	A	A	A	M ¹	2
117	Setswana HL Paper 1	M ²	A	M ¹	A	L ⁶	M ²	A	L ²	M ²	L ⁴	2
118	Setswana HL Paper 2	A	M ¹	M ¹	A	M ²	M ²	A	M ¹	M ²	M ²	2
119	Setswana HL Paper 3	M ¹	M ¹	A	A	M ²	M ²	A	A	A	M ¹	2
120	Setswana SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
121	Setswana SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
122	Setswana SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
123	SiSwati FAL Paper 1	M ¹	A	A	A	M ⁴	A	A	A	M ²	M ⁴	2
124	SiSwati FAL Paper 2	M ¹	A	A	A	M ⁴	A	A	A	M ²	M ⁴	2
125	SiSwati FAL Paper 3	M ¹	A	M ¹	A	M ⁴	A	A	A	M ²	M ⁴	2
126	SiSwati HL Paper 1	A	A	A	M ¹	M ⁴	A	A	A	M ²	M ⁴	2
127	SiSwati HL Paper 2	M ¹	A	A	A	M ⁴	A	A	A	M ²	M ⁴	2
128	SiSwati HL Paper 3	A	A	A	A	M ⁴	A	A	A	M ²	M ⁴	2

No.	Subject (question paper)	Compliance per criterion at first moderation										Approval Level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARG	OI	
129	SiSwati SAL Paper 1	A	A	A	A	M ³	A	A	A	M ¹	M ³	2
130	SiSwati SAL Paper 2	A	A	A	A	M ²	A	A	A	M ¹	M ³	2
131	SiSwati SAL Paper 3	A	A	A	A	M ²	A	A	A	A	M ²	2
132	South African Sign Language HL Paper 1	M ²	M ¹	M ¹	M ²	M ³	A	A	A	M ³	M ⁴	2
133	South African Sign Language HL Paper 2	M ¹	L ²	A	A	M ²	M ²	M ¹	L ¹	L ⁵	L ⁴	2
134	South African Sign Language HL Paper 3	M ¹	L ²	M ¹	M ¹	M ³	M ¹	A	M ¹	M ¹	M ³	2
135	Technical Mathematics Paper 1	M ²	A	A	A	A	A	A	A	M ¹	A	2
136	Technical Mathematics Paper 2	M ³	A	A	A	M ¹	A	A	A	M ²	A	2
137	Technical Sciences Paper 1	M ¹	A	A	A	M ²	A	A	M ¹	M ¹	A	2
138	Technical Sciences Paper 2	M ¹	A	A	A	A	A	A	M ¹	M ¹	A	1
139	Tourism	A	A	M ¹	A	M ⁶	M ¹	A	M ¹	M ³	A	1
140	Tshivenda FAL Paper 1	A	A	A	A	M ¹	M ¹	A	A	L ²	A	1
141	Tshivenda FAL Paper 2	A	A	A	A	M ¹	A	A	A	A	A	1
142	Tshivenda FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
143	Tshivenda HL Paper 1	L ¹	A	A	A	A	A	A	A	A	A	1
144	Tshivenda HL Paper 2	L	A	A	A	A	A	A	A	A	A	1
145	Tshivenda HL Paper 3	A	A	A	A	M ¹	A	A	A	A	A	1
146	Tshivenda SAL Paper 1	M ¹	A	A	A	L ³	A	A	A	A	A	2
147	Tshivenda SAL Paper 2	A	A	A	A	M ¹	M	A	A	A	A	2
148	Tshivenda SAL Paper 3	M ¹	A	A	A	A	A	A	A	A	A	2
149	Visual Arts Paper 1	A	A	A	M ¹	M ³	A	A	L ²	M ¹	M ²	2
150	Visual Arts Paper 2	M ¹	A	A	A	A	M ¹	A	A	A	A	2
151	Xitsonga FAL Paper 1	A	A	A	A	M ²	A	A	A	M ¹	M ⁴	2
152	Xitsonga FAL Paper 2	M ²	A	A	M ¹	M ²	M ¹	A	M ¹	M ²	M ⁴	2
153	Xitsonga FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
154	Xitsonga HL Paper 1	A	A	M ¹	M ¹	M ²	A	M ¹	M ¹	M ²	M ⁴	2
155	Xitsonga HL Paper 2	M ²	A	A	M ¹	M ¹	A	A	M ¹	M ²	M ⁴	2
156	Xitsonga HL Paper 3	M ²	A	A	A	A	A	A	M ¹	M ²	M ⁴	2
157	Xitsonga SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
158	Xitsonga SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
159	Xitsonga SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1

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; ARG = 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 1B: List of question papers sourced from the bank

No.	Question paper
1	English Second Additional Language Paper 1
2	English Second Additional Language Paper 2
3	English Second Additional Language Paper 3

Annexure 2A: Subjects, PED and schools selected for SBA moderation

Province	Sampled subjects for SBA moderation	Sampled schools
Eastern Cape	English First Additional Language	<ul style="list-style-type: none"> • Freemantle Secondary School • Menziwa Senior Secondary School • Forbes Grant Senior Secondary School
	Geography	<ul style="list-style-type: none"> • Magadla Senior Secondary School • Spandau Secondary School • Ekuphumleni Senior Secondary School • Willowmore Secondary School
	Mathematical Literacy	<ul style="list-style-type: none"> • Qhayiya Secondary School • Nyaniso Senior Secondary School • Zweliwelile Senior Secondary School
	Physical Sciences	<ul style="list-style-type: none"> • Mount Hargreaves Senior Secondary School • Hlangwini Senior Secondary School • Smuts Ndamase Senior Secondary School
	South African Sign Language Home Language	<ul style="list-style-type: none"> • Reuben Birin School for Hearing Impaired
	Music	<ul style="list-style-type: none"> • Clarendon High School for Girls • Hudson Park High School

Province	Sampled subjects for SBA moderation	Sampled schools
Free State	Agricultural Sciences	<ul style="list-style-type: none"> Bainsvlei Combined School Nthabiseng Secondary School Ipokelleng Secondary School
	English Home Language	<ul style="list-style-type: none"> Petunia Secondary School Accelerated Christian College Riverside Finishing School Tshepo-Themba Finishing School
	Geography	<ul style="list-style-type: none"> Hanover Combined School Rainbow Secondary School Teto High School Bahale Secondary School
	Mathematics	<ul style="list-style-type: none"> Beang-Tse-Molemo Secondary School Thotagauta Secondary School New Horizon College
Gauteng	Agricultural Sciences	<ul style="list-style-type: none"> PHL Moraka Secondary School HB Nyathi Secondary School Ithuteng Secondary School Eqinisweni Secondary School
	Business Studies	<ul style="list-style-type: none"> Myataza Secondary School Itirele-Zenzele High School Ithuba-Lethu Secondary School
	Consumer Studies	<ul style="list-style-type: none"> Chipa-Tabane Comprehensive School Boitumelong Secondary School Kgatelopele Secondary School
	Geography	<ul style="list-style-type: none"> Tholulwazi Secondary School Metropolitan College Senaoane Secondary School Reiger Park Secondary School Rabasothe Combined School
	Computer Applications Technology	<ul style="list-style-type: none"> Thuto Lore Secondary School Clapham High School Krugersdorp High School
	South African Sign Language Home Language	<ul style="list-style-type: none"> Filadelfia School for the Deaf

Province	Sampled subjects for SBA moderation	Sampled schools	
KwaZulu-Natal		Within South Africa (KZN)	Outside of the borders of South Africa (Eswatini)
	Life Sciences	<ul style="list-style-type: none"> Phathakahle High School Maphovela High School 	<ul style="list-style-type: none"> Bookville Institute Mbalenhle Christian Academy
	Physical Sciences	<ul style="list-style-type: none"> Mavumengwane High School Sabela Secondary School 	<ul style="list-style-type: none"> Hillside College Mbalenhle Christian Academy
	Tourism	<ul style="list-style-type: none"> Esiphondweni High School Ekwazini High School 	<ul style="list-style-type: none"> Hillside College Bookville Institute
	Civil Technology (Construction)	<ul style="list-style-type: none"> KwaMakhutha Comprehensive High School Phendukani Full Service High School 	
Limpopo	Accounting	<ul style="list-style-type: none"> Gerson Ntjie Secondary School Botsholla Secondary School Chika Secondary School Ngwanallela High School Ditsepu Secondary School 	
	Agricultural Sciences	<ul style="list-style-type: none"> Hivuyeriwile High School Monyong Secondary School Modipe High School 	
	Economics	<ul style="list-style-type: none"> Ranti Secondary School Jim Rhangani Secondary School Thwalima Secondary School Dumela Secondary School Napscom Secondary School 	
	History	<ul style="list-style-type: none"> Pherehla-Maake Secondary School Kabelo Secondary School Magoletsa Secondary School Mammoka Full Service Secondary School Mack Semeka Secondary School 	
	Mathematical Literacy	<ul style="list-style-type: none"> John Mutheiwana Secondary School Bathalerwa Secondary School Dimpe Secondary School Nakonkwetlou Secondary School Denga Tshivhase Secondary School 	
	South African Sign Language Home Language	<ul style="list-style-type: none"> Setotolwane School for the Deaf 	
	Technical Sciences	<ul style="list-style-type: none"> Matavhela Secondary School OR Tambo Comprehensive School Derek Kobe Senior Secondary School 	

Province	Sampled subjects for SBA moderation	Sampled schools
Mpumalanga	Consumer Studies	<ul style="list-style-type: none"> Masizakhe Secondary School Chayaza Secondary School
	Economics	<ul style="list-style-type: none"> Waverley High School Vukubone Secondary School Sokisi High School Manukuse High School
	Life Sciences	<ul style="list-style-type: none"> Reti Secondary School Tlhavekisa Secondary School Manoka Secondary School Ben W Mashego Secondary School
	Tourism	<ul style="list-style-type: none"> Mkhweyantaba High School Ndlamakhosi High School Madiba High School
Northern Cape	Accounting	<ul style="list-style-type: none"> Baitiredi Technical and Commercial School Tlhwahalang High School Hoërskool Boesmanland
	Afrikaans Home Language	<ul style="list-style-type: none"> Hoërskool Weslaan Phakamisani High School Gekombineerde Skool Friersdale RK
	Agricultural Sciences	<ul style="list-style-type: none"> Northern Cape Agricultural High School Dibotswa Secondary School Mogomotsi Secondary School
	Business Studies	<ul style="list-style-type: none"> Degania High School Victoria West High School Hoërskool Ferreira Hoërskool SA Van Wyk
	Consumer Studies	<ul style="list-style-type: none"> Hoërskool SC Kerns Hoërskool Vaalrivier Hoërskool Colesberg
	Geography	<ul style="list-style-type: none"> Hoërskool Hotazel Hoërskool Kakamas Hoërskool SA Van Wyk
North West	Accounting	<ul style="list-style-type: none"> Leretletse Lesedi Secondary School Mothusi Marumolwa Secondary School More Secondary School Zeerust Combined School Bethel High School
	Agricultural Sciences	<ul style="list-style-type: none"> Setilo Secondary School Noto High School Renalerona Secondary School
	History	<ul style="list-style-type: none"> RA Kobue Secondary School Ipelegeng Secondary School Marubising Secondary School Gaotime Secondary School Sf Athanasius Orthodox Christian School

Province	Sampled subjects for SBA moderation	Sampled schools
	Mathematical Literacy	<ul style="list-style-type: none"> • Mothusi Marumolwa Secondary School • Thuto ke Maatla Secondary School • Monchusi Secondary School • Tasman Secondary School
	South African Sign Language Home Language	<ul style="list-style-type: none"> • North West School for the Deaf
Western Cape	Accounting	<ul style="list-style-type: none"> • CBC St John's (Parklands) • Groot Brakrivier Secondary School • Harry Gwala Secondary School • Sophumelela Secondary School • Westridge School
	English First Additional Language	<ul style="list-style-type: none"> • Arcadia Secondary School • Oval North High School • Phandulwazi High School • Saxonseas High School
	History	<ul style="list-style-type: none"> • Premier College • St Andrew's Sekondêre Skool • Phandulwazi High School • Valhalla Sekondêre Skool • Hexvallei Sekondêre Skool
	Dance Studies	<ul style="list-style-type: none"> • Hoërskool Eersterivier • South Peninsula High School • Wynberg Girls' High School
	Engineering Graphics and Design	<ul style="list-style-type: none"> • Intshukumo Secondary School • Spes Bona High School • St Andrews Tegniiese Hoërskool
	Life Sciences	<ul style="list-style-type: none"> • Emmanuel Christian Academy • Phoenix Secondary School • Sans Souci Girls' High School

Annexure 2B: Subjects, PED and schools selected for PAT moderation

Province	Subject	School
Eastern Cape	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Clarendon High School for Girls • Hudson Park High School
Gauteng	<ul style="list-style-type: none"> • Agricultural Sciences 	<ul style="list-style-type: none"> • HB Nyathi Secondary School
	<ul style="list-style-type: none"> • Computer Applications Technology 	<ul style="list-style-type: none"> • CR Swart School • Edendale High School • Thuto Lore Secondary School • Sitjhejiwe Secondary School
	<ul style="list-style-type: none"> • Consumer Studies 	<ul style="list-style-type: none"> • Chipa-Tabane Comprehensive School • Boitumelong Secondary School • Kgatelopele Secondary School

Province	Subject	School	
KwaZulu-Natal		Within South Africa (KZN)	Outside of the borders of South Africa (Eswatini)
	<ul style="list-style-type: none"> Civil Technology (Construction) 	<ul style="list-style-type: none"> KwaMakhutha Comprehensive High School Phendukani Full Service High School 	
	<ul style="list-style-type: none"> Tourism 	<ul style="list-style-type: none"> Ekwazini High School Esiphondweni High School 	<ul style="list-style-type: none"> Bookville Institute Hillside College
Limpopo	<ul style="list-style-type: none"> Technical Sciences 	<ul style="list-style-type: none"> Derek Kobe Senior Secondary School Matavhela Secondary School OR Tambo Comprehensive School 	
Mpumalanga	<ul style="list-style-type: none"> Consumer Studies 	<ul style="list-style-type: none"> Masizakhe Secondary School Chayaza Secondary School 	
	<ul style="list-style-type: none"> Tourism 	<ul style="list-style-type: none"> Mkhweyantaba High School Ndlamakhosi High School Madiba High School 	
Northern Cape	<ul style="list-style-type: none"> Consumer Studies 	<ul style="list-style-type: none"> Hoërskool SC Kerns Hoërskool Vaalrivier Hoërskool Colesberg 	
Western Cape	<ul style="list-style-type: none"> Dance Studies 	<ul style="list-style-type: none"> Hoërskool Eersterivier 	
	<ul style="list-style-type: none"> Engineering Graphics and Design 	<ul style="list-style-type: none"> Intshukumo Secondary School Spes Bona High School St Andrews Tegniiese Hoërskool 	

Annexure 2C: Subjects, PED and schools selected for the moderation of oral assessment

Province	Subject	School
Eastern Cape	<ul style="list-style-type: none"> IsiXhosa Home Language 	<ul style="list-style-type: none"> JS Skenjana Senior Secondary School Mount Hargreaves
Gauteng	<ul style="list-style-type: none"> Afrikaans First Additional Language 	<ul style="list-style-type: none"> Basa Freedom Secondary School Providence Academy
KwaZulu-Natal	<ul style="list-style-type: none"> IsiZulu Home Language 	<ul style="list-style-type: none"> Mthengeni High School Phayiphini High School Tshelenkosi Secondary School
Northern Cape	<ul style="list-style-type: none"> Afrikaans Home Language 	<ul style="list-style-type: none"> Boresetse High School
Western Cape	<ul style="list-style-type: none"> Afrikaans Home Language 	<ul style="list-style-type: none"> Albert Myburgh Sekondêre Skool Beauvallon Sekondêre Skool Parkdene Sekondêre Skool

Annexure 4A: Subjects/question papers per PED sampled for the audit of appointed markers

Province	List of subjects/question papers
Eastern Cape (On-site audit)	Accounting Paper 2 Consumer Studies Geography Paper 1 and Paper 2 Life Sciences Paper 2 Physical Sciences Paper 1 Technical Mathematics Paper 1 and Paper 2 Tourism IsiXhosa First Additional Language Paper 2
Free State	Computer Applications Technology Paper 1 and Paper 2 Consumer Studies Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 2 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mechanical Technology: Fitting and Machining Technical Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2
Gauteng	Afrikaans Home Language Paper 2 and Paper 3 Agricultural Sciences Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Consumer Studies Economics Paper 1 and Paper 2 Hospitality Studies
KwaZulu-Natal	Agricultural Sciences Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Civil Technology (Civil Services, Construction and Woodworking) English First Additional Language Paper 1, Paper 2 and Paper 3 History Paper 1 and Paper 2 Information Technology Mathematical Literacy Paper 1 and Paper 2
Limpopo	Accounting Paper 1 and Paper 2 Consumer Studies Information Technology Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2 Tshivenda Home Language Paper 1 and Paper 2 Xitsonga Home Language Paper 1, Paper 2 and Paper 3 Electrical Technology: Digital, Electronics and Power Systems Engineering Graphics and Design Paper 1 and Paper 2 Mathematical Literacy Paper 1 and 2

Province	List of subjects/question papers
Mpumalanga	Economics Paper 1 and Paper 2 Electrical Technology: Digital IsiNdebele Home Language Paper 1 Life Sciences Paper 1 Mathematical Literacy Paper 2 Mathematics Paper 1 Physical Sciences Paper 1 Technical Sciences Paper 1 and Paper 2
Northern Cape	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 Electrical Technology: Electronics English First Additional Language Paper 1, Paper 2 and Paper 3 Mechanical Technology: Welding and Metalwork Physical Sciences Paper 1 and Paper 2
North West	Computer Applications Technology Paper 2 Consumer Studies Economics Paper 1 and Paper 2 History Paper 1 Mathematical Literacy Paper 2 Physical Sciences Paper 1 and Paper 2 Setswana Paper 2 Technical Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2 Visual Arts Paper 1
Western Cape	Accounting Paper 1 and Paper 2 Afrikaans Home Language Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Civil Technology (All specialisations) Economics Paper 1 and Paper 2 Electrical Technology: Power Systems Paper 1 Engineering Graphics & Design Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Technical Mathematics Paper 1 and Paper 2 Visual Arts Paper 1

Annexure 5A: Examination centres monitored

Key P: Province

No.	P	Date	Examination centre	Subject
1	Eastern Cape	19/10/2021	Ndabankulu High School	Computer Applications Technology Paper 1
2		19/10/2021	Nkwanca High School	Computer Applications Technology Paper 1
3		19/10/2021	Northern Lights School	Computer Applications Technology Paper 1
4		20/10/2021	Butterworth High School	Information Technology Paper 1
5		20/10/2021	Grey High School	Information Technology Paper 1
6		20/10/2021	Linkside High School	Information Technology Paper 1
7		27/10/2021	Hector Peterson High School	English First Additional Language (FAL) Paper 1
8		27/10/2021	Humansdorp Senior Secondary School	English FAL Paper 1
9		27/10/2021	Mdatya Senior Secondary School	English FAL Paper 1
10		28/10/2021	Beaconhurst High School	Business Studies Paper 1
11		28/10/2021	Colosa Senior Secondary School	Business Studies Paper 1
12		28/10/2021	Ngqeleni Senior Secondary School	Business Studies Paper 1
13		03/11/2021	Despatch High School	Afrikaans Home Language (HL) Paper 1
14		03/11/2021	Gonubie High School	Afrikaans FAL Paper 1
15		03/11/2021	Hexagon High School	Afrikaans FAL Paper 1
16		03/11/2021	Hoërskool Jansenville	Afrikaans HL Paper 1
17		05/11/2021	Chapman High School	Mathematical Literacy Paper 1
18		05/11/2021	Ndamase Senior Secondary School	Mathematics Paper 1
19		05/11/2021	Sophumelela Finishing School	Mathematics Paper 1
20		08/11/2021	Gcinubuzwe Combined School	Mathematics Paper 2
21		08/11/2021	Ngangelizwe Senior Secondary School	Mathematics Paper 2
22		08/11/2021	Nyanga Senior Secondary School	Mathematics Paper 2
23		08/11/2021	Pangalele Senior Secondary School	Mathematics Paper 2
24		08/11/2021	Ulwazi High School	Mathematical Literacy Paper 2
25		09/11/2021	Marina Secondary School	Economics Paper 1
26		09/11/2021	Kwa-Magxaki High School	Economics Paper 1
27		09/11/2021	Zibokwana Senior Secondary School	Economics Paper 1
28		10/11/2021	Majali Technical Senior Secondary School	Engineering Graphics and Design Paper 1
29		10/11/2021	Siyaphakama High School	Business Studies Paper 2
30		10/11/2021	Vulamazibuko High School	Business Studies Paper 2
31		11/11/2021	Efata School for the blind	South African Sign Language Home Language Paper 1
32		11/11/2021	St Thomas School for the Deaf	South African Sign Language Home Language (SASL HL) Paper 1
33		12/11/2021	Nathaniel Pamla High School	History Paper 1
34		12/11/2021	Brooksnek Senior Secondary School	History Paper 1

No.	P	Date	Examination centre	Subject	
35	Eastern Cape	12/11/2021	Mvenyane High School	Physical Sciences Paper 1	
36		15/11/2021	Flagstaff Comprehensive	Engineering Graphics and Design Paper 2	
37		15/11/2021	Oliver Tambo Technical High School	Engineering Graphics and Design Paper 2	
38		16/11/2021	Ikwezi Technical High School	English FAL Paper 2	
39		16/11/2021	Jamangile Senior Secondary School	English FAL Paper 2	
40		16/11/2021	Lindelani Senior Secondary School	English FAL Paper 2	
41		16/11/2021	Port Rex High School	Civil Technology: Woodwork	
42		17/11/2021	Canaan Academy	Geography Paper 2	
43		18/11/2021	Clarkebury Senior Secondary School	Economics Paper 2	
44		19/11/2021	Mizamo High School	Life Sciences Paper 1	
45		22/11/2021	Hillbrow Senior Secondary School	Life Sciences Paper 2	
46		22/11/2021	Union High School	Life Sciences Paper 2	
47		23/11/2021	Sive Special School for the Deaf	SASL HL Paper 2	
48		24/11/2021	Unathi High School	Accounting Paper 2	
49		25/11/2021	Gill College	Afrikaans FAL Paper 2	
50		26/11/2021	Dumsi Senior Secondary School	Agricultural Sciences Paper 1	
51		29/11/2021	Maclear High School	English FAL Paper 3	
52		03/12/2021	Victoria Park High	Dramatic Arts	
53		03/12/2021	Clarendon High School	Dramatic Arts	
54		03/12/2021	Mandela School of Sciences	Agricultural Management Practices	
55		03/12/2021	Clarkebury Senior Secondary School	Agricultural Management Practices	
56		03/12/2021	Gobizizwe Senior Secondary School	Agricultural Management Practices	
57		03/12/2021	Phandulwazi Agricultural High School	Agricultural Management Practices	
58		03/12/2021	Patensie Agricultural High School	Agricultural Management Practices	
59		03/12/2021	Bengu Agricultural High School	Agricultural Management Practices	
60		06/12/2021	Winterberg Agricultural High School	Agricultural Technology	
61		06/12/2021	Marlow Agricultural High School	Agricultural Technology	
62		Free State	19/10/2021	Bloemfontein Secondary School	Computer Applications Technology Paper 1
63			19/10/2021	Nampo Combined School	Computer Applications Technology Paper 1
64			19/10/2021	Welkom Senior Secondary School	Computer Applications Technology Paper 1
65			20/10/2021	Albert Moroka High	Information Technology Paper 1
66	20/10/2021		Mpatleng Senior Secondary School	Information Technology Paper 1	
67	27/10/2021		Harrismith High School	English HL Paper 1	
68	27/10/2021		Kagisho Senior Secondary School	English FAL Paper 1	
69	27/10/2021		Oziel Selele Comprehensive	English FAL Paper 1	
70	28/10/2021		Phephetho Senior Secondary School	Business Studies Paper 1	
71	28/10/2021		Rainbow School	Business Studies Paper 1	
72	28/10/2021		Relebohile-Sibulele Senior Secondary School	Business Studies Paper 1	
73	03/11/2021		Goudveld Senior Secondary School	Afrikaans HL Paper 1	
74	03/11/2021		St Bernard Senior Secondary School	Afrikaans FAL Paper 1	
75	03/11/2021		Fichardtspark Secondary School	Afrikaans HL Paper 1	

No.	P	Date	Examination centre	Subject	
76	Free State	05/11/2021	Lerato Comprehensive School	Mathematics Paper 1	
77		05/11/2021	Ntsu Secondary School	Mathematics Paper 1	
78		08/11/2021	Lereko Secondary School	Mathematics Paper 2	
79		08/11/2021	Thotagauta Senior Secondary School	Mathematics Paper 2	
80		08/11/2021	Tlhorong Senior Secondary School	Mathematics Paper 2	
81		09/11/2021	Tsoseletso Secondary School	Economics Paper 1	
82		10/11/2021	Naledi Ya Botshabelo	Business Studies Paper 2	
83		11/11/2021	Thiboloha School for the Deaf	SASL HL Paper 1	
84		11/11/2021	Lereng Senior Secondary School	Sesotho HL Paper 1	
85		12/11/2021	Bethlehem Hoërskool	Physical Sciences Paper 1	
86		16/11/2021	Vulamasango Senior Secondary School	English FAL Paper 2	
87		17/11/2021	Phintona Senior Secondary School	Accounting Paper 1	
88		19/11/2021	Thapelong Senior Secondary School	Life Sciences Paper 1	
89		23/11/2021	Harrismith Senior Secondary School	IsiZulu & Sesotho HL Paper 2	
90		23/11/2021	Relebohile-Sibulele Senior Secondary School	Sesotho & IsiXhosa HL Paper 2	
91		23/11/2021	Bartimea School for the Deaf and Blind	SASL HL Paper 2	
92		03/12/2021	Reitz Combined School	Agricultural Management Practices	
93		03/12/2021	Unicom Agricultural High School	Agricultural Management Practices	
94		03/12/2021	Teto Secondary School	Dramatic Arts	
95		03/12/2021	Heintie Cilliers Hoërskool	Dramatic Arts	
96		06/12/2021	Martie du Plessis Special Needs School	Agricultural Technology	
97		Gauteng	19/10/2021	Cosmo City Secondary No. 2	Computer Applications Technology Paper 1
98			19/10/2021	Freedom Community College	Computer Applications Technology Paper 1
99			19/10/2021	Willowridge High School	Computer Applications Technology Paper 1
100			20/10/2021	Hoërskool Drie Riviere	Information Technology Paper 1
101			20/10/2021	Hoërskool Transvalia	Information Technology Paper 1
102	20/10/2021		Hoërskool Birchleigh	Information Technology Paper 1	
104	27/10/2021		Royal King School	English HL Paper 1	
105	27/10/2021		EL Shaddai Vanderbijlpark	English HL Paper 1	
106	27/10/2021		Fair Ridge Private School	English HL Paper 1	
107	27/10/2021		General Smuts High School	English HL Paper 1	
108	27/10/2021		Jiyane Secondary School	English FAL Paper 1	
109	28/10/2021		Ramabele Secondary School	Business Studies Paper 1	
110	28/10/2021		Wierda Independent School	Business Studies Paper 1	
111	28/10/2021		Acudeo College Kirkney	Business Studies Paper 1	
112	28/10/2021		Makhosini Combined Secondary School	Business Studies Paper 1	
113	28/10/2021		Soshanguve Secondary School	Business Studies Paper 1	

No.	P	Date	Examination centre	Subject
114	Gauteng	03/11/2021	Ridgeway Muslim School	Afrikaans FAL Paper 1
115		03/11/2021	Abdul Bin Salaam Islamic School	Afrikaans FAL Paper 1
116		05/11/2021	Crystal Park High School	Mathematics Paper 1
117		5/11/2021	Gatang Secondary School	Mathematics Paper 1
118		05/11/2021	Pride Learning Academy	Mathematical Literacy Paper 1
119		05/11/2021	Vastfontein Batho Pele Christian School	Mathematical Literacy Paper 1
120		05/11/2021	White House College	Mathematical Literacy Paper 1
121		05/11/2021	Norkem Park High School	Mathematical Literacy Paper 1
122		05/11/2021	Palmridge High School	Mathematical Literacy Paper 1
123		05/11/2021	Kondelelani Secondary School	Mathematics Paper 1 Mathematical Literacy Paper 1
124		08/11/2021	Hoërskool Tegniese John Vorster	Technical Mathematics Paper 2
125		08/11/2021	Ponego Secondary School	Mathematical Literacy Paper 2
126		08/11/2021	Sydney Maseko Adult Centre	Mathematics Paper 2
127		09/11/2021	Isikhumbuzo Secondary School	Economics Paper 1
128		10/11/2021	Hoërskool Erasmus	Engineering Graphics and Design Paper 1
129		10/11/2021	Lompec Secondary School	Business Studies Paper 2
130		10/11/2021	Sakhisizwe Secondary School	Business Studies Paper 2
131		11/11/2021	Diepkloof Adult Centre	IsiXhosa HL Paper 1
132		11/11/2021	Khanya Lesedi Secondary School	Sesotho HL Paper 1
133		11/11/2021	St Vincent School for the Deaf	SASL HL Paper 1
134		11/11/2021	Sizwile School for the Deaf	SASL HL Paper 1
135		11/11/2021	Mamelodi Adult Centre	Geography Paper 1
136		11/11/2021	Thathulwazi WR High School	Geography Paper 1
137		12/11/2021	Masisebenze High School	Physical Sciences Paper 1 Technical Sciences Paper 1
138		12/11/2021	Dinoto Technical Secondary School	Physical Sciences Paper 1 Technical Sciences Paper 1
139		12/11/2021	Bhukulani Secondary School	Physical Sciences Paper 1
140		12/11/2021	Rephafogile Secondary School	History Paper 1
141		12/11/2021	Newgate College	History Paper 1
142		15/11/2021	Tshwane Muslim School	Physical Sciences Paper 2
143		15/11/2021	Medlide Repeater Centre	Physical Sciences Paper 2
144		15/11/2021	Abbotts College	Physical Sciences Paper 2
145		15/11/2021	Elmar College	Physical Sciences Paper 2
146	16/11/2021	Watershed Christian School	English HL Paper 2	
147	17/11/2021	Phoenix College Johannesburg	Geography Paper 2	
148	18/11/2021	Zikhethele Secondary School	Economics Paper 2	
149	22/11/2021	Chiawelo Adult Centre	Life Sciences Paper 2	
150	23/11/2021	Transoranje Skool for the Deaf	SASL HL Paper 2	
151	23/11/2021	Tsosoosolo Ya Afrika	History Paper 2	
152	26/11/2021	Herbert Mdingi Adult Centre	Agricultural Sciences Paper 1	

No.	P	Date	Examination centre	Subject	
153	Gauteng	30/11/2021	Filadelfia LSEN School	SASL HL Paper 3	
154		03/12/2021	ED Mashabane Secondary School	Dramatic Arts Paper 1	
155		03/12/2021	Hoërskool Monument	Dramatic Arts Paper 1	
156		03/12/2021	Hoërskool Roodepoort	Dramatic Arts Paper 1	
157		03/12/2021	Sir Pierre Van Ryneveld Secondary School	Dramatic Arts Paper 1	
158		03/12/2021	Thuto Lefa Secondary School	Dramatic Arts Paper 1	
159		03/12/2021	East Rand School of Arts	Dramatic Arts Paper 1	
160		03/12/2021	Dr Johan Jurgens High School	Dramatic Arts Paper 1	
161		06/12/2021	Hoërskool Dr Malan	Agricultural Technology Paper 1	
162		06/12/2021	Hoër Volksskool Heidelberg		
163		06/12/2021	Hoërskool Driehoek	Agricultural Technology	
164		06/12/2021	Afrikaanse Hoër Seunskool	Music Paper 2	
165		06/12/2021	National School of Arts	Music Paper 2	
166		KwaZulu-Natal	19/10/2021	George Campbell Technical High School	Computer Applications Technology Paper 1
167			19/10/2021	Mowatt Park High School	Computer Applications Technology Paper 1
168	19/10/2021		St Lewis Bertrand's Secondary School	Computer Applications Technology Paper 1	
169	20/10/2021		Alexandra High School	Information Technology Paper 1	
170	20/10/2021		Crystal Point Secondary School	Information Technology Paper 1	
171	20/10/2021		Stanger Manor Secondary School	Information Technology Paper 1	
172	27/ 10 2021		Dassenhoek High School	English FAL Paper 1	
173	27/ 10 2021		Ezifundeni High School	English FAL Paper 1	
174	27/ 10 2021		Khanyanjalo Secondary School	English FAL Paper 1	
175	28/10/2021		Wesselsnek Combined School	Business Studies Paper 1	
176	28/10/2021		Olwandle High School	Business Studies Paper 1	
177	28/10/2021		Lizwi High School	Business Studies Paper 1	
178	28/10/ 021		Dunveria Secondary School	Business Studies Paper 1	
179	3/ 11/ 2021		Margate Middle School	Afrikaans FAL Paper 1	
180	3/ 11/ 2021		Voortrekker High School	Afrikaans FAL Paper 1	
181	3/ 11/ 2021		Zakariyya Muslim School	Afrikaans FAL Paper 1	
182	3/ 11/ 2021		Strelitzia Secondary School	Afrikaans FAL Paper 1	
183	5/ 11/ 2021		Dedangifunde High School	Mathematics Paper 1	
184	5/ 11/ 2021		Luthayi High School	Mathematical Literacy Paper 1	
185	5/ 11/ 2021		Matshitsholo High School	Mathematics Paper 1	
186	5/ 11/ 2021		Nilgiri Secondary School	Mathematical Literacy Paper 1	
187	5/ 11/ 2021	Umfolozi High School	Mathematical Literacy Paper 1		
188	5/ 11/ 2021	Zibambeleni Secondary School	Mathematics Paper 1 Mathematical Literacy Paper 1		
189	8/ 11/ 2021	Nkowane High School	Mathematical Literacy Paper 2		
190	8/ 11/ 2021	Sekusile High School	Mathematics Paper 2		
191	9/ 11/ 2021	Izazi High School	Economics Paper 1		

No.	P	Date	Examination centre	Subject
192	KwaZulu-Natal	9/ 11/ 2021	Lizwi High School	Economics Paper 1
193		10/11/2021	Congco High School	Business Studies Paper 2
194		10/11/2021	King Dinuzulu High School	Business Studies Paper 2
195		10/11/2021	Risecliff Secondary School	Business Studies Paper 2
196		11/11/2021	Bongumenzi Senior Secondary School	Geography Paper 1
197		11/11/2021	Marklands Secondary School	IsiZulu FAL Paper 1
198		12/11/2021	Siyangempumelelo School	History Paper 1
199		15/11/2021	Thulasibone High School	Physical Sciences Paper 2
200		16/11/2021	Haythorne Secondary School	English HL Paper 2
201		17/11/2021	Estcourt High School	Accounting Paper 1
202		17/11/2021	Hillview Secondary School	Accounting Paper 1
203		18/11/2021	Elangeni Combined School	Economics Paper 2
204		18/11/2021	Qhilika Secondary School	Economics Paper 2
205		18/11/2021	Vukasekusile High School	Economics Paper 2
206		19/11/2021	Danville Girls' High School	Life Sciences Paper 1
207		19/11/2021	Greytown High School	Life Sciences Paper 1
208		22/11/ 021	Amakhuze High School	Life Sciences Paper 2
209		24/11/2021	Siyamukela High School	Accounting Paper 2
210		25/11/2021	Hoërskool Pionier	Afrikaans HL Paper 2
211		29/11/2021	Kingsway High School	English HL Paper 3
212		29/11/2021	Zicole High School	English FAL Paper 3
213		01/12/2021	Maritzburg College	Afrikaans FAL Paper 3
214		01/12/2021	Northlands Girls' High School	Afrikaans FAL Paper 3
215		03/12/2021	Asoka Secondary School	Dramatic Arts
216		03/12/2021	Brindhavan Secondary School	Dramatic Arts
217		03/12/2021	Msdukeni Senior Secondary School	Dramatic Arts
218		03/12/ 021	Pholela Public High School	Dramatic Arts
219		03/12/2021	Dover Combined School	Agricultural Management Practices
220		03/12/2021	Weston Agricultural College	Agricultural Management Practices
221		06/12/2021	James Nxumalo Agricultural High School	Agricultural Technology
222		0612/ 2021	JG Zuma High School	Dance Studies
223	06/12/2021	Lihlithemba High School	Music Paper 2	
224	06/12/2021	Umlazi Senior Secondary School	Music Paper 2	
225	Limpopo	19/10/2021	Derek Kobe Secondary School	Computer Applications Technology Paper 1
226		19/10/2021	Good Shepherd Model School	Computer Applications Technology Paper 1
227		19/10/2021	Hoërskool Ben Viljoen	Computer Applications Technology Paper 1
228		19/10/2021	Jane Furse Comprehensive School	Computer Applications Technology Paper 1
229		19/10/2021	Merensky High School	Computer Applications Technology Paper 1
230		27/10/2021	Maope Secondary School	English FAL Paper 1
231		27/10/2021	Makope Secondary School	English FAL Paper 1

No.	P	Date	Examination centre	Subject
232	Limpopo	27/10/2021	Tjitjila Secondary School	English FAL Paper 1
233		27/10/2021	Ximunwana High School	English FAL Paper 1
234		28/10/2021	Mahlogedi Secondary School	Business Studies Paper 1
235		28/10/2021	Ntabane Secondary School	Business Studies Paper 1
236		28/10/2021	Phiriphiri Secondary School	Business Studies Paper 1
237		28/10/2021	Ramatshagalala Secondary School	Business Studies Paper 1
238		03/11/2021	Hoërskool Piet Potgieter	Afrikaans HL Paper 1
239		03/11/2021	Groblerdal Academy	Afrikaans FAL Paper 1
240		03/11/2021	Northern Muslim School	Afrikaans FAL Paper 1
241		03/11/2021	Taxila Secondary School	Afrikaans FAL Paper 1
242		05/11/2021	Adolf Mhinga High School	Mathematics Paper 1 Mathematical Literacy Paper 1
243		05/11/2021	Ditlalemeso Secondary School	Mathematics Paper 1
244		05/11/2021	Kopano Secondary School	Mathematics Paper 1
245		05/11/2021	Lekota Secondary School	Mathematics Paper 1
246		05/11/2021	Phusela High School	Mathematics Paper 1 Mathematical Literacy Paper 1
247		05/11/2021	Rantobeng Secondary School	Mathematics Paper 1
248		08/11/2021	Ditsepu Repeat Part-Time Centre	Mathematics Paper 2
249		08/11/2021	Mahwibitswane Secondary School	Mathematics Paper 2
250		08/11/2021	Hoërskool Warmbad	Mathematical Literacy Paper 2
251		08/11/2021	Makhutjisha Secondary School	Mathematical Literacy Paper 2
252		08/11/2021	Tom Naude Technical School	Technical Mathematics Paper 2
253		10/11/2021	Edison Nesengani Secondary School	Engineering Graphics & Design Paper 1
254		10/11/2021	Manoe Secondary School	Business Studies Paper 2
255		10/11/2021	Thambisa High School	Business Studies Paper 2
256		11/11/2021	Dzata Secondary School	Geography Paper 1
257		11/11/2021	Giyani Repeat Part-time Centre	Geography Paper 1
258		11/11/2021	Lehwelere Secondary School	Geography Paper 1
259		11/11/2021	Setotolwane LSEN Secondary School	SASL HL Paper 1
260		12/11/2021	Doasho Secondary School	History Paper 1
261		12/11/2021	George Tladi Technical School	Technical Sciences Paper 1
262		12/11/2021	Phaladingoe Technical High School	Technical Sciences Paper 1
263		12/11/2021	Hututu Secondary School	Physical Sciences Paper 1
264		12/11/2021	Rekhuditse Secondary School	Physical Sciences Paper 1
265		15/11/2021	Haramahantsha Repeat Centre	Physical Sciences Paper 2
266		15/11/2021	Moreko Senior Secondary School	Physical Sciences Paper 2
267		15/11/2021	Tjetje Secondary School	Physical Sciences Paper 2
268		17/11/2021	Monyong Secondary School	Geography Paper 2
269		18/11/2021	Hans Komane Secondary School	Economics Paper 2
270		19/11/2021	Bopedi Bapedi Technical High School	Life Sciences Paper 1

No.	P	Date	Examination centre	Subject
271	Limpopo	23/11/2021	Ntshebele Secondary School	Sepedi HL Paper 2
272		23/11/2021	Sebakanaga Senior Secondary School	Sepedi HL Paper 2
273		24/11/2021	Tlakale Mashashane Secondary School	Accounting Paper 2
274		29/11/2021	John Mutheiwana Secondary School	Tourism
275		29/11/2021	Sefoloko Senior Secondary School	English FAL Paper 3
276		30/11/2021	Jonathan Mushaathama Secondary School	Tshivenda HL Paper 3
277		03/12/2021	Hoër Landbouskool Kuschke	Agricultural Management Practices
278		03/12/2021	Mogaputji Secondary School	Agricultural Management Practices
279		03/12/2021	Tshipakoni Secondary School	Agricultural Management Practices
280		Mpumalanga	19/10/2021	Allandale MST School
281	19/10/2021		Belfast Akademie	Computer Applications Technology Paper 1
282	19/10/2021		Eastdene Combined School	Computer Applications Technology Paper 1
283	20/10/2021		Hoërskool Standerton	Information Technology Paper 1
284	20/10/2021		Lowveld High School	Information Technology Paper 1
285	27/10/2021		Botleng Secondary School	English FAL Paper 1
286	27/10/2021		Hazyview Comprehensive School	English FAL Paper 1
287	27/10/2021		Mphaladi Secondary School	English FAL Paper 1
288	28/10/2021		Dlomodlomo Secondary School	Business Studies Paper 1
289	28/10/2021		Highveld Park High School	Business Studies Paper 1
290	28/10/2021		Kwamanala Secondary School	Business Studies Paper 1
291	28/10/2021		Thuto Thebe Secondary School	Business Studies Paper 1
292	03/11/2021		Beacon College	Afrikaans FAL Paper 1
293	03/11/2021		Coronation Secondary School	Afrikaans FAL Paper 1
294	03/11/2021		Hoërskool Barberton	Afrikaans HL Paper 1
295	05/11/2021		Khula Sakhile Secondary School	Mathematical Literacy Paper 1
296	05/11/2021		Musa Secondary School	Mathematical Literacy Paper 1
297	05/11/2021		Guduza Secondary School	Mathematical Literacy Paper 1
298	05/11/2021		Sitintile Secondary School	Mathematics Paper 1
299	08/11/2021		Sibongamandla Secondary School	Mathematical Literacy Paper 2
300	08/11/2021		Thomas Nhlabathi Secondary School	Mathematics Paper 2
301	09/11/2021		Sovetjheza Secondary School	Economics Paper 1
302	11/11/2021		Thuto Thebe Secondary School	Geography Paper 1
303	11/11/2021		Botleng Secondary School	IsiZulu HL Paper 1
304	12/11/2021		Hoërskool Patriot	Physical Sciences Paper 1
305	12/11/2021		Swartklip Combined School	Physical Sciences Paper 1
306	15/11/2021		Shanke Secondary School	Physical Sciences Paper 2
307	16/11/2021		Lovunywa High School	English FAL Paper 2
308	16/11/2021		Mzinoni Secondary School	English FAL Paper 2
309	22/11/2021		Patriot High School	Life Sciences Paper 2
310	24/11/2021	Alpheus D Nkosi Secondary School	Accounting Paper 2	

No.	P	Date	Examination centre	Subject
311	Mpumalanga	29/11/2021	Leonard Ntshuntshe Secondary School	English FAL Paper 3
312		30/11/2021	James Khosa Secondary School	Xitsonga HL Paper 3
313		01/12/2021	Lugebhuta Secondary School	Afrikaans FAL Paper 3
314		03/12/2021	IM Manchu High School	Dramatic Arts Paper 1
315		06/12/2021	Beestepan Agricultural School	Agricultural Technology Paper 1
316		06/12/2021	Hoërskool Middelburg	Agricultural Technology Paper 1
317		06/12/2021	Morgenzon Landbou Akademie	Agricultural Technology Paper 1
318		06/12/2021	Hoërskool Standerton	Agricultural Technology Paper 1
319		06/12/2021	Suikerland Secondary School	Agricultural Technology Paper 1
320		Northern Cape	19/10/2021	Hoërskool Kalahari
321	19/10/2021		Hoërskool Upington	Computer Applications Technology Paper 1
322	19/10/2021		Homevale High School	Computer Applications Technology Paper 1
323	20/10/2021		Hoërskool Noord-Kaap	Information Technology Paper 1
324	27/10/2021		Pitso Jantjie High School	English FAL Paper 1
325	27/10/2021		Rietvale High School	English FAL Paper 1
326	28/10/2021		Hoërskool Kenhardt	Business Studies Paper 1
327	28/10/2021		Kimberley High for Girls	Business Studies Paper 1
328	28/10/2021		Wrenchville High School	Business Studies Paper 1
329	03/11/2021		Hoërskool Hopetown	Afrikaans HL Paper 1
330	03/11/2021		Reakantswe Intermediate School	Afrikaans FAL Paper 1
331	05/10/2021		Re Tlameleng Special School	Mathematics Paper 1
332	05/11/2021		Weslaan High School	Mathematical Literacy Paper 1
333	08/11/2021		Dibotswa High School	Mathematical Literacy Paper 2
334	08/11/2021		Garies High School	Mathematics Paper 2
335	10/11/2021		Grobblershoop High School	Business Studies Paper 2
336	10/11/2021		SA Van Wyk High School	Business Studies Paper 2
337	11/11/2021		Dr EP Lekhela High School	Setswana HL Paper 1
338	11/11/2021		Langberg High School	Geography Paper 1
339	11/11/2021		FJ Smit Combined School	Geography Paper 1
340	12/11/2021		Gamagara High School	History Paper 1
341	12/11/2021		Sediba Academy	Physical Sciences Paper 1
342	15/11/2021		Ratang Thuto High School	Physical Sciences Paper 2
343	15/11/2021		Aggeneys High School	Physical Sciences Paper 2
344	16/11/2021		Hoër Tegniese Skool Kimberley	Civil Technology Paper 1
345	16/11/2021		Port Nolloth High School	English FAL Paper 2
346	18/11/2021		Steynville High School	Economics Paper 2
347	25/11/2021		Kalahari High School	Afrikaans HL Paper 2 Afrikaans FAL Paper 2
348	02/12/2021		Hoërskool Douglas	Agricultural Technology Paper 1
349	06/12/2021		Kimberley Boys' High School	Music Paper 2
350	06/12/2021	Martin Oosthuizen High School	Agricultural Technology Paper 1	

No.	P	Date	Examination centre	Subject
351	North West	19/10/2021	Bergsig Hoërskool	Computer Applications Technology Paper 1
352		19/10/2021	Brits Hoërskool	Computer Applications Technology Paper 1
353		19/10/ 021	Gold View Secondary School	Computer Applications Technology Paper 1
354		20/10/2021	Ferdinand Postma High School	Information Technology Paper 1
355		20/10/2021	Fields College	Information Technology Paper 1
356		27/10/2021	Batswana High School	English FAL Paper 1
357		27/10/2021	Gatelapele High School	English FAL Paper 1
358		27/10/2021	Ikatisong Secondary School	English FAL Paper 1
359		27/10/2021	Ithuteng Commercial High School	English FAL Paper 1
360		28/10/2021	Matlhare Mokautu High School	Business Studies Paper 1
361		28/10/2021	Tshepagalang High School	Business Studies Paper 1
362		03/11/2021	Alabama Secondary School	Afrikaans FAL Paper 1
363		03/11/2021	Stella High School	Afrikaans HL Paper 1
364		03/11/2021	Tiger Kloof Combined School	Afrikaans FAL Paper 1
365		05/11/2021	Gaseitsiwe High School	Technical Mathematics Paper 1
366		05/11/2021	Kgononyane Secondary School	Mathematics Paper 1 Mathematical Literacy Paper 1
367		05/11/2021	Setumo High School	Mathematics Paper 1
368		05/11/2021	Utlwanang Barolong Secondary School	Mathematical Literacy Paper 1
369		08/11/2021	Jethro Pelle Secondary School	Mathematics Paper 2
370		09/11/2021	Ramaina A Phetthu Secondary School	Economics Paper 1
371		11/11/2021	Badibana Secondary School	Setswana HL Paper 1
372		11/11/2021	Malelwane Secondary School	Setswana HL Paper 1
373		11/11/2021	St Mary's Secondary School	Setswana HL Paper 1
374		11/11/2021	Batloung High School	Geography Paper 1
375		11/11/2021	Gaopalelwe Secondary School	Geography Paper 1
376		11/11/2021	Rekgonne Secondary School	Geography Paper 1
377		11/11/2021	Sebetwana Secondary School	Geography Paper 1
378		12/11/ 021	Batswana Commercial High School	Physical Sciences Paper 1
379		12/11/2021	Boitseanape Technical and Commercial High School	Physical Sciences Paper 1 Technical Sciences Paper 1
380		12/11/2021	Noto High School	History Paper 1
381		15/11/2021	Kebonang Secondary School	Physical Sciences Paper 2
382		15/11/2021	Wagpos High School	Physical Sciences Paper 2
383		16/11/2021	Ipelegeng Secondary School	English FAL Paper 2
384		16/11/2021	Mphe-Bana Secondary School	English FAL Paper 2
385		16/11/2021	Setswakgosing Secondary School	English FAL Paper 2
386		16/11/2021	Zinniaville Secondary School	English HL Paper 2
387		17/11/2021	Thapama Secondary School	Geography Paper 2
388		18/11/ 021	Setlopo Secondary School	Economics Paper 2
389	19/11/2021	Promosa Secondary School	Life Sciences Paper 1	

No.	P	Date	Examination centre	Subject
390	North West	19/11/2021	Reitshokile Intermediate School	Life Sciences Paper 1
391		25/11/2021	Bloemhof Combined School	Afrikaans FAL Paper 2
392		25/11/2021	Colinda Secondary School	Afrikaans HL Paper 2
393		01/12/2021	Vaaloewer Combined School	Consumer Studies
394		06/12/2021	Christiana Combined School	Agricultural Technology
395		06/12/2021	Koster High School	Agricultural Technology
396		06/12/2021	Hoërskool Schweizer-Reneke	Agricultural Technology
397	Western Cape	19/10/2021	Atlantis Senior Secondary School	Computer Applications Technology Paper 1
398		19/10/2021	Vuyiseka Senior Secondary School	Computer Applications Technology Paper 1
399		19/10/2021	York High School	Computer Applications Technology Paper 1
400		20/10/2021	Rylands High School	Information Technology Paper 1
401		20/10/2021	SA College High School	Information Technology Paper 1
402		27/10/2021	Knysna High School	English FAL Paper 1
403		27/10/2021	Kwa-Mfundo Secondary School	English FAL Paper 1
404		27/10/2021	Oakland High School	English FAL Paper 1
405		27/10/2021	Siphamandla Secondary School	English FAL Paper 1
406		28/10/2021	Lentegeur Senior Secondary School	Business Studies Paper 1
407		28/10/2021	Ilinglethu Secondary School	Business Studies Paper 1
408		28/10/2021	Cravenby Combined School	Business Studies Paper 1
409		28/10/2021	Phandulwazi High School	Business Studies Paper 1
410		03/11/2021	De Villiers Graaf High School	Afrikaans HL Paper 1
411		03/11/2021	Groote Schuur High School	Afrikaans HL Paper 1
412		03/11/2021	Queens Park High School	Afrikaans FAL Paper 1
413		03/11/2021	Tafelsig High School	Afrikaans HL Paper 1
414		05/11/2021	Aloe High School	Mathematical literacy Paper 1
415		05/11/2021	Beacon Hill College	Mathematical literacy Paper 1
416		05/11/2021	Bredasdorp High School	Mathematical literacy Paper 1
417		05/11/2021	Christel House South	Mathematics Paper 1 Mathematical Literacy Paper 1
418		05/11/2021	Umyezo Wama Apile High School	Mathematics Paper 1 Mathematical Literacy Paper 1
419		05/11/2021	Y2K College	Mathematics Paper 1 Mathematical Literacy Paper 1
420		08/11/2021	Robertson High School	Mathematics Paper 2 Mathematical Literacy Paper 2
421		08/11/2021	Tuscany Glen High School	Mathematical literacy Paper 2
422		09/11/2021	Harold Cressy High School	Economics Paper 1
423		10/11/2021	Silverstream Secondary School	Business Studies Paper 2
424		10/11/2021	Intlanganiso High School	Business Studies Paper 2
425		10/11/2021	Jonga Secondary School	Business Studies Paper 2
426		11/11/2021	Albert Myburgh Secondary School	Geography Paper 1
427		11/11/2021	De La Bat School for the Deaf	SASL HL Paper 1

No.	P	Date	Examination centre	Subject
428	Western Cape	12/11/2021	Bishop Lavis High School	Physical Sciences Paper 1
429		12/11/2021	Wynberg Girls' High School	Physical Sciences Paper 1
430		12/11/2021	Norman Henshilwood High School	Physical Sciences Paper 1
431		12/11/2021	Zisukhanyo Secondary School	History Paper 1
432		15/11/2021	Abbotts College	Physical Sciences Paper 2
433		15/11/2021	Protea Heights High School	Physical Sciences Paper 2
434		16/11/2021	Melkbosstrand Private School	English HL Paper 2
435		17/11/2021	Barrydale High School	Geography Paper 2
436		17/11/2021	ID Mkize Senior Secondary School	Accounting Paper 1
437		19/11/2021	Swellendam High School	Life Sciences Paper 1
438		22/11/2022	Vista High School	Life Sciences Paper 2
439		23/11/2021	Matthew Goniwe High School	IsiXhosa HL Paper 2
440		23/11/2021	Dominican School for the Deaf	SASL HL Paper 2
441		29/11/2021	Heidelberg High School	English FAL Paper 3
442		29/11/2021	Oudtshoorn High School	English HL Paper 3
443		01/12/2021	Point High School	Consumer Studies
444		03/12/2021	Hoërskool DF Malan	Dramatic Arts
445		03/12/2021	Desmond Mpilo Tutu High School	Dramatic Arts
446		06/12/2021	Heathfield High School	Music Paper 2
447		06/12/2021	Schoonspruit Secondary School	Dance Studies
448		06/12/2021	Wynberg Boys' High School	Dance Studies
449		06/12/2021	Dunatos Remedial School	Agricultural Technology
450		06/12/2021	De Rust Futura Akademie Grabouw	Agricultural Technology

Annexure 5B: Examination centres found non-compliant during the monitoring of the writing of the November 2021 NSC examination

Criteria	Nature of non-compliance	Examination centres implicated
General administration	Invigilators' appointment evidence not available	Haramahantsha Repeat Centre (LP) Gatang Secondary School (GP) Abdul Bin Salaam Islamic School (GP) Freedom Community College (GP) ED Mashabane Secondary School (GP) Hoërskool Barberton (MP) Hoërskool Standerton (MP) Homevale High School (NC) Ilingeletu Secondary School (WC) Intlanganiso High School (WC) Desmond Mpilo Tutu School (WC)
	Lack of evidence of training of invigilators	Abdul Bin Salaam Islamic School (GP) ED Mashabane Secondary School (GP) Homevale High School (NC) Clarkebury Senior Secondary School (EC) Chapman High School (EC) Despatch High School (EC) Majali Technical Senior Secondary School (EC) Gcinubuzwe High School (EC) Siyaphakama High School (EC) Flagstaff Comprehensive (EC) Welkom Secondary School (FS) Dumsi Senior Secondary School (EC) Humansdorp High School (EC) Kwa-Magxaki High School (EC) Lindelani Senior Secondary School (EC)
	Invigilator to candidate ratio not maintained	Clarkebury Senior Secondary School (EC)
	Invigilator attendance register not maintained	Dunveria Secondary School (KZN) Haramahantsha Repeat Centre (LP) Manoe Secondary School (LP) Hillview Secondary School (KZN) Sibongamandla Secondary School (MP) Sovetjheza Secondary School (MP) Hoërskool Kalahari (NC) Hoërskool Hopetown (NC) Oziel Selele Comprehensive (FS) Naledi ya Botshabelo (FS) Chapman High School (EC) Beacon Hill College (WC) Teto Secondary School (FS) Knysna High School (WC) Melkbosstrand Private School (WC) Despatch High School (EC) Humansdorp Senior Secondary School (EC) Gcinubuzwe Combined School (EC) Majali Technical Senior Secondary School (EC) Siyaphakama High School (EC)

Criteria	Nature of non-compliance	Examination centres implicated
	Late arrival of invigilators in the examination rooms	Batswana High School (NW) Sebetwana Secondary School (NW) Setumo High School (NW) Rephafogile Secondary School (GP) Beestepan Agricultural School (MP)
Credibility of the writing of the examinations	Lack of strong room for safekeeping of question papers; or question paper not kept in the strong room	Lhlithemba Technical High School (KZN) Ramatshagalala Secondary School (LP) Tjijijila Secondary School (LP) Rekgonne Secondary School (NW) Setumo High School (NW) Ramatshagalala Secondary School (LP) Medlide Repeater Centre (GP) Soshanguve Secondary School (GP) Highveld Park High School (MP) Kwamanala Secondary School (MP) Musa Secondary School (MP) Patensie Agricultural High School (EC)
	Question papers not opened in front of candidates	Haythorne Secondary School (KZN) Vista High School (WC)
	Seating plan not available/ candidates not seated according to the seating plan	Sophumelela Finishing School (EC) Canaan Academy (EC) Albert Myburgh Secondary School (WC) Izazi High School (KZN) Giyani Repeat Part-time Centre (LP) Haramahantsha Repeat Centre (LP) Promosa Secondary School (NW)
	Non-verification of candidates identity on entry	Setumo High School (NW) Pholela High School (KZN) Dedangifunde High School (KZN) Nkowane High School (KZN) Sekusile High School (KZN) Siyamukela High School (KZN) Siyangempumelelo School (KZN) Doasho Secondary School (LP) Dzata Secondary School (LP) Manoe Secondary School (LP) Matlhare Mokautu High School (NW) Beestepan Agricultural School (MP) Lovunywa High School (MP) Swartklip Combined School (MP) Lugebhuta Secondary School (MP) Suikerland Secondary School (MP) Ulwazi High School (EC) Pangalele Secondary School (EC) Teto Secondary School (FS) Queens Park High School (WC) Wynberg Boys' High School (WC) Afrikaanse Hoër Seunskool (GP)

Criteria	Nature of non-compliance	Examination centres implicated
	Poor time management leading to late start of examination	Gatang Secondary School (GP) Sophumelela Finishing School (EC) Kwa-Mfundo Secondary School (WC) Umyezo Wama Apile High School (WC) Heathfield High School (WC) Oziel Selele Comprehensive (FS) Thotagauta Secondary School (FS)
	Less than required space between candidates	Izazi High School (KZN) Qhilika Secondary School (KZN) Adolf Mhinga High School (LP) Thathulwazi WR High School (GP) Thuto Lefa Secondary School (GP) Mphaladi Secondary School (MP) Steynville High School (NC) Nkwanca High School (EC) Welkom Secondary School (FS)
	Technical accuracy of the question paper not verified	Dunveria Secondary School (KZN) Hillview Secondary School (KZN) Margate Middle School (KZN) Lihlithemba Technical High School (KZN) Dzata Secondary School (LP) Edison Nesengani Secondary School (LP) Dedangifunde High School (KZN) Adolf Mhinga High School (LP) Haramahantsha Secondary School (LP) Manoe Secondary School (LP) Makope Secondary School (LP) Tjetje Secondary School (LP) Thapelong Senior Secondary School (FS) Beacon Hill College (WC) Kwa-Mfundo Secondary School (WC) Matthew Goniwe High School (WC) Chapman High School (EC) Sophumelela Finishing School (EC) Gcinubuzwe Combined School (EC) Majali Technical Senior Secondary School (EC) Nyanga Secondary School (EC) Pangalele Secondary School (EC) Siyaphakama High School (EC) Clarkebury Senior Secondary School (EC)
	Regulated reading time not observed	Sibongamandla Secondary School (MP) Beestepan Agricultural School (MP) Chapman High School (EC) Umyezo Wama Apile High School (WC) Nampo Combined School FS) Sophumelela Finishing School (EC) Canaan Academy (EC) Clarkebury Senior Secondary School (EC)

Criteria	Nature of non-compliance	Examination centres implicated
	Candidate using cell phone to copy	Chiawelo Adult Centre (GP)
	Crib notes found on three candidates	Asoka Secondary School (KZN) Patensie Agricultural High School (EC) Thuto Lefa Secondary School (GP)
	Scripts not sealed in satchels before dispatch	Kwamanala Secondary School (MP)
	Invigilators not attentive and mobile	Harold Cressy High School (WC)

Annexure 6A: Level of compliance of marking guidelines per criterion

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
1	Accounting Paper 1	A	A	M ³	A	A	M ¹	A	A
2	Accounting Paper 2	A	M ¹	M ²	A	A	A	A	A
3	Afrikaans FAL Paper 1	A	M ¹	A	A	A	A	M ²	A
4	Afrikaans FAL Paper 2	A	M ¹	A	A	A	A	A	A
5	Afrikaans FAL Paper 3	A	M ¹	M ¹	A	A	A	A	A
6	Afrikaans HL Paper 1	A	M ¹	M ¹	M ¹	A	A	A	A
7	Afrikaans HL Paper 2	M ¹	M ¹	A	A	A	A	M ²	A
8	Afrikaans HL Paper 3	A	M ¹	M ¹	A	A	A	M ²	A
9	Afrikaans SAL Paper 1	M ¹	M ²	A	A	A	A	A	A
10	Afrikaans SAL Paper 2	A	M ¹	M ¹	A	A	A	A	A
11	Afrikaans SAL Paper 3	A	M ¹	M ¹	A	A	A	A	A
12	Agricultural Management Practices	A	M ¹	A	A	A	A	A	A
13	Agricultural Sciences Paper 1	A	M ¹	A	A	A	A	A	A
14	Agricultural Sciences Paper 2	A	M ¹	A	M ¹	A	A	A	A
15	Agricultural Technology	A	A	A	M ¹	A	A	A	A
16	Business Studies Paper 1	A	M ¹	A	A	A	M ¹	A	A
17	Business Studies Paper 2	A	M ¹	A	A	A	A	A	A
18	Civil Technology: Civil Services	M ¹	M ¹	A	A	A	M ¹	M ¹	A
19	Civil Technology: Construction	M ¹	M ¹	A	A	A	A	L ³	A
20	Civil Technology: Woodworking	M ¹	M ¹	A	A	A	M ¹	M ¹	A
21	Computer Applications Technology Paper 1	A	M ¹	A	M ¹	A	A	A	A
22	Computer Applications Technology Paper 2	A	M ¹	M ¹	M ¹	M ¹	A	M ¹	A
23	Consumer Studies	M ²	L ²	A	M ¹	A	M ¹	M ²	M ¹
24	Dance Studies	M ¹	M ¹	M ¹	M ¹	A	A	A	A
25	Design Paper 1	A	A	A	A	A	A	A	A
26	Dramatic Arts	L ⁵	L ²	A	A	A	A	M ¹	A
27	Economics Paper 1	A	M ¹	A	A	M ¹	A	A	A
28	Economics Paper 2	M ¹	M ¹	A	A	M ¹	A	A	A
29	Electrical Technology: Digital Electronics	A	M ¹	A	A	A	A	A	A
30	Electrical Technology: Electrical (Power Systems)	M ¹	M ¹	M ¹	M ¹	A	M ¹	A	A
31	Electrical Technology: Electronics	M ¹	M ¹	A	A	A	M ¹	M ²	A
32	Engineering Graphics and Design Paper 1	M ¹	A	A	A	A	A	A	A
33	Engineering Graphics and Design Paper 2	M ¹	A	A	A	A	A	A	A
34	English FAL Paper 1	A	M ¹	M ¹	A	A	A	A	A

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
35	English FAL Paper 2	A	A	A	A	A	A	A	A
36	English FAL Paper 3	A	A	A	A	A	A	A	A
37	English HL Paper 1	A	M ¹	A	A	A	M ¹	M ¹	A
38	English HL Paper 2	A	M ¹	A	A	A	A	M ²	A
39	English HL Paper 3	M ¹	A	A	A	A	A	M ²	A
40	Geography Paper 1	M ⁴	M ¹	M ²	M ²	A	A	A	A
41	Geography Paper 2	M ⁴	A	M ²	M ¹	A	A	A	A
42	History Paper 1	A	A	A	A	A	A	A	A
43	History Paper 2	A	A	A	A	A	A	M ¹	A
44	Hospitality Studies	M ¹	M ¹	A	A	A	A	A	A
45	Information Technology Paper 1	M ¹	A	M ²	A	A	A	M ²	A
46	Information Technology Paper 2	M ¹	A	M ¹	A	A	A	M ²	A
47	IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A
48	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A
49	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A
50	IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A
51	IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A
52	IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A
53	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A
54	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A
55	IsiNdebele SAL Paper 3	A	A	A	A	A	A	A	A
56	IsiXhosa FAL Paper 1	A	A	A	A	A	A	A	A
57	IsiXhosa FAL Paper 2	M ¹	A	A	A	A	A	A	A
58	IsiXhosa FAL Paper 3	A	M ¹	A	A	A	A	A	A
59	IsiXhosa HL Paper 1	M ¹	M ¹	A	A	A	A	A	A
60	IsiXhosa HL Paper 2	M ¹	M ¹	A	A	A	A	A	A
61	IsiXhosa HL Paper 3	M ¹	M ¹	A	A	A	A	A	A
62	IsiXhosa SAL Paper 1	A	A	A	A	A	A	A	A
63	IsiXhosa SAL Paper 2	A	A	A	A	A	A	A	A
64	IsiXhosa SAL Paper 3	A	A	A	A	A	A	A	A
65	IsiZulu FAL Paper 1	A	A	M ¹	A	A	A	A	A
66	IsiZulu FAL Paper 2	A	A	M ¹	A	A	A	A	A
67	IsiZulu FAL Paper 3	A	A	A	A	A	A	A	A
68	IsiZulu HL Paper 1	A	A	A	A	A	A	M ¹	A
69	IsiZulu HL Paper 2	A	A	A	A	A	A	A	A
70	IsiZulu HL Paper 3	A	A	A	A	A	A	A	A
71	IsiZulu SAL Paper 1	A	A	A	A	A	A	A	A
72	IsiZulu SAL Paper 2	A	A	A	A	A	A	A	A
73	IsiZulu SAL Paper 3	A	A	A	A	A	A	A	A
74	Life Orientation CAT	A	A	A	A	A	A	A	A
75	Life Sciences Paper 1	M ²	M ¹	A	A	A	M ¹	M ²	A

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
76	Life Sciences Paper 2	M ¹	M ¹	A	A	A	M ¹	M ²	A
77	Marine Sciences Paper 1	A	A	A	A	A	A	A	A
78	Marine Sciences Paper 2	A	A	A	A	A	A	A	A
79	Mathematical Literacy Paper 1	A	A	A	A	M ¹	A	A	A
80	Mathematical Literacy Paper 2	A	M ¹	A	A	A	A	A	A
81	Mathematics Paper 1	M ¹	M ¹	A	A	A	A	A	A
82	Mathematics Paper 2	M ¹	M ¹	A	A	A	A	A	A
83	Mechanical Technology: Automotive	A	A	A	A	A	A	A	A
84	Mechanical Technology: Fitting & Machining	A	A	A	A	A	A	A	A
85	Mechanical Technology: Welding & Metalwork	A	A	A	A	A	A	A	A
86	Music Paper 1	M ¹	M ¹	M ²	A	A	A	A	A
87	Music Paper 2	M ¹	M ¹	A	A	A	A	A	A
88	Physical Sciences Paper 1	A	A	A	A	A	A	A	A
89	Physical Sciences Paper 2	M ¹	M ¹	A	A	A	A	A	M ¹
90	Religion Studies Paper 1	A	M ¹	A	A	A	A	A	A
91	Religion Studies Paper 2	A	M ¹	A	A	A	A	A	A
92	Sepedi FAL Paper 1	A	A	A	A	M ¹	A	A	A
93	Sepedi FAL Paper 2	A	A	M ¹	A	M ¹	A	A	A
94	Sepedi FAL Paper 3	A	A	M ¹	A	A	A	A	A
95	Sepedi HL Paper 1	A	A	M ¹	A	A	A	A	A
96	Sepedi HL Paper 2	A	A	A	A	A	A	A	A
97	Sepedi HL Paper 3	A	A	A	A	A	A	A	A
98	Sepedi SAL Paper 1	M ¹	A	A	A	A	A	A	A
99	Sepedi SAL Paper 2	M ¹	A	A	A	A	A	A	A
100	Sepedi SAL Paper 3	M ¹	A	A	A	A	A	A	A
101	Sesotho FAL Paper 1	A	M ¹	L ³	A	A	A	A	A
102	Sesotho FAL Paper 2	A	A	M ²	A	A	A	A	A
103	Sesotho FAL Paper 3	A	A	A	A	A	A	A	A
104	Sesotho HL Paper 1	A	A	L ³	A	A	A	A	A
105	Sesotho HL Paper 2	A	M ¹	M ²	A	A	A	A	A
106	Sesotho HL Paper 3	M ²	M ¹	L ³	A	A	A	A	A
107	Sesotho SAL Paper 1	A	A	L ³	M	A	A	A	A
108	Sesotho SAL Paper 2	A	A	L ³	A	A	A	A	A
109	Sesotho SAL Paper 3	A	A	A	A	A	A	A	A
110	Setswana FAL Paper 1	A	M ¹	A	A	A	A	A	A
111	Setswana FAL Paper 2	A	M ¹	A	A	A	A	A	A
112	Setswana FAL Paper 3	A	M ¹	A	A	A	A	A	A
113	Setswana HL Paper 1	M ²	M ¹	A	A	A	A	A	A

No.	Subject (marking guideline)	Part A		Part B			Part C		
		PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
114	Setswana HL Paper 2	M ¹	M ¹	A	A	A	A	A	A
115	Setswana HL Paper 3	M ¹	M ¹	M ¹	A	A	A	A	A
116	SiSwati FAL Paper 1	A	A	A	A	A	A	A	A
117	SiSwati FAL Paper 2	A	A	A	A	A	A	A	A
118	SiSwati FAL Paper 3	A	A	A	A	A	A	A	A
119	SiSwati HL Paper 1	A	A	A	A	A	A	A	A
120	SiSwati HL Paper 2	A	A	A	A	A	A	A	A
121	SiSwati HL Paper 3	A	A	A	A	A	A	A	A
122	South African Sign Language (SASL) HL Paper 1	A	A	A	A	A	A	A	M ²
123	SASL HL Paper 2	A	A	M ²	A	A	A	A	A
124	SASL HL Paper 3	A	A	M ¹	A	A	A	A	A
125	Technical Mathematics Paper 1	A	A	A	A	A	A	A	A
126	Technical Mathematics Paper 2	A	A	A	A	A	A	A	A
127	Technical Sciences Paper 1	A	A	A	A	A	A	A	A
128	Technical Sciences Paper 2	M ¹	M ¹	A	A	A	A	A	A
129	Tourism	M ¹	M ²	A	A	A	A	A	A
130	Tshivenda FAL Paper 1	A	A	A	A	A	A	A	A
131	Tshivenda FAL Paper 2	A	A	A	A	A	A	A	A
132	Tshivenda FAL Paper 3	A	A	A	A	A	A	A	A
133	Tshivenda HL Paper 1	A	A	A	A	A	A	A	A
134	Tshivenda HL Paper 2	A	A	A	A	A	A	A	A
135	Tshivenda HL Paper 3	A	A	A	A	A	A	A	A
136	Visual Arts Paper 1	M ¹	M ¹	A	A	A	A	M ¹	A
137	Xitsonga FAL Paper 1	A	A	A	A	A	A	A	A
138	Xitsonga FAL Paper 2	A	A	A	A	A	A	A	A
139	Xitsonga FAL Paper 3	A	A	A	A	A	A	A	A
140	Xitsonga HL Paper 1	A	A	A	A	A	A	A	A
141	Xitsonga HL Paper 2	A	A	A	A	A	A	A	A
142	Xitsonga HL Paper 3	A	A	A	A	A	A	A	A

Key:

PMS = Pre-Marking Standardisation Meeting

PSM = Preparation by Senior Marking Personnel in the Assessment Body

PP = Processes and Procedures

MMG = Mediation of the Marking Guidelines

REM = Role of External Moderators

TSM = Training of the Senior Marking Personnel

ASM = Authorisation of Senior Marking Personnel

QFM = Quality of the Final Marking Guideline

A = Comply in All respects

M = Comply in Most respects

L = Comply in Limited respects

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

Annexure 7A: Summarised areas of non-compliance – marking phase

Criteria	Nature of non-compliance	Examination centres implicated
Planning for marking	Centre management plan not available for verification	Rand Girls' High School
	No printed hard copies of management plan available	VN Naik School For The Deaf, Durban High School, Vryheid High School
	Withdrawal of markers due to COVID-19	Northwood High School, HTS Middelburg, Steve Tshwete Boarding School, Hoërskool Middelburg
	Shortage of markers at centre	Vryburg Hoërskool/High School, Rand Girls' High School
	Markers leaving the centre before marking is completed	PH Moeketsi Agricultural High School
	Problems with appointment of marking personnel	Rand Girls' High School
	Late arrival of marking guidelines	Parktown Boys' High School, PH Moeketsi Agricultural High School, Lichtenburg High, Sannieshof High, HTS Potchefstroom, St John's College
Marking centre	No communication facilities available at centre	HTS Middelburg, HTS Potchefstroom
	OHS certificate not available	De Kuilen High School, Cape Teaching and Leadership Institute, HTS Middelburg, Steve Tshwete Boarding School, Middelburg High School
Security	Security at access control not up to standard	Vryburg High School
	Details of visitors not recorded	Vryheid Comprehensive Secondary School
Handling of irregularities	Cases of reported suspected irregularities	Northwood High School
Monitoring	No monitoring by assessment body	Vryheid High School, Byletts High School, Diamantveld High School, Generaal Piet Joubert Special School, Martie Du Plessis School, Sentraal High School, Settlers Agricultural High School
COVID-19	Areas not marked for social distancing	Parktown Boys' High School
	Sanitation not done regularly	St John's College
	Temperatures not recorded	Vryheid Comprehensive Secondary School
	Social distancing not observed in some areas	Parktown Boys' High School, Vryheid High School, Vryheid Comprehensive Secondary School, HTS Middelburg, Middelburg High School, Steve Tshwete Boarding School

Annexure 8A: List of subjects sampled for the verification of marking

Subjects	Subjects
Languages	Gateway subjects
Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3	Accounting Paper 1 and Paper 2
English First Additional Language Paper 1, Paper 2 and Paper 3	Business Studies Paper 1 and Paper 2
English Home Language Paper 1, Paper 2 and Paper 3	Economics Paper 1 and Paper 2
IsiXhosa Home Language Paper 1, Paper 2 and Paper 3	Geography Paper 1 and Paper 2
IsiZulu First Additional Language Paper 1, Paper 2 and Paper 3	History Paper 1 and Paper 2
IsiZulu Home Language Paper 1, Paper 2 and Paper 3	Life Sciences Paper 1 and Paper 2
Sepedi Home Language Paper 1, Paper 2 and Paper 3	Mathematical Literacy Paper 1 and Paper 2
Sesotho Home Language Paper 1, Paper 2 and Paper 3	Mathematics Paper 1 and Paper 2
Setswana Home Language Paper 1, Paper 2 and Paper 3	Physical Sciences Paper 1 and Paper 2
SiSwati Home Language Paper 1, Paper 2 and Paper 3	Other subjects
South African Sign Language: Home Language Paper 1, Paper 2 and Paper 3	Agricultural Management Practices
Tshivenda Home Language Paper 1, Paper 2 and Paper 3	Agricultural Sciences Paper 1 and Paper 2
Xitsonga Home Language Paper 1, Paper 2 and Paper 3	Engineering Graphics and Design Paper 1 and Paper 2
Subjects with a practical component	Marine Sciences Paper 1 and Paper 2
Civil Technology (Construction)	Technical Mathematics Paper 1 and Paper 2
Computer Applications Technology Paper 1 and Paper 2	Technical Sciences Paper 1 and Paper 2
Dramatic Arts	Tourism
Electrical Technology Digital, Electronics and Power Systems	Visual Arts
Hospitality Studies	
Mechanical Technology (Automotive)	



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ISBN: 978-1-928445-39-5

